Indonesian

Descriptions of Student Achievement

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Year 6/7

Second Language Learners

Writing — High

Content

Students write in Indonesian to convey personal information about themselves, their families and friends, and daily routines and activities, including using transport. The information is typically presented using familiar vocabulary and structures in familiar patterns and phrases.

Students write descriptions and simple narratives using formulaic phrases independently. They write letters, emails, stories, and diary entries with support from, for example, word lists, cloze passages, dictionaries, and models. Responses are up to 100 words in extended writing passages based on models provided.

Students know factual information about Indonesia such as the names of major islands, the capital, and aspects of daily life such as schooling, divisions of the day, seasons, and pastimes of children of similar age (e.g. popular sports such as takraw). Students may be familiar with animals and foods that are unique to Indonesia (e.g. komodo, cicak, nasi goreng, sate ayam).

Vocabulary

Students use vocabulary related to their personal details (e.g. Nama saya... umur saya...). They know basic personal pronouns including saya, kami, dia, mereka and immediate family members ibu, bapak, kakak, adik, nenek, kakek. They can write and respond to simple greetings (e.g. Selamat pagi, Apa kabar? Baik-baik saja).

Students know the cardinal numbers 0–10, and how to form higher numbers using tens (puluh), teens (belas), hundreds (ratus), thousands (ribu), and occasionally millions (juta).

They have a number of common nouns for objects related to their immediate world (e.g. classroom, home, foods, and transport). They understand and use duplication of nouns to create plurals (e.g. buku-buku) and familiar –an nouns (e.g. makanan, pakaian). They describe their houses using simple adjectives of big and small (e.g. Rumah besar). Friends are described using simple adjectives of physical appearance (e.g. dia gemuk, Andrei tinggi). Character is also referred to using simple adjectives such as lucu, ramah, sportif, baik hati, and pandai.

Vocabulary for colours (e.g. hitam, coklat, hijau, biru) is often associated with clothing and body parts (e.g. baju merah, sepatu hijau, mata biru, rambutnya panjang dan cokelat) and pets (e.g. anjing hitam). Students refer to animals/pets including kucing, burung, anjing and describe them (e.g. kucing saya gemuk dan nakal).

There are simple descriptions of students’ daily routines (e.g. mengenakan/memakai pakaian, menggosok gigi, berangkat ke sekolah) and leisure activities including sports, pastimes/hobbies (e.g. main futbol, bermain sepak bola, bersilancur, bermalas-malas, bercakap-cakap). They use simple time markers such as hari ini, kemarin, and besok.

Students know a number of school subjects (e.g. Bahasa Indonesia, Bahasa Inggeris, Matematika, Olahraga). They can write descriptions using days of the week and months.

Forms and Structures

Students create simple sentences using the subject-verb-object construction. Students use the structure of the adjective following the noun at the clause level when modelled (e.g. Tempat favorit saya rumah teman).

They use a possessive pronoun following the object if modelled (e.g. Nama teman baik saya Alice) and the possessive form –nya (e.g. Teman saya namanya James, rupanya tinggi).
Students use the simple verb *suka* to express their preferences (e.g. *Saya suka...*). They negate verbs by using *tidak* (e.g. *Saya tidak suka...*) and use compound verbs (e.g. *Saya tidak suka membaca buku, Saya suka main tennis*).

Activities are typically described using *ber-* verbs (e.g. *belajar, berbelanja, berjalan*) and a small range of formulaic *me-* verbs (e.g. *membeli, menonton, mendengarkan*). Verbs are used at times with auxiliaries and adjectives extending the idea (e.g. *Saya suka sekali... Saya mau ke sekolah naik bis*).

Students use prepositions of place *di, dari, and ke* to refer to where events are located (e.g. *Saya mau ke sekolah naik bis, Saya tinggal di ... Saya berasal dari Australia*).

Students use cardinal numbers following the noun (i.e. as an adjective) to refer to quantities, including when describing people (e.g. *Kakak saya satu. Adik saya dua, Saya ada dua kakak*).

Occasionally preferences or opinions are attempted using comparatives and superlatives, for example, *Saya suka sekali futbol, ... lebih kecil (daripada) kamar saya*. Opinions are occasionally expressed using colloquial terms that reflect a judgment (e.g. *asyik*).

**Discourse**

Students write sentences with a single idea and combine two ideas in a single sentence. They create a series of short sentences to build up descriptions (e.g. *Nama saya Jessy. Saya berasal dari Australia*). Ideas are connected using the simple conjunction *dan* (e.g. *Nama saya Alison dan saya dua belas*). Students give reasons for their preferences using *karena* (e.g. *Saya benci matematika karena sukar*) and contrast ideas using *tetapi* (e.g. *Saya benci Matematika tetapi saya lebih suka (Sastra) Inggris*).

Students use models to write a series of sentences covering a number of ideas to create a whole text (e.g. letter, description). In supported tasks, students create cohesion primarily using chronological sequences (e.g. *Pada hari...*), and by writing paragraphs that add further information to a topic (e.g. going to school, subjects studied, facilities).

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**Year 6/7 Second Language Learners**

**Writing — Average**

**Content**

Students write in Indonesian to convey personal information about themselves, such as their names, ages, family, pets, friends, hobbies, sports, transport, favourite subjects, and foods.

Their writing includes simple descriptions, labels, captions, and letters. It is often presented as single words or as a series of sentences. Responses are up to fifty words using formulaic phrases and structures, and with support from word lists, models of responses, and dictionaries. Without support, students write words, phrases, and sentences using rehearsed language related to familiar topics.

Students know factual information about Indonesia such as the names of several islands, the capital city, and aspects of daily life (e.g. common foods, popular sports such as *sepak bola*).

**Vocabulary**

Students use vocabulary related to their personal details (e.g. *Nama saya... umur saya...*). They know basic personal pronouns including *saya, Anda, kamu, dia* and immediate family members *ayah, bapak, ibu, kakak, adik, nenek, kakek*. They know times of the day and simple greetings (e.g. *Selamat pagi, Apa kabar?*)
Students know cardinal numbers up to 10 and the words of tens (puluh) and hundreds (ratus). They use cardinal numbers to refer to their age (e.g. Saya sebelas).

They use a number of common nouns for objects related to their immediate world (e.g. classroom objects buku, pena) and school subjects (e.g. Olahraga, Bahasa Indonesia, Matematika). They name foods, fruit, vegetables (e.g. ayam goreng, nasi goreng, apel, pisang) and animals/pets (e.g. anjing, kucing).

