

BAHASA INDONESIA

Paper 0538/01
Reading and Understanding

Key messages

Candidates need to read the questions carefully in order to understand exactly what information is required.

Although they do not always have to use full sentences, candidates should make sure that they have communicated the full answer required by each question.

For **Exercise 3**, candidates should practise answering in note form covering all the information specified in the bullet points; they should avoid copying out the text or writing long sentences.

For the final three questions of **Exercise 4**, candidates should be clear what type of answer is required in each column.

General comments

Most candidates appeared well prepared for the examination. They had a clear understanding of the requirements of each exercise and were able to respond well to each question. The majority of candidates were able to provide answers based on the texts. Many candidates did not appear to have read the questions carefully and gave answers which did not address what had been asked.

Comments on specific questions

Section 1

Exercise 1

In this section, candidates had to respond to each question by writing a short phrase based on what they had read in the passage. Most candidates performed very well in this exercise. Some did not appear to have understood all the required vocabulary or the main idea of the corresponding paragraph. For **Question 3** most candidates wrote *tepat* or *akurat*.

Exercise 2

The majority of candidates answered the questions in this exercise well. Some candidates needed to be more careful when identifying the right information from the passage in order to answer the question. In **Question 8(b)** many candidates could not define the question word *kepada siapa* or the word *kemana*. Instead of saying to whom the box was delivered, they wrote where the box was delivered. In **Question 11** some candidates were not familiar with the idiom *tidak tanggung-tanggung* and simply guessed the answer. In **Question 13** some candidates responded by copying the whole phrase from the text which did not demonstrate that they had fully understood what they had read.

Section 2

Exercise 3

In this exercise, candidates were required to write notes for a presentation about particular aspects of the text. The majority of candidates performed very well. Others did not seem to be prepared for this type of task and wrote a summary without responding to the points given on the question paper. Some candidates simply rewrote information from the text without extracting the key words or phrases. Instead, they wrote a short essay. Some responses did not address each bullet point in full, which meant that full marks could not be

awarded. Candidates should look to see how many points are required for each bullet point and respond accordingly.

Section 3

Exercise 4

In this exercise candidates were required first to answer a series of comprehension questions. Then in **Questions 23, 24 and 25** candidates were asked to give the meaning of a particular word in the text and to contrast Rido's appearance on TV with the conversation with the narrator.

In **Question 16** some candidates responded by saying what Rido wore such as *memakai skinny jeans, kemeja dikancing hingga leher, rambut berponi* without also giving the information about looking too young to be a chef and the sense that he would only be able to manage a café.

When answering **Question 17** candidates needed to focus on the actual question asked, and not on the meaning of the question. Many candidates answered by simply focusing on the meaning of the expression *Jangan terkecoh dengan penampilannya* rather than why Ratih should convince the writer. Some candidates gave their own opinion rather than answering based on the information in the text.

In **Question 18** some candidates mentioned the general opinion about the famous restaurant instead of mentioning the history of Rido's *warung*: "*warung yang terkenal biasanya sudah dikelola oleh beberapa generasi turun-temurun*". Candidates needed to carefully select the right information from the text.

For **Question 19** some candidates mentioned that Rido takes his mother on TV ("*Rido membawa-bawa ibunya di TV*") instead of saying that he always called his mother on TV. Not all candidates appeared to understand the difference between *membawa-bawa ibunya* and *menyebut-nyebut ibunya*.

Most candidates responded very well to **Questions 20, 21 and 22**.

Some candidates did not appear to understand what was required in **Questions 23(a), 24(a) and 25(a)**. Instead of explaining the meaning of the words in italics, they simply rewrote the phrases in their own words.

Similarly, in **Questions 23(b), 24(b), and 25(b)** many candidates answered the question by paraphrasing the sentence without relating it to Rido's appearance on TV as required by the question. This meant that marks could not be awarded.

