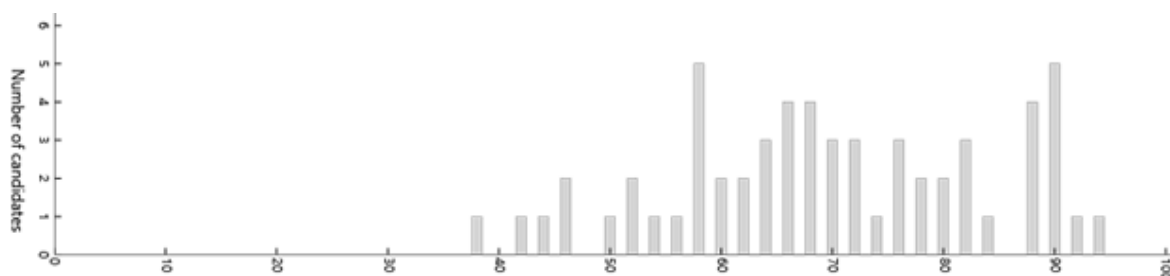




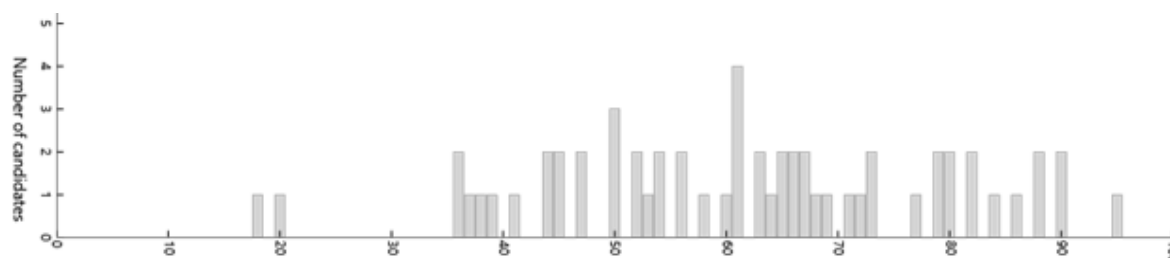
Summary report of the 2019 ATAR course examination: Indonesian: Second Language

Year	Number who sat all examination components	Number of absentees from all examination components
2019	59	1
2018	58	0
2017	61	1
2016	76	1

Examination score distribution–Practical



Examination score distribution–Written



Summary

All candidates completed a practical and a written examination.

Practical examination

The practical examination consisted of 15 minutes preparation time for Part A followed by oral questions based on listening to an audio text of a secondary student at a school in Indonesia interviewing a teacher about what globalisation means to them. Parts B and C examined candidates' knowledge of topics from Units 3 and 4. The spread of marks ranged from 38.00% to 94.00% with a mean of 69.56%. The mean of the practical examination was 69.56%, which was 10% higher than last year.

Attempted by 59 candidates Mean 69.56% Max 94.00% Min 38.00%

Section means were:

Part B: Discussion prompted by stimulus Mean 66.64%
 Attempted by 59 candidates Mean 33.32(/50) Max 46.00 Min 20.00
 Part C: Conversation Mean 72.47%
 Attempted by 59 candidates Mean 36.24(/50) Max 48.00 Min 18.00

Written examination

The written examination consisted of two sections with candidates being required to attempt all questions in Sections One and Two. The spread of marks ranged from 18.46% to 94.73% with a mean of 61.36%. The mean of the written examination was lower than last year (64.41%).

Attempted by 59 candidates Mean 61.36% Max 94.73% Min 18.46%

Section means were:

Section One: Response: Viewing and reading

Mean 58.18%

Attempted by 59 candidates

Mean 23.27(/40.00) Max 37.00 Min 3.00

Section Two: Written communication Part A: Stimulus response

Mean 64.63%

Attempted by 59 candidates

Mean 16.16(/25.00) Max 24.17 Min 5.83

Section Two: Written communication Part B: Extended response

Mean 62.65

Attempted by 59 candidates

Mean 21.93(/35.00) Max 34.56 Min 2.62

General comments

In general, candidates demonstrated a reasonable understanding of the course content, although some were not well prepared on specific topics, such as the Australia-Indonesia relationship, or they cited obsolete information about this topic.

