

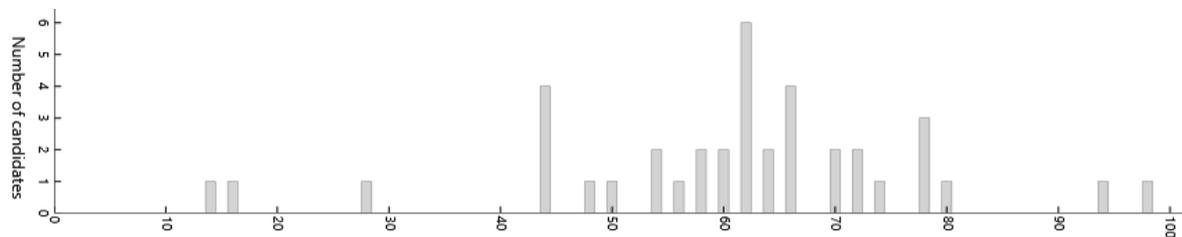


## Summary report of the 2022 ATAR course examination report: Indonesian: Second Language

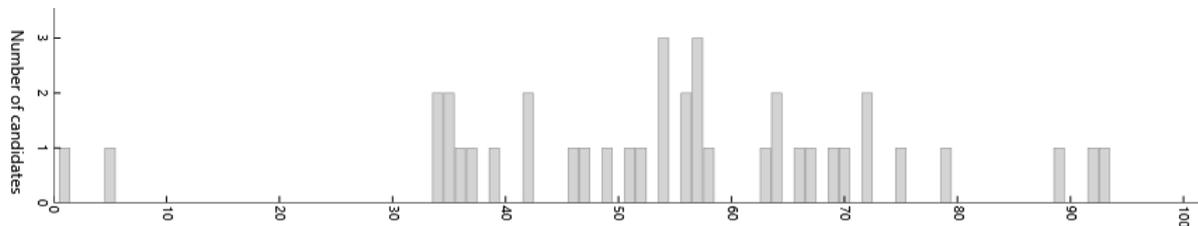
Year	Number who sat all examination components	Number of absentees from all examination components
2022	39	2
2021	65	2
2020	59	0
2019	59	1

The number of candidates sitting and the number attempting each section of the examination can differ as a result of non-attempts across sections of the examination.

### **Examination score distribution–Practical**



### **Examination score distribution–Written**



### **Summary**

Thirty nine candidates completed both the practical and the written examination.

### **Practical examination**

The practical examination consisted of three parts. In Part A, candidates listened to an audio stimulus of an interview between a radio host and an environmental activist about forest conservation activities. In Part B, candidates responded to oral questions to assess their understanding of the audio stimulus. Part C assessed candidates' knowledge of topics from Units 3 and 4. The spread of scores ranged from 14.00% to 98.00%, a broader range than in 2021. The mean of the practical examination in 2022 was slightly higher than the mean in 2021.

Attempted by 39 candidates                      Mean 60.51%                      Max 98.00%                      Min 14.00%

Section means were:

Part B: Discussion prompted by stimulus	Mean 56.00%		
Attempted by 39 candidates	Mean 28.00(/50)	Max 48.00	Min 6.00
Part C: Conversation	Mean 65.03%		
Attempted by 39 candidates	Mean 32.51(/50)	Max 50.00	Min 8.00

## Written examination

The written examination consisted of two sections with candidates being required to attempt all questions in each section. Scores ranged from 1.33% to 92.53%, a significantly broader range than in 2021. The mean of the written examination was noticeably lower in 2022 when compared to the mean in 2021.

Attempted by 39 candidates	Mean 54.42%	Max 92.53%	Min 1.33%
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Section means were:

Section One: Response: Viewing and reading

Attempted by 39 candidates	Mean 44.47%		
	Mean 17.79(/40)	Max 35.11	Min 1.33

Section Two: Written Communication Part A: Stimulus response

Attempted by 38 candidates	Mean 61.71%		
	Mean 15.43(/25)	Max 24.17	Min 0.00

Section Two: Written Communication Part B: Extended response

Attempted by 38 candidates	Mean 60.58%		
	Mean 21.20(/35)	Max 34.12	Min 0.00

## General comments

Candidates' range of ability and performance in both the practical and written examinations was greater than in previous years, with some candidates demonstrating very limited ability in using Indonesian language, while others performed at a high level. Similarly, their knowledge of course content ranged from very superficial to very sound. There were unattempted questions in the written examination, especially in Section One and particularly for Text 3. Many candidates did not appear to manage their overall examination time well or allow adequate time for all questions.

