

# BAHASA INDONESIA

---

Paper 0538/01  
Reading and Understanding

## Key messages

Candidates need to read the questions carefully 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 had a clear understanding of the requirements of each exercise and were able to respond well to each question. They were able to provide answers based on the information in the texts, although there were many candidates who were less careful in reading the questions and consequently provided information that was not relevant.

## Comments on specific questions

### **Section 1**

#### **Exercise 1 Questions 1–7**

In this exercise, candidates had to respond to each question by writing a word or short phrase based on what they had read in the passage, *Gerakan membaca di Aceh*. Most candidates performed well in finding the relevant information. In **Question 2** some candidates did not get the mark because they wrote only *disusun* instead of *disusun di rak*. For **Question 3** some candidates wrote *melakukan* instead of *menikmati*.

#### **Exercise 2 Questions 8–13**

Most candidates performed well showing their ability to paraphrase the information from the text. Some candidates, however, need to focus more in their exam preparation on how to extract only the relevant information from sentences.

In **Question 8** some candidates were not awarded a mark because they did not make a comparison between Sawahlunto and other nearby places. In **Question 9** some candidates wrote *emas hitam* instead of *batu bara*. *Emas hitam* is only the symbol for *batubara*. In **Question 10** some candidates did not mention *pelabuhan* and therefore could not score the mark. In **Question 11** some candidates were not awarded a mark for giving irrelevant information such as *untuk menjadi kaya*, *untuk menjadi bos* and so on. In **Question 12**, some candidates mentioned only the mixture of cultures from different migrants without mentioning the new language.

### **Section 2**

#### **Exercise 3 Question 14**

In this exercise, candidates are asked to identify relevant information from the text and write it down in note form (bullet points). This year candidates were asked to write notes based on three different headings. The majority of candidates responded to the questions well. A number of candidates sometimes provided an

incomplete response which was not enough to score the corresponding mark. Some candidates mixed up the information which was relevant for SBS and UPB – careful reading of the text was crucial in this exercise.

#### Exercise 4 Questions 15–25

Most candidates provided the correct answers for **Question 15**. **Question 16** proved to be challenging and most candidates simply rewrote the sentence from the text and were not able to say what impression the narrator got from Umbu's voice. In **Question 17**, some candidates did not appear to have understood the question. Instead of writing about how the narrator first felt in relation to Umbu's instruction, they mostly wrote about how the writer felt after looking for Umbu's request. Most candidates did not have any problems answering **Questions 18** and **19**. In **Question 20** some candidates answered *melihat kerapu macan* without understanding and mentioning the meaning of *mengucek mata*. In **Question 21** many candidates did not write from the restaurant owner's point of view. They simply rewrote the sentence related to the question such as *ikan kerapu macan masih tergeletak di lantai* and this could not score any marks. Most candidates did well in **Question 22**.

As always, the last three questions in this exercise proved to be the most challenging. In **Questions 23(a)**, **24(a)** and **25(a)** some candidates were unable to give a meaning of the italicized word. In **Questions 23(b)**, **24(b)** and **25(b)** some candidates' analysis did not address the requirements of the question.

# BAHASA INDONESIA

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 and use it accurately.

## General comments

### *Language*

The following list consists of inaccuracies that were commonly seen in responses. Candidates are encouraged to focus on making their writing as accurate as possible in order to access the full range of available marks for Style and Accuracy.

Some candidates were not aware of the use of third-person viewpoints when writing narrative essays. For example: if a candidate is hiking with his family and/or friends they should write *Kita mulai mendaki saat menjelang subuh*, instead of *Kami mulai mendaki saat menjelang subuh*.

Errors in applying affixes. Many candidates attached an incorrect affix to a base word like: *Aku mejalan ke sekolah dengan santai karena aku tahu hari masih pagi. Setelah beberapa menit aku tertiba di sekolah*.

Common spelling mistakes included: *temen* (should be *teman*), *jaman* (should be *zaman*).

Some candidates used slang language that was not appropriate for the style required, for example: *dingajarin* (should be *diajarkan*), *dikasih* (should be *diberikan*), *balik* (should be *kembali*), *mengirakan* (should be *memperkirakan*), *nyampe* (should be *tiba*), *mengetok* (should be *mengetuk*).

Inconsistent use of first person pronouns, for example: *Aku terbangun karena suara alarm saya* and *Aku dan keluargaku naik Gunung Bromo* and *Kita mendaki pada liburan lalu*.

Mistakes in the use of number of category in a sentence, e.g. *Mereka telah melihat sebuah anak kecil*.

Candidates wrote plural sentences incorrectly such as *Saat di universitas, para siswa-siswi belajar hal baru*.

There were some mistakes in translations such as *silver* (should be *perak*), *oportunitas* (should be *kesempatan*), *subject* (should be *subjek*). Candidates should know the Indonesian for words which are translated from English, such as *daring* for online, *logam* for metal, and *media sosial* for social media.

