



**2004**

**Indonesian First Language GA 3: Examination**

## **Oral Component**

### **GENERAL COMMENTS**

Generally students were well prepared for the oral examination. Some students demonstrated exceptional preparation in introducing their topics and in following the discussion, and their presentations showed an excellent understanding of the literature studied. Many students had prepared well and this showed in their performance; however, some students' lack of preparation coming into the exam detracted from their performance. They were mostly unable to present the detailed study, and had to read from notes despite being repeatedly reminded not to. Their presentations were lacking in detail, and in the discussion they were not able to provide relevant evidence from the text.

Fluency, pronunciation and the accuracy of linguistic elements were generally of a high standard. All students had studied the sub-topic based on Language and Culture through Literature and Arts. Some students who completed the exam in Indonesia via telephone conference showed a lack of preparation and were not aware that the material presented was not relevant to the detailed study.

The examination consisted of an introduction of the sub-topic (no longer than one minute), followed by a presentation and discussion. The use of English borrowed words was more common, as in Indonesia itself where English words are commonly used in the media or in daily life. However, the Indonesian words should be used in preference to English borrowed words.

Students should also be aware of the way they use their cue cards; they should not read their notes at anytime, and the cue cards should only contain key words rather than a speech. It is preferred that students not wear their school uniform to the exam as the examiners should not know particular student details, including their school. It is advisable for all students to ensure that they check the time and location of their exam prior to sitting it. This will avoid any confusion or delays at the time of their exam.

### **SPECIFIC INFORMATION**

#### **Section 1 – Presentation**

Generally students presented their topics well, providing a relevant background, a viewpoint or stance, citing sources and presenting the information in the time allowed (no more than one minute). However, some students were not well prepared, choosing their topics from what was note-worthy in the media at the time and using only newspaper sources. Students should choose a topic that is drawn from the field of Literature and/or the Arts, as mentioned in the detailed study. Some students made no mention of their sources, and when asked they could not cite any.

Some students inappropriately read their speeches from cue cards. As a result, their presentations were monotonous, lacking in intonation and lacking in engagement with the examiners. These students were penalised.

The selection of a sub-topic is important as it allows students to develop a particular stance, and it is the individual's ability to analyse which significantly affects performance. Students should study for at least 15 hours for the topic presented.

Students who performed at a very high level included a range of sources in their detailed study, such as films, novels, poems or songs. These students were able to establish conceptual links or common themes between the different sources and give examples to support their view.

#### **Section 2 – Discussion**

Generally, students who were well prepared demonstrated good discussion skills; gave a good analysis of the topic presented and were able to respond to questions and comments from the examiners. Students who were not well prepared struggled to maintain a simple discussion, and were not able to refer to the sources or link with the topic studied.

In preparing for the oral exams, students should practise discussing the issues, giving their views and taking in other peoples' views. It is important to link their views and give examples from the sources. References to their sources and



the texts studied should be made in the discussion. It is important that students read the texts thoroughly and not only read a summary on the Internet. Using current newspaper articles alone is not sufficient for an oral presentation.

## **Written Component**

### **GENERAL COMMENTS**

Overall, students did well across all sections of this examination, demonstrating a range of skills in listening and reading comprehension and in writing. The main problems concerned the relevance of students' writing to the set task.

### **SPECIFIC INFORMATION**

## **Section 1 – Listening and responding**

### **Part A**

#### **Question 1**

**a. Sebutkan dua hukum yang melindungi hak seseorang untuk bertempat tinggal.**

- *TAP MPR 1998 pasal 27*
- *Pasal 33 UUD 45*

**b. Apa yang dimaksud dengan hak asasi mengalahkan hak pemilikan atas tempat?**

One of:

- *Seseorang tidak boleh diusir dari tempat tinggalnya walaupun ia tidak berhak atas tempat tinggalnya*
- *Hak pemilikan atas tempat kalah terhadap hak asasi karena kalau tidak hak asasi orang banyak akan dilanggar*
- *Seseorang tidak boleh diusir dari rumah yang ditinggali/digunakan, kecuali disediakan perumahan/tempat tinggal yang lain.*

**c. Hak asasi atas perumahan bukan berarti legitimasi perebutan tanah oleh orang kecil. Sebutkan hal yang mendukung pernyataan ini.**

- *Orang tidak boleh membangun rumah di mana saja.*

**d. Mengapa si pembicara memberikan himbauan diatas?**

- *Karena pemerintah tidak menerapkan hukum yang melindungi hak asasi manusia atas tempat tinggalnya.*

#### **Criterion**

##### **The capacity to understand and convey general and specific aspects of texts**

In general, students completed this section very well, demonstrating their ability to identify the main points of each question and to listen for and identify the key points from the recorded passage. However, only some students answered Question 1c correctly.

