



INDONESIAN: SECOND LANGUAGE

Stage 3

Practical (oral)

WACE Examination 2014

Audio transcript, questions and marking key

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Text 1

A Skype conversation between an Australian youth, Daniel and his Indonesian friend, Kiki.
Duration approx 4:40

- Male voice: Hei Kiki, apa kabar? Saya senang sekali bisa sering berskype dengan Kiki.
- Female voice: Hai Daniel, ya saya senang juga. Kamu ada PR lagi? Minta bantuan saya?
- Male voice: Haha, Iya, sebetulnya saya ada PR untuk kelas Bahasa Indonesia dan saya ada beberapa pertanyaan untuk Kiki.
- Female voice: Hihihhi, silakan Daniel.
- Male voice: Ibu guru saya berkata bahwa ada masalah kekurangan rasa nasionalisme di kalangan remaja Indonesia sekarang ini. Kami diberi tugas meriset topik ini. Bagaimana pendapat Kiki?
- Female voice: O gitu, saya setuju dengan Ibu Gurumu. Menurut pendapat saya, rasa nasionalisme kaum remaja Indonesia saat ini sudah berkurang dan mulai menurun. Contohnya, remaja lebih suka lagu barat, dan sudah mulai tidak kenal dengan lagu daerah dan lagu nasional - bahkan ada banyak yang sama sekali tidak tahu lagu-lagu itu!
- Male voice: O gitu....
- Female voice: Contoh lainnya, pada saat ada fenomena tentang korupsi, remaja malah mengejek pemerintah daripada memberi solusi. Menurut saya, para pemuda, harus tidak hanya mengejek atau mengeluh tapi beri solusi. Selain itu, remaja Indonesia lebih suka berpakaian barat dan sok aksi dengan berbahasa Inggris daripada berbicara dalam Bahasa Indonesia, bahasa pemersatu tanah air. Bisa bicara bahasa Inggris di dunia daring sudah menjadi semacam gengsi bagi kaum remaja.
- Male voice: O begitu Kiki? Kasihan sekali bagi Indonesia.... Ada nasehat untuk mengatasi masalah ini?
- Female voice: Nasehat saya begini Bagi remaja yang mau menjadi lebih kebarat-baratan, saya usulkan jangan! Seharusnya kaum remaja coba lebih menyukai dan membeli produk dalam negeri daripada dari luar negeri. Misalnya batik merupakan simbol dan warisan penting dari generasi ke generasi. Lebih baik batik diintegrasikan menjadi mode sehari-hari. Batik dapat menjadi gaya modern dan alternatif di samping t-shirt. Selain trendi, kesan etnik pun dapat terpancar lewat busana khas Indonesia tersebut.
- Male voice: Bagus sekali idenya...
- Female voice: Iya, Daniel. Dengan membeli produk dalam negeri kita bisa memajukan perekonomian Indonesia sekaligus meningkatkan rasa nasionalisme di antara kaum pemuda Indonesia.
- Male voice: Iya, setuju.
- Female voice: Kalau saya boleh menambahkan sedikit lagi, Daniel... Dalam hal pemakaian bahasa Inggris daripada bahasa Indonesia di dunia daring, ada kesempatan untuk 'radio streaming' guna meningkatkan rasa nasionalisme di antara kaum remaja Indonesia. Sebenarnya, radio daring sudah dimanfaatkan oleh mahasiswa Indonesia yang sedang studi di luar negeri. Mereka membuat *radio streaming* berbahasa Indonesia sebagai wujud kerinduan mereka pada tanah air. Radio itu dinamakan Radio PPI (Persatuan Pelajar Indonesia) yang berada di beberapa Negara di Eropa dan Asia. Tetapi, kalau tidak salah, belum ada di Australia. Dengan mendengarkan Radio PPI daring, orang Indonesia di seluruh dunia dapat mempererat rasa nasionalisme dan tidak melupakan Tanah Air sementara tidak tinggal di Indonesia.
- Male voice: Wah, hebat Kiki! Mungkin kita bisa mendirikan Radio PPI di Australia?

- Female voice: Ide bagus. Mudah-mudahan percakapan ini sudah membantu kamu menyelesaikan PR sekarang.
- Male voice: Terima kasih. Sampai kita berskype lagi!
- Female voice: Kembali. Mari!

Prompt questions for markers

PART B Discussion prompted by audio texts

Knowledge/Comprehension

- 1 Mengapa Daniel menelpon teman dia Kiki?

Daniel menelpon teman dia Kiki karena dia mempunyai PR untuk kelas Bahasa Indonesia dan ada beberapa pertanyaan. Dia minta bantuan Kiki.

