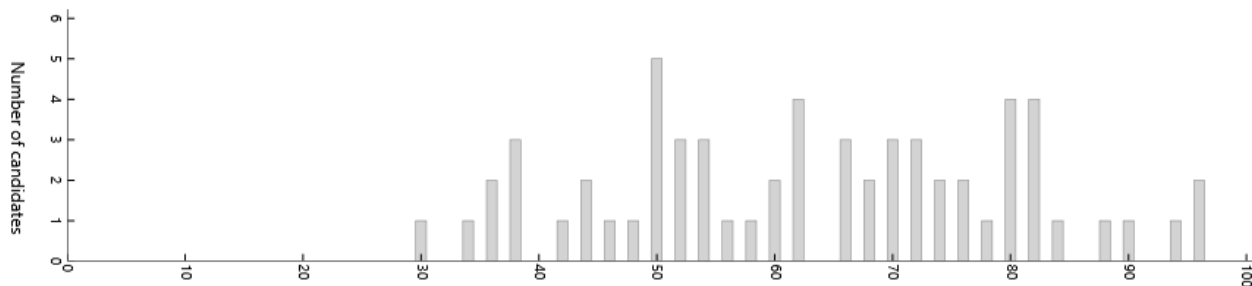




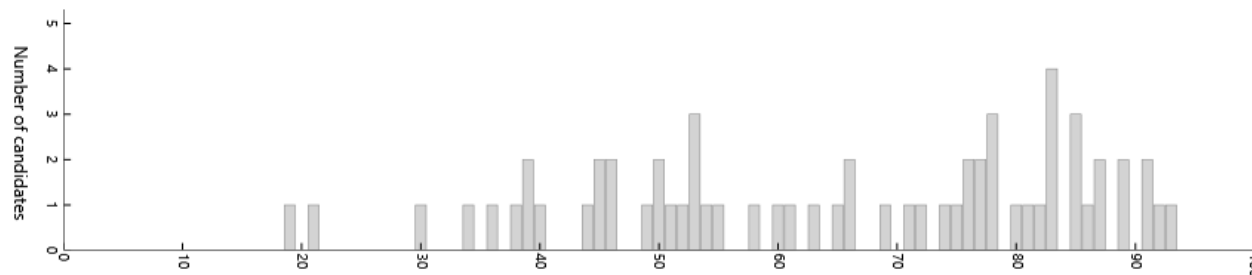
Summary report of the 2017 ATAR course examination: Indonesian: Second Language

Year	Number who sat all examination components	Number of absentees from all examination components
2017	61	1
2016	76	1

Examination score distribution – Practical



Examination score distribution – Written



Summary

The examination consisted of a practical (oral) examination and a written examination.

Practical examination

Attempted by 61 candidates Mean 63.25% Max 96.00% Min 30.00%

The practical (oral) examination consisted of a preparation time of 15 minutes (Part A), followed by oral questions based on listening to an audio text (Part B), and a conversation examining candidates' knowledge of topics from Unit 3 and Unit 4 (Part C). The spread of marks ranged from 30% to 96%, with a mean of 63.25%.

Section means were:

Part B: Discussion prompted by stimulus	Mean 58.69%		
Attempted by 61 candidates	Mean 29.34(/50)	Max 48.00	Min 12.00
Part C: Conversation	Mean 67.80%		
Attempted by 61 candidates	Mean 33.90(/50)	Max 48.00	Min 18.00

Written examination

Attempted by 62 candidates Mean 64.75% Max 92.62% Min 19.00%

The written examination consisted of three sections, with candidates being required to attempt all questions in Sections One, Two (Part A) and Two (Part B). The spread of marks ranged from 19.00% to 92.62%, with a mean of 64.75%.

