



2007 LOTE: Indonesian Second Language GA 3: Examination

Oral component

GENERAL COMMENTS

The oral component of the examination is divided into a seven-minute conversation on topics relating to the student's personal world and an eight-minute discussion of the student's Detailed Study topic. Most students performed evenly across both sections. However, some students appeared to be quite weak in the Conversation section but were able to discuss their Detailed Study topic more effectively. It is important that students continue to revise their general conversation skills in the final stages of their examination preparation as the two sections are equally weighted.

The more successful students responded spontaneously to questions and elaborated with opinions and examples. Such students were clearly very well prepared but were also able to time and pace their responses so that they did not convey the impression of reciting rote-learned speeches.

In responding to questions, students need to strike a balance between brevity and long-windedness. Students who gave very short answers did not demonstrate the ability to use a variety of vocabulary and sentence structures and assessors had to ask many different questions to find something to talk about.

Conversely, students who responded to a question with a long, memorised speech did not demonstrate good communication skills. In some cases assessors were forced to interrupt students in order to get the conversation or discussion back on track. Teachers can assist their students to avoid this by drawing their attention to the body language and verbal cues that listeners give to alert a speaker that they would like a turn to speak.

Most students demonstrated a good understanding of the formal register required in the examination. However, some students, generally more confident speakers, slipped into a more informal register in the Conversation section. Students should keep in mind that, regardless of the conversation topic, the examination is a formal context and the purpose of the examination is to test students' use of standard, formal Indonesian.

Some students used the phrase *silakan ulangi* to ask for a question to be repeated. This phrase is not correct. Others used *ulangilah* which, although grammatically correct, is rather abrupt for the context. *Tolong diulangi* is a polite way to ask for a question to be repeated.

SPECIFIC INFORMATION

Section 1 – Conversation

Many students were thoroughly prepared to discuss aspects of the prescribed topic: the student's personal world. They were able to explore all avenues of their school and home life, family and friends, interests and future aspirations. The most successful students demonstrated the ability to provide extensive and appropriate responses to the questions asked, and to successfully build upon comments made by the assessors. They also confidently handled unexpected, challenging questions and used accurate language, a sophisticated range of vocabulary and complex sentence structures.

It was evident that some students had difficulty comprehending questions that were not worded exactly as they had learnt them. Teachers can assist their students by brainstorming the different ways that simple questions can be asked and by practising listening for key words in unfamiliar questions.

Some students were unable to respond when asked for an opinion such as why they like a particular hobby or why they chose to study Indonesian, or to elaborate on a response, such as the pros and cons of part time work in Year 12. Such questions are designed to give the student the opportunity to show depth of content and use more sophisticated language for criteria 2 and 3 of the Conversation.

Some students made mistakes with affixes, such as mixing up *bekerja* and *pekerjaan*. Basic word order mistakes marred otherwise well-constructed responses. Common errors involved the use of *untuk* and *selama*, *ada* and *adalah*, *tidak* and *bukan*, *kapan* and *ketika*, as well as the omission of *akan* when talking about future plans. Some students used *pergi ke universitas* when they meant *masuk universitas*. *Membuat uang* does not mean 'to make money' in the law abiding sense.



Section 2 – Discussion

The choice of and approach to a topic for the Detailed Study can greatly affect a student's success in this section. As stated in the *Indonesian Second Language VCE Study Design*, topics chosen should allow students to explore aspects of the language and culture of Indonesian-speaking communities. This means that if a topic has world-wide relevance, the student must be able to discuss the topic in its Indonesian context.

The topic and texts chosen should take into account students' language capacity and their interests, and, most importantly, enable the student to express ideas and opinions.

Students have one minute to introduce their sub-topic. They should use this time to clearly state what the sub-topic is and what approach they have taken; for example, by stating the sources used or key aspects explored. It is important, however, that students are prepared to discuss broader aspects of their topic; they should not approach the introduction as a way to narrow the scope of the discussion to such an extent that they are only prepared to answer the few questions that are prompted by their introduction.

