
LOTE: Indonesian First Language GA 3: Examination

Oral component

This examination consists of an introduction of the sub-topic in no more than 1 minute, followed by a presentation and discussion. Most students were well prepared for the oral examination and the communicative skills demonstrated were of a high level. Fluency, pronunciation and accuracy of linguistic elements were generally of a very high standard. All students had studied a sub-topic based on Language and Culture through Literature and the Arts.

Some students demonstrated excessive and inappropriate use of English and Malay terms, colloquial language and slang. Malay background students need to be aware of the importance of using key vocabulary that is Indonesian, rather than Malay. Similarly, students need to be cautious when adopting English loanwords, and only use those regarded as standard. The general rule should be that Indonesian words should be used in preference to English loanword synonyms. In some instances, there is no practical alternative other than to use English loanwords. In that case the English loanword is perfectly acceptable.

The emphasis is on appropriate language use. Students should not create their own 'Indonesianised' loanwords from English. The style of language expected in the oral examination is standard Indonesian. It is preferable to tend toward a formal style rather than informal. Informal or colloquial elements may be appropriate, for instance when relating information as expressed in a source of information. Slang and colloquialisms should be avoided where possible.

Students should not wear their school uniform to the oral examination, since examiners do not need to know particular student details, including their school.

Section 1 – Presentation

Most students clearly presented their topic, relevant background, a viewpoint or stance, and citation of sources. Most did this well within the specified time of no more than 1 minute. However, some students were not well prepared. This was evidenced by topics that were being reported in the media at that time and where students' sources were only from newspapers. The Detailed Study for First Language is a study 'drawn from the field of Literature and/or the Arts' and a topic from media sources only would suggest an inappropriate choice of sub-topic or a flawed approach. Some students made no mention of sources, and even when asked could not cite any.

There were instances where students used their cue cards inappropriately (refer to study design for guidelines). This often resulted in a monotonous and unnaturally stilted intonation and a lack of engagement, including eye contact, with the assessors, for which students were penalised.

While the selection of the sub-topic is important in allowing students to develop a particular stance, it is the individual's ability to develop the topic which significantly affects performance. It depends more on how the student deals with the subject matter, and their individual preparation and effort, rather than the sub-topic itself.

A 'multi-faceted' approach tended to allow students to demonstrate higher-level cognitive skills, and the opportunity to address an issue from a number of perspectives, rather than in an overly simplified manner. This allows considerable scope for broad discussion but it need not be at the expense of in-depth discussion. The most successful students were able to make links with various issues but maintain focus on their central topic.

Students who performed at a very high level included a range of sources in their detailed study, such as a film, novel or poem. These students were able to establish conceptual links or common themes between the different sources and highlight examples that supported their view.

Section 2 – Discussion

Students who were not well prepared often struggled to maintain a relatively simple discussion. The well prepared demonstrated insights through prior consideration of the issues to advance the discussion and provided a balanced analysis with a meaningful interaction by responding to, and linking with, questions and comments from the assessors.

As preparation, students should practice considering issues related to their topic and opposing viewpoints by rehearsing the skills for countering views that conflict with the stance that they have adopted, for example by debating. They should not simply disregard opposing views, but be able to discuss them. Issues inevitably have pros and cons, and students should be able to predict those that relate to their topic that they are likely to encounter in the oral examination. Poorly prepared students were often unable to engage in meaningful discussion. In such instances, it was evident that students had not previously considered alternative views or related issues. Some students' discussion of issues was not persuasive enough and lacked depth. One way to add depth to discussion is to refer to examples that support the stance adopted. Reference to the sources and texts studied should be cited in discussion.

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Written component

Overall, students did well on this examination across all sections, demonstrating a range of skills in listening and reading comprehension and writing. Specific difficulties for each section are described in more detail below. The most obvious overall problem was the relevance of students' writing to the set task. This is a key skill that needs to be practiced. There are several likely reasons why students' writing may be irrelevant to the task, such as a lack of

understanding of the question and/or a lack of comprehension of the source information, which in this case was either listening or reading texts.

Section 1

Part A

Question 1

ARTI ISTILAH 'PERAN GANDA WANITA'

- *Wanita yang berumah tangga dan bekerja di luar rumah/berkarier. (1 mark)*

DUA HAL YANG MEMUNGKINKAN KESUKSESAN WANITA KARIER DALAM RUMAH TANGGA

The following two points for 2 marks:

- *Menentukan tujuan jangka pendek maupun jangka panjang (1 mark)*
- *Membagi waktu dengan baik. (1 mark)*

DUA TINDAKAN OLEH ANGGOTA KELUARGA UNTUK MENDUKUNG KESUKSESAN PERAN GANDA WANITA

Two of the following three points were needed, for a total of 2 marks:

- 1 – *berkomunikasi dengan efektif*
- 2 – *bekerja sebagai tim*
- 3 – *membagi waktu*

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

In general, students completed this section extremely well, through their ability to identify the main points within the question and to listen for, and identify, those key points from the recorded passage.