Problems in answering questions usually arose when the students had not identified key words in the question and therefore did not know exactly what they were listening for. In the future, students are advised to check the specific wording of these tasks in order to appreciate the importance of comprehending questions accurately rather than merely listening for general understanding. Understanding the question is vitally important, as well as focusing on listening skills.

## **PART B**

#### **Question 2**

**a. Sebutkan dua faktor yang diperlukan untuk meningkatkan prestasi atlet.**

- *Faktor kesehatan mental*
- *Faktor kesehatan fisik.*

**b. Apa perbedaan antara bonus dan penghargaan?**

- *Bonus dapat berupa uang sedangkan penghargaan belum tentu berupa uang.*



**c. Mengapa hadiah materi penting bagi atlet?**

- Karena materi diperlukan untuk kelangsungan hidup.

**d. Jelaskan apa yang dimaksud dengan profesionalisme atlet.**

- Profesionalisme itu berprestasi dahulu dengan kesungguhan dan keyakinan, tanpa mengharapkan bonus.

**e. Jelaskan dalam satu paragraf hubungan antara prestasi atlet, dunia swasta dan penonton.**

- Hubungan antara prestasi atlet, dunia swasta dan penonton sebagai berikut: Untuk mencapai prestasi yang tinggi atlet perlu dukungan dunia swasta. Dunia swasta akan mendapatkan keuntungan karena banyaknya penonton.

**f. Sejauh mana pemerintah ikut serta di dalam pembinaan atlet-atlet muda?**

- Menyediakan prasarana olahraga pada tingkat SD dan memfasilitasi pertandingan olahraga.

**Criteria**

**The capacity to understand general and specific aspects of texts**

Overall, all parts of this section were handled well. Students were generally able to comprehend the key phrases in the questions, to differentiate between the key points and then identify the information in the recorded listening interview. Occasionally, students did not understand the question adequately, and failed to identify key words in this question. Students need to appreciate the importance of not commencing a task until they have thoroughly understood the nature of it. The accurate comprehension of questions is vital, as are listening skills.

**The capacity to convey information accurately and appropriately**

Generally, students provided their answers in an acceptable format, using appropriate vocabulary, grammar and clarity of expression. Responses should take the form of complete sentences but with key information to the answer presented clearly and succinctly. Some students did not respond appropriately to specific phrasing that was contained in particular questions. For example, in Question 2e, students answered in long sentences but missed out the key word, and in Question 2f some students found it difficult to answer the question correctly.

The key skills for this section are identifying the key point(s) of written questions and identifying the same points from the recording. The former is sometimes taken for granted, but needs to be frequently practised, as comprehension requires some degree of analysis. This process should extend beyond the first reading of the questions and students should keep referring back to the question while listening.

## Section 2 – Reading and responding

In this section, students were asked to write a speech explaining the crisis in the national film industry relating to the issues of identity, government policies, infrastructure and freedom of speech. The information should have been taken from the two articles provided. Some students only discussed part of the crisis and did not include all of the issues. This further demonstrates the need for students to fully understand the task at hand and to deal with it comprehensively.

Some students did not adequately utilise the issues raised in the articles provided, but wrote largely about what appeared to be their personal observation/or experience of the film industry in general. This was not an appropriate strategy to adopt, since the task required the identification and synthesis of the information provided. Teachers and future students should be fully aware of the requirements of the task, and should refer carefully to page 33 of the Indonesian First Language Victorian Certificate of Education Study Design for a more detailed explanation of this task.