Section means were:

Section One: Response: Viewing and reading	Mean 64.48%		
Attempted by 62 candidates	Mean 25.79(/40)	Max 38.00	Min 12.00
Section Two: Written Communication Part A: Stimulus response	Mean 66.67%		
Attempted by 61 candidates	Mean 16.67(/25)	Max 23.33	Min 0.00
Section Two: Written Communication Part B: Extended response	Mean 66.62%		
Attempted by 60 candidates	Mean 23.32(/35)	Max 34.12	Min 9.62

General comments

Practical examination

Candidates demonstrated a wide range of abilities and skills, with the majority demonstrating a reasonable knowledge of the syllabus content. In terms of preparedness, most candidates generally understood the processes and procedures of the practical examination. However, some candidates were not prepared sufficiently to answer questions regarding the course content.

Candidates' strengths included a relative confidence in answering a range of questions in an interview situation. A broad range of topics was covered in Part C of the examination and candidates' pronunciation was of a satisfactory standard. Only a few candidates exhibited noticeably poor pronunciation of the language, which adversely affected communication.

General weaknesses included many candidates not taking sufficient notes during Part B, pausing for too long during the interview, and using a limited range of vocabulary. This meant that candidates often defaulted to asking the meaning of words in questions that were asked. In Part C, many candidates' answers appeared scripted and rehearsed, with many offering the same answers and opinions.

Advice for candidates

- Listen to as many Indonesian podcasts online as you can, including away from the classroom. Ask your teacher for some useful sites for this activity.
- Look for opportunities outside of the classroom to speak informally and 'off-the-cuff' with native speakers of Indonesian.
- Practise using repair strategies in Indonesian, such as asking the meaning of a word, or asking the examiner to repeat the question. This is so that you do not resort to using English in interview/conversation situations, or find that you are unable to say anything in response to a question. However, do not rely too heavily on this strategy.

Advice for teachers

- A repertoire of repair strategy questions needs to be taught to students instead of simply saying 'Saya tidak tahu'. However, candidates should not be over-reliant on these rehearsed questions.
- Provide candidates with constant exposure to interview-type assessments and note-taking practice.
- Constantly revisit and revise with students, the vocabulary and phrases from all areas of the syllabus, teaching more of the specific and critical vocabulary required to sustain discussion of the syllabus topics.
- Prepare students to answer general questions fluently, e.g. Hubungan Indonesia-Australia (Indonesian-Australian Relationship), Lingkungan (Environment), Isu hangat (Hot issues).

- Provide opportunities for students to practise 'off-the-cuff' and unrehearsed speaking, reinforcing correct pronunciation during speaking practice.
- Train students to prepare/take notes in Bahasa Indonesian, instead of in English, for Part B of the examination.
- Ensure that students are thoroughly informed about the practical examination requirements.

Written examination

Most candidates completed the examination in the set time. However, it appears that many started with Section Two and spent too much time on this section, resulting in insufficient time left to answer Section One questions.

A small number of candidates demonstrated difficulty in constructing simple sentences. Although many attempted to, very few candidates used passive sentences correctly. Some incorrectly used verbs passively in sentences, when the verb should have been the active form.

Other significant grammatical errors made by candidates consisted of:

- incorrect basic word order
- a high prevalence of literal translating into Indonesian from English
- use of the 'ber' prefix instead of 'me' (transitive/intransitive verbs)
- incorrect affixations of base words (*me-kan*, *me-i* and *ter-*)
- misuse of classifiers, comparative for nouns and prepositions
- misuse of the commonly used words: 'ada' and 'adalah'; 'sesudah' and 'sudah'; 'tidak' and 'bukan'
- incorrect words such as: 'bahwa' instead of 'yang', 'cinta' instead of 'senang', 'menyusul' instead of 'mengikuti', 'mengakui' instead of 'setuju', 'denda' instead of 'dana', 'gawang' instead of 'tujuan', 'pada' instead of 'selama', 'hal-hal' instead of 'barang-barang', 'dalam' instead of 'di', 'hanya' instead of 'satu-satunya', 'mengajar' instead of 'belajar', 'keras' instead of 'sulit', 'wisata' instead of 'wisatawan', and 'kapan' instead of 'ketika'.

Candidates addressed a range of topics in the extended response question, including Education and Poverty (25%+13%), Smoking and Health (23%+13%), Alcohol and narcotics addiction (8%), Social media (6%), Stress and peer pressure (5%), Bullying, Water pollution, and Teenage pregnancy.