Practical examination

In terms of preparedness, candidates demonstrated a good understanding of the processes and procedures required. They were well prepared and able to extract information and draw conclusions. The high means for Part B and C indicated the majority of candidates were well prepared for the practical. Part B, the response to listening, was more difficult for candidates.

Weaknesses include:

- Poor sentence structure in response to the questions. While the answer communicated may have been correct, candidates had difficulty providing a grammatically correct sentence as the response. For example, they may have used incorrect word order or used adjectives when verbs should have been used.
- Not including conjunctions to assist in forming complex sentences in responses.
- Incorrect responses to questions as a result of confusion or misunderstanding of the question word, for example:
Q: *Siapa yang diwawancarai?* (Who was interviewed?)
A: *Tentang globalisasi.* (It was about globalisation.) (Incorrect answer)
- Inaccurate and incorrect pronunciation, (e.g. perdagangan).

Strengths included a general confidence amongst candidates, with well-rehearsed answers and a broad vocabulary range. Candidates generally performed well in Part C and were able to elaborate on their answers and use some original opinions. Candidates demonstrated very good comprehension of relatively simple questions. For most candidates, general knowledge and understanding of Indonesian culture was substantial enough to assist in answering questions and providing appropriate elaborations.

Advice for candidates

- Look for opportunities outside of the classroom to speak informally and 'off-the-cuff' with native speakers of Indonesian or other people learning Indonesian. Ask them to ask you questions so that you must reply to them in Indonesian without too much time to think. This will help you in constructing good verbal 'off-the-cuff' responses using correct word order, interesting and appropriate conjunctions and good sentence structure.

- Listen to as many Indonesian podcasts online as you can away from the classroom. Ask your teacher for some useful sites for this activity. Have your teacher or an Indonesian speaker prepare some questions for you on the content and see how quickly and accurately you can answer them.
- Use a bank of conjunctions to create complex sentences. For example, *melainkan, walaupun demikian, bagaimanapun juga, selain itu, selanjutnya, baik...maupun, dll.*
- Make sure you know the difference between adjectives, verbs and nouns, in Indonesian and English.
- Use a range of repair strategies in Indonesian such as asking the meaning of a word or asking the examiner to repeat the questions. Avoid having to use English in interview/conversation situations or are unable to say anything in response to questions.

Advice for teachers

- Remain up-to-date on the Australia-Indonesia relationship and ensure that your students are aware of the current issues.
- Prepare a bank of questions for each content area of the syllabus. Do not focus too much on literal questions. Move quickly into the higher order levels of questioning (e.g. applying, analysing and evaluating).
- Provide frequent and varied sessions in class for students to practise speaking Indonesian and listening to Indonesian on topics relevant to Units 3 and 4.
- Practise the use of correct syntax (e.g. applying the rules, principles, and processes that govern the structure of sentences in Indonesian) and pronunciation.
- Ensure that, through lots of practise inside and outside the classroom, candidates use appropriate terms of address in the various contexts.
- Train students not to use English at all. It should become natural for them, so persist at understanding by using Indonesian only, even when struggling.
- A repertoire of repair strategies for dealing with comprehension difficulties needs to be taught to students instead of just saying '*tolong ulangi*' or '*Saya tidak tahu*'. Students should not rely on rehearsed responses to questions.

