Year 12 Second Language Learners

Writing — Average

Content
Students write a range of texts related to personal domains such as school, weekend and holiday activities, work (part-time and future occupations). They extend beyond the immediate to give personal perspectives on social issues, particularly those related to teenagers such as relationships, work, and the future. They also write about their knowledge of Indonesia, the place and ways of living. Their writing is typically 180 to 250 words, predominantly descriptive with some abstraction to comment on social issues.

In relation to school, students describe aspects such as their subjects including their preferences and teachers (e.g. yang paling saya suka adalah... Saya mempunyai guru yang baik). They describe the nature and sufficiency of school and local environment facilities. Students describe leisure activities and pastimes such as sporting or musical events, the beach, activities, shopping, holidaying, and buying souvenirs.

Students write evaluative articles and letters about issues that are relevant to their age group such as the pros and cons of technology, health problems and advice, and the state of the environment.

Occasionally students write about their understanding of Indonesia, for example, appropriate clothing, etiquette for eating together, and social values such as respecting elders and polite behaviour (e.g. menghormati, jangan mengeluh, bertelakuan sopan).

Vocabulary
Students have a sound range of vocabulary related to the topic areas covered. Their writing includes vocabulary related primarily to descriptions and expressing personal opinions. For example, there are a range of common nouns such as school-related vocabulary, places/locations, sports, clothing, and foods. In addition, there are a small number of more specialised nouns that reflect the topic area such as matahari terbit, wisatawan, acara, peristiwa, tampak pariwisata, kata benda dan kata kerja (e.g. Kami belajar tentang tata bahasa dan sekarang aku dapat mengerti perbedaan antara kata benda dan kata kerja).

A range of ber- verbs is used related to possession and performing actions (e.g. bernama, berbakat, berelakuan, Saya bertindak sebagai pertukaran siswa, berjudul, bertanggung jawab, berharap, berpikir, bermimpi, berlibur, bekerja, berpidato). The term berada is used occasionally to refer to one’s presence/being in a place (e.g. Ketika saya berada di Indonesia...).

Students have a sound range of me- verbs, particularly those related to concrete processes (e.g. menikmati, menghadiri, menyelisikan, melakukan, mengerti, membangun benteng pasir, menertawakan, meninggalkan dunia). There is a range of me- verbs also related to more abstract processes (e.g. mengenai, mengerti, menjelaskan, memperbolehkan, mengetahui, merindukan, menyokong, mempertimbangkan, mempergunakan, menggairahkan, menemani, memuj, mendorong, mengajar, merasa). There is occasional use of me- verbs as adjectives (e.g. mengkhawatirkan).

Students’ knowledge of nouns includes a number of abstract nouns in both ke-an and per-an forms. There are a number of familiar ke-an words such as kesempatan, kemungkinan, kecelakaan, kebaikan, kebudayaan, kemiskinan and less familiar terms such as kehilangan, keamanan are infrequent. Abstract pe-an/per-an words include familiar terms such as pengalaman, pemendangan, pertunjukan, pertanyaan, perbedaan, pendidikan, pertemuan and a few more abstract terms such as persabahatan, penelitian, peraturan, penghidupan. The pe- prefix indicating a person who performs a given action is used occasionally (e.g. penggemar, pembicara). Students use a limited range of familiar initialisms such as SMA, SMU, and acronyms such as ortu, Monas.
There are very few ter- verbs used and they typically occur with prepositions in phrases such as ...yang terkait dengan... Menurut penulis ini tergantung pada... Saya amat tertarik akan... The term tersebut is seldom used but occurs occasionally (e.g. mudah sekali dipakai dengan telpun tersebut...).

Students use tense markers such as sudah, yang lalu, pada masa depan, sering and makan waktu, selama to refer to duration. There is occasional confusion of mempunyai and sudah when dealing with the past tense.

Students’ descriptions are enriched with a wide range of simple adjectives, for example, pribadi, mewah, tidak adil, jujur, bosan, sulit, jahat, pantas, gembira, sedih, sembrono, setempat, indah, bahagia, istimewa, banyak (frequent use). Students are developing a range of choices of adjectives to vary their writing or give greater nuance (e.g. mirip/sama, gembira/senang). Occasionally there is confusion over similar sounding words (e.g. ramah/ramai, tenaga instead of tenang) or incorrect use of adjectives, for example, Banyak minggu (beberapa minggu). Students frequently use the term sekali to amplify their meaning.

Students use a limited range of imperatives to instruct the audience (e.g. Perkenankanlah saya... Ingatlah, Jangan lupa...).