Students who were more successful in this section were able to discuss their topic from different perspectives rather than just giving their own opinion; for example, by comparing the viewpoints of local farmers and wildlife protection groups on the topic of endangered wildlife. They were able to discuss the sources they used and discussed their specific topic within a broader context.

Less successful students were often restricted by the topic selected. Some topics did not enable students to go further than merely describing events or situations. In other cases, the topic selected may have been suitable, yet the student was not prepared to give opinions. Some performances were more like presentations, and these students subsequently had difficulty when assessors interrupted their memorised responses with unanticipated questions.

Some students used objects such as photographs, diagrams and maps to support the Discussion. In most instances these were very helpful, particularly when it was evident that the student had practised using the object in a discussion prior to the examination.

Written Component

GENERAL COMMENTS

Most students performed well in the listening and reading sections of the 2007 examination. The majority of students answered in the required language, although there were common errors in answering some types of questions. With questions that stipulate the number of points required, students are reminded not to exceed the number stated. Complete sentences are not necessary when answering questions in English, although when answering in Indonesian, well-written answers in Indonesian are required.

The overall performance of students in the writing section was not as good as the first two sections. Many students appeared to have a problem with the timing of the examination and wrote well under 200 words. It is strongly suggested that students practise doing the whole examination format in the prescribed timeframe to ensure that enough time is allocated to plan and write the 200–300 words required.

It is stressed that the writing task assesses students' ability to express ideas through the creation of an original text in the language. Many students made inappropriate use of previously studied topics, or their Detailed Study, rather than writing their own original response to a topic. It is also important that students use a fictitious name, address and school name if required.

Students are reminded that the legibility of their handwriting is important, as is the need to clearly indicate the start of paragraphs and use capital letters at the start of a sentence. It is also easier for assessors to read pen, rather than very faint pencil.



SPECIFIC INFORMATION

Section 1 – Listening and responding

Part A – Answer in English

The performance of students in this section was very high this year, with most students being able to respond to all questions. The reference to *Malam Minggu* in Text 3 was the one question that was not well handled. Where questions are in a format similar to that of a restaurant booking sheet, students are reminded to select only one response from the multiple responses provided.

Text 1

Question 1

11 o'clock

Question 2

Two hours late.

Question 3

Due to bad weather.

Question 4

Both of:

- check in counter
- canteen.

Text 2

Question 5

To conduct a survey.

Question 6

How you spend school holidays.

Question 7

The following night.

Question 8

Any two of:

- holiday destination
- duration
- activities
- cost.

Text 3

Question 9

- Day: Saturday
- Time: 7 pm
- Price: \$25
- Number of people: 12

Question 10

Because one is able to sample various dishes and it is cheaper.

Part B – Answer in Indonesian

The criterion for this section assesses students' capacity to understand general and specific aspects of texts, and the capacity to convey information accurately and appropriately.

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Text 4

Question 11

Siswa-siswa yang belajar bahasa Indonesia

Question 12

Any two of:

- *pengobatan tradisional*
- *pengobatan alternatif*
- *pengobatan modern.*

Question 13

- *akupunktur*
- *jarumnya hanya dipakai sekali supaya tidak kena infeksi*

Question 14

One of:

- *masuk angin*
- *sakit kepala.*

Question 15

- *akupunktur sering efektif*
- *kalau takut lebih baik ke dokter saja*
- *ada segi positif dan negatifnya*
- *kita harus hati-hati kalau berobat*

Section 2 – Reading and responding

Part A – Answer in English

In this section some students' inability to accurately locate words in their dictionary caused a number of incorrect answers. For example, in Text 6, many students mistakenly identified *gemuk* as the base word of *mengemukakan*. This caused many incorrect responses, such as 'modern technology fattens people'. Another dictionary error was made with the word *dilatih*. Many students were unable to identify the difference between the *ber-* and *me-* forms of the base word and wrote 'to practise' instead of 'to be trained in the use of technology'.

Text 5

Question 16

Any three of:

- too many people
- traffic jams
- noisy
- pollution
- violence.

