

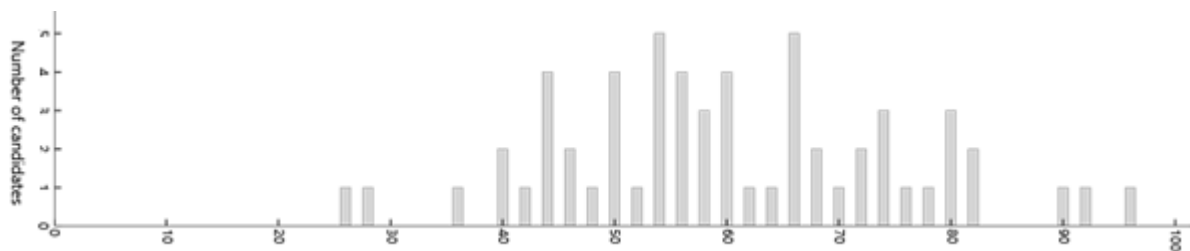


Summary report of the 2020 ATAR course examination: Indonesian: Second Language

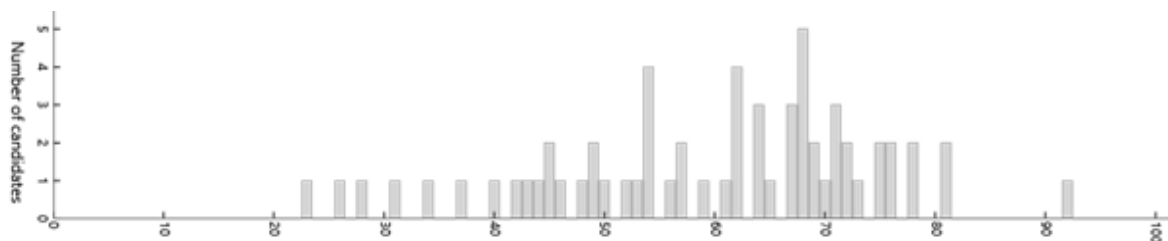
Year	Number who sat all examination components	Number of absentees from all examination components
2020	59	0
2019	59	1
2018	58	0
2017	61	1

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

59 candidates completed the practical examination and 62 candidates completed the 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 an Indonesian radio host interviewing a young Indonesian participant in regional and international e-sports competitions. Parts B and C examined candidates' knowledge of topics from Units 3 and 4. The spread of scores ranged from 26.00% to 96.00%.

Attempted by 59 candidates Mean 60.20% Max 96.00% Min 26.00%

Section means were:

Part B: Discussion prompted by stimulus Mean 56.14%

Attempted by 59 candidates Mean 28.07(/50) Max 46.00 Min 10.00

Part C: Conversation Mean 64.27%

Attempted by 59 candidates Mean 32.14(/50) Max 50.00 Min 16.00

Written examination

The written examination consisted of two sections with candidates being required to attempt all questions in Sections One and Two. Scores ranged from 22.74% to 91.69%. The mean of the written examination was slightly lower when compared to the mean in 2019.

Attempted by 62 candidates	Mean 59.40%	Max 91.69%	Min 22.74%
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Section means were:

Section One: Response: Viewing and reading

Mean 52.58%

Attempted by 62 candidates	Mean 21.03(/40)	Max 35.11	Min 9.78
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Section Two: Written Communication Part A: Stimulus response

Mean 64.95%

Attempted by 61 candidates	Mean 16.24(/25)	Max 23.33	Min 0.00
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Section Two: Written Communication Part B: Extended response

Mean 63.23%

Attempted by 62 candidates	Mean 22.13(/35)	Max 33.25	Min 9.62
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General comments

In general, candidates demonstrated a reasonably sound understanding of the course content. Many were less confident when asked to respond to questions requiring them to think about a new perspective on an issue or provide and justify an opinion. A number of candidates struggled to read and write Indonesian accurately, and marks were compromised by basic grammar errors.

Practical examination

Most candidates were prepared well and demonstrated sound understanding of the procedures required. However, a few were not aware that they could consult their written notes to answer questions. In general, candidates had good knowledge of course content and were able to identify and communicate information and express opinions. Part B questions, the responses to listening, were more difficult for candidates than Part C questions.