Written examination

Some common errors found throughout the written examinations were:

- Noun phrase word order e.g. *kamu teman* (your friends) instead of *teman kamu*; *Indonesia sejarah* (Indonesian history) instead of *sejarah Indonesia*; and *sangat enak es krim* (very delicious ice cream) instead of *es krim yang sangat enak*.
- English expression and syntax.
- Inaccurate use of dictionary e.g. substituting nouns for verbs, e.g. ...*saya mau pengalaman budaya Indonesia* (I want to experience Indonesian culture) instead of ...*saya mau mengalami budaya Indonesia*.
- Inability to use object focus sentences accurately (English syntax used instead).
- Incorrect use of *di*-verbs in place of *me*-verbs (passive instead of active form).
- Incorrect use of *adalah* with adjectives.
- Incorrect use of *supaya* and *sehingga/jadi*, *supaya* and *bahwa*, as well as confusions between the use of *bahwa* and *yang*.
- Inability to use a range of conjunctions and linking phrases, with candidates using them inaccurately or omitting them altogether.
- Incorrect use of *makin ... makin...*
- Incorrect use of *lebih* and *lebih banyak*.
- Incorrect spelling.
- Incorrect use of *tidak/bukan/jangan*.
- Confusion around the use of '-nya'.

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. This technique should be second nature during an examination.
- Adhere to the suggested working time for each section of the examination. This will help you complete all questions in the examination paper.

Advice for teachers

- Continually expose your students to contemporary Indonesia and challenge stereotypes. It is important that they have the background knowledge to speak and write about contemporary and up-to-date issues and events.
- Train students how to approach stimulus response questions. Focus on hints for paraphrasing to ensure students use their own words and not the words from the source.
- Ensure that students are aware of and alert to the importance of writing in a culturally sensitive/appropriate manner.
- Provide students with a lot of practise writing under timed conditions that reflect the suggested working times on the different sections of the examination. For example, for a stimulus response answer of 150 words, allow students 15 minutes. When writing an extended response of 200 words (e.g. essay, letter, script etc.) allow approximately 35 minutes. Adhere to these times and provide as many opportunities throughout the year for students to write under these conditions, so that they can improve to the required standard.
- Allocate time to teach 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. Assess 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. Develop a range of short questions from literal and inferential through to analysis, synthesis and evaluative.
- Teach the specific syntax of Indonesian (e.g. word order and creating well-formed sentences).
- Provide opportunities for students (both in 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 translating the questions or expressions literally from English into Indonesian.
- Students need to be proficient in writing about syllabus content by describing real-life examples in clear, simple Indonesian.
- Encourage students to prepare at least one issue for every topic in the syllabus.

Comments on specific sections and questions

Overall, candidates performed better in Section C: Conversation than in Section B: Discussion prompted by stimulus.

Practical examination

Part B: Discussion prompted by stimulus (25 Marks)

In Part B, candidates performed best against the criteria of 'Speech' (flow, pronunciation and intonation) with it having the highest mean, closely followed by 'Comprehension'. The widest range of performance was against the 'Response' criterion (relevance and depth of information provided by the candidate).

Part C: Conversation (25 Marks)

In Part C, candidates performed best against the criteria of 'Comprehension' that had the highest mean, followed by 'Speech' (flow, pronunciation and intonation). The widest range of performance was against the 'Language Accuracy' criterion (grammar).

Written examination

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

In Section One: Response: Viewing and Reading, Question 3 and Question 7 parts (a) and (b), were the questions most accurately answered by candidates. A few candidates put the answer of Question 1(a) into part (b) and the answer of Question 7(a) into part (b). These candidates seemed to misread these questions.

In this section, the lowest mean was 33.93% for Question 9 and the highest mean was 88.14% for Question 3.

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

In Section Two: Written communication, candidates generally had well-organised responses which demonstrated a clear understanding of the syllabus content and their preparation for responding to the unit topics. The mean for all questions in Section Two was 60% or above.

The extended response Questions 11 to 13 allowed candidates to display appropriate knowledge and skills acquired during the course while challenging them to adapt to different purposes and text types.

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

Question 13 was answered less well by candidates and responses were more rushed than the other extended questions, as candidates seemed to run out of time to do this question. A small number of candidates were able to use very sophisticated and correct Indonesian, demonstrating a wide range of appropriate and complex vocabulary, expression and sentence structures. A small number of candidates wrote with very little comprehensibility due to a combination of errors, as well as some candidates having illegible handwriting.