Students use adjectives to describe the physical appearance and character of friends (e.g. hitam, coklat, hijau, biru, pendek, tinggi, lucu).

Students typically refer to daily routines (e.g. bangun, mandi, makan) and activities using bermain/main. These are most often sports that are of interest to them (e.g. sepak bola, futbol, bola basket). When they use the me- form it is learnt as formulaic vocabulary (e.g. menonton televisi, membaca buku).

**Forms and Structures**

Students create simple sentences using the subject-verb-object construction. These sentences most often carry one idea.

They use personal pronouns (e.g. saya, kamu, dia) and create possessive pronouns, sometimes unreliably (e.g. Saya rumah), reflecting word order in English (My house...).

Students use the simple verb suka (to like) to express their feelings and preferences (e.g. Saya suka). They negate verbs by using tidak before the verb. Their writing features verbs learnt as vocabulary items (e.g. bermain and menonton film, mendengarkan music).

Students use the preposition of place di; however, its meaning is sometimes confused and it appears to mean 'the' or 'is' (e.g. Nicole di tinggi, Elise di kecil).

**Discourse**

Students write sentences with a key idea, occasionally combining two ideas in a single sentence. Combining ideas is achieved by using the simple conjunction dan (and). They extend descriptions by listing examples (e.g. Saya suka makan apel, pisang, nasi goreng; Keluarga saya kakak, adik, dua binatang piaraan). Occasionally there are errors such as sentences with no active verb (e.g. Saya empat anjing dan empat kucing). Students draw on English to complete their meaning when it is beyond their current range (e.g. Saya favourite subject is olahraga dan kesenian).

With support, students create texts such as simple descriptions (e.g. my school, my hobby, a personal profile). They use formulaic cohesive devices such as days of the week pada hari... and locations di rumah... di pantai... to structure responses.

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**Year 6/7 Second Language Learners**

**Oral — High**

*Content*

Students are familiar with content related to their immediate world including their family, home, activities, neighbourhood, and school environments. They have some knowledge of Indonesia (e.g. names of islands) and the daily life of families and young people (e.g. foods, clothing, sports and leisure activities, school routines).

Without support, students provide responses to a range of questions including those using Bagaimana, Di mana, Dari mana, and open-ended questions such as Kamu suka apa?
The length of responses is typically a single word, short phrases, and sentences (e.g. Saya punya... binatang saya... saya suka sekali lemonade).

Students are familiar with and respond to classroom commands (e.g. duduklah, bacalah). With support, students perform role plays on topics such as bargaining in a market, and give presentations on topics related to their interests such as a favourite sport or personality.

Students use props, cue cards, or word lists to support their performance in role plays and in giving presentations that have a strong reliance on students memorising prepared information.

**Vocabulary**

Students know common nouns for people in their family and pets or farm animals (e.g. bapak, ibu, kakak, adik, kakak, nenek, anjing, ikan, burung, kuda) and others in the class environment (e.g. guru, murid/siswa, teman, anak).

Students refer to common Indonesian foods including the category buah-buahan, and specific items such as nasi, apel, pisang. Students use plurals by doubling the noun (e.g. buku-buku, anak-anak).

They express simple cardinal numbers (dua puluh lima) when describing dates and costs using harganya and rupiah at the end of numbers. They also use cardinal numbers to describe quantities (e.g. tiga anak). They express higher numbers using ratus, ribu, juta; however, they often require wait time or support to do so.

Students create descriptions of people using a range of adjectives (e.g. bodoh, pandai, pendek, tinggi, ramah, lucu, tidak lucu, tidak baik). They describe their environment using simple descriptions (e.g. Hari ini panas). Students occasionally use karena to give a reason for their opinion.

They have a broad range of vocabulary related to hobbies and pastimes (e.g. bermain bola net, naik kuda, bersilancar, membaca buku, suka buku fantasi). They have school-related vocabulary (e.g. di sekolah, saya belajar) and spaces (e.g. kantin, kantor, kamar kecil, kelas, lapangan).

Students refer to activities and routines using the times of the day (e.g. pada jam/hari/bulan).

Students have a number of names for common places around the city (e.g. restoran, kantor, pantai, jalan) and nouns for transport that they use (e.g. bis, mobil, sepeda). The simple prepositions of location (e.g. di, ke, dari) are used to describe movement.

**Forms and Structures**

Students use common personal pronouns such as saya, kamu, Anda, dia, and a range of personal pronouns to refer to people beyond their immediate family (e.g. Pak Simon, Bapak teman saya).

They use the possessive pronoun word order when modelled (e.g. Nama teman saya... Kamar adik laki-laki saya...).

Sentences are characterised by a number of simple base verbs (e.g. Saya suka nasi goreng, Saya makan coklat) and ber- verbs (e.g. Saya bermain bola net). There is a small number of formulaic me-verbs such as Hobi saya menonton televisi; Saya (mem)punya(i).... Ibu saya suka membaca buku. Some students use the verb ada to refer to the presence of something (e.g. Di rumah ada kucing).

**Fluency**

Responses at the sentence level show a flow of single ideas and a range of language to match (e.g. Saya naik bis ke sekolah hari Rabu). These utterances show appropriate pausing at the clause level.

**Intelligibility**

Students imitate pronunciation and intonation based on familiar language used in class such as vowels ‘a’ (ah) (e.g. nama) and ‘e’ (eh) (e.g. becak), and the rolled ‘r’ (e.g. bermain) sound. They often fully aspirate ‘t’ and ‘k’ sounds (e.g. tidak) and continue to use English pronunciation of the ‘u’ sound (e.g. buku).
Students use raised intonation in familiar words (e.g. bermain) and attempt this pattern with less familiar words (e.g. berbelanja).

**Comprehension**

Students readily comprehend questions and statements relating to familiar topic areas. They show partial comprehension of questions that extend beyond the formulaic and familiar (e.g. Suka berenang di pantai?) and they use communication strategies to assist comprehension when necessary.

**Communication Strategies**

Students use gestures to support their meaning or extend an idea when the vocabulary is beyond their range (e.g. gesturing an action such as rowing). They use formulaic Indonesian responses to ask for clarification (e.g. Maaf, saya tidak tahu).

There are occasional attempts to self-correct (e.g. Tinggal saya di... Saya tinggal di...) showing evidence of awareness of a gap between the utterance and its meaning. Students are quick to self-correct if a correct response is modelled by the teacher or by another student.

**Discourse**

In supported tasks, students create cohesion using formulaic text conventions such as using greetings and questioning to take turns in conversations.