In order to gain full marks for this section, students needed to identify at least four points for ‘identity’, three for ‘government policies’, two for ‘infrastructure’ and two for ‘freedom of speech’ from the following lists:

**Krisis Identitas**

- kurang mendidik
- vulgar
- tema
- isi
- tradisi dan ajaran moral

**Kebijakan – kebijakan pemerintah**

- UU perfilman

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- *Peraturan pelaksanaan*
- *represif*
- *membelenggu*

## ***Infrastruktur perfilman***

- *tidak memadai*
- *tidak mendukung persaingan di pasar lokal dan global*

## ***Kebebasan berkarya***

- *kreatifitas*
- *inovatif*
- *tidak hanya segi teknis*

Students should practise identifying key points by summarising them in media articles. Teachers can assist their students to develop synthesising skills by providing two related media articles and asking students to compare and/or contrast particular points contained within the articles. These types of activities are more complex and require appropriate article selection. They are best done with teacher supervision.

## **Criteria**

### **Appropriateness of structure and content**

Question 3 required students to write a speech to be delivered in the seminar 'Indonesian Film 2005'. However, some students failed to demonstrate fundamental features of the text type, such as identifying himself/herself as the person giving the speech, and providing an appropriate opening and closing. Students would have benefited from a thorough familiarisation of various text types and their features.

Generally, paragraphing was used successfully to present information clearly and logically. Occasionally, however, paragraphing was not appropriately used, and in rare cases it was very poorly used, if at all. In some instances, sentences were too long, resulting in the key point of the sentence being obscured. It is very important to structure paragraphs, and the sentences within them, in a way that presents ideas clearly.

Some students wrote too much, at the expense of relevance. These students tended to be the ones who did not refer sufficiently to the information contained in the articles provided, writing instead from a personal viewpoint.

### **Accuracy, range and appropriateness of vocabulary and grammar**

Given the task, students should have demonstrated a register or language style suitable for a formal letter. Informal or colloquial vocabulary was not appropriate for the task, nor was the use of Malay or English expressions. Standard conventions of grammar were required, including the entire prefixes and suffixes, for example, the use of the *me-* prefix for verbs rather than the base word verb form. These inaccuracies were regarded as mistakes as students were expected to know the basic use of appropriate words.

## **Section 3 – Writing in Indonesian**

Students had to choose one of four topics provided; there were two evaluative (Questions 4 and 6) and two imaginative (Question 5 and 7) topics to choose from. The imaginative Question 7 was a popular choice, and Question 4 was popular for the evaluative.

## **Criteria**

### **Relevance, breadth and depth of content**

Many students chose Question 7, which asked students to write a letter to a friend about the problems that arose in the family during the last week and describe how to solve them. This is a personal world issue. Students generally demonstrated highly-developed expressions and presented their ideas well. Some students chose Question 4, which was about the perception of dang-dut music in Indonesian society with the emergence of Inul Daratista. This topic is a very recent issue so students could generally describe their own experiences, enabling them to demonstrate their highly-developed skills in expressing and presenting ideas.

The majority of students were able to write coherently and with relevance to the topic. Most had little trouble in demonstrating an appropriate depth of knowledge and the ability to express it. Rarely did students seriously diverge from their topic to the point of irrelevance, but this should be kept in mind for future students.



**Appropriateness of structure and sequence**

For the evaluative essay topics, students were expected to demonstrate a degree of balanced discussion, for instance by considering the positive development on the issue itself (Question 4). It was also highly appropriate to adopt a viewpoint and present supporting evidence or examples.

The imaginative essays were generally well-written and appropriate to the specific topic. Students who selected Question 7 usually wrote in an appropriate form.

In general, appropriate paragraphing, structuring of introduction, body and conclusion and a logical and sequential ordering of content were demonstrated.

**Accuracy of vocabulary and grammar**

Standard conventions of grammar were required, including the use of the prefixes and suffixes. There were isolated instances where students could not differentiate when to use the *di-* prefix or the *me-* prefix, and also the *-kan* suffix or the *-i* suffix. Some mistakes occurred with adding the suffix *-kan* to a base word that ended with *-k*, for example *memasukan* instead of *memasukkan*, or other words that need a suffix beginning with the same letter.

**Range and appropriateness of vocabulary and grammar**

Generally, students did very well in this area and were able to demonstrate a range of vocabulary that was relevant to the topic. Students were also able to demonstrate an appropriate range of grammatical structures, the use of active and passive verb form, *-i* and *-kan* verbal suffixes and noun formations using appropriate affixes.

Some students' writing style was relatively simple, lacking in detail, incorporating very simple vocabulary and using base words for many of the verbs. Repetition of vocabulary, grammatical forms, and sentence structure was at times evidence of poor expression. Inappropriate vocabulary, for instance using Malay terms, should have been avoided.