Year 10 Second Language Learners

Oral — High

Content

Students are able to give factual information about topics related to their personal world including personal details, age, address, family, friends, pets, and food. They describe their home environment including rooms of the house, and outside facilities such as a pool and garden. They explain the distance of their home from school and the mode of transport to school. They describe their school and local environment and make comparisons with daily life for teenagers in Indonesia such as daily routine, transport, school, hobbies, and interests.

Without support, students describe their participation in activities, sport, and music, and how they spend their leisure time. They express their preferences for foods and interests.

The topic of school, including facilities and environment, as well as subjects and preferences for subjects is managed well.

Students can express their desires for the future, referring to possible occupations, study, travel and personal interests.

With support, students give presentations and participate in conversations using prepared written material. They perform role plays, give mini demonstrations (e.g. cooking, instruction on how to play a game), give a brief weather report, present an aspect of Indonesian culture to their class using visual and written supports.

Vocabulary

Students’ vocabulary knowledge includes familiar topics and relates largely to description, factual information, and simple personal opinion. They express simple cardinal numbers (dua puluh lima) when describing dates and costs (harganya, ongkosnya, and rupiah at the end of numbers). They hesitate with more complex numbers such as higher numbers for purchasing items, and expressing dates in terms of years (i.e. dua ribu Sembilan). Students use rehearsed language associated with bargaining (e.g. terlalu mahal, bisa kurang, baiklah, terimakasih).

In some cases students’ vocabulary knowledge extends beyond familiar topics to include a wider range of family members (ibu tiri, sepupu, tante, keluarga asuh) and wider interests (melihat dunia, lingkungan). Students know vocabulary related to making arrangements and in particular eating out (e.g. minta, restoran, memesan).

Descriptions typically include people (teman/kawan, sifatnya, ramah, malas, tinggi, pendek, lucu), and their occupations using bekerja sebagai. Students describe activities that reflect current interests among youth (memancing, bermain untuk tim, mendengarkan musik, menonton film, bermain alat musik).

Students typically describe events in time (pada jam... setengah, pada hari... sabtu, minggu, senin, rabu, pada bulan April, pada masa depan) and place (tempat, pasar, sekolah). They use compass directions (utara, selatan) and the verb terletak and prepositions kiri and kanan to indicate locations. They relate events to the seasons and weather (musim, panas, dingin) and to facilities in the community (e.g. bioskop, kolam renang).

Personal opinions are expressed in terms of favourites (kesayangan saya, favorit saya) and simple views (saya cinta, saya senang, saya mau...).

They tend to use words borrowed from English in preference to the standard Indonesian form (e.g. tiket, festival, romantic). There is a strong use of English with Indonesian pronunciation when students refer to using technology (e.g. komputer, internet, teknologi).
Forms and Structures

Students typically use simple sentence construction (subject-verb-object). There are very few instances of object focus construction and at this level these are likely to be learnt as formulaic phrases and only in the third person form (e.g. *dibeli oleh teman, dibuat dari kayu, yang paling saya sukai, dipengaruhi Barat*).

Students use second and third person pronouns *(dia, mereka)* and use the appropriate inclusive or exclusive pronoun *kami/kami* (e.g. *kami berbahasa Mandarin*). They use prepositions for referring to people (e.g. *kepada, bagi*) and gender terms for male and female (i.e. *perempuan, laki-laki*).

When interacting with others orally, students generate their own questions using *Apakah, Bagaimana, Dari mana, Mengapa, Dengan siapa?*

Students describe activities using simple base verbs and *ber-* verbs (bermain, berlatih, bersilancar, mandi, bangun). They also have a range of simple transitive verbs that relate to daily activities such as mencuci piring, membersihkan kamar, menyisir rambut, membaca buku, menikmati belajar bahasa Indonesia, memasak nasi goreng.

Students use simple adjectives to describe items (i.e. *gaya film itu romantis*). They state their opinions and preferences using *Saya lebih suka, Saya kurang suka* (e.g. *Saya kurang suka Jakarta karena terlalu banyak orang*) and give reasons for preferences using the conjunction *karena*. They refer to possibilities by qualifying their statements using *mungkin* to reflect the uncertainty of their answer. They use verb auxiliary forms (e.g. *Saya mau menjadi apoteker*). They elaborate using *yang* (e.g. *orang yang suka aktting, teknologi dan komputer*). Occasionally they use the comparative structure (*lebih... dari pada*) to express personal preferences (related to subjects and foods) and the structure (*tidak... tetapi pula*) in a rehearsed formulation to give more elaborate descriptions.