Students frequently use words borrowed from English with Indonesian spelling conventions (e.g. diskusi, gadget, elektronika). Students know informal expressions and acronyms such as orte, abbreviations such as dll., and colloquial terms such as hebat, bagus, ya?, asyik, 'kan?

There is occasional use of Indonesian terms and idioms that are more typical among students with some background in Indonesian or Javanese (e.g. embok – dari anak muda sampai embok...).

**Forms and Structures**

Students write extended sentences, paragraphs, and whole texts that show use of formulaic language with some control of affixation and word order. They use bilingual dictionaries to select specialised words and create affixation; however, choice and construction of words are often inappropriate for the intended meaning.

Students’ writing is characterised by sentences with a single idea or sentences using yang (e.g. guru yang hebat, wanita yang paling penting, acara yang menarik). Use of yang is, however, not always accurate and is often omitted when it should be used.

Students often use adalah as an equivalent to the English ‘is’ and they rely heavily on English sentence structures such as Saya harus berkata Anda... and bermain bagian besar. Students’ writing is predominantly in subject focus construction with use of formulaic object focus construction (e.g. yang paling saya sukai... Diharapkan bahwa... Yang harus diatasi...). There is some use of object focus construction beyond the formulaic that is typically in third person form (e.g. dicuri, dibuat, yang ditunjukkan oleh Ally adalah... kesempatan yang diberikan kepada saya untuk berpidato hari ini, tidak mengerti apa yang dikatakan... tidak bisa disangkal... masalah yang dapat dipecahkan dengan segera). The use of first and second person object focus is rare and seldom correct (e.g. ditawarkan oleh saya...).

Students use a range of conjunctions to relate ideas at the sentence level, for example, supaya, walaupun, jadi, oleh karena itu, lagipula, lalu, akan tetapi, baik...maupun... (e.g. Pengalaman ini akan merupakan baik liburan yang menyenangkan maupun selangkah ke arah masa depan yang penuh harapan). Students create emphasis at the sentence level by using pun (e.g. Baik dikirim ataupun diterima... dilahirkan pun dibesarkan).

Students refer to time through the use of tense indicators such as sebelum, sesudah, akan, kalau as well as through terms such as Pada masa depan, Baru-baru ini. They refer to place through simple prepositions such as di, dari (e.g. di antaranya).
Students’ writing reflects their developing understanding of the grammatical system. For example, in relation to the verb system, the use of ber- instead of me-kan, for example, berkembang persahabatan (mengembangkan persahabatan). Sometimes students use the me-kan form inappropriately (e.g. aku sangat menyenangkan instead of Aku sangat senang).

Occasionally students’ word order is incorrect (e.g. Ada tidak cukup...) and there is an overuse of personal pronouns (e.g. Aku) which does not impede meaning but detracts from flow. At times students use the active me- verb rather than an imperative form (e.g. Melamar di restoran... memilih pelajaran). Students are still developing an understanding of affixation, for example, mendapat pekerja (no use of –an) and are attempting new (albeit incorrect) constructions based on their understanding of rules and meanings (e.g. Saya habis pikiran, maaf ya?).

Discourse

Students use a range of discourse devices to create cohesion across whole texts. They are aware of the features of text types such as the opening and closing of a diary entry (e.g. buku harianku + date), and salutations in a letter (e.g. kepada yang terhormat, salam hormat... sekian dulu, dengan hormat, terimakasih, dari...).

In narratives, students use chronological events or sequences to structure their responses using time markers and ordinal sequences such as baru-baru ini, pada mulanya, Pertama-tama, Pada saat ini... sejak waktu itu... Dulu... and listing (e.g. Yang pertama... yang kedua...).

Students develop argument in texts using a number of devices such as posing the problem through rhetorical questions (e.g. Apakah Anda bergantung pada telepon genggam) or hypotheticals such as Apakah Anda sudah mencoba...? They connect ideas using conjunctions such as supaya and sehingga, makin lama makin, and contrast ideas using sebaliknya, rupanya... dibandingkan dengan... tetapi, namun, walaupun, meskipun.

Students directly state their opinions using Menurut pendapat saya... and recommend or make suggestions using Mudah-mudahan... Lebih baik kalau... Kalau dipikirkan kembali... semoga...

They create emphasis and indicate importance by using terms such as apalagi, khususnya, memang, and sebenarnya. Students summarise using simple conjunctions such as Akhirnya and akibatnya.

Students typically describe their personal feelings and attitudes in direct ways (e.g. Saya merasa takut, Saya juga merasa sedih, Saya merindukan kamu, Saya kira, Saya pikir...). They express emotions such as empathy (e.g. Saya mengerti masalah kamu) and occasionally show cultural sensitivity (e.g. Keluargaku aku rindukan, tetapi keluarga ini lucu, kesedihan hilang).