



2006 **LOTE: Indonesian First Language GA 3: Examination**

Oral Component

GENERAL COMMENTS

Generally students were well prepared for the oral examination. They performed well in the Presentation and Discussion and were able to introduce their topic well. However, some students' lack of preparation showed up in their performance. Fluency, pronunciation and accuracy of linguistic elements were generally of a very good standard, but very few students used advanced vocabulary with specific meanings. Although the majority of students had studied a sub-topic based on Language and Culture through Literature and Arts, some students presented a topic based on current affairs and there were no references to written, visual or audio resources

SPECIFIC INFORMATION

Section 1 – Presentation

Many students effectively presented the necessary information within the time limits given, although a few presented in less than the specified time. There was clear evidence that students were aware of the requirements 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 specifically refers to **brief** speakers' notes, which should be in point form and on a small card no more than 20 cm × 12.5 cm (see the *Indonesian First Language VCE Study Design*, page 30).

A significant number of students did not show the capacity to relate to the audience during the Presentation. Eye contact is very important, yet many students failed to do this. While there was no problem with their pronunciation, some students did not use stress and intonation effectively, instead using a flat intonation throughout the presentation. This year, it was pleasing to see that very few students used colloquialisms and the topics chosen were varied and interesting, with less similarity among students from the same schools than there has been in the past.

Some students lacked breadth and depth in their information and others did not adopt a clear stance or provide any opinions or ideas, instead simply presenting their topic in an informative style. In general, the Presentation needs to be much more persuasive. Furthermore, there is a need to support the Presentation by elaborating on the information with reasons, examples and evidence. Students need to comment on their material and relate it to their chosen issue, but sometimes the issues and their information were not related at all.

Section 2 – Discussion

This year, very few students used colloquialisms in the Discussion; however, there was substantial repetition of ideas and some students were not able to refine their answers.

Some students relied too much on the assessors to ask questions and only provided short answers due to an apparent lack of confidence in elaborating. Some students failed to substantiate their answers with references to their resources or responded to questions without putting much thought into their answers. It is also important that the students remember to state their resources correctly, including the author, publisher and type of material used.

Students should be encouraged to practise debating to improve their ability to maintain and advance the exchange with assessors. Students need to improve their ability to convince the assessors of the validity of their opinions on the chosen issue. Students should also expect the discussion to range beyond the immediate issue selected.

Good topics for discussion this year included:

- *Berbagai masalah wanita yang tercermin dalam karya sastra Angkatan 2000*
- *Sejauh mana puisi modern Indonesia mencerminkan reformasi bangsa?*
- *Kesenjangan sosial ditinjau dari berbagai film Indonesia dan karya penulis Angkatan 80*
- *Perjuangan wanita dalam mencari jatidirinya dalam karya-karya Pramoedya Ananta Toer*
- *Karya-karya Angkatan Balai Pustaka merupakan cerminan perjuangan bangsa Indonesia melawan penjajahan.*



Written Component

GENERAL COMMENTS

Overall, students did well across all sections of the written examination, demonstrating a range of skills in listening and reading comprehension and in writing. The main problems concerned the relevance of students' writing to the set task.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Question 1

- *Ketua Gabungan Asosiasi Pengusaha Makanan dan Minuman.*
- *pakar Kimia Pangan.*

Question 2

Bahaya formalin sebagai pengawet makanan.

Question 3

Karena formalin umum dipakai untuk mengawetkan makanan padahal sangat membahayakan kesehatan.

Question 4

Karena ternyata setelah tahu jadi, hanya perlu dikukus atau direbus, kemudian dimasukkan plastik, dan disimpan di lemari es.

Question 5

a. *Pemakaian formalin dapat menyebabkan gangguan kesehatan seperti:*

- *susah menelan*
- *mual*
- *kencing darah*
- *kejang-kejang*
- *muntah darah, sampai akhirnya menyebabkan kematian.*

b. *Karena tidak kelihatan kecuali kalau dinalisa di laboratorium.*

Question 6

- *Harus ada kerjasama antara pemerintah, produsen, pedagang, dan konsumen.*
- *Pedagang harus menjaga kebersihan.*
- *Menyosialisasikan PP nomer 28 tentang keamanan mutu.*

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

In general, students completed this section very well, demonstrating their ability to identify the main points of each question and to listen for and identify the key points from the recorded passage. Problems in answering the questions usually arose when the students had not identified key words in the question and therefore did not know exactly what they were listening for. This was shown in Question 4 and Question 5, where the majority of students failed to answer part b. In Question 6 many students did not seem to understand the question and their answers were incorrect. In future, students are advised to check the specific wording of these tasks in order to appreciate the importance of comprehending questions accurately, rather than merely listening for general understanding. Understanding the question is vitally important, as well as focusing on listening skills.