Weaknesses included:

- Lack of or limited range of repair strategies such as 'maaf, tolong ulangi' (please repeat) or 'maaf, apa artinya ...?' (sorry, what is the meaning of ...?) resulting in misunderstanding the question and giving inaccurate responses.
- Reading exclusively from notes when responding to Part B questions rather than using them as support only, often resulting in incomplete or irrelevant responses.
- Addressing the examiner as 'kamu' (informal 'you') instead of 'Anda/Ibu/Bapak'.
- Inability to produce grammatically correct sentence structures, particularly in Part B when giving unrehearsed responses.
- Stating rote-learned material in responses to Part C questions without clearly answering the perspective posed by the question.
- Lack of ability to express higher order responses requiring analysis or evaluation of syllabus issues.

Strengths included:

- Sound knowledge of and ability to describe issues, causes and effects.
- Ability to use a range of appropriate vocabulary relating to specific topics.

Advice for candidates

- Look for opportunities to speak informally and in an unrehearsed way with native speakers.
- Ensure you learn and use a range of repair strategies to clarify meaning.
- Prepare a chart with various conversational beginnings, linking words and endings and practise a range of authentic sentence structures for responses to questions.

- Ask your teacher for a range of sample questions about syllabus contents requiring responses in Indonesian of different levels of difficulty, for example, from simple describing and explaining to more complex comparing or offering opinions and suggestions. Practise these with a study partner or group as often as possible, without using written notes. Aim to develop confidence in thinking on the spot and constructing correct sentences while making sure you answer the question fully.
- Ask your teacher for a list of websites with Indonesian language radio broadcasts, online videos and podcasts. Listen to each recording several times taking notes and make a summary of the content in Indonesian.

Advice for teachers

- Whenever possible, provide access to an Indonesian native speaker language assistant for unrehearsed speaking practice with students.
- Provide an extensive bank of questions for each syllabus content and ask students to practise them in a study group or with a language assistant.
- Teach students the difference between lower order questions (e.g. describe and explain) and higher order questions (e.g. give your opinion, compare and suggest solutions) and ways to respond to these.
- Ensure students develop strategies and skills for answering unrehearsed questions by giving them regular practice. They should be aware that memorising word for word descriptions is not the best preparation for the practical examination.
- Train students to be efficient and timely in clarifying the meaning of a question, thinking of an answer, and structuring a grammatically correct response.
- Give students regular practice in focused and structured note-taking when listening to audio texts; for example, noting different speakers, topics discussed, questions asked and responses given. Emphasise how effective notes aid in comprehending a text and are to be used as a support only when answering questions.
- Ensure students remain 'tuned in' to hearing Indonesian by using Indonesian in the classroom as much as possible, including appropriate forms of address, greetings and everyday conversation.

Written examination

Candidates generally displayed a good knowledge of syllabus content and related vocabulary, and could elaborate on aspects of the syllabus such as globalisation, social and environmental issues. However, they often found it challenging to apply their knowledge to questions requiring different perspectives of the issues. In some cases, it appeared that candidates' knowledge of content outweighed their ability to use Indonesian language accurately. On the whole, Section One was less well done than Section Two, suggesting that candidates did not always adhere to suggested working times and ran out of time to read and respond to texts effectively.

Some common errors found in the written examination were:

- Inability to distinguish the function and meaning of differently affixed words, for example me-prefix (verbs) and pe-an or ke-an affixes (nouns).
- Uncertainty about the function and meaning of different words with the same base word, for example, *manfaat*, *bermanfaat* and *memanfaatkan*.
- Poor understanding of the difference in function and meaning of me- and di- verbs, for example *ketika saya dikinjungi Bali*.
- Poor range of, or absence of, conjunctions and linking words, creating repetitive or incorrect sentence structures.
- Inaccurate dictionary usage where the most likely definition was overlooked and an unlikely definition chosen, for example *kejahatan* (crime) translated as 'evil'.
- Incorrect structure of questions (e.g., interview script questions).
- Incorrect usage of *untuk* instead of *selama*.
- Incorrect usage of *oleh + verb* instead of *dengan + verb*.

- Incorrect usage of *lebih + noun* instead of *lebih banyak + noun*.
- Lack of awareness of object focus constructions and how they are used, for example, *isu yang saya ingin menjelaskan* instead of *isu yang ingin saya jelaskan*.
- Incorrect noun-adjective or noun-possessive pronoun word order, for example *besar isu* instead of *isu besar*, or *kamu kesehatan mental* instead of *kesehatan mental kamu*.
- Incorrectly using *adalah + adjective*.
- Clear influence of English on phrasing and sentence structure, for example, substituting *itu*, *adalah* or *ada* for 'it', or *untuk/dengan* for 'of'; and using English syntax.
- Incorrect spelling.
- Confusion between *bahwa/yang*, *supaya/sehingga* and *seperti/sebagai*.

