

LOTE: Indonesian Second Language GA 3: Examination

Written component

GENERAL COMMENTS

Overall, students this year did not perform well in the written component. Most difficulties lay in the Listening and responding section. Students did reasonably well in the Reading and responding (Parts A and B). The writing section varied greatly but many students showed a lack of understanding and also made grammatical errors. There were a number of students who did not read the instructions carefully and answered in the wrong language for which no marks were awarded.

Advice for students: Writing

Students often do not meet the assessment criteria because they are not familiar with the structure (or the text types, p. 13 study design). Students need some assistance in organising their ideas on paper and setting out their paragraphs clearly. Many jumbled several ideas on different aspects of the topic in a few paragraphs and then had nowhere to take their argument or article and often just left the article hanging or attempted a rushed ending. Students need a good strong introduction and conclusion and they need coherent and focused paragraphs in between.

Students need to appreciate that the writing section allows them to demonstrate their high level skills in writing. To prevent writing simple/informal structures in this section, students need to remember that this will always involve showing their understanding of different structures of the language and their broad range of vocabulary. Many students are not using object/passive structures in this section, using conjunctions or suitable connecting phrases. Sample writing with an audience in mind will help overcome the lack of attention to text-type. Creating a title and author (not students' own name) is also essential for the text-type.

Areas needing most attention

Oral

- preparation/choice of sub-topic for the Detailed Study and how this affects student learning and performance in the oral examination.

Written

- more practice with listening and responding samples throughout Units 1–4
- use of structural and linguistic features appropriate to various text-types, such as letters, articles and reports
- understanding the gist of a text rather than translating word-for-word
- improved command of grammar and vocabulary.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Part A

This was a new area and generally was not answered well. Teachers need to provide a greater range of listening activities for students throughout the year. These might involve using short excerpts from commercially available audiotapes, could involve recording their own voice and reading short excerpts from different texts/textbooks. Teachers could present short excerpts at the beginning of each class to accustom students to listening to the language. Responses indicated that students were not familiar with this kind of activity and should be exposed to more spoken texts throughout the year, not just before the examination. This activity needs to involve topics they are familiar with and topics they are not familiar with. The technique of jotting down what they hear and then looking up a key word would be a very useful skill during an examination situation. Students who were able to do this were often able to work out later the name of something specific whilst focusing their attention on the spoken text at the same time.

Sample answers

Text 1

Question 1

Free/concert tickets for Taxi Ride/free concert tickets

Question 2

13 October

Text 2

Question 3

As a present for passing/going up a class.

Question 4

Three reasons from the following: She will have a friend for two weeks, passing/going up a class, coming to Palembang/visiting/holiday, hasn't seen her for a long time.

Text 3

Question 5

School Activity Request Form	
Name of group	GREEN FRIENDS
Name of event	Environment Day/Environment Preservation Day/ or Conservation day
Specific Activities planned	<ul style="list-style-type: none">• Clean up the Solo River• Clean up the school• Plant trees• Poster competition /competition

Palestinian Circle dances was probably the most obscure name for the event/activities in this question. However, one can see how the student turned 'Pelestarian' into 'Palestinian' and from *Lingkungan* found the word *lingkaran* and together with the word 'tarian' created the world of Palestinian Circle Dances. With more training in listening and analysis students should see that it would not be about Palestinian dancing if the group is called Green Friends or if one of the activities is planting trees. Often, students did not make good use of their own notes. For example, some students had noted the word *Pelestarian* but either did not, or were unable to, look this up in a dictionary. Students need to understand that the dictionary can be used in all sections of the examination paper and not just in the Reading and responding section.

Text 4

Question 6

- Dewi has attended an English language course
- she has passed the selection (i.e. to come to Australia)
- the simple English-Indonesian word *seleksi* was confused with *eleksi* (election). One answer indicated that the problem for Dewi was that she was dyslexic.

Question 7

- Australian food
- cold weather (also accept adjust to Australian life).

Question 8

- Rachel offers to let Dewi borrow her jumper
- She says '*Syukurlah kalau begitu*' because Patrick says there are lots of jumpers (that belong to his sister)
- Most students did not answer this question. It was a more complex question and was only answered well by the better students. A few students left their answer unfinished because they thought Dewi was a boy and presumably wondered why he would want to be wearing Rachel's clothes!

Question 9

Rachel wants Patrick to ring her:

- to tell her when Dewi arrives
- so that she can go to his house and introduce herself/meet with Dewi.

Part B

Text 5

Question 10

Students who had trouble with Part A often did not attempt Question 10, where they were required to write a message to their parents. This difficult task was only handled well by a few students.

Text 6

Question 11

Most students were able to fill out the table and list the three activities. A few students did not read the instructions and answered in English.

