

LOTE: Indonesian First Language GA 3: Examination

Oral component

GENERAL COMMENTS

There was strong evidence that students' communication skills, pronunciation, fluency and accuracy of linguistic elements were of a high standard. In general students were well prepared for the examination.

Section 1 – Presentation

Many students showed the capacity to present effectively the necessary information appropriately within the time limit. There was clear evidence that students were aware of the requirement of the revised study design and attempted to follow them. However, it is important to emphasise that students should not read their presentation from prepared notes. The study design (p. 31) specifically refers to brief speakers' notes, which should be in point form and on a small (no more than 20 cm x 12.5 cm) card. A number of students effectively used visual aids such as photographs, diagrams and maps to support their presentation.

Most students' presentations followed the language and culture through Literature and the Arts option. In general, students properly selected and outlined the issue and their opinions on the topic, and supported this with evidence related to the texts studied. However, a few students made their presentation according to the previous VCE study design requirements.

A significant number of students did not show the capacity to relate to the audience during their presentation. Eye contact is very important, yet a number of students failed to establish this. While there was no problem in their pronunciation, some students did not use their capacity to use stress and intonation to advantage. Some used a flat intonation throughout their presentation. Students must remember that it is not appropriate to use colloquialisms or slang when the standard Indonesian equivalent is available. Malay students need also to be careful and discipline themselves to avoid the influence of Malay vocabulary.

Some students lacked breadth and depth in their information; others did not adopt a clear stance or provide any opinion and ideas at all. In general, the presentation needs to be much more persuasive. Furthermore, there is a need to elaborate the information with reasons, examples and evidence to support the presentation. Students need to comment on their material and relate it to their chosen issue; sometimes the issue and their information were not related at all.

Section 2 – Discussion

Some students relied too much on the assessor to ask questions and only provided short answers due to apparent lack of confidence in elaborating. Other students, however, were able to give thorough and precise answers to questions. Some of the opinions were very impressive and thought provoking so that the discussion developed into an interesting exchange.

Students should be encouraged to practise debating to improve maintaining and advancing the exchange with assessors. The chosen issue must follow the language and culture requirement through Literature and the Arts as described in the study design. Another area in need of improvement is the skill of convincing the assessor regarding the validity of their opinions on the chosen issue. It is also very important that the students remember to state their resources, including the fact they must be of more than one text type.

Some successful topics included:

- *Kemiskinan dapat dihindari dengan kemauan keras*
- *Pentingnya Kartini dalam perjuangan hak perempuan*
- *Kemiskinan merupakan sebuah lingkaran setan*
- *Kesenjangan sosial dilihat dari Persatuan dan Kesatuan bangsa.*

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Written component

GENERAL COMMENTS

Comparatively speaking, students in 2001 did better overall than last year despite the introduction of the new design and format. One significant similarity to last year was that most students performed better in Listening and responding than to Reading and responding. Perhaps the fear of missing information from a recorded text encouraged students to better focus during the Listening task.

Many students chose to write an imaginative piece of work with few opting to write an evaluative piece. Furthermore, most students opted for the task of writing a diary. The selection was, presumably, to write something familiar; however, in doing so, many missed important contextual details of the task.

Overall, students showed good language control of structures and grammatical rules for standard Indonesian. Students knew how to formulate their text with an introduction, a coherent and logically unfolding body, followed by a conclusion.

Section 1 – Listening and responding

Part A

Text 1

Most students achieved well when handling Text 1. They showed the capacity to understand the text and to convey its general and specific aspects. They identified the general points in the recorded presentation regarding 'Press Freedom' and correctly identified specific points associated with the Indonesian press and were able to infer or deduce information when necessary.

Part B

Text 2

Question 2

Most students understood Text 2 and were able to convey its general and specific aspects in their responses. Almost all students identified the main topic of the recorded interview with two scientists. They were successful in identifying the problems discussed, including the danger of human cloning, and were able to convey this specific information appropriately. However, some students had difficulty in identifying and explaining the consensus between the two scientists regarding the degree of similarity between the human donor and the human clone, based on the information in the recorded interview. These students showed some understanding of the difference between human cloning and IVF reproduction, but had great difficulty in conveying the information accurately.

Students were not used to listening to recorded material, especially interviews. Practice with a variety of spoken materials to improve student performance in this area is needed.

Through these exercises students should also learn to avoid offering personal opinions over and beyond the recorded information. Students need to improve their note taking skills, which are of particular importance to Indonesian native speakers who grow up and get used to dictation at their schools in Indonesia.

Section 2 – Reading and responding

A significant number of students experienced difficulty in identifying and synthesising relevant information and ideas from the texts. As a result the sequence of extracted information was occasionally less than ideal and some additional information was included as an afterthought or repeated. Some students inappropriately volunteered information resourced from outside the texts. Personal opinions are not usually required when responding to a written text involving reading comprehension. In general, a wide range of vocabulary and appropriate use of grammar were clearly evident.

Students need to practise extracting relevant information, selecting and summarising information and writing concise responses after planning the response.

Section 3 – Writing in Indonesian

It was evident that students were well practiced in writing Indonesian. They were able to structure their texts and sequence their information. There were many attempts to write with a lot of detail and an impressive breadth of content. However, relevance and depth of content were lacking in a significant number of cases. Whilst many attempted to add detail and to enhance the breadth of the topic, a significant number of responses lacked depth and relevance.

Generally, students employed accurate and appropriate vocabulary and grammar; however, there were a significant number of misspellings. Very few students produced colloquialisms or Malay vocabulary.

Students should be advised that it is crucial to read the task carefully so as to write appropriately and relevantly in this section. Students can only write in an imaginative or an evaluative style and must not, adopt a personal, informative or persuasive kind of writing. Students should learn to look critically at their work and avoid careless errors.