Advice for candidates

- Make sure you know the definitions and functions of nouns, adjectives and verbs in both English and Indonesian. It is also very helpful to know the functions of conjunctions, prepositions and adverbs.
- Make a list of and learn a range of conjunctions, in particular noting which ones have similar meaning and can help to vary your writing, for example, *sehingga/jadi*, *namun/akan tetapi*, *akibatnya/oleh karena itu*.
- Be clear about which English words or phrases either do not exist or are expressed differently in Indonesian (for example, 'it', 'is' and 'of', and noun-adjective phrases) and how to express their meaning in Indonesian correctly.
- When looking up Indonesian or English word in the dictionary, check all the definitions and examples to find the word that best suits the context.
- Make sure you know how different affixes (for example *ber-*, *me-*, *pe-*, *pe-an*, *ke-an*) change the function and meaning of base words. For example, a word with affixes *pe-an* is a noun, not an adjective or a verb. This is vital for understanding the meaning of a reading text and for expressing meaning clearly in writing.
- Keep to the suggested working time for each section of the examination to ensure you do not spend too much time on one section to the detriment of another section.

Advice for teachers

- Ensure students are provided with up-to-date materials about contemporary Indonesian culture, issues and daily life. Be aware that materials that may have been relevant and up to date several years ago are likely to be outdated now; for example, those related to globalisation, popular culture and the Australia-Indonesia relationship.
- Ensure that class time gives equal emphasis to developing students' Indonesian language skills and knowledge about issues in Indonesia. Within each context, maintain a focus on the use of basic and complex sentence structures, while expanding students' range of vocabulary and expression.
- Emphasise how different affixes change the meaning of the base word.
- Train students in dictionary skills so that they take care to search the list of definitions for the most likely one.
- When setting reading tasks or assessments, ensure that questions range in difficulty, from lower to higher order skills. Bloom's Taxonomy is a useful reference.
- Help students to avoid the influence of English grammar and syntax on their writing by identifying specific examples of these errors and explaining why they are incorrect. For example, emphasise different word order in Indonesian and how to express English phrases that use 'it', 'of' or 'is'.
- Encourage students to learn a range of common synonyms including nouns, verbs, adjectives and conjunctions, to avoid repetition.
- Train students to recognise when and how object focus structures are used, especially in phrases such as *isu-isu yang dihadapi orang Indonesia* (the issues that Indonesians face) or *satu masalah yang sering saya alami* (one problem that I often experience). This structure is

very common in both English and Indonesian and students must be able to use Indonesian object focus syntax rules to express it.

- Provide explicit strategies for reading texts; for example, students should read the question(s) first, then read through the whole text without the dictionary to try and understand the gist before re-reading and answering the questions. This can help students to avoid overusing the dictionary and to understand the text as a whole.
- Provide explicit strategies for writing tasks; for example, students read the question carefully, then make a brief two-minute plan to ensure they do not overlook structure, paragraphing, and relevant points, and avoid repetition.
- Train students in keeping to time limits in reading and writing tasks, and expect them to time themselves on homework tasks in the same way.
- Ensure students are familiar with the conventions of different text types and that they have sufficient practice in producing each text type.

Comments on specific sections and questions

In the practical examination, candidates performed better in Section C: Conversation than in Section B: Discussion prompted by stimulus. In the Written Examination, they performed better in Section Two: Written Communication than in Section One: Response: Viewing and reading.

Practical examination

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

In Part B, candidates performed best against the criterion of Language Range, followed by Comprehension and Speech, while the worst performance was against the criterion Response. Comprehension had the biggest range between minimum and maximum scores.

Part C: Conversation (25 Marks)

In Part C, candidates performed best against the criterion of Speech, followed by Comprehension and Language Range, whilst candidate performance for the criterion Language Accuracy was weak. Comprehension had the biggest range between minimum and maximum performance.

Written examination

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

Questions 3, 5(b) and 7(a) were the questions answered most accurately. Questions 1(c), 7(c), 8(a) and 8(b) had the lowest number of correct answers, suggesting that candidates had limited comprehension of Texts 1 and 3 as a whole, and struggled to connect information to pinpoint the answer required.

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

Most candidates answered this question well.

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

The quality of answers to the two extended response questions was satisfactory.