Students refer to frequency by using *kali, sering, biasanya, kadang-kadang* and occasionally *jarang* (e.g. *Saya jarang pergi ke pantai*). They also relate events in time through tense indicators (*sudah, akan, pada masa depan*), for example, *Saya sudah pergi ke Vietnam*. They use the preposition *pada* to refer to dates (e.g. *pada tanggal ... bulan Desember*) and the timing of events (e.g. *pada jam...* and prepositions of place (e.g. *lahir di... berasal dari...*).

Students use the conjunction *untuk* to show the purpose of an idea or action (e.g. *Saya bermain bola net untuk (supaya) menjadi sehat*).

They typically negate verbs using *tidak* and are demonstrating more frequent use of *belum* and *bukan*. They show some awareness of an Indonesian sensibility by using *belum* or *sudah* occasionally and *ada* to express the presence of something. There is some expression of subtlety, for example, using *agak, sangat* (e.g. *sangat mau*) or modifiers such as *lebih jelas, kurang pandai, sedikit saja*. They use *juga* to emphasise sameness or inclusion (e.g. *Teman saya Paulene dan Abbey. Mereka duduk di kelas saya. Abbey juga berasal dari Cina dan rambutnya panjang*).

Fluency

The flow of students’ responses is irregular and highly dependent on their familiarity with the question. Their delivery is interspersed with frequent use of fillers such as ‘um’ and ‘ah’. They have frequent pauses to allow for construction of meaning and to select appropriate vocabulary.

Intelligibility

Students’ pronunciation includes effective use of vowel sounds (a, e, i, o, u), the ‘c’ as ‘ch’ sound, and glottal stops (k, t). Students create stress on the second to last syllable within simple verbs and nouns (e.g. *mengunjungi, bersilancar, lingkungan*).

Students are familiar with the raised second to last syllable intonation in Indonesian, especially with transitive verbs (e.g. *menyapkan*). There is some evidence of aspiration of the final ‘h/ah’ sounds; however, this is not consistent and is influenced by English pronunciation. In addition, the ‘ng’ sound is often given stress when it leads into a stressed syllable sound (e.g. *mengerjakan*).
Descriptions of Student Achievement

Comprehension

Students respond comfortably to formulaic questions about familiar topics with minimal support from the interlocutor. In less familiar topic areas or phrasing, students often predict meaning according to the intonation of the interlocutor (e.g. Anda suka itu?). They use more waiting time to respond to the question form Bagaimana?, and in interpreting numbers (e.g. Tahun dua ribu tujuh.) They often seek clarification of open-ended questions using Mengapa? and Yang mana? They generally comprehend gist even when unfamiliar vocabulary is used, and they have a range of communication strategies to support general and specific comprehension.

Communication Strategies

Students use a range of linguistic and paralinguistic devices to initiate and maintain natural communication. They use rehearsed expressions to seek clarification or to express lack of comprehension (e.g. Bisa diulangi? Saya lupa). They check the interlocutor’s intention by clarifying with a question (e.g. Tahun ini?) and, ‘like as in... after school?’

When students do not fully comprehend a question, they mirror the interlocutor’s question form in their response (e.g. (Q) Di mana? (A) Di mana... kota Jakarta).

Some students shift into English, or where vocabulary is outside their range, they adopt an English word giving it Indonesian pronunciation, in order to assist their meaning. They self-correct (but...tetapi) and at times their shifting between English and Indonesian goes unnoticed by them (e.g. Saya lebih suka...karena it’s...).

At times these are mixed with English and show a shift from initial response in the first language to learnt response in the target language (e.g. No, ah... maaf).

Discourse

Students typically express single ideas or more than one idea joined with a simple conjunction and in a single sentence. They also juxtapose ideas (e.g. kadang-kadang saya naik bis tetapi biosanya naik mobil; mereka bisa berbahasa Cina tetapi mereka tidak bisa berbahasa Melayu) and relate ideas or expand descriptions by using baik...maupun... Students occasionally use relative clauses to expand ideas (e.g. use of yang (who, which)) and expand an idea by using conjunctions such as khususnya.

With support, students structure responses using features of the text type (e.g. retelling a story using dates, times, past tense, or giving a presentation using salutations, for example, Selamat pagi siswa-siswa, explaining the idea/focus hari ini saya akan berbicara tentang... elaborating with examples (e.g. misalnya...).