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**Year 6/7 Second Language Learners**

**Oral — Average**

**Content**

Students are familiar with content related to their immediate world, in particular greetings and introductions, personal details, sports, food and school. They have basic knowledge of Indonesian geography (e.g. capital city, Jakarta/Jawa/Bali) and the daily routine of young Indonesians.

Without support, students respond to simple questions (e.g. Apa ini? Siapa nama Anda/kamu? Siapa dia? Berapa orang? Apakah kamu suka sepak bola?). They typically respond with single-word answers and formulaic sentences (e.g. Nama saya... Umur saya...).

With support, students perform role plays on topics such as bargaining in a market, and give presentations on topics related to their interests such as a favourite sport or personality. Students rely heavily on memorising, often reading aloud prepared written material.

**Vocabulary**

Students know basic conversational greetings and simple social exchanges using terms of address (e.g. Bu, Pak), and salutations and questions such as Halo, Apa kabar? Baik-baik saja, sampai jumpa.

Students have sound knowledge of cardinal numbers (e.g. 1–10, puluh, ratus) and occasionally ribu or juta, often requiring considerable time to formulate answers. They have a range of vocabulary related to their own interests such as sports (tenis, futbol, sepak bola) as well as their immediate school environment (e.g. classroom objects buku, pensil, komputer, meja).

Students use basic nouns for familiar places (e.g. sekolah, rumah) and transport related to getting around (e.g. bis, mobil). They know names of familiar animals (e.g. anjing, kucing, kuda, burung).
Forms and Structures

Students use common personal pronouns such as saya, kamu, dia. They use the pronouns for members of their immediate family (e.g. bapak) and know the terms for identifying younger and older siblings (i.e. adik/kokak) and their gender (i.e. perempuan/laki-laki). They use the possessive form with commonly used phrases such as nama saya... ibu saya... mobil saya... Students’ responses show beginning awareness of Indonesian word order; however, without fully understanding that Indonesian shows possession through word order (e.g. saya hobi kriket, Saya satu kucing).

They typically use single-word responses to questions and sometimes extend this using simple verbs such as suka (saya suka selada), makan (saya makan pisang), or ber- verbs (e.g. Saya bermain bola net).

Fluency

There is minimal evidence of fluency at this level, with responses restricted to one or two words and responses following the pattern provided by the teacher or audio stimulus.

Intelligibility

Students are familiar with the basic sounds of Indonesian, in particular ‘u’ (oo) (e.g. buku) and the consonant ‘c’ (ch) (e.g. kucing) sounds. They are imitating appropriate intonation, raising the second to last syllable on familiar words and following the teacher models provided (e.g. bermain).

Comprehension

Students show comprehension of formulaic questions and utterances (e.g. Siapa nama kamu?). They show lack of comprehension or confusion when unfamiliar vocabulary or structures are used (e.g. Apakah ada binatang di rumah?). They rely on modelling, repetition or rephrasing, and visual cues in unrehearsed conversations.

Communication Strategies

Students use strategies such as mirroring or adopting the interlocutor’s vocabulary or patterns of speech to create meaning, for example, Q) Bermain netball di mana? A) Bermain netbal di sekolah. Students use English to ask for clarification, for example, restating questions (e.g. Where do you live?). They use gestures such as pointing to pictures or text to focus attention on the topic of conversation and they use gestures to signal meaning such as size and actions (e.g. running).

They show lack of comprehension or confusion by smiling, having a puzzled facial expression, or by agreeing using ya if unsure of the question.

Discourse

In unsupported tasks, coherence in oral language is not evident beyond the single-sentence level. In supported tasks, students use rehearsed, modelled language including devices such as greetings, questions and answers, and definite articles such as ini... to refer to visual supports.

Year 6/7 Second Language Learners

Reading — High

Content

Students engage with texts that are principally pedagogic in purpose such as sentences, fill-the-gap exercises, short passages, readers, messages, cartoons, and conversations. Texts are up to 100 words in length depending on the text type.
Textual content is predominantly informational and related to personal domains of language use such as greetings, family, pets, friends, house/home, daily routine, clothing, sports/hobbies, transport, and food.

With support, such as word lists, shared reading, and visual clues, students read texts that are imaginative and interpersonal in nature including modified authentic texts (e.g. an advertisement, an email).

**Knowledge of Linguistic Forms**

Students readily recognise simple greetings (e.g. *Apa kabar? Kabar baik/baik baik saja*). They are familiar with question words that seek basic personal and general information such as *Siapa, Apa* as well as *Berapa*, and *Di/dari mana?* They understand times phrases related to telling the time (*jam, pukul*), cardinal numbers 1–12, days of the week and months (e.g. *pada hari Senin*...).

Common nouns in the classroom environment (e.g. *rak buku, papan tulis, jendela, pintu*) and the wider local environment (e.g. *kota, taman, bisokop, pantai, pasar*) are familiar to students.

Students comprehend descriptions of daily routines and pastimes based on simple base words (e.g. *mandi, makan, tidur, naik*) and familiar *ber- and me-* verbs (e.g. *bernama, berenang, berjalan, berangkat, memakai, menulis, menggosok, menelpon*).

Students recognise a range of adjectives related to size, qualities, and characteristics (e.g. *lucu, besar, mahal, ramah*), and a range of colours (e.g. *hijau, putih, hitam, merah*).

Students recognise familiar pronouns related to family, friends, and school (e.g. *paman, bibi, kakek, nenek, guru, siswa/murid, teman/kawan*).

Students know the conjunctions *dan* and *karena*, and can decipher the meaning of *untuk* and *tetapi* from the context.

**Task Requirements/Processing**

Students read texts for gist and specific meanings. They respond to answers about the text to demonstrate their understanding of meaning and of specific words and structures. They often select a particular word or series of words to answer questions and complete exercises at a sentence level (e.g. questions of time, place, people, and actions). They make use of familiar vocabulary to comprehend the overall meaning and use their predicting skills to infer meaning when vocabulary is unfamiliar. Students use supporting examples and clues (e.g. headings, illustrations, and vocabulary lists) to support their reading. They use borrowed words from English (e.g. *televisi, bis (bus)*) to assist in comprehending texts; however, they do not rely on these. Students are often required to read aloud and translate meaning at a sentence level into English.

In reading unfamiliar texts, including those modified from authentic texts, students show skills in scanning back and forth across the texts to develop general understanding. They locate and extract specific items of information using skills in deciphering the relevance of vocabulary and ideas in a sentence or in the text overall.