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Paper 0538/02
Reading and Writing

Key messages

In order to do well in this paper, candidates are required to:

- structure ideas logically and organise their writing effectively
- use an appropriate form and style, adapted for the intended audience and genre
- produce detailed and evocative descriptions and engaging, credible narratives
- construct sentences accurately and vary sentence types to create effects
- select appropriate and wide-ranging vocabulary with precision.

Comments on specific questions

Section 1

Question 1

In general, almost all candidates understood the instructions given and the textual content. Most candidates showed the capability to write all the required information for the three headings, and wrote in their own words. Some candidates had difficulty identifying the information required while others exceeded the 180-word limit. Candidates are advised to write within the word limit as Examiners ignore any content written beyond the first 180 words.

To help them better structure the summary, candidates are advised to write their answers in at least three different paragraphs, with each paragraph discussing one heading. Candidates are not recommended to write in bullet points as this will have an impact on the mark awarded for Language.

Section 2

Questions 2(a) and 2(b) – Discursive and Argumentative

Most candidates wrote well-structured essays by presenting each of their points with an explanation, argument and examples. Several candidates were inconsistent in their arguments, for example, in the early part of their essay they stated that they agreed with an opinion, but concluded with a different point of view. There were also candidates who focused on only one or two ideas and wrote at length about each of them rather than developing a wider discussion with other relevant information.

Candidates should start their essay by saying whether they agree or disagree with the statement in the question before going on to explain their stance in the subsequent paragraphs using specific examples. At the end, candidates should draw all their arguments together into a logical and consistent conclusion.

Questions 3(a) and 3(b) – Descriptive

Some candidates appeared to find the descriptive essays challenging. Many who chose these questions had difficulty describing a situation through all of their five senses, and most tended towards a narrative approach. Some candidates were able to describe the atmosphere and the situation as required by the question, and used complex vocabulary and linguistic devices such as metaphors, personification and similes. Candidates should be trained to focus on portrayals of a situation and the atmosphere experienced through their five senses. They should address the requirements of the question in vivid detail and avoid any storytelling in their writing. In addition, candidates must remember that the reader must be able to accurately imagine the scenario they have described for it to be effective.

Questions 4(a) and 4(b) – Narrative

A large number of candidates chose to answer one of these questions, and most were capable of narrating events without too much difficulty. Some candidates wrote their story with a very simple narrative without any exploration of the characters or the background of the story. Others were able to explore their writing and create a story that incorporated elements of tension and came to a reasonable climax. Candidates showed an ability to utilise literary devices to make their story feel more alive. In writing a narrative essay, candidates should explore their characters' background, and build tension in their story to make it more interesting.

Language

The following list consists of mistakes that were often seen by Examiners. Candidates are encouraged to focus on making their writing as accurate as possible in order to score the highest possible marks.

Some candidates did not differentiate between *Kami* and *Kita*. For example: if a candidate is travelling on a motorbike with their father they will write *Kita naik motor ke Bandung selama tiga jam*. This also applies to possessive sentences such as *Liburan kita sangat menyenangkan*.

Common spelling mistakes included: *tau* (should be *tahu*), *kalo* (should be *kalau*), *temen* (should be *teman*), *kreatifitas* (should be *kreativitas*).

Some candidates used slang language that was not appropriate for the style required, for example: *ga/nggak* (should be *tidak*), *bikin* (should be *membuat*).

There were some mistakes in translations such as *restaurant* (should be *restoran*), *hesitasi* (should be *ragu-ragu*), *introduksi* (should be *pendahuluan*). Candidates should know the Indonesian for words which translate from English, such as *telepon pintar* for smart phone, *gawai* for gadget and *mutakhir* for trend.

Some candidates translated directly from English. For example, *Saya bertanya kepada orang-orang di mana kampung itu terletak?*

Candidates need to be aware the correct use of *di* as a preposition or as an affix; *di sekolah* is correct whereas *disekolah* is not. Incorrect affixes were also applied by candidates, such as *Televisi bisa merusak otak anak*.

There was some inconsistency in the use of pronouns. *-ku* and *-nya* should be written combined with the noun such as *motorku*, *bukunya* and *anaknya*.

Candidates wrote plural sentences incorrectly such as *Banyak anak-anak zaman sekarang yang menghabiskan waktu menonton televisi* and *Saat jam istirahat beberapa murid-murid pergi ke kantin sekolah*.

Many candidates wrote long sentences without commas or a full stop. There were some instances of a question being asked without a question mark and of using a quotation without quotation marks.

There were some errors in the use of conjunctions.

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Paper 0538/03
Speaking and Responding

Key messages

Part 1 (Individual topic)

The Individual topic should be lively and interesting and therefore, candidates are advised to choose a topic in which they have a particular interest.

Candidates must ensure that the content of their presentation is related to the culture of an Indonesian-speaking community/area.

Teacher/Examiners should allow candidates to present their topics continuously for about 2–3 minutes without interruption or intervention. Teacher/Examiners should only interrupt to ask questions if candidates show no sign of finishing after 3 minutes, or to prompt candidates who are finding it difficult to continue.

Part 2 (Discussion)

Candidates are encouraged to show their ability to explain, express and defend a point of view.

It is advisable for teacher/Examiners to be ready with sufficient questions, especially for more capable candidates who are able to respond spontaneously and quickly.

Teachers/Examiners should beware of talking too much when asking questions or responding to the candidates' answers. They should ensure that candidates are given every opportunity to demonstrate their linguistic ability.

General comments

Administration

Centres are reminded that if they wish to use more than one teacher/Examiner they must seek permission to do so from Cambridge before the start of the Speaking test period. If permission is granted, internal moderation must be carried out in the Centre to ensure that all candidates are marked to the same standard. Note that Centres which use only one teacher/Examiner do not need to carry out internal moderation.

The majority of Centres took great care to ensure the audibility of their samples, but there were a very small number with some background noises. Some Centres presented the recorded samples very clearly, which ensured that the moderation process ran smoothly. Almost all Centres sent the appropriate number of recordings in the sample.

Centres are reminded to provide all the documents required for external moderation: Working Mark Sheet(s), a copy of the Internal Marks Report or the MS1 (computer-printed mark sheet), the attendance register, any accompanying letters/reports (including details of internal moderation procedures in Centres where more than one teacher/Examiner was used), and the Cover Sheet for Moderation Sample.

Most Centres had taken care to ensure addition and transcription of marks were correct.

Timings

Teacher/Examiners must keep to the test timings specified in the syllabus: **Part 1** should last 2 – 3 minutes and **Part 2** should last 7 – 8 minutes.

Assessment

In **Part 1**, a candidate cannot be awarded more than 6 for Coherence of ideas if the topic is not related to the culture of an Indonesian-speaking community/area. The *organisation* of content in the Presentation is also considered in the assessment, not just the content itself. Candidates should therefore plan how they are going to introduce and structure their presentation.

Comments on specific parts

Part 1 – Individual topic

Some candidates chose topics related to situations in Indonesia or local areas which allowed them to present their opinions or points of view. The chosen topics were well prepared and interesting to listen to. Candidates are encouraged to present topics with a specific focus rather than a general theme.

Candidates generally performed well when they chose a topic which was of particular interest to them, had prepared thoroughly and were fully engaged with the task.

The majority of teacher/Examiners put candidates at their ease.

Part 2 – Discussion

In general, teacher/Examiners and candidates stayed on task and the discussion related fully to the topic which had been presented in **Part 1**.

It is important that the spontaneity of the discussion is maintained and therefore, the teacher/Examiner should avoid adopting a very formal 'interview' approach. The aim of this part of the test is to be supportive of the candidate: to share an interest in his/her topic, and to share views, ideas and to work with the candidate to develop the conversation. Teacher/Examiners should avoid asking questions which are beyond a candidate's ability and knowledge.