Some candidates translated directly from English. For example, *Saya tidak mengerti apa itu bermaksud*.

Candidates need to be aware of the correct use of *di* as a preposition or as an affix; *di mana* is correct whereas *dimana* is not. Moreover, candidates should be aware of the correct use of *ke* as a preposition or as an affix; *ke sana* is correct whereas *kesana* is not.

There was some inconsistency in the use of pronouns. *-ku* should be written combined with the noun such as *temanku* and *mauku*.

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 also errors in using capital letters.

There were some errors in the use of conjunctions.

## **Comments on specific questions**

### **Section 1**

#### **Question 1**

In general, almost all candidates understood the instructions and the content of the reading passage. Most candidates showed the capability to write all the required information for the four headings, and wrote in their own words. Most summaries were well organized in different paragraphs where each heading was clearly targeted.

Some candidates struggled to find the required information and they included irrelevant information in their summary. Careful reading of the passages was required as the information for each heading appeared throughout the passage and was not necessarily in the same order as the four headings.

Some candidates 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.

In answer to the first bullet point, most candidates were able to identify the reasons for the changes of eating habits in Indonesia.

For the second bullet point, some candidates missed out key words needed to address how the older generation's habits are different from the latest eating trends in Indonesia. Candidates must read the headings carefully in order to ensure that their answers are relevant.

The third bullet point proved quite challenging and many candidates were unable to identify the evidence in the text.

The last bullet point was the most challenging and some candidates were unable to identify how the situation in Indonesia reflected what was happening on a global scale. Instead, many talked about the percentage of global respondents.

To help them better structure the summary, candidates are advised to write their answers in separate paragraphs, one for each heading. Candidates should not 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**

These questions were the most popular in this section. Most were able to write good argumentative essays and some candidates developed complex arguments by giving reasons, specific examples, statistics, and personal anecdotes to support their arguments. Most candidates wrote well-structured essays by presenting each of their points with explanations, arguments and examples. Some candidates were inconsistent in their arguments, for example, there were candidates who presented both sides of the discussion but they were not developed in a balanced way, whereas some other candidates firmly took a stance and clearly agreed with an opinion in the early part of the essay, but concluded with a different point of view.

If candidates choose to write a discursive essay they should clearly present a balanced discussion of the issue by presenting both sides with equally relevant explanations and examples and make sure there is a cohesive progression of each point being presented by using transitional wording leading into the next paragraph.

If candidates want to take a particular stance on the issue, the thesis statement should be clearly written in the introduction for which the arguments are then developed in the main part of the essay. The presentation of each argument should be well sequenced and supported by relevant explanations, reasons, and specific examples. To finish, the candidate should give a clear concluding point.

#### **Questions 3(a) and 3(b) – Descriptive**

Some of the candidates who chose to answer one of the descriptive questions appeared to find them very challenging. Many 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 choice of words and linguistic devices such as metaphors, personification and similes.

Candidates are advised to focus on portrayals of a situation, by describing the atmosphere and emotions experienced by using appropriate sensory details. They should address the requirements of the question in vivid detail and avoid any storytelling in their writing. In addition, for the description to be effective candidates must remember to write in a style which means that the reader can clearly imagine the scenario they have described. When describing something that appeals to our five senses, candidates can use imagery such as similes or metaphors.

#### **Questions 4(a) and 4(b) – Narrative**

Most candidates were capable of narrating events without too much difficulty. Some wrote their story with a very simple narrative without any exploration of the characters, setting of the story, or tension. Others were able to explore their writing and create a story that incorporated elements of tension and came to a reasonable climax. Some candidates were also able to use direct speech/dialogue effectively.

Other candidates seemed to focus too much on the plot and content and forgot detailed background illustrations and elements that appeal to readers, for example the ‘surprise’ element of the story. Furthermore, most candidates who chose **Question 4(b)** wrote mostly about their mountain-hiking experience without more development of notions, sentence constructions, and detailed conflicts which resulted in an essay which was more like a report than a narrative.

Candidates need to demonstrate an ability to utilise literary devices to make their story more varied and appealing. In writing a narrative essay, candidates should explore the characters’ background, and build tension into their story to make it more interesting.

# BAHASA INDONESIA

---

Paper 0538/03  
Speaking and Responding

## Key messages

### **Part 1 – Individual Topic**

Candidates must prepare a presentation on a single topic or theme which is directly related to the culture of an Indonesian-speaking community/area and in which they have a particular interest. The material of the presentation should be full and well organised and should employ a range of language devices.

Delivery of the presentation should be lively and interesting in order to maintain the audience's interest. Teacher/Examiners should allow candidates to present their topics continuously for about 2–3 minutes without any interruption or intervention. Teacher/Examiners should only interrupt to ask questions if a candidate shows no sign of finishing after 3 minutes, or to prompt a candidate who is finding it difficult to continue.