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**Year 6/7 Second Language Learners**

**Reading — Average**

**Content**

Students engage with texts that are principally pedagogic in purpose such as sentences, fill-the-gap exercises, short passages, readers, messages, cartoons, and conversations. Texts are up to 100 words in length depending on the text type.
Descriptions of Student Achievement

Textual content is predominantly informational and related to personal domains of language use such as greetings, family, pets, friends, house/home, daily routine, clothing, sports/hobbies, transport, and food.

Students attempt to read texts that are imaginative and interpersonal in nature including modified authentic texts (e.g. an advertisement, an email); however, they experience difficulty developing gist and locating specific meanings without substantial support (e.g. teacher explanation, word lists, shared reading and visuals).

Knowledge of Linguistic Forms

Students recognise simple greetings (e.g. Apa kabar? Kabar baik/baik baik saja). They are familiar with question words that seek basic personal and general information such as Siapa, Apa, and Berapa. Questions such as di mana are challenging as students rely on translating meaning at a word-for-word level. Students understand simple time phrases (e.g. jam dua), relying on knowledge of the cardinal numbers 1–12.

Students recognise common nouns in the classroom environment (e.g. buku, pena, mejja) and home environment (e.g. rumah, kamar, mobil). They know adjectives such as colours and characteristics (e.g. lucu, besar). Unfamiliar vocabulary can impede comprehension of sentences and whole text (e.g. bangun, taman).

Students recognise simple verbs (e.g. makan, minum, suka) and common ber- words (e.g. bermain, berenang, bercajak, berjalan, berangkat) and a small number of me- words (e.g. membaca, menonton). Students recognise familiar pronouns related to family, friends, and school (e.g. saya, kamu, bapak, ibu, kakak, adik, Pak/Bu). Students also know the conjunctions dan and karenja.

Task Requirements/Processing

Students read texts for specific meaning and often in order to select a particular word or series of words to complete meaning at a sentence level. They are reliant on familiar vocabulary (e.g. sekolah, makan, pergi, berenang, buku, mejja, guru) to comprehend overall meaning.

They use supporting examples, word lists, and textual features such as headings and illustrations to predict meaning and identify specific items of information.

At the sentence level, students are often required to read aloud and translate meaning into English. They rely on recognising familiar vocabulary and borrowed words from English (e.g. televisi, bis (bus)) to assist in comprehending texts.

In reading unfamiliar texts, students show initial skills in scanning texts for gist; however, meaning is limited without additional support.
**Year 10**

**Second Language Learners**

*Writing — High*

**Content**

Students write in Indonesian to convey personal information and opinion, for example, in the form of a self-introduction. The personal information includes details about the individual and family members. The information is typically presented using familiar vocabulary and structures as well as attempts to use more complex forms beyond rehearsed and modelled phrases. Responses are up to 200 words.

Students show a degree of personalisation in their writing. They offer opinions using structures such as *Menurut pendapat saya, saya kira, saya pikir*. They offer evaluative comments (e.g. *Asyik sekali, hebat*), including using comparative forms (e.g. *dia jauh lebih lambat daripada saya*). The most effective responses include a degree of abstraction from the immediate informational domain with students projecting into the future *Saya ingin mengunjungi banyak negeri lain* and expressing their personal values and aspirations (e.g. *Pada masa depan mudah-mudahan saya orang baik, Sesudah sekolah saya mau menjadi apoteker untuk membantu orang*).

Students demonstrate cultural knowledge of Indonesia and make comparisons with their own culture in factual statements related to daily life (e.g. times of the day, daily routines related to school and leisure activities, food, and transport). They know familiar culturally appropriate forms of address and greetings. They know the main features of Indonesian geography such as islands, cities, and weather. They show initial intercultural awareness through statements that reflect their own culture from an Indonesian perspective (e.g. *Cuaca di Australia agak enak sehingga Rudi bisa memakai pakaian apa saja—baju kaus dan celana panjang*). They are aware that religion (including Islam, Hinduism, and Buddhism) is important in Indonesia. Occasionally students refer to their religious identity (e.g. *Agama saya Kristen*).

**Vocabulary**

Students use a broad range of vocabulary related to their personal details (e.g. name, age, birth date) (*Saya lahir pada tanggal ... Juni... tahun...*). They know basic personal pronouns including *saya*, immediate family members, *kami/kita*, and their possessive forms (e.g. *ayah saya, kakak laki-laki saya*). They describe the physical appearance and character of significant members of their world including family, friends, and teachers using adjective-noun word order (e.g. *dia baik hati, teman saya ramah*), using a range of adjectives (i.e. *ramah, cerewet, jahat, keras kepala, baik hati, jujur, sabar, gemuk, panjang, persegi, cakap*). Students refer to animals/pets including *kucing, burung, anjing*, and their characteristics (e.g. *lucu, nakal*). Family members are also described in terms of their occupations including *ahli hukum, guru, akuntan, wartawan, dosen*.

Students describe their leisure activities including sports, pastimes/hobbies, favourite music, and films. They typically use the terms *waktu luang, waktu bebas* to refer to the concept of ‘spare/free time’. Descriptions of activities are frequently organised through relating to the days of the week using *Pada hari...* and reflect a wide range of particular sports (i.e. *olahraga, bulu tangkis, tenis, berenang, sepak bola, bermalas-malas*).

Students describe their activities at school typically using *Di sekolah...* (At school...) as the opening phrase. They typically refer to the subjects studied and their personal preferences for each. The range of subjects includes *Bahasa Indonesia, Bahasa Inggeris, Biologi, Matematika, Sejarah, Pendidikan Jasmoni, Bahasa Jerman, Geografi*.

Students refer to their future aspirations using prepositional phrases such as *pada masa depan*, and expressions of hopefulness or intention such as *mudah-mudahan, ingin menjadi, saya harap, saya bercita-cita*.
The spelling of more complex nouns and verbs with affixation can be inconsistent reflecting students’ desire to write more sophisticated Indonesian independently, beyond formulaic language.

There is some limited use of exclamations to express personal reactions (e.g. Wah... aduh!).

**Forms and Structures**

Students typically create subject-verb-object sentences with one or more ideas. Clauses reflect understanding of noun-adjective word order (i.e. adjective follows the noun) and possessive structures (i.e. pronoun follows object, for example, Nama teman baik saya Alice). Most object focus construction relies on formulaic phrases and modelled sentences (e.g. buku yang paling saya suka Graceling ditulis oleh...). For a small number of students there is occasional spontaneous use of object focus construction typically using the third person (e.g. Ada bermacam-macam kegiatan (yang) dilakukan-bermain olahraga, pergi ke bioskop, berbelanja dan lain-lain; Matematika, Bahasa Inggeris, IPA, Penjas,Geografi dan Sejarah dipelajari di sekolah).

