



2012 Languages: Indonesian First Language GA 3: Examination

Written component

GENERAL COMMENTS

The majority of students performed well in the listening and writing sections of the 2012 Indonesian First Language exam. Students' responses were generally good. The content of students' answers was important, and grammar, sentence structure and written expressions needed to be correct. Problems arose when students wrote everything they heard or read in the texts and were not able to select the required answer.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Question 1

1a.

Untuk membicarakan tentang kemajuan wanita Indonesia saat ini.

1b.

- *Karena dia berhasil menjadi seorang Brigadir Jendral TNI*
- *Dia mendidik banyak wanita muda Indonesia*
- *Dia tahu betul akan prinsip – prinsip Kartini*

1c.

- *Mereka menduduki jabatan – jabatan penting baik di dalam sektor pemerintahan maupun swasta.*
- *Mereka mendapat banyak kesempatan*
- *Mereka memahami dan melaksanakan tugas dengan sebaik-baiknya*

1d.

Kartini memperjuangkan imansipasi wanita dan mampu memotivasi wanita untuk memperjuangkan hak mereka dan dia mempunyai keberanian untuk merombak dinding pemisah untuk wanita dalam memperjuangkan hak mereka. Selain itu dia mempunyai kepedualian yang sangat tinggi dalam masalah sosial dan memiliki kepercayaan dan keyakinan terhadap perjuangannya.

1e.

Mereka ingat akan peranan mereka sebagai wanita dan istri dan juga menyiapkan diri untuk jabatan yang tinggi, tidak saja harus menunggu. Mereka (kaum wanita) harus menjunjung rasa hormat yang sama dengan suami dalam rumah tangganya. Mereka juga harus membagi perhatian dan kasih sayang tidak saja bagi anak-anaknya akan tetapi juga pada lingkungan dan masyarakat.

Criterion 1: Capacity to understand general and specific aspects of texts

Some students performed well, but only a few did very well on this criterion. Students showed their ability to identify the main points of each question, but many students did not respond to the questions specifically. This was shown in questions that needed long answers and correct data, such as Questions 1c. and 1e. Understanding the question is vitally important, as is focusing on listening skills. Students should not just note everything that they hear; they should be able to select the correct answer.

Criterion 2: Capacity to convey information accurately and appropriately

In general, students answered in the appropriate format and style. They demonstrated understanding of the text, but there were some grammatical errors.

Section 2 – Reading and responding

In this section, students were required to extract related relevant points from two texts and recombine and present them as a report for the Committee for The Youth Declaration. They needed to evaluate the advantages and disadvantages of



globalisation and its effect on nationalism among young people in Indonesia. A number of students had trouble identifying and synthesising relevant information from the texts. As a result, the sequence of extracted information was occasionally incorrect and some additional information was included or repeated, often as an afterthought. Some students provided inappropriate information that was sourced from outside the given texts.

In general, most students used a wide range of vocabulary and appropriate grammar.

Criterion 1: Capacity to understand and synthesise relevant information and ideas from texts

In order to gain full marks for this section, students needed to identify at least 20 points from the following lists.

Positif

- *Terlibat aktif di dunia*
- *Berkehidupan mandiri*
- *Mampu bersaing*
- *Mampu berdiri sejajar dengan bangsa-bangsa lain*
- *Membangun karakter*
- *Maju dan bermartabat*
- *Memiliki wawasan dan berjiwa nasionalis-religius yang kuat*
- *Kesadaran yang kuat*
- *Semangat untuk tetap bersatu*
- *Disiplin dan inovatif*
- *Kesetiakawanan nasional*
- *Tetap relevan ditengah perubahan zaman*
- *Menjaga integritas, karakter bangsa*
- *Membangun budi pekerti yang mulia*
- *Memiliki jati diri*

Negatif

- *Meninggalkan akar nilai budaya*
- *Sikap nasionalisme mulai terkikis*
- *Tidak mampu mengurai makna filosofi setiap peristiwa bersejarah*
- *Tidak mampu mengaplikasikan makna filosofi peristiwa bersejarah pada kehidupan berbangsa*
- *Hilangnya rasa empati terhadap ideologi nasionalisme*
- *Lebih memilih/memperjuangkan atribut dan kepentingan golongan*
- *Apatis terhadap persoalan bangsa*
- *Bersifat hedonis*
- *Menginginkan perubahan ekstrim dan fundamental*
- *Masyarakat yang terpolarisasi*

Criterion 2: Appropriateness of structure and sequence

Generally, students began their report by addressing the correct audience, and successfully structured their writing in paragraphs to present information clearly and logically. Occasionally, however, paragraph structure was not appropriately applied, and in some cases paragraphs were presented very poorly. Some sentences were too long, resulting in the key point of the sentence being obscured. It is very important that students structure paragraphs, and the sentences within them, in a way that presents ideas clearly.