Tempat tujuan:

09.30 (Lembang) Lamanya: satu jam. (accept numerals) **(1 item)**

14.30 Gunung/Gunung Tangkubanperahu/kawah yg aktif Lamanya: satu jam. **(1 item)**

Question 12 (3 items)

- *Mengunjungi Taman Bunga dan kebun buah tropis*
- *Berenang di sumber air panas*
- *Berbelanja di Pasar Baru*
- *Makan siang di Ciater*
- *Mengunjungi Gunung (Tangkuban Perahu) or Kawah yang masih aktif*
- *Makan pagi or makan siang or makan malam*

Section 2 – Reading and responding

Part A

Text 7: Kursus Bahasa

Text 8: Swalayan di desa

Most students answered the questions on these texts well. Some students spent too much time, however, translating word by word and either did not finish or became so frustrated that they moved on to another section. Those students who were able to work out the gist of the article and move from paragraph to paragraph and look up key words were able to give the best answers. Teachers need to make sure students are aware of which language to use in each section of the examination and that they read instructions carefully. A few students answered Reading and responding in Indonesian instead of English and so lost potentially 20 marks.

Sample answers

Text 7

Question 13

An Italian course in Italy/looking for a foreign language course.

Question 14

Doesn't like the rush/crowds of tourists in the city. He wants something different, not just like in Jakarta/because it is similar to Jakarta.

Question 15

- school is in an ancient palace
- the cost is less than \$1000 for 4 weeks.
- cost and accommodation/meals/long course/extra curricular activities.
- school and accommodation in one place
- it is in the village of Belforte

Question 16

	FIRST WEEK
09.00 – 11.00	Grammar/language
11.00 – 13.00	Conversation
afternoon and evening	accept anyone of the list for evening activities: i.e. party, welcome party, trip to San Marino, study of Italian culture, concert, sport, trip to Ravenna or Rimini.

Question 17

Enrol via email and pay deposit by credit card.

Question 18

- a room of your own
- to be met in a city in Italy

Question 19

- Petugas (accept official/employee/attendant)
- they help people find their way to the village

Text 8

Question 20

Any two of:

- sells household needs (food/kitchen)/or sells toys and clothes
- you can help yourself/no bargaining.
- fixed price.

Question 21

- shoppers are free to shop without a guard following them/they measure their own purchases/not checked
- it has existed for so long/not gone bankrupt

Question 22

- Because of the monetary crisis, people are still paying.

Part B

Question 23

Nasehat Pak Andi

Most students responded well to the letter from *Budi*, although a few did not understand the response was from *Pak Andi* and not from a friend. Some students used a chatty style and provided a lot of their own personal family background which detracted from the object of the task and did not allow for the level of language required. In most cases this task required students to show they not only understood the text but that they could keep their response within the restrictions of the text-type and the word limit. The level of language was generally appropriate for this task.

Section 3 – Writing in Indonesian

The writing pieces varied greatly. Many were very well written pieces but there was a large number of poorly written pieces. Many students did not have a good control of the language and there was an insufficient range of vocabulary and structures. Some students also failed to take notice of the required text-type. For example, an article requires a title, content, author (fictional name), register style, layout (see p. 56 study design).

Question 24

Write a review of a film you have seen that you felt was particularly good. Explain why you think this is a film everyone should see by including details of the story line, actors and special effects.

Less successful students often chose the film review. They tended to focus on the story line and did not follow the instructions in the topic which asked them to include actors, special effects and why someone should go and see the film.

Question 25

You have recently arrived in Indonesia as an exchange student. Write an informative article to send back to your school in which you mention at least two or three aspects of the culture here that are different from Australian culture.

Those students who read the question carefully wrote a very good article. Unfortunately many students mistook this for a journal entry and so used totally inappropriate language and did not include the necessary details for an article. Many students used a travel brochure style and gave advice on places to visit without reference to cultural aspects that differ from Australia.

Question 26

You have been asked to write an evaluative article for the magazine 'Eco Tourism' about the positive and negative aspects of tourism in Indonesia.

Many students wrote good articles on this topic. Some were too narrow in their focus, however, and ran out of ideas half way through or forgot to mention anything about Eco-tourism or the environment. There was also a surprising number who seemed to have little idea on how to organise their material. Students need to develop better skills in developing paragraphs and in structuring their writing appropriately for the text-type.

Question 27

That day, I was drinking coffee outside my motel room and looking at the beautiful view. The air was hot and humid and the only sound that could be heard was the birds that were flying near the rice fields. Suddenly, from the direction of the distant mountain, there was a sound like thunder and everything was in darkness ... Continue the story.

There were a number of students who attempted this question but did not respond in depth. Those who had a good imagination were able to carry the first few lines into a readable story. Those who had little imagination and few language skills made a poor attempt at this topic.