Knowledge of the base word system is sound, in particular simple nouns using -an suffix (makanan, lingkungan) and names of objects related to their immediate world (e.g. classroom, home/personal). Students recognise abstract nouns (e.g. ke-an and per-an forms) primarily as vocabulary (e.g. kesehatan, perjalanan, Ada perbedaan besar antara sekolah di Australia dan di Indonesia).

Students have a range of ber- verbs (e.g. bermacam-macam, bersekolah, bersilancur, bersifat). They also have a range of me- verbs commonly taught at this level (e.g. membeli, menonton, mendengarkan, memasak, memakai, menjadi, mengunjungi). There are occasional instances where students use a me- verb in its adjectival form (e.g. Pelajaran yang paling saya sukai Ekonomi karena Ekonomi menarik dan menyenangkan sekali).

There is good control of tense markers and frequency indicators to express ideas related to time. For example, students express duration using selama and indicate frequency of occurrence using kadang-kadang, sering, biasanya. They show sound control of tense through use of the past tense (e.g. yang lalu) and future tense (e.g. pada masa depan, tahun depan) and akan (e.g. Saya kira Anda akan suka Australia, saya akan belajar...). They refer to imagined or hypothetical situations using the conditional kalau (e.g. Kalau saya tidak mengerjakan pekerjaan rumah, saya mendengarkan musik). Students occasionally use sekarang to indicate their sense of present tense. In order to convey time sequence or chronology, students often use sebelum/ sesudah, tahun ini. There is some use of sambil and an occasional use of sedangkan to describe when actions are occurring and to show contrast (e.g. ...bulan Januari panas sekali sedangkan bulan Agustus sangat dingin).

Students use prepositions of people/place (e.g. dalam keluarga, pada liburan, di sekolah), and have a high degree of accuracy in selecting di or ke and an appropriate preposition for the circumstance.

There is use of adalah (e.g. Pelajaran yang paling saya sukai adalah Bahasa Indonesia); however, this is not always accurate. Students indicate excess using terlalu (e.g. terlalu banyak).

Ideas are compared and evaluated using comparative and superlatives forms such as lebih... daripada... (e.g. Fasilitas di sekolah paling ngetop, ada AC, dapur dan lain-lain, sekolah di Australia lebih santai daripada sekolah di Indonesia, Cuacanya (iklim) di sini lebih kering daripada cuacanya di Jakarta).

**Discourse**

Students are developing control of cohesion at the whole text level. Typically, students use conjunctions to both link and extend ideas within and between sentences to create paragraphs (e.g. juga, dan). They show causal relationships using karena, jadi, and sehingga (e.g. Juga sekolah Australia ada banyak murid, olen karena itu ada banyak ruang kelas, Cuacanya di Australia sedikit dingin pada musim dingin, kira-kira 10 derajat, jadi perlu sweter dan celana panjang, Cuaca di Australia agak enak sehingga Rudi bisa memakai pakaian apa saja- baja kaos dan celana panjang).
Students create emphasis and expand ideas using *khususnya* and express inclusivity or more than one idea using *baik...maupun...*

Furthermore, students extend their message by providing examples using clauses beginning with *yang, misalnya, seperti, termasuk, yaitu* (e.g. *Anda mau belajar banyak mata pelajaran misalnya Matematika, Bahasa (Sastra) Inggeris, dan lain-lain*. There are a range of conjunctions also for contrasting ideas, for example, *tetapi, akan tetapi, atau* (e.g. *Nama kakak perempuan saya Sarah dan dia pandai tetapi kakak kadang-kadang dia cerewet, Pada akhir minggu, orang biasanya berbelanja, berenang atau mengunjungi rumah teman*). Some sentences are extended using the terms *terdiri dari* and *terbuat dari* (e.g. *Rumah saya cukup besar dan terdiri dari sembilan kamar. Atap rumah saya terbuat dari genteng*).

In creating texts, students show a logical progression and sequence of ideas typically developing from personal, factual information to more general, abstract information, ideas, and opinions. They use punctuation to organise meaning (e.g. creating a list of points/examples or structuring a written conversation).

Text type is acknowledged through specific features such as opening and closing salutations in letters (e.g. *Nama saya... Halo, Hai atau Kenalkan... sampai jumpa*) and tone (e.g. more formal tone in a letter to the editor). There is occasional inappropriate use of informal register such as *halo* and *asyik* in formal texts.

**Year 10 Second Language Learners**

**Writing — Average**

**Content**

Students write texts that are predominantly personal and factual in nature up to 150 words depending on the text type. They convey personal information such as bio-data and details about family members such as age, occupation, and character. They give information about their local environment, school, daily activities, and pastimes. Their writing is predominantly descriptive and relies on familiar vocabulary and rehearsed structures.

Students show factual knowledge of Indonesia, particularly daily routines, school and leisure activities, animals, food, transport, and climate. They know familiar culturally appropriate forms of address and greetings. They know the capital city and the names of the major islands.

**Vocabulary**

Students use a limited range of vocabulary related to their personal details (e.g. *Nama saya... umur saya...*). They know basic personal pronouns including *saya, kamu, Anda, dia*, and immediate family members, and their possessive forms (e.g. *bapak saya, kakak saya*). They describe the physical appearance and character of significant members of their world including family, friends, and teachers using simple adjective-noun word order (e.g. *dia baik*). They use a range of adjectives for people and their environments (i.e. *ramah, baik, tinggi, lucu, besar, kecil, panas, dingin*).

Students know vocabulary related to clothing including *kemeja, celana, baju, sepatu, jas*. Primary colours including *merah, coklat, biru* are familiar. Students know the names of common animals/pets in Australia (e.g. *kucing and anjing*).

Vocabulary of hobbies and sports features strongly including common Australian sports *netball, bola net, bola basket, berenang, kriket, futsal*. The timing of activities is described using days of the week (with weekends most familiar *hari Sabtu, hari Minggu*) and names of the calendar months (e.g. *bulan, Juli*). They describe place names such as *mau, pantai, rumah, kota, sekolah*. 
Students describe their school subjects *Bahasa Indonesia, Bahasa Ingeris, Matematika, Pendidikan Jasmani*. Common adjectives used to describe students’ opinions of subjects include *bagus, menarik, membosankan*. They state a preference also using the comparative form *lebih* (e.g. *Saya lebih suka Ingris, sejarah dan Bahasa Indonesia karena asyik dan menarik sekali*).