## Practical examination

Candidates appeared to find the Part B audio recording clear. The lowest marks were recorded for the criteria; Comprehension, Response and Language Accuracy, while the criteria; Language range and Speech showed slightly higher results. The results illustrated a weakness in language proficiency and the candidates' ability to display their knowledge of syllabus content. There was a large gap between the lowest and highest marks in both Comprehension and Response criteria and while some candidates displayed a high level of competency, a number could use little Indonesian at all and some even responded in English at times. In Part C, marks were generally higher but again weaknesses were evident in the Language accuracy criterion. The majority of candidates were aware of procedures, such as how they should address the marker and that they could refer to their notes but not read from them. A few candidates did not appear aware of the examination procedures and protocols.

Weaknesses included:

- Providing good responses to a narrow range of topics.
- Providing too much comment or opinion not directly relevant to the question asked.
- Being unable to understand the key words and ideas of the audio text.
- Struggling to produce correct sentence structure.
- Reading notes verbatim.
- Some candidates provided short or irrelevant responses when questions were poorly understood, rather than using repair strategies to ask for meaning.

Strengths included:

- Using a good range of appropriate vocabulary and attempting complex sentence structures.
- Some candidates confidently used repair strategies to assist understanding.
- Using good interpersonal skills with examiners.
- Responding appropriately to a range of questions on different topics.

*Advice for candidates*

- Implement an effective revision program in the weeks leading up to the examination to boost your confidence in describing and commenting in Indonesian on all the main topics of the syllabus.
- Spend time internalising key vocabulary associated with the topics studied.
- Practise asking and answering questions in Indonesian on syllabus topics, every week of every term.
- Practise giving whole sentence answers using sentence starters, conjunctions and linking words.
- Throughout the year, practise using repair strategies whenever you are asked a question you do not fully understand. Learn a variety of phrases and not only 'Maaf, tolong diulangi'. Other useful phrases include 'apa artinya ...?', 'apa Bahasa Inggrisnya ...?', 'Maaf, saya kurang mengerti'.

*Advice for teachers*

- Assist students to implement all the strategies outlined in the advice for candidates.
- Provide opportunities and materials for speaking and listening to Indonesian every lesson and emphasise the importance of regular practise in between normal class times.
- Diagnose student speaking and listening needs early in the year and design lessons to address these particular issues.
- Provide students with practise in experiencing the practical examination format throughout the year, both in regular lessons and in school-based examinations.
- Make sure that school-based examinations fulfil the Examination design brief, particularly:
  - Part B questions should test both student comprehension of the text (closed-ended questions) and their ability to express ideas and opinions (open-ended questions)
  - Part C forms a flexible conversation, which will depend on students' responses and thus will differ with each student. Do not simply use a set list of separate unrelated questions and do not use the same questions that students have practised in class. Part C should begin with a general question designed to begin a conversation on syllabus topics or issues, and then a variety of prompts and probing questions to elicit what students know.
- Ensure students are familiar with the procedures of the Practical examination and remind them about this through the year and at each school-based examination.

### **Written examination**

Poor candidate performance in Section One: Response: Viewing and reading resulted in noticeably lower results than 2021. There were more unattempted questions in Section One than Section Two. Many candidates who attempted Section One questions struggled with adequate comprehension of the texts. In Section Two, responses generally indicated relatively sound knowledge of the syllabus content.

Weaknesses included:

- Lack of sufficient vocabulary knowledge related to the syllabus and inadequate dictionary skills were evident. Errors of vocabulary choice; for example *merek* (*membuat* – make), *denda* (*baik* – fine), *peti besi* (*aman* – safe) and *cuti* (*berangkat*).