Where problems did arise, it was often the result of the student not having identified key words in the task (the written question) and therefore not knowing exactly what they were listening for. For example, Parts 2 and 3 were confused by some students. Future students would be well advised to check the specific wording of these tasks in order to appreciate the importance of accurate comprehension of questions rather than merely a general understanding.

Understanding the question (or task) is vitally important, as well as focussing on listening skills.

Part B

Question 2

a

Apa topik utama pembicaraan ini?

Topik utama pembicaraan ini adalah kebudayaan pop.

b.

Jelaskan, secara singkat dua aspek yang dibenarkan oleh kedua pakar budaya.

Kedua pakar budaya menyetujui bahwa:

- *kebudayaan pop merupakan modal dalam era kapitalisme*
- *ada globalisasi kebudayaan.*

c.

Menurut DR. Saraswati, mengapa kebudayaan pop tidak seragam di seluruh dunia?

Karena kebudayaan pop merupakan perpaduan antara kebudayaan Barat dan Timur (1 mark) dengan berbagai ragam kebudayaan local

(1 mark).

d.

Apa bedanya pendapat antara DR. Saraswati dan Bapak Rio Rawendra tentang siapa saja yang dapat menjadi konsumen kebudayaan pop di Indonesia?

Pak Rio mengatakan bahwa kebudayaan pop hanya untuk golongan menengah keatas (1 mark), tapi DR. Saraswati mengatakan bahwa kebudayaan pop bisa dinikmati oleh seluruh lapisan masyarakat (or sudah merakyat)

e.

Apa hasil dari perubahan dalam pakem-pakem musik Jawa yang dilakukan oleh Sujiwo Tejo?

Musik Jawa tidak lagi merupakan musik untuk kaum ningrat saja

(1 mark) akan tetapi telah berhasil dikolaborasi dengan musik pop oleh Sujiwo Tejo (1 mark) sehingga mengandung semangat egalitarianisme dan demokrasi

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

Overall, all parts of this question were handled well. Students were generally able to comprehend key phrases and to differentiate between key points of the questions in order to identify the information in the recorded listening interview. On occasions, students did not adequately understand the question, i.e. they failed to identify specific key wording contained within the question. This may have been a result of haste. Students need to appreciate the importance of not commencing a task until they thoroughly understand its complexities. Accurate comprehension of questions is vital, as well as appropriate listening skills.

Criterion 2 The capacity to convey information accurately and appropriately

Generally, students' answers were presented in an acceptable format, using appropriate vocabulary, clarity of expression and grammar. Responses should have taken the form of complete sentences. Some students did not respond appropriately to specific phrasing contained in particular questions. For example, the following phrase appeared in question b. '*Jelaskan, secara singkat dua aspek ...*' (Explain briefly two aspects...). In the examination booklet there were four lines provided for the answer to this question, and two bullet points, therefore indicating two lines for each aspect. Some students were unable to respond briefly, writing up to five lines for each point. This resulted in small and cramped handwriting that was difficult to read. In doing this, students had not actually followed the requirement of the question. Moreover, in some cases, the content provided in long answers was not relevant to the question.

In future, students preparing for this section should identify key points of written questions and identify those points from the listening content. The former is sometimes taken for granted, but needs to be frequently practised, as comprehension requires some degree of analysis. This process should extend beyond the first reading of the question and students may need to keep referring back to the question whilst listening.

Section 2 – Reading and responding

Overall, students completed this task well.

Criterion 1 The capacity to identify and synthesise relevant information and ideas from the texts

In terms of content, there were two dimensions to the task; to state the problems of the education system, and the suggested measures that might overcome those problems. This information had to be gleaned from the two articles provided. Some students only discussed the problems, obviously overlooking the dual dimension of the task. This further demonstrates the need to fully understand the task at hand, and to deal with it comprehensively.

Some students did not adequately utilise the issues raised in the articles provided, but wrote largely about what appeared to be their personal observations and/or experiences of educational problems. This was not an appropriate strategy to adopt, since the task required identification and synthesis of information provided. Teachers and students should be fully aware of the requirements of the task, and should refer to page 33 of the study design for a more detailed explanation of this task.

Question 3

In order to gain full marks for this section, students needed to identify at least 5 'problems' and at least 5 'courses of action' from the following lists:

Problems:

1. *motivasi guru*
2. *gaji yang rendah*
3. *jam kerja yang panjang*
4. *peluang yang kecil untuk meningkatkan karir*
5. *kekurangan kepala sekolah yang dapat dijadikan panutan*
6. *kebijakan pendidikan yang tidak jelas*
7. *campur tangan yang terlalu jauh dari para birokrat*
8. *semua keputusan ditentukan oleh pusat*

Courses of action:

1. *meningkatkan kembali motivasi guru*
2. *menaikkan gaji guru (or kesejahteraan guru)*
3. *mengadakan tenaga guru yang memadai*
4. *menciptakan peluang yang jelas untuk peningkatan karir*
5. *meningkatkan profesionalisme*
6. *meningkatkan kewenangan guru*
7. *meningkatkan mutu kepala sekolah*

8. *meninjau kembali penempatan guru yang berpengalaman*
9. *meningkatkan kinerja guru*
10. *kebijakan yang jelas dari pemerintah*
11. *memberikan otoritas pada lembaga pendidikan agar dapat mengembangkan kurikulum model sesuai dengan kondisinya.*

Students can practice the skill of identifying key points, by summarising (in point form) media articles. Teachers can assist students develop skills in synthesis by providing two media articles that are related in some way, together with an appropriate task to synthesise, compare and/or contrast particular points within the articles. These types of synthesising activities are more complex, and require appropriate article selection. They would be best undertaken with teacher guidance.