Spelling is typically consistent and well controlled with familiar vocabulary; however, there are some common difficulties such as *berberapa, berkerja*.

**Forms and Structures**

Students’ writing is characterised by short, single idea sentences in Indonesian. They typically use subject-verb-object sentences with one or two ideas and the pattern is often repeated as a means of adding further detail (e.g. *Ada bapak bernama... Ibu saya bernama Jenny dan adik perempuan bernama...*). Clauses show formulaic noun-adjective word order (i.e. adjective follows the noun) and possessive structures (i.e. pronoun follows object, for example, *Nama kakak saya Jodie*).

Students use verbs and nouns typically in their base word form (e.g. *Saya (mem) baca buku, Dia (me)masak nasi goreng*). More complex abstract verbs and nouns are rare and typically known as individual vocabulary items (e.g. *lingkungan, keadaan, perjalanan*). Students use duplication to create plurals such as *hobi-hobi, teman-teman* to refer to more than one item/object/person.

Students have a range of *ber-* verbs (e.g. *bermain, berenang, berbelanja*). They use a limited range of *me-* verbs, most commonly *menonton, membaca*.

There is occasional use of frequency markers such as *kadang-kadang* and tense markers such as *yang lalu*.

Students know the prepositions of place *di* (stationary) and *ke* (movement). They know the preposition *pada* for time (e.g. *Pada tanggal ...*) and *dengan* for people (e.g. *dengan teman*).

**Discourse**

Students have sound control of cohesion at the sentence level. Typically, students use a limited range of conjunctions to both link and extend ideas within and between sentences (e.g. *juga, dan*).

Expanding ideas is done through giving additional details such as listing (e.g. *Saya bermain bola net, komputer dan tenis; Makanan di Australia enak sekali! Ada daging ayam, kentang goreng, es krim dan banyak makanan lezat yang lain*). They also add information by using *seperti* (e.g. *Saya bermain banyak olahraga seperti bola net, bola basket, sepeda dan lain-lain*).

Students use formulaic conventions of informal register such as in informal letters/blogs (e.g. *Hai, apa kabar, oke, dag, sampai nanti*).

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**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 (*harga*, *ongkosna*, 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... sobtu, 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 suka, 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*. 

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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 aktung, teknologi dan komputer*). Occasionally they use the comparative structure (*lebih...daripada*) 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 Desemeber*) 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. *menyiapkan*). 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*).

**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 biasanya 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*…).

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**Year 10 Second Language Learners**

*Oral — Average*

**Content**

Students discuss topics related to their personal worlds including personal details such as name, age, immediate family, pets, and school. They express factual information about places, events, and activities. They state personal preferences about food, clothing, and activities such as sports and hobbies.

Students participate in role plays and structured conversations such as information-gap tasks using formulaic language and often using prepared written notes. They ask and answer questions about a specific topic or situation such as travelling in Indonesia, purchasing goods and services, making arrangements. They give presentations using rehearsed language on topics such as my house, holidays, a special event.

**Vocabulary**

The range of students’ vocabulary knowledge reflects their immediate world. They describe family members and their occupations (e.g. *Bapak saya berumur empat puluh sembilan. Dia bekerja di kantor*). They describe pets and their character (e.g. *Anjing saya namanya… Saya suka anjing saya. Dia lucu*).

They state their school subjects, for example, *Bahasa Indonesia, Bahasa Inggeris, Matematika, Olahraga, Ilmu Pengetahuan* (often using a borrowed word from English with Indonesian pronunciation (e.g. *Matematika, Musik, Komputing*) and refer to school-related objects (e.g. *pena, meja, buku*). Students describe common leisure activities (*bermain bola net, tenis, futbol*). They describe factual details about where they live (*Saya tinggal di…*), their house (*rumah saya besar*), and pets (*saya mempunyai anjing*).
The range of adjectives relates to descriptions of objects (e.g. besar, kecil), conditions (e.g. panas, dingin), physical appearance (e.g. tinggi, cantik), and some characteristics or personal traits (e.g. lucu, ramah). Students know the vocabulary of primary colours and cardinal numbers.

**Forms and Structures**

Students use simple subject-verb-object sentence construction (e.g. *Saya belajar Bahasa Indonesia*). They construct sentences with a single idea using *ber-* verbs (e.g. *saya bermain bola basket*). Most common are *bermain, berjalan, berenang, bersilancar, berbelanja*.

Students are familiar with a limited range of simple *me-*verbs (e.g. *Saya membaca buku*). Most common are *membaca, mendengarkan, menonton*.

Students refer to themselves and others using simple pronouns (i.e. *saya, dia, mereka, kami*). They use simple noun-adjective word order with possessive (e.g. *Rumah saya besar*).

In conversation and dialogues with peers, students create their own questions using familiar question forms such as *Siapa?, Di mana?, Berapa (harganya)?*

Time is expressed using the preposition *pada* (e.g. *Pada hari Minggu*). Future tense is expressed using the preposition *akan*; however, this is not applied reliably, for example, *Saya menjadi dokter hewan*.

Students use simple conjunctions such as *dan* and *karena* to join two ideas.

**Fluency**

As students construct their responses, their delivery is characterised by frequent pauses and false starts. They often comprehend the question; however, fluency is interrupted by the need for specific vocabulary that extends beyond their existing range of familiar items.

**Intelligibility**

Students’ intonation of familiar words reflects that modelled by the teacher (e.g. raised second to last syllable); however, this is not applied consistently to unfamiliar vocabulary. Pronunciation includes use of the vowel ‘e’ and ‘a’, ‘i’ as well as ‘c’ (ch), and beginnings of the rolled ‘r’ sound although this is often not strongly developed and does not impede intelligibility. The glottal stop ‘k’ that appears at the end of words is often aspirated (e.g. *kakak*). Students often use words borrowed from English with Indonesian pronunciation (e.g. *komputer, tiket*).

**Comprehension**

Students show comprehension of formulaic questions such as those using *Apakah? Siapa? Di mana? and Berapa?*, and statements that are related to familiar topics. Questions that present difficulty are more open-ended (*Bagaimana?*) or refer to time and duration (e.g. *Berapa lama?*). Students show partial comprehension of questions or statements using less familiar vocabulary; however, they rely on occasional use of English by the interlocutor to support specific comprehension.