Criterion 3: Accuracy, range and appropriateness of vocabulary and grammar

Students needed to demonstrate a register and language style suitable for a speech. Colloquial vocabulary was not appropriate for the task, nor was the use of Malay or English expressions. Standard conventions of grammar were required, including entire prefixes and suffixes; for example, the use of the 'me-' prefix for verbs rather than the base word verb form.

Section 3 – Writing in Indonesian

Students had to choose one of five tasks; there were three evaluative tasks (Questions 3, 5 and 7) and two imaginative (Questions 4 and 6) tasks to choose from. All questions were equally popular, but some students who chose Question 6 had difficulties writing a good imaginative essay.



Criterion 1: Relevance, breadth and depth of content

Most students were able to write coherently and relevantly on the topic. The majority of them demonstrated an appropriate depth of knowledge and the ability to express it. Few students were able to use the good written expression required for an imaginative piece of writing. This is an aspect of writing that clearly needs more preparation. The main characteristics of imaginative writing appear on page 54 of the *VCE Indonesian First Language Study Design*.

Question 3

Students could have included some of the points from the following list.

Positif

- *Pengetahuan lebih luas*
- *Lebih unggul dalam persaingan mendapat pekerjaan*
- *Penghasilan bisa lebih tinggi*
- *Pilihan pekerjaan lebih banyak*
- *Kemungkinan mendapat pekerjaan lebih mudah*

Negatif

- *Waktu kuliah lebih lama*
- *Biaya kuliah lebih mahal*
- *Dituntut lebih banyak kesabaran dan ketekunan*
- *Tenaga dan pikiran lebih terkuras*
- *Waktu luang/bersenang-senang terbatas*

Question 4

Students could have included some of the points from the following list.

- *Melalui sebuah penemuan barang antik milik Rama*
- *Rama menghubungi Anda melalui seseorang yang mengenal Anda berdua*
- *Shinta, dengan bantuan Anda, memasang iklan untuk menemukan sang suami yang hilang*
- *Secara kebetulan keduanya bertemu di tempat yang sama pada waktu bulan purnama*

Question 5

Students could have included some of the points from the following list.

Aspek budaya

- *keindahan alam*
- *adat istiadat*
- *rumah tradisional*
- *makanan tradisional*
- *pakaian adat*
- *upacara/perayaan*
- *alat musik tradisional*
- *dialek/bahasa daerah*
- *rutinitas/kebiasaan sehari-hari*
- *alat angkutan daerah*
- *sistim pemerintahan daerah*
- *perilaku masyarakat*

Aspek Pendidikan

- *Sistim pendidikan*
- *Motivasi dalam menjalani pendidikan*
- *Jenis sekolah*
- *Jenjang pendidikan*
- *Biaya*
- *Cita-cita*



Question 6

Students could have included some of the points from the following list.

- *teman bersama*
- *saling mengerti*
- *mempelajari bahasa baru*
- *persahabatan yang berkembang*

Question 7

Students could have included some of the points from the following list.

Keuntungan

- *pertumbuhan ekonomi*
- *kesempatan kerja*
- *pendidikan*
- *perumahan*

Kerugian

- *Hilangnya hutan*
- *Hilangnya binatang langka (orangutan/harimau)*
- *Pemanasan global*
- *Naiknya emisi karbon*
- *Dampak negatif pada kesehatan manusia.*
- *Banjir*
- *Hilangnya sumber pengetahuan untuk riset akan tumbuh-tumbuhan di hutan.*
- *Keuntungan ekonomi terhadap perkebunan jenis ini tidak didistribusi secara merata (hanya sebagian masyarakat yang menjadi kaya).*

Criterion 2: Appropriateness of structure and sequence

In the evaluative topics, successful students demonstrated a balanced discussion by considering both sides of an issue. Good responses presented supporting evidence and/or examples. In the imaginative essays students also needed to consider the specific topic and how to sequence their ideas. In general, appropriate paragraph structure was used, and the introduction, body and conclusion were well structured and logically and sequentially ordered.

Criterion 3: Accuracy of vocabulary and grammar

Standard conventions of grammar were required, including the use of prefixes and suffixes. There were isolated instances where students could not differentiate between the 'di-' prefix and the 'me-' prefix, and the '-kan' suffix or the '-i' suffix. Some mistakes occurred when adding the suffix '-kan' to a base word that ended with '-k'.

Criterion 4: 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. Some students' writing styles were simple, lacked detail, incorporated very simple vocabulary and used base forms for many verbs. Too much repetition of vocabulary, grammatical forms and sentence structures was evidence of poor expression. Students needed to avoid using inappropriate vocabulary such as using informal language.