Question 17

All of:

- no time for family
- no time for friends
- no time for a girlfriend.

Question 18

To set a good example.

Question 19

Any two of:

- drugs
- smoking
- alcohol.

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Text 6

Question 20

Three

Question 21

Mobile phones are very popular with the teenagers surveyed.

Question 22

Everybody surveyed had used at least one form of technology listed.

Question 23

Both of:

- some students have to borrow it because they can't afford to buy it themselves
- it is often stolen.

Question 24

The technology

Question 25

Any three of:

- users need to be trained
- it breaks down easily
- it is often stolen
- it is expensive.

Question 26

Both of:

- to succeed these days we must use technology
- we must use technology really competently.

Part B – Answer in Indonesian

Capable students answered this section in complete sentences, using their own phrasing where possible. It was evident that many students had not developed the skill of reading a passage to obtain the general gist of meaning, and therefore wasted time looking up the meaning of words that were not required in answering the questions. Special care should be taken when spelling words that are used in the text or questions.

Text 7

Question 27

- *Majalah Prima*
- *Pemerintah propinsi Jawa Barat*
- *Bintang-bintang terkenal*
- *Bank BCA*

Question 28

One of:

- *Gempa bumi*
- *Tanah longsor.*

Question 29

Any four of:

- *Malam dana*
- *Bintang-bintang terkenal*
- *Artis bermutu*
- *Musik terbaru*
- *Pertunjukan langsung*
- *100 karcis gratis.*



Question 30

- *Membeli karcis di bank BCA*
- *Menulis sajak untuk mendapatkan karcis gratis*

Section 3 – Writing in Indonesian

In this section students are assessed on the relevance, breadth and depth of the content of their writing, the appropriateness of its structure and sequencing and the accuracy, range and appropriateness of vocabulary and sentence structures.

Successful responses demonstrated a high awareness of the purpose, audience and context of the chosen task. These responses were well-planned, and therefore the content incorporated sufficient breadth and depth. Importantly, successful responses were also highly realistic in style and tone and were convincing to read.

Many students wrote well under the required 200–300 words. It is very difficult for students to score highly in each of the three criteria if there is insufficient depth to the content or range of vocabulary and grammatical structures in their response. Many students did not include the appropriate text type features, and were unable to write a realistic and convincing response. Future students are reminded to be familiar with pages 56–58 of the *Indonesian Second Language VCE Study Design*, which outlines the main features of different text types and the characteristics of personal, imaginative, persuasive, informative and evaluative writing.

Relevance of content is a crucial area for students to consider when selecting a task. Many students relied upon pre-learned material which resulted in content that was not relevant to the task set.

Question 31

Responses to this task were required to be in the format of a formal letter with a tone and style suitable for applying for a scholarship to the Indonesian Government. Many students who attempted this task did not write in the appropriate format or a suitably formal style. In addition to providing personal details, many students overlooked the requirement to explain why they would be a suitable recipient of the scholarship.

Question 32

Successful responses to this task were written in a style suitable for friends, and naturally acknowledged that the recipient of the email was in Indonesia. Many students were able to give information about their plans for the future, including the requirement to mention their intended career direction.

Question 33

Capable students wrote in a highly personal style about the event that they had witnessed. Importantly, they incorporated their impressions or reactions to the event and were therefore able to produce a highly realistic diary entry. This was the most popular task and often produced some weak responses. Many weak responses were unrealistic and not in the style of writing required for a diary entry.

Question 34

Many students who chose this task did not write for the designated audience of Indonesian teenage magazine readers. The topic was the importance of learning a foreign language, not the importance of learning Indonesian, therefore pre-learned material on the merits of learning Indonesian was not suited to the task set. Successful responses were highly evaluative and incorporated both sides of the issue, examining the advantages and disadvantages of learning a language.

Question 35

The small number of responses to this task were usually very successful. Most students wrote in an appropriate format and style for a report, although the requirement to persuade the reader was sometimes not fully addressed.