**Communication Strategies**

Students use a number of formulaic terms to show lack of knowledge or comprehension (e.g. *saya tidak tahu, maaf, saya tidak mengerti*). They ask for clarification by stating the question back to the interlocutor (e.g. *Tahun ini*?). Answers involve predominantly single-word responses (*ya/tidak*) as well as single-word answers that draw heavily on the question pattern (e.g. Q) *Suka berenang?* A) *Saya suka berenang*).

Students also move into English to signal misunderstanding, ‘Can you repeat that?’ and to seek clarification of purpose/instruction (e.g. ‘Just read it?’). At times, students agree, using *ya* often to sustain interaction and to wait the next opportunity to comprehend. Typical paralinguistic devices that students use include confused or blank facial expressions and shaking the head to signal lack of comprehension. The use of English verbal fillers is common, such as when seeking confirmation or signalling thinking time (e.g. hmmm, yeah).
**Discourse**

Students’ responses are typically a single word, phrase, or single sentence and are highly dependent on the interlocutor’s questions as prompts. There is minimal evidence of discourse coherence beyond the sentence level. Students elaborate a single idea using the conjunction *dan* (e.g. *Saya main piano, dan saya juga ...*). They contrast ideas by using the conjunction *tetapi*, for example, *Rumah saya besar tetapi tua* (*lama*).

**Year 10 Second Language Learners**

**Reading — High**

**Content**

Students read a range of texts drawn from textbooks and the wider Indonesian-speaking community. Texts are typically descriptive, informational, opinion giving, and approximately 200 words in length. Texts are related to personal domains of language use such as family, house/home, shopping, activities, sports/hobbies, and school. Texts also extend into Indonesian-speaking communities and the wider world with content related to issues, climate and the environment, food and lifestyles. With support such as vocabulary lists and teacher explanations, students read a range of less familiar texts including emails, instructions, maps, advertisements, public signs, and magazine covers.

**Knowledge of Linguistic Forms**

Texts that are well understood are typically those simplified from authentic Indonesian texts and those created for pedagogic purposes (i.e. texts with familiar vocabulary and sentence construction).

Students are familiar with vocabulary related to personal information (name, age, address), family members, housing and related objects, food and clothing, climate, activities, and school subjects. Students are not familiar with more specialised vocabulary and expressions related to authentic texts such as in a public sign (e.g. *senjata tajam, senjata api*, *peserta yang berlainan jenis*). They know a range of adjectives related to people and circumstances (e.g. *ramai, sombong, berkualitas, luas, penting, sepi*).

Students comprehend familiar pronouns and less familiar forms such as *saudara sepupu, kaum remaja*. They understand possessive pronoun word order (e.g. *adikteman saya*) and relative clauses (e.g. *siswa yang berumur lima belas, barang berharga yang sudah disediakan*) and recognise comparatives (e.g. *lebih...daripada*) and superlatives (e.g. *yang paling*...). They understand past, present, and future time markers (e.g. *kemarin, besok, yang lalu, yang akan dating*) and tense markers (e.g. *se/sudah, se/belum, sekarang*). They understand descriptions of time using *kurang/lebih/lewat* and fractions *setengah, seperempat*. They understand simple prepositional statements and more complex statements using *dengan, atas, akan*. Students have an increasing recognition of verbs beyond the familiar (e.g. *meninggal, membayar, memesan, memelihara*).

Students recognise questions such as *Bagaimana, Yang mana, Sudah pernah...?*, requests such as *Minta, Boleh, Bisa?* and imperatives such as *Tulislah, Jawablah*.

Students readily understand sentences with subject-verb-object construction and have a developing recognition and comprehension of sentences with object focus construction including those in the first and second person. Students know a range of conjunctions including *walaupun, namun, supaya*.

**Task Requirements/Processing**

Students read and analyse texts to determine general and specific meanings.
They undertake tasks at sentence and whole-of-text levels including navigating texts to locate and extract specific details. They draw upon their knowledge of textual features in general such as the style of language, layout, and purpose of the specific text (e.g. advertisement titles), to assist in comprehending new texts. Students evaluate the relevance of details in texts and recognise points of view, attitudes, and emotions.

Students draw on grammatical rules (i.e. base word system) in order to infer the meaning of unfamiliar words and phrases (e.g. knowledge of *bersih* assists with the meaning of the phrase *menjaga kebersihan*). They comprehend different types of questions including more open-ended forms (e.g. *Sudah pernah...? Berapa lama? Yang mana?*). They respond readily to critical literacy questions (e.g. Who is the audience, What is the purpose of the text?).

Where texts have a number of borrowed words from English (e.g. advertisements), students readily understand the general meaning and often make sense of specific meanings.

Students have developed skills in using bilingual dictionaries to locate meanings of specific words and to identify and select meanings from base words and their affixed forms, in particular *me-* verbs. They often incorporate new vocabulary from their reading into their writing.

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**Year 10 Second Language Learners**

**Reading — Average**

**Content**

Students read a range of texts drawn from textbooks and the wider Indonesian-speaking community. Texts are typically descriptive, informational, opinion giving, and approximately 200 words in length. Texts are related to personal domains of language use such as family, house/home, shopping, activities, sports/hobbies, and school. Texts also extend into Indonesian-speaking communities and the wider world with content related to issues, climate and the environment, food and lifestyles. With support such as vocabulary lists and teacher explanations, students read a range of texts including blogs, instructions, maps, advertisements, public signs, and magazine covers for gist and simple factual details. Students have difficulty reading texts which are beyond those presented in textbooks and which are not created specifically for pedagogic purposes (e.g. magazines, Internet sites).

**Knowledge of Linguistic Forms**

Texts that are well understood are typically those simplified from authentic Indonesian texts and those created for pedagogic purposes (i.e. texts with a high degree of familiar vocabulary and sentence construction).

Students are familiar with vocabulary related to personal information (name, age, address), family members, housing and related objects, food and clothing, climate, activities, and school subjects. Unfamiliar vocabulary such as found in authentic texts presents a challenge to students’ understanding (e.g. *barang berharga*, *berlainan jenis*, *bentuk lainnya*, *tanpa ijin*).

Students recognise basic time phrases (e.g. *pada hari Senin, pada jam delapan*) and tense markers (e.g. *sudah, belum*). They understand simple prepositions such as *pada, dari, di...atas/bawah/luar*.

Common *ber-* verbs that are known include *bermain, berenang, bersilancar, bercakap, berbelanja* and *me-* verbs that are known include *membaca, mempunyai, mengunjungi, membersihkan*. They are less familiar with *me-* verbs (e.g. *dilarang* menyalakan, *meninggalkan*, *memasuki*).