- 2 Masalah apa yang dibicarakan mereka? Jelaskan

Masalah yang dibicarakan mereka adalah bahwa rasa nasionalisme di kalangan remaja Indonesia berkurang.

- 3 Menurut Kiki, bagaimana reaksi kaum remaja terhadap masalah pemerintah di Indonesia?

Daripada memberi solusi, kaum remaja biasanya mengejek pemerintah.

4. Sebutkan satu contoh dari Kiki yang membuktikan bahwa kaum remaja Indonesia kurang nasionalistik.

One of the following:

- I. Remaja di Indonesia lebih suka lagu barat, dan sudah mulai tidak dikenal dengan lagu daerah dan lagu nasional - bahkan ada banyak yang tidak sama sekali tahu lagu-lagu tersebut.*
- II. Pada saat ada korupsi, remaja mengejek pemerintah daripada memberi solusi.*
- III. Remaja Indonesia lebih suka berpakaian seperti orang barat*
- IV. Remaja lebih suka berbahasa Inggris daripada berbicara dalam Bahasa Indonesia.*
- V. Untuk bisa bicara bahasa Inggris di dunia daring sudah menjadi semacam gengsi bagi kaum remaja.*

Analysis/Synthesis/Evaluation

- 5 Apakah Anda setuju dengan Kiki bahwa ada kekurangan rasa nasionalisme di kalangan remaja Indonesia sekarang ini? Jelaskan pendapat Anda.

Various depending on student opinion.

- 6 Bagaimana pendapat Anda tentang komentar Kiki mengenai pemakaian Batik untuk orang Indonesia?
- 7 Menurut Kiki, apa manfaat Radio PPI di luar Indonesia?

Radio PPI bisa meningkatkan rasa nasionalisme kaum remaja Indonesia yang belajar di luar negeri karena pada saat mereka mendengarkannya mereka rindu pada negeri Indonesia. Hal ini dapat memastikan mereka tidak melupakan negeri mereka selama di luar negeri.

PART C

Conversation

- 8 Menurut pendapat Anda apakah remaja Indonesia terlalu kebarat-baratan? Ya atau tidak? Jelaskan.
- 9 Bagaimana Anda menggunakan dunia daring/maya untuk belajar Bahasa Indonesia?
- 10 Seringkah Anda menonton film atau membaca buku (atau majalah) Indonesia? Ceritakan sedikit mengenai salah satu film (atau buku/majalah) Indonesia yang pernah Anda tonton/baca.
- 11 Menurut Anda, isu-isu apa yang penting bagi masyarakat Indonesia sekarang ini? Ceritakan tentang isu itu.
- 12 Bagaimana hubungan Indonesia dengan Australia pada saat ini? Jelaskan.
- 13 Apa yang Anda lakukan untuk menyelamatkan/menjaga/memperbaiki lingkungan?

Part B: Discussion prompted by audio texts

20% (20 marks)

Description	Marks
Comprehension	
Comprehends all questions by the marker, and responds with little or no hesitation. Needs pauses to process complex questions. Expresses the need for clarification or repetition when required. Needs no support from the marker.	6
Comprehends all or most questions by the marker, and responds with little or no hesitation. Needs pauses to process complex questions. Expresses the need for clarification or repetition when required. Needs little or no support from the marker.	5
Occasionally hesitates, but comprehends most simple and well-practised questions. Has some difficulty when processing complex questions, even after repeating or rewording by the marker. Relies on support strategies effectively and uses these appropriately. Requires some support from the marker.	4
Occasionally hesitates, but comprehends most simple and well-practised questions. Has difficulty when processing complex questions, even after repeating and/or rewording by the marker. Relies heavily on support strategies but does not always use them correctly. Requires frequent support from the marker.	3
Comprehends only simple questions, but lack of comprehension frequently results in inappropriate answers. Employs a limited range of support strategies and has difficulty comprehending repeated or reworded questions. Requires considerable support from the marker.	2
Shows little evidence of comprehension resulting in partial answers and numerous silences. Leaves many questions unanswered, even after frequent repeating and rewording by the marker. Demonstrates lack of support strategies to aid comprehension.	1
Does not show any evidence of comprehension.	0
Total	6
Response (relevance and depth of information)	
Responds and informs with relevant and original opinions, ideas and a range of information (including relevant intercultural understandings) associated with the audio text and questions asked.	4
Responds with opinions and information (including relevant intercultural understandings) associated with the audio text and questions asked.	3
Responds with a limited range of information (including relevant intercultural understandings) associated with the audio text and questions asked. Makes some comments that do not relate to the audio text.	2
Responds with very limited and frequently irrelevant information (with minimal relevant intercultural understandings) associated with the audio text and questions asked. Frequently uses another language in responses.	1
Does not present or develop any information associated with the audio text. Does not respond to questions asked or responds in another language.	0
Total	4
Language range (vocabulary and grammar)	
Uses a breadth and sophistication of vocabulary, grammar and sentence structure.	3
Uses a range of vocabulary, grammar and sentence structure.	2
Uses a satisfactory range of vocabulary and grammar, relying predominantly on simple sentence structure.	1
Uses set structures and basic vocabulary with repetition and reliance on English or another language sentence structure and vocabulary.	0
Total	3
Language accuracy (grammar)	
Applies rules of grammar with a high level of accuracy and consistency.	3
Applies rules of grammar with a good level of accuracy and reasonable consistency.	2
Applies rules of grammar with some inaccuracies.	1
Applies rules of grammar with very little accuracy and consistency.	0
Total	3
Speech (flow, pronunciation and intonation)	
Pronunciation is consistently clear and comprehensible with excellent intonation. Speaks confidently and where 'think time' is required, uses appropriate 'fillers'.	4
Pronunciation is highly comprehensible. Intonation is correct. Speaks with some confidence, but 'think time' may be required.	3
Pronunciation and intonation is acceptable. Some hesitation and/or repetition is evident.	2
Pronunciation is unclear and inaccurate. Frequent hesitation and pauses occur.	1
Does not apply the rules of pronunciation and intonation.	0
Total	4