- Confusion between words of different usage, for example: kami and kita, tidak and jangan, sehari-hari and setiap hari, mendapat and menjadi, lalu and maka, tidak and bukan, kapan and ketika, oleh and melalui, hari ini and dewasa ini, jadi and supaya, padam and punah, supaya and sehingga, partai and pesta, siapa and yang, bahwa and yang, bahwa and itu, sementara and sambil.
- Misspelling or confusion between similarly spelled words, for example: sukalerawan and sukarelawan, kekurassan and kekerasan, menerima and membeli, meleksorakan and melaksanakan, kerugian and kegiatan.
- Illegible handwriting that was hard to decipher and occasionally unreadable.
- Confusion about the grammatical roles of prefixes and suffixes, for example: penyalahgunaan and menyalahgunakan, disebabkan and menyebabkan, pencopet and mencopet, kesenangan and menyenangkan, mengatasi and diatasi, manfaat and bermanfaat, bandingan and dibandingkan, memprihatinkan and prihatin, keamanan and aman.
- Formal salutations, language and phrases used in informal contexts, for example in an email.
- Overuse of common phrases such as 'menurut pendapat saya' and 'saya pikir bahwa' resulting in repetitive sentences.
- Using an inaccurate object focus construction where a subject focus sentence would have expressed the idea correctly and without penalty.
- Using an inaccurate object focus construction in situations where object focus must be used, which is when an object focus construction is commonly used in English. For example, writing 'film yang saya menonton kemarin' instead of 'film yang saya tonton kemarin'.
- Using words such as 'dengan', 'untuk', 'oleh' or 'dari' to express the English 'of'; that is, not knowing that in Indonesian 'of' is usually expressed by word order only, for example 'the impact of globalisation' – 'dampak globalisasi'.
- Answering Question 2 in English instead of in Indonesian.
- Reading questions incorrectly and hence omitting important parts of the response.
- Struggling to apply knowledge of syllabus issues to different contexts, for example imagining how the knowledge and skills of a young Australian could help with a social issue in Indonesia.
- Syntax errors, especially with noun-adjective word order, for example: media sosial kecanduan (kecanduan media sosial), pekerjaan kesempatan (kesempatan pekerjaan), gratis aktivitas (aktivitas gratis), baru teman-teman (teman-teman baru).
- Errors in Indonesian expression due to direct translations from English; for example, 'apa jika' (apa yang terjadi kalau), 'adalah sangat penting' (sangat penting), 'apa tentang' (bagaimana kalau), 'untuk enam tahun' (selama enam tahun).
- Poor time management skills leading to rushed, inaccurate or omitted responses.

#### Strengths included:

- Candidates who displayed good reading skills; those able to accurately and efficiently decode written Indonesian achieved higher marks in Section One.
- Candidates who displayed good writing skills (breadth of vocabulary, sound grammar skills and accurate sentence structure) produced well-structured and relevant responses in Section Two.
- Candidates with good time management skills were able to complete the whole examination with sound responses.
- Adequate to sound knowledge of syllabus issues was evident in most written responses.
- Sound understanding of text conventions was displayed in most Section Two responses.

### *Advice for candidates*

- Ensure you know the ways in which Indonesian sentence structure and word formation is different to English, as this will enable you to both read and write Indonesian accurately. Some important differences include:
  - noun-adjective word order is the opposite of English, e.g. remote village - desa terpencil
  - noun-noun word order is the opposite of English, e.g. school bag - tas sekolah
  - the difference in meaning and usage between me-verbs and di-verbs and how they are used in a sentence. For example, teman saya menonton film itu and film itu ditonton teman saya
  - the difference in meaning between me-verbs and pe-nouns. For example, menonton - to watch and penonton - the watcher
  - the difference in meaning and function between words with other affixes such as ber-, me-, me-kan, pe-an, per-an, ke-an, -an. It is important for writing comprehensible and accurate sentences to understand whether such words are nouns, verbs or adjectives. For example, 'bermanfaat' (adjective: beneficial), 'manfaat' (noun: benefit), 'memanfaatkan' (verb: to benefit from)
  - an object focus structure in Indonesian must be used where English uses it. For example, in sentences such as 'the film that I watched yesterday' (film yang saya tonton kemarin) or 'the problems faced by Indonesian teenagers' (masalah-masalah yang dihadapi remaja Indonesia)
  - an object focus structure in Indonesian is not compulsory in sentences where English uses a subject focus structure. For example, 'I watched the film' (saya menonton film itu).
- Learn how to use the dictionary effectively to avoid using the wrong vocabulary item. Mistakes occur because English words often have two or more meanings – for example, safe, fine, leave. Learn that in the dictionary, word types appear in a certain order: usually, noun, then adjective, then verb. If you know which type of word you need, you can scan the list of dictionary definitions to find the right one.
- Learn a list of phrases that cannot be directly translated from English into Indonesian. For example, 'I don't think ...' – 'saya pikir tidak ...'; 'what about – 'bagaimana kalau', 'have fun' - 'bersenang-senang'.
- Develop a list of sentence starters, conjunctions and other linking words to learn so that you can construct complex sentences. For example, 'Pada umumnya, remaja di desa-desa terpencil di Indonesia kurang mampu mengakses pendidikan yang bermutu tinggi, karena mereka berada terlalu jauh dari kota-kota besar' – 'In general (sentence starter), teenagers in remote villages in Indonesia cannot access high-quality education because (conjunction) they are too far from big cities'.
- Keep a list of new vocabulary and phrases related to each topic you study to practise and revise regularly.
- Ask your teacher for feedback on your reading and writing work and ways you can improve.