Students recognise questions such as *Siapa, Apakah, Berapa, Bagaimana, Apa, Di/Ke/Dari mana...?*
Students understand sentences with subject-verb-object construction; however, they do not readily understand sentences with object focus construction. They are familiar with simple conjunctions (e.g. karena, tetapi, untuk).

**Task Requirements/Processing**

Students read and analyse texts at sentence and whole-of-text levels. They scan texts to locate specific items of information using their knowledge of textual features in general such as text layout and diagrams/images.

Students rely heavily on knowledge of specific vocabulary and familiar grammatical structures to infer the meaning of unfamiliar words and phrases. They attempt to respond to critical literacy questions (e.g. Who is the audience? What is the purpose of the text?) but with some inaccuracies.

Where texts have a number of borrowed words from English (e.g. advertisements), students rely on their knowledge of English vocabulary and expression (e.g. lokasi, garasi, karakter, fasilitas, informasi, grup) to make meaning at phrase and sentence levels.

Students occasionally incorporate new vocabulary from their reading into their writing. They have sufficient skills in using bilingual dictionaries to locate words without affixes; however, they are still developing understanding of the rules of affixation, particularly with me-verbs.
Second Language Learners

Writing — High

Content

Students write a range of texts such as postcards, speeches, and emails, independently. With support, students write texts such as letters to the editor, conversations, and newspaper articles. Responses are typically 200 to 300 words in length.

They discuss issues relevant to their lives (e.g. school conduct, employment, future prospects, and aspirations). They write beyond their immediate context and extend to social, political, environmental, ethical, and moral issues related to their concerns. Students elaborate an idea or opinion, giving reasons and justifying the position taken. They move between a generalised statement and specific facts and details. They also move between more abstract and personal views such as linking a personal view with broader social issues (e.g. banyak hal yang lain...).

Students write texts in Indonesian in order to give advice, persuade, sympathise/empathise, evaluate, reflect/show self-awareness, develop and maintain personal and social relationships. Students present an argument through giving a general statement with positives and negatives, supported by examples, and at times using data to justify their argument.

Students have knowledge of culturally significant places, icons, rules, flora, and fauna. They have awareness of cultural etiquette, for example, not kissing in public, not talking or laughing loudly (e.g. …meningkatkan hormat dan waktu diam supaya keluarga Anda dapat berdoa). Students have general factual knowledge of Indonesian geography, aspects of culture, ethnic groups, arts and crafts, foods, religious icons and sites, customs and celebrations, and transport.

When students write in Indonesian in response to a stimulus text in Indonesian, they respond appropriately and use aspects of the text as necessary to develop their own response. They refer to main ideas, typically restating these in their own words, and integrate specific details from the stimulus text. Students use quotations, react to views expressed in the text, and extend and support their own position with examples and elaboration of ideas. They understand the gist and sentiment of texts and give a personal perspective on the key ideas. At times, students incorporate knowledge from other areas of the curriculum and/or general knowledge (e.g. statistical data, to strengthen their position in persuasive responses, for example, in a letter to the editor, debate/speech notes).

Vocabulary

Students have a broad range of vocabulary, including some specialised terms, which reflects a degree of abstraction and sophistication in the ideational content of their writing.

The range of ber- verbs that students use includes those related to possession of traits or qualities (e.g. bermanfaat, bersyukur, berilmu) as well as abstract notions such as berhubungan dengan agama... berpisah... berada, bergaul, berpengalaman). Some students use familiar acronyms and abbreviations (e.g. PUSKESMAS (Pusat Kesehatan Masyarakat) and wartel (warung telekomunikasi)), and those with some Malay background may include less familiar acronyms, for example, berdiri berdiri di kaki sendiri). Such students may also use a combination of ber- and abstract noun forms (ke-an and pe-an forms), for example, Penggunaan ponsel yang berkelebihan...

Students’ knowledge of me- verbs encompasses a wide range of concrete and abstract processes. For example, processes related to daily activities or behaviours such as mengemudi selambat-lambatnya... menciptakan, menderita luka-luka yang ngeri, menghadiri.
Students often, but not always with support, use a number of me- verbs that describe abstract processes such as memusatkan perhatian... melewati salah satu jalan raya... memperbaiki kebebasan diri dari ortunya; Harganya mencerminkan keberhasilan teknologi & kepopuleran telepon genggam; mempengaruhi; menghubungi, menyaksikan, menyadari; Kalau membayangkan anak yang terkena penyakit kanker, menelaah, memadai. High performances include merupakan (rather than adalahh) reflecting a more sophisticated way of conveying the idea of existence and representation.

Students use a simple adverb form dengan (e.g. dengan cepat, dengan baik) as well as the more sophisticated form secara (e.g. secara sah, secara sekilas, secara jujur).

A number of memper- words are evident in students’ writing that show a degree of abstraction of ideas (e.g. memperluas, memperlancar, memperkirakan, memperbolehkan, mempertimbangkan, memperhatikan, Ada beberapa riset yang mengusulkan bahwa telepon genggam mempertambahkan kemungkinan kanker otak).

Students use a range of adjectives that reflect greater nuance in their expression such as describing qualities and relationships between people (e.g. syak hati, khas, wajar, prihatin, erat, tegas, gawat, hangat, mustahil). The range of adjectives includes a number of me- forms such as menantang, menakjubkan, menggairahkan and adjectival phrases such as Lampu-lampu Jakarta yang berkelap-kelip.

Reference to quantities is achieved by using adjectives such as, for example, satu-satunya (e.g. satu-satunya masalah yang harus diatasi...) and setidak-tidaknya. They also use classifiers such as seseorang and para and the use of collective pronouns such as kalian reflecting a more sophisticated view of people in different social groupings.

Students’ writing includes noun forms with affixation that reflect a degree of abstraction of ideas (e.g. pe-an nouns such as pengurangan harganya disebabkan oleh... pembakaran, pedesaan, pengelolahan sampah, pembelajaran, pemecahan) and ke-an nouns (e.g. kekhawatiran, kecanduan, kemudahan, keseimbangan, kemampuan, keterangan, kesulitan, keuntungan, ketramilan, kesejahteraan, kemandirian, kesenjangan, kebolehan, kepintaran).

Students also use specialised nouns that relate to particular fields of knowledge (e.g. bidang), and specific topic areas such as the environment (e.g. mendaun-ulang, pelosok dunia), technology (e.