Part C: Conversation

20% (20 marks)

Comprehension	Marks
Comprehends all questions and comments from the marker and responds with no or few requests for clarification. Displays an effective repertoire of strategies to aid comprehension when responding to complex questions.	4
Comprehends all anticipated and familiar questions by the marker, and responds with little or no hesitation. Needs pauses to process complex questions and marker's comments. Expresses the need for clarification or repetition when required. Needs minimal support from the marker.	3
Occasionally hesitates, but comprehends most simple and well-practised questions. Has difficulty when processing complex questions, even after repeating or rewording by the marker. Relies on support strategies but does not always use them effectively. Requires some support from the marker.	2
Comprehends only simple questions, but lack of comprehension frequently results in inappropriate answers. Employs a limited range of support strategies and has difficulty comprehending repeated or reworded questions. Requires considerable support from the marker.	1
Shows little evidence of comprehension resulting in partial answers and numerous silences. Leaves many questions unanswered, even after frequent repeating and rewording by the marker. Demonstrates lack of support strategies to aid comprehension.	0
Total	4
Response (relevance and depth of information)	Marks
Responds, informs and engages with breadth and depth providing relevant and original opinions, ideas and a wide range of information related to questions and comments made by the marker.	4
Responds and informs with relevant and original opinions, ideas and a range of information related to questions made by the marker.	3
Responds with opinions and information related to questions made by the marker.	2
Responds with a limited range of information related to questions made by the marker. Makes some comments that do not relate to the questions made by the marker	1
Responds with very limited and frequently irrelevant information related to questions made by the marker. Does not respond or uses another language in responses.	0
Total	4
Language range (vocabulary and grammar)	Marks
Uses a breadth and sophistication of vocabulary, grammar and sentence structure.	4
Uses a good range of vocabulary, grammar and sentence structure.	3
Uses a satisfactory range of vocabulary and grammar, relying predominantly on simple sentence structures.	2
Uses set structures and basic vocabulary with repetition and reliance on English sentence structure and vocabulary.	1
Uses single words and short phrases with limited control, heavily influenced by another language.	0
Total	4
Language accuracy (grammar)	Marks
Applies rules of grammar with a very high level of accuracy and consistency.	4
Applies rules of grammar with a high level of accuracy and reasonable consistency.	3
Applies rules of grammar with inaccuracies.	2
Shows inconsistent application of rules of grammar.	1
Shows no application of rules of grammar.	0
Total	4
Speech (flow, pronunciation and intonation)	Marks
Pronunciation is consistently clear and comprehensible with excellent intonation. Speaks spontaneously and naturally and where 'think time' is required, uses appropriate 'fillers'.	4
Pronunciation is highly comprehensible. Intonation is correct. Speaks with some spontaneity, but 'think time' may be required.	3
Pronunciation and intonation is acceptable. Some hesitation and/or repetition is evident.	2
Pronunciation is unclear and inaccurate. Frequent hesitation and pauses occur.	1
Does not apply the rules of pronunciation and intonation.	0
Total	4

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