Criterion 2 Appropriateness of structure and content

Students were required to write a letter to the Indonesian Education Department and most did this successfully. However, some students failed to demonstrate fundamental features of the text type, such as an address, date, appropriate opening and closing, including signing off. Students will benefit from a thorough familiarisation with various text types and their features.

Occasionally, paragraphing was not appropriately used, and in rare cases very poorly used, if at all. In some instances, sentences were too long, resulting in the point of the sentence being obscured. Overall, paragraphing was successful, presenting information clearly and logically. It is very important to structure paragraphs with a topic sentence and content in a way that presents ideas sequentially and succinctly.

Some students wrote too much, at the expense of relevance and did not sufficiently refer to the information contained in the articles provided, but wrote from a personal viewpoint. This was not a successful strategy for this task.

Criterion 3 Accuracy, range and appropriateness of vocabulary and grammar

Given the specific task and intended audience, students should have demonstrated a register or language style suitable for a formal letter. Informal or colloquial vocabulary, such as *cuma*, was not appropriate. Nor was the use of Malay or English expressions, such as '*Tuan*' (as a form of address) or 'sincerely' for signing off the letter. Standard conventions of grammar were required, including the use of the *me-* prefix where appropriate, rather than the root verb form. The following occasional inaccuracies were noted with incomplete or inaccurate noun affixation:

- *ke-an*, e.g. *kebudaya* (incorrect form), *kebudayaan* (correct form)
- *pe-an*, e.g. *pekerja* (incorrect form), *pekerjaan* (correct form).

Due to the repetition these inaccuracies were regarded as errors, rather than due to mere carelessness.

Section 3 – Writing

Criterion 1 Appropriateness of structure and sequence

For Section 3, students had to choose one of four topics: from two imaginative (Questions 5 and 7) and two evaluative topics (Questions 4 and 6). The imaginative topics were more popular, on the whole. This may have been a result of the specific topics or due to what is a predominantly preferred style of writing.

For the evaluative essay topics, it was expected that students demonstrate a degree of balanced discussion, for instance by considering the positive and negative sides of an issue (see Question 4). 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 topics. Both took the form of newspaper articles and students who selected those topics generally wrote in an appropriate form.

In general, paragraphing, structuring of an introduction, body and conclusion and a logical and sequential ordering of content was demonstrated.

Criterion 2 Relevance, breadth and depth of content

Many students chose topic 5, and emphasised the life of the orang-utan. Commonly, this was linked to environmental issues. This was regarded as within reasonable scope of the topic. Some students interpreted the topic to be about humans, with the orang-utan as the observer. Given the precise wording of the topic, this was a clever angle to have adopted, and students who did this, generally demonstrated highly developed expression and presentation of ideas.

Most students were able to write coherently and with relevance to the topic, and had little trouble in demonstrating an appropriate depth of knowledge and the ability to express it. Rarely did students seriously diverge from the topic to the point of irrelevance, but this potential risk should be kept in mind for future students.

Criterion 3 Accuracy and vocabulary and grammar

Standard conventions of grammar were required, including the use of the *me-* prefix, where it could be appropriately affixed, and the *-kan* suffix. There were isolated instances where students confused the *me-* and *di-* prefix, erroneously omitted the *-kan* suffix and inappropriately used the colloquial *-in* suffix, rather than *-i*. Although less serious in nature, spelling errors were also noted. For example, root words that ended with 'n' and suffixed with '*-nya*' were sometimes spelt incorrectly, with an 'n' omitted. The correct spelling is with a double 'n', as in '*makanannya*'. Similar

errors were noted with words that ended with 'k' when suffixed with '-kan'. The following example with the double 'k' in 'menunjukkan' is the correct form of spelling.

Criterion 4 Range and appropriateness of vocabulary and grammar

Students generally fared very well in this criterion. The opportunity to choose a topic meant that students usually possessed a sufficient range of relevant vocabulary to deal with it. Similarly, students generally demonstrated an appropriate range of grammatical structures, such as a range of active and passive verb forms, -i and -kan verbal suffixes and noun formations with the appropriate range of affixes.

Some students' writing style was relatively simple and lacked the abovementioned features. Repetition of vocabulary, grammatical forms and sentence structures was at times evidence of poor expression. Instances of inappropriate vocabulary included particular Malay terms and erroneously adapted loanwords from English that do not exist in the Indonesian lexicon. Omission of the *me-* verb prefix was sometimes inappropriate for a formal style of writing.