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 report for the journal *Pustaka Indonesia*. The information should have been taken from the two articles provided.



A significant number of students experienced difficulty in 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 inappropriately gave information that was resourced from outside the texts given. In general, a wide range of vocabulary and appropriate use of grammar were clearly evident.

Criterion 1: capacity to understand and convey general and specific aspects of texts

In order to gain full marks for this section, students needed to identify at least 10 points from the following lists.

Bukti naiknya minat baca:

- *Naiknya jumlah penerbit buku*
- *Banyaknya penerbit peserta pameran buku*
- *Munculnya kelompok membaca/diskusi*
- *Adanya organisasi yang menyumbangkan buku ke perpustakaan*
- *Larisnya buku agama sebagai buku bacaan ringan.*

Hambatan:

- *Masih banyaknya buku yang tidak dicetak ulang*
- *Harga buku yang mahal*
- *Rendahnya daya beli masyarakat*
- *Tidak banyak taman bacaan dan perpustakaan*
- *Kurangnya sponsor dari berbagai instansi pemerintah ataupun swasta*
- *Kurangnya penggemar bacaan sastra*
- *Membaca buku bukan prioritas utama untuk kebanyakan orang.*

Criterion 2: appropriateness of structure and sequence

Generally, paragraphing was used successfully to present information clearly and logically. Occasionally, however, paragraphing was not appropriately used, and in rare cases it was very poorly used, if at all. In some instances, 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 too much, at the expense of relevance. These students tended to be the ones who did not refer sufficiently to the information contained in the articles provided, writing instead from a personal viewpoint.

Responses should have been in an evaluative style of language and both sides of arguments needed to be considered.

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

Students should have demonstrated a register and language style suitable for a formal newspaper editorial. Colloquial vocabulary was not appropriate for the task, nor was the use of Malay or English expressions. Standard conventions of grammar were required, including the entire prefixes and suffixes; for example, the use of the 'me-' prefix for verbs rather than the base word verb form. These inaccuracies were regarded 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 questions; there were two evaluative (Questions 8, and 10) and three imaginative (Question 9, 11 and 12) topics to choose from. The imaginative questions were equally popular, whilst Question 8 was the most popular evaluative topic.

Criterion 1: relevance, breadth and depth of content

The majority of students were able to write coherently and relevantly on the topics. Most students demonstrated an appropriate depth of knowledge and the ability to express it. Many students who answered Question 10 failed to evaluate the importance of preserving traditional textiles, instead writing about clothing styles in general. Rarely did students seriously diverge from their topic to the point of irrelevance, but this should be kept in mind by future students. Students who chose Question 12 generally developed their topic well.

For Question 8, students needed to include of the majority of the points from the following lists to gain full marks for criterion 1.



Keunggulan pupuk alami:

- Mudah dijangkau bahan bakunya
- Penggunaan bahan daur ulang
- Waktunya tidak terbatas
- Tidak memerlukan pembakaran-pencemaran udara
- Tidak memerlukan biaya yang tinggi
- Hasilnya memuaskan
- Ramah lingkungan
- Vitamin lebih baik.

Kelemahan pupuk alami:

- Memerlukan penggunaan air yang tinggi
- Lahan harus besar
- Penggunaan tenaga yang lebih banyak
- Pengamatan harus lebih teliti
- Hanya dapat dipakai pada jenis tanaman tertentu
- Mengganggu pernafasan
- Mengurangi jumlah turis.

For Question 10, students needed to include the majority of the points from the following lists to gain full marks for criterion 1.

Pentingnya melestarikan tekstil tradisional:

- Tingginya nilai budaya yang tercermin dalam disain tekstil
- Nilai sejarah dalam tekstil tradisional
- Mengenal pengaruh budaya luar dalam perkembangan tekstil
- Disain dapat terus dikembangkan sesuai dengan perkembangan bangsa
- Mengenal lebih dalam awal dari budaya berpakaian
- Mencegah agar generasi mendatang tidak hanya mengenal cara berpakaian ala barat akan tetapi masih tetap bangga mengenakan pakaian tradisional dengan tekstil corak tradisional.

Criterion 2: appropriateness of structure and sequence

In the evaluative topics, students were expected to demonstrate a degree of balanced discussion, for instance by considering the positive development of the issue. It was also highly appropriate to adopt a viewpoint and present supporting evidence or examples.

The imaginative essays were generally well-written and appropriate to the specific topic.

In general, appropriate paragraphing 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 the prefixes and suffixes. There were isolated instances where students could not differentiate between the 'di-' prefix and the 'me-' prefix, and also 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 style was relatively simple, lacked detail, incorporated very simple vocabulary and used base words for many of the verbs. Repetition of vocabulary, grammatical forms and sentence structures was at times evidence of poor expression. Inappropriate vocabulary, for instance using Malay terms, should have been avoided.