Advice for candidates

- Use a dictionary to choose the appropriate word or phrase, making allowances for non-literal (figurative) meanings. Crosscheck using English to Indonesian and Indonesian to English dictionaries. Practising this technique during the year will mean it will become second nature during the examination.
- Do not use online translators when drafting your writing.
- Know how much time to spend on each section of the examination. Don't go overtime. It is important to complete all questions in the examination paper.

Advice for teachers

- Allocate some time to teaching students how to express opinions appropriately in the written form.
- Develop questions related to the text types, based on lower to higher order questions intended to illicit relevant and targeted information and responses from your students. Try to hit all levels of thinking, from knowledge/comprehension through to analysis, synthesis and evaluation.

- Ensure that when previewing or reading, students know what information they are seeking. Ensure a coverage of short questions from literal and inferential through to analysis, synthesis and evaluative.
- Encourage students not to use online translators for their written work.
- Teach the specific syntax of Indonesian (word order and creating well-formed sentences not based on English syntax).
- Provide opportunities for students (both inside and outside the classroom) to read short Indonesian articles or excerpts from books and various written genres (related to syllabus topics) on a regular basis to improve their comprehension of written texts.
- Provide opportunities for your students to write a range of text types and develop awareness of specific conventions relevant to each text type. This includes how to construct appropriate questions (e.g. in interview scripts), and not to translate the questions or expressions from English into Indonesian literally.
- Provide opportunities for students to increase their proficiency in discussing topics from the syllabus, describing real-life examples in clear, simple Indonesian.
- Encourage students to prepare at least one issue for every topic in the syllabus.
- Expose your students to contemporary Indonesia and challenge stereotypes, in order that they have the background knowledge to speak and write about contemporary and up-to-date images of Indonesia.
- Explicitly teach examination techniques so that students know how much time to spend on each section and to complete all questions.

Comments on specific sections and questions

Practical examination

Part B: Discussion prompted by stimulus (25 Marks)

Criterion 1: Comprehension Mean 2.51(/4) Max 4 Min 1
Candidates responded appropriately to the questions related to the audio text.

Criterion 2: Response Mean 4.08(/8) Max 8 Min 1
The relevance and depth of information in candidates' response indicated that some had difficulty answering specific questions based on the audio text.

Criterion 3: Language range Mean 2.39(/4) Max 4 Min 1
Most candidates used a satisfactory language range.

Criterion 4: Language accuracy Mean 2.79(/5) Max 5 Min 1
Overall, candidates' accurate use of Indonesian was barely satisfactory.

Criterion 5: Speech Mean 2.90(/4) Max 4 Min 1
The flow, pronunciation, and intonation of candidates' responses indicated a generally competent level of fluency.

Part C: Conversation (25 Marks)

Criterion 1: Comprehension Mean 3.36(/4) Max 4 Min 2
Candidates demonstrated a very high level of comprehension in conversation.

Criterion 2: Response Mean 3.92(/6) Max 6 Min 2
Most candidates responded well in the relevance and depth of information they gave.

Criterion 3: Language range Mean 3.08(/5) Max 5 Min 1
Most candidates used an adequate language range.

Criterion 4: Language accuracy Mean 3.36(/6) Max 5 Min 1
The grammar used by many candidates was frequently incorrect.

Criterion 5: Speech

Mean 3.23(/4)

Max 4

Min 2

The flow, pronunciation, and intonation of candidates' responses indicated a high level of fluency.

Written examination

Candidates' performed slightly better in Section Two than in Section One of the written examination.

Section One: Response: Viewing and reading (40 Marks)

Candidates were required to respond, in English and in Indonesian, to visual and print texts.

Section Two: Written Communication Part A: Stimulus response (15 Marks)

Candidates were required to write, in Indonesian, an email in response to an online news article.

Section Two: Written Communication Part B: Extended response (40 Marks)

Candidates were required to write a speech and an article in Indonesian.