### *Advice for teachers*

- Assist students to implement all the strategies outlined in the advice for candidates.
- Ensure that while covering the topics of the syllabus students' language skills are not neglected. Identify and explicitly practise vocabulary and grammatical structures that are encountered while reading texts on syllabus topics. This way, students not only learn syllabus content, but also practise and internalise the language they need to describe and express opinions and views about it.
- Use diagnostic tools frequently to review and address student skills and provide targeted practise in reading, writing, grammar and expression.
- Explain how Indonesian expression differs from English. Provide as much practise and as many memory strategies as possible to help students internalise this.

- Give students practise in the art of writing a well-constructed response within the word count required. It is very common for students to write stream-of-consciousness, repetitive or long-winded accounts which do not gain full marks on organisation, structure and content. This can also cause them to run out of time for other parts of the examination.
- Help students establish the habit of taking a minute to create a short dot-point plan for each paragraph of their response before they write.
- Give students practise in responding to examination length texts or extended writing questions within the time allowed in an examination.
- Encourage simple, correct writing that realistically expresses students' own ideas before introducing more elaborate expressions, which often appear forced or out of context when rote-learned.
- Encourage students to read the question fully and correctly, and to highlight the important parts of the question so that they do not neglect anything in their response.
- Remind students to be alert for the two questions in Section One that need a response in Indonesian and not English.
- Remind students that Section Two: Part A: Stimulus response should not contain whole phrases copied directly from the text but should be written as far as possible in students' own words.

### ***Comments on specific sections and questions***

#### **Practical examination**

##### **Part B: Response Listening Discussion prompted by stimulus (25 Marks)**

In Part B, candidates performed best against the criterion of Speech followed by Language range. The lowest performance was against the criterion of Response, followed by Language accuracy. The biggest range between minimum and maximum scores was in Comprehension, but fairly large gaps between the weakest and strongest candidates were noted across all criteria.

##### **Part C: Conversation (25 Marks)**

In Part C, candidates performed best against the criterion of Comprehension, with good performance also in the Speech and Response criteria. Candidates performed least well in the criterion of Language accuracy.

#### **Written examination**

##### **Section One: Response: Viewing and reading (45 Marks)**

A mean of less than 50% for this section indicated that a large proportion of candidates struggled to comprehend the written texts adequately. This, combined with the number of unattempted questions, particularly for Text 3, could indicate that some candidates did not allow sufficient time for Section One. All questions recorded full marks by a number of candidates.

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

There was a wide range of achievement for Part A, with a small number of candidates failing to answer the question or omitting it entirely, while many wrote a satisfactory response. The mean of 62% for this question indicated that, in general, an acceptable standard was achieved. A number of candidates did not fully respond to all parts of the question, often only answering the second part of the question.

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

In Part B there was a wide range of achievement for both questions. Generally, responses were satisfactory with a mean score similar to past years. Both response questions were flexible in terms of the issues that students could choose to write about and allowed them to display their knowledge within a realistic context and format.