



2010 **LOTE: Indonesian First Language GA 3: Examination**

Written component

GENERAL COMMENTS

Generally, students did well in both the listening and writing sections of the examination; they were able to demonstrate good listening skills and synthesise information in the reading section. However, some students used Malay rather than Indonesian expressions. The main problems concerned the relevance of students' writing to the set task and, in the listening section, writing all the information from the conversation instead of focusing on the correct answer.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Question 1a.

Kelahiran Penerbangan Garuda

Question 1b.

Mantan Pilot Penerbangan Garuda

Question 1c.

Direksi Garuda

Asosiasi Pilot Garuda

Question 1d.

Tanggal kelahiran Garuda 28 Desember yang ditandai dengan penerbangan perdana Presiden Soekarno beserta kabinetnya dan menggunakan pesawat Garuda Indonesia Airways yang dicat bendera merah putih diekornya serta wisuda para pilot yang mengakhiri masa baktinya.

Question 1e.

Bersedia untuk diwawancara menjelaskan kelahiran Garuda.

Question 1f.

Pendiri Indonesian Airways

Question 1g.

Tidak ada hubungan antara IA dengan GIA yang ditanah air saat itu.

IA beroperasi di luar negeri dan dioperasikan oleh AURI

Tidak setuju tanggal 26 Januari sebagai tanggal kelahiran penerbangan Garuda.

Question 1h.

Dengan menulis surat kepada mass media.

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

Most students performed well, but only a few did very well in this section. Students showed their ability to identify the main points of each question, but many students did not respond to the questions systematically. This was shown in questions that needed long answers, such as Questions 1d. and 1g. 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 logical sequences and there were few grammatical errors.



Section 2 – Reading and responding

In this section, students were asked to write a script for a speech for a youth forum about air pollution in Jakarta. The information should have been taken from the two articles provided. A number of students had trouble identifying and synthesising relevant information from the texts. As a result, the sequence of extracted information was occasionally less than ideal and some additional information was included or repeated, often as an afterthought. Some students provided inappropriate information that was sourced from outside the texts given.

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 11 points from the following lists.

Masalah:

- *Kemacetan lalu lintas*
- *Polusi udara*
- *Kebisingan*
- *Kesehatan*
- *Kurang berkembangnya sarana transportasi umum*
- *Meningkatnya kepemilikan kendaraan bermotor*

Usaha:

- *Mengadakan hari bebas kendaraan bermotor*
- *Meningkatkan kesadaran masyarakat akan akibat bahaya polusi udara*
- *Bersepeda*
- *Memaksimalkan penggunaan transportasi umum*
- *Meningkatkan kesadaran masyarakat dan diri sendiri untuk menjaga lingkungan*
- *Mengurangi stres ketika berada di jalanan*

Criterion 2: Appropriateness of structure and sequence

Generally, students started their speech 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 to structure paragraphs, and the sentences within them, in a way that presents ideas clearly. Some students wrote more than the required word limit.

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. Assessors regarded these inaccuracies 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 five tasks; there were three evaluative (Questions 3, 4 and 5) and two imaginative (Questions 6 and 7) tasks to choose from. All questions were equally popular, but students who chose Question 7 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.

Question 3

Students needed to include most of the points from the following list to gain full marks for criterion 1.

Kesulitan:

- *Masyarakat Indonesia yang ada di Melbourne tidak banyak.*
- *Suasananya kurang mendukung karena bukan hari libur.*
- *Tidak semua masyarakat Indonesia mau berpartisipasi..*

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Kemudahan:

- *Upacaranya masih dijalankan/diadakan.*
- *Tidak perlu diadakan secara besar-besaran.*
- *Persiapannya minim.*
- *Melibatkan masyarakat Australia sehingga mempererat tali persaudaraan antar bangsa.*

Question 4

Students needed to include the majority of the points from the following list to gain full marks for criterion 1.

Bagian Komersilnya:

Kebaikan:

- *Perkembangan industri batik.*
- *Meningkatnya taraf hidup masyarakat.*
- *Mengurangi pengangguran.*
- *Mendorong kreatifitas pembatik.*

Kelemahann:

- *Hasilnya monoton.*
- *Hak ciptanya tidak dilindungi.*
- *Pembuatan batik tidak didominasi oleh Industri lokal saja.*

Bagian Budaya:

Kebaikan:

- *Menonjolkan hasil karya bangsa Indonesia*
- *Meningkatkan kebanggaan Nasional*
- *Menyatukan bangsa Indonesia*
- *Meningkatkan citra budaya Indonesia kepada generasi muda.*

Kelemahan:

- *Hilangnya makna batik itu sendiri*
- *Masuknya pengaruh luar dalam penciptaan batik*
- *Memudarnya budaya Jawa.*

Question 5

Students needed to include the majority of the points from the following list to gain full marks for criterion 1.

Baiknya:

- *Warga dunia*
- *Komunikasi instan*
- *Kemampuan teknologi*
- *Konsentrasi tinggi*
- *Murah*
- *Bisa diakses di mana-mana*
- *Kapan saja*
- *Diakses oleh siapa saja.*

Buruknya:

- *kesehatan terganggu*
- *mempengaruhi prestasi belajar*
- *terisolasi*
- *memerlukan biaya pengadaan yang tinggi*
- *kecanduan*
- *keselamatan dan keamanan.*

Question 6

Students needed to include the majority of the points from the following list to gain full marks for criterion 1.

Kekawatirannya:

- *perasaan takut dan terancam*
- *marah*

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- *putus asa*

Cara menyelamatkan planetnya:

- *Memperkuat strategi pertahanan planet*
- *Mengajak seluruh penduduk galaksi untuk menyerang*
- *Mengundang mahluk planet asing untuk menjadi perantara dalam negosiasi perdamaian*
- *Meyakinkan masyarakat planet sendiri bahwa mereka adalah yang terkuat.*

Question 7

Students needed to include the majority of the points from the following list to gain full marks for criterion 1.

- *Tegang.*
- *Takut.*
- *Sungkan.*
- *Galak.*
- *Mulai membina hubungan persahabatan.*
- *Persahabatan terjalin karena keunggulan dan kelemahan masing-masing.*

Criterion 2: Appropriateness of structure and sequence

In the evaluative topics, students were expected to demonstrate a balanced discussion by considering, for instance, the positive development of the issue. Students needed to adopt a viewpoint and present supporting evidence or examples. However, in the imaginative essays students also needed to consider the appropriateness of 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 of the verbs. Repetition of vocabulary, grammatical forms and sentence structures was evidence of poor expression. Students needed to avoid using inappropriate vocabulary such as using Malay terms.