### **Part 2 – Discussion**

The discussion should be in the form of a conversation between the teacher/Examiner and the candidate based on the individual topic presented by the candidate.

The teacher/Examiner should allow the candidate to express and defend a point of view and also to seek information/opinions from the teacher/Examiner.

The teacher/Examiner must pay attention to the duration of the discussion, which should be 7–8 minutes for each candidate.

Candidates should be able to maintain the conversation and respond confidently and enthusiastically to changes in the direction of the conversation.

Candidates should show a good command of a range of vocabulary and be able to communicate some sophisticated ideas. Additionally, they should be able to use a variety of structures accurately, consistently and confidently.

## General comments

### *Administration*

With regards to recording quality, most tests were very clear. In general, the samples and materials submitted for external moderation were clear and well organised. However, a few centres are reminded that they must use the following convention when naming the digital files which are being submitted as part of the sample for external moderation: centre number\_candidate number\_syllabus number\_component number.

The majority of centres sent the correct number of tests in their recorded sample, included tests which covered the range of marks awarded at the centre and indicated the sample clearly on the Oral Examination Summary Form (OESF) and on the CD sleeves. However, some of the centres which were required to send 16 recordings did not follow the instruction to send the recordings of the first 10 candidates in candidate number order and a further 6 recordings from other candidates spread as evenly as possible across the centre's range of marks.

All centres sent the required documents needed for external moderation (the OESF and the MS1 or the Internally Assessed Marks Report) although some did not send the attendance register. Centres are advised to also fill in and submit the *Cover Sheet for Moderation Sample* although this is not compulsory.

Most centres took great care to ensure the addition and transcription of marks were correct. However, Moderators found some errors and centres are reminded to check addition and transcription of marks

carefully. If filling in an MS1 mark sheet, centres must enter the total mark in numbers as well as shading the lozenges clearly. Centres must transfer the total mark which is written on the OESF to the MS1 or Internally Assessed Marks Report. The maximum total mark is 30 and there is no need to convert the mark to a percentage.

### *Assessment*

In **Part 1** a candidate cannot be awarded more than 6 marks for Coherence of Ideas if the topic is not related to the culture of an Indonesian-speaking community or area. The *whole* of the presentation (not just the presentation title) must make specific references to the culture of an Indonesian-speaking community or area. In order not to disadvantage candidates, teachers are advised to ask their candidates to complete a *Prepared Topic Form* in advance of the test in order to check that their presentation meets this requirement.

Candidates need to consider how they are going to introduce their presentation, explain the detail of their chosen topic and end it within the designated time. Candidates should think about the audience when preparing their presentation and what might they might find interesting about the chosen topic. They should deliver the presentation in a natural and lively way using appropriate intonation.

In **Part 2**, candidates are advised to employ formal Indonesian vocabulary when they respond to the teacher/Examiner's questions. The teacher/Examiner should be ready with questions that require the candidate to explain or defend a point of view instead of asking questions that require the candidate to simply repeat information from his/her topic presentation. The teacher/Examiner also needs to ask questions that allow opportunities for candidates to respond with variety of grammatical structures.

In order to improve the discussion, the teacher/Examiner should listen carefully to the responses given by each candidate and ask questions which lead on from what the candidate has said rather than only asking questions which the teacher/Examiner has prepared in advance. In addition, the teacher/Examiner should ask questions which change the direction of the conversation.

### **Comments on specific parts**

#### **Part 1 – Individual Topic**

Generally, candidates chose a good range of topics related to the culture of an Indonesian-speaking community or area. However, there were some candidates whose topics were universal and not specifically linked to the culture of an Indonesian-speaking community or area. In a small minority of centres all of the candidates chose very similar topics and presented them in the same way. Centres are reminded that each candidate should choose their own topic and should select something in which they have a personal interest as this will help them to give a presentation which is lively and interesting.

Some candidates delivered their presentations in an interesting way and organised the content well, but most candidates still needed to improve in this area. Many of the presentations were delivered within the stipulated 2 – 3 minutes without any interruptions. However, there were some presentations which were too short or too long.

#### **Part 2 – Discussion**

Most teacher/Examiners conducted the discussion well and related fully to the candidates' chosen topics. The majority of teacher/Examiners also gave candidates opportunities to demonstrate their ability to respond to changes in the direction of the conversation. However, a few teacher/Examiners asked questions that required the candidate to repeat information from his/her presentation rather than giving them the opportunity to expand on what they had presented.

The majority of candidates responded using formal Indonesian vocabulary, but some candidates used informal language in their answers which was not appropriate in an examination context.

Most teacher/Examiners put candidates at their ease and provided opportunities for them to give their best in responding to the questions. In some centres the questions were rather demanding for this level. If a candidate appears to have difficulty in understanding a question, the teacher/Examiner should rephrase or change the question rather than wait for the candidate to answer.

In terms of the duration of the discussion, the majority of centres need to pay attention to timings. In many cases the discussion was too short or too long.