

2014 Languages: Indonesian First Language GA 3: Examination

Written component

GENERAL COMMENTS

The majority of students were able to demonstrate good listening skills and respond accurately to the questions in Section 1 of the 2014 Indonesian First Language examination. In Section 2 students generally performed well. In Section 3, many students chose Question 6, which required an evaluative response.

SPECIFIC INFORMATION

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1 – Listening and responding

Students were generally able to demonstrate a good understanding of the text. Students' answers needed to be structured well with a high degree of accuracy in grammar and choice of vocabulary in order to gain full marks.

Text 1

Question 1a.

Tentang hasil kinerja pak Rahadi Kepala Dinas Tata kota wilyah Jabodetabek.

Question 1b.

- *Infrastuktur*
- *Keamanan*
- *kesejahteraan*

Question 1c.

Turun ke bawah dan menyakinkan masyarakat dengan memberikan penjelasan yang baik apa yang akan dilakukan.

Question 1d.

Untuk mengatasi banjir:

- *sungai-sungai dibersihkan*
- *dikeruk*
- *pemindahan warga dan penutupan daerah.*
- *Memberikan akomodasi dengan sarana yang memadai.*
- *Beberapa daerah bekas banjir dijadikan taman terbuka untuk masyarakat Jabodetabek.*
- *lapangan kerja terbuka luas atau pengangguran menurun.*
- *Taraf hidup masyarakat meningkat, jumlah siswa yang menamatkan pendidikan SMA meningkat.*

Question 1e.

- *Menggalakkan kartu kesehatan untuk masyarakat ekonomi lemah.*
- *Peningkatan pendidikan bagi anak-anak terlantar.*
- *Jabodetabek dibuat sebagai kota Satelit yang dapat dibanggakan oleh masyarakat Indonesia.*

Section 2 – Reading and responding

The majority of students were able to correctly identify the required information from the text. However, many students did not compose their answers correctly. Students should pay particular attention to the structure and logical progression of ideas between paragraphs. Writing very long sentences could result in errors in syntax. Students should try to keep sentences concise.

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Texts 2 and 3

Question 2

Masalah:

- *Ketidak pedulian pemerintah akan naiknya harga kedelai*
- *Hilangnya sumber protein yang terjangkau*
- *Modal yang kecil*
- *Daya beli yang berkurang di masyarakat ataupun perajin*
- *Produksi tahu-tempe menurun ataupun mogok selama 3 hari*
- *Penggantian bahan dasar kedelai/pemakaian kedelai hitam sebagai pengganti tidak memuaskan*
- *Nilai uang rupiah yang rendah terhadap dollar*
- *Lahan perkebunan yang berkurang*

Tindakan:

- *Instruksi kepada departemen yang terkait untuk mengatasi masalah ini*
- *Penyediaan bibit unggul /memberi bibit unggul kepada petani kedelai*
- *Pupuk bersubsidi untuk petani kedelai*
- *Menaikkan harga beli kedelai oleh pemerintah*
- *Menambah lahan pembibitan kedelai*
- *Jaminan pemerintah akan pembelian kedelai rakyat*

Rekomendasi untuk pemerintah:

- *Menetapkan harga kedelai supaya terjangkau oleh perajin Tahu-Tempe.*

Section 3 – Writing in Indonesian

Students needed to choose one of five questions. The most popular question was Question 6.

Most students were able to write coherently and relevantly, demonstrating an appropriate depth of knowledge and the ability to express it.

In questions requiring an evaluative response, high-scoring students gave a balanced discussion by considering both sides of an issue and presenting supporting evidence and/or examples. In questions that required an imaginative response, students needed to consider a specific topic and how to sequence their ideas. In general, appropriate paragraph structuring was used, and the introduction, body and conclusion were well structured, and logically and sequentially ordered.

Generally, students were able to use a range of vocabulary that was relevant to the topic. However, some students' writing styles 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 need to avoid using inappropriate vocabulary, such as informal language.

Question 3

Keuntungan:

- *Nama negara menjadi harum*
- *Produk dalam negeri dikenal dunia*
- *Rasa nasionalisme bertambah*
- *Peningkatkan sarana dan prasarana*
- *Lapangan pekerjaan*
- *Kesempatan baik untuk promosi wisata*
- *Meningkatkan ekonomi masyarakat dan negara*

Kerugian:

- *Penggunaan sumber daya alam yang meningkat*
- *Devisa negara menurun karena pengeluaran/biaya pengadaan /penyelenggaraan yang tinggi*
- *Pencemaran lingkungan, baik udara/tanah dan air*
- *Isu sosial meningkat, kriminalitas, kesehatan dan keamanan*

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Question 4

Buruknya:

- *Tertutup dengan karakter yang pasif*
- *Tidak berani mengeluarkan pendapat*
- *Mengekang perasaan/menahan diri*
- *Menjaga jarak*
- *Pengikut*

Baiknya:

- *Sopan*
- *Santun*
- *Penolong*
- *Peka*
- *Kekeluargaan yang kuat*
- *Azas gotong royong*

Question 5

Students were given a scenario about making a wish and being transformed into a gecko who was on the wall of their family home. They were expected to respond using an imaginative style of writing and to choose vocabulary that suited the question.

Question 6

Kebaikan:

- *Mempertahankan identitas untuk generasi mendatang*
- *Menghargai tradisi nenek moyang*
- *Mempererat hubungan kekeluargaan*
- *Menyambung tali silaturahmi*

Keburukan:

- *Pemborosan*
- *Tenaga*
- *Waktu*
- *Polusi/sampah/debu*
- *Beban pikiran*

Question 7

Students were given a scenario involving being a scientist who had discovered a new planet that was inhabited by robots. They were required to write an interview about how the robots came into being. They were expected to respond using an imaginative style of writing and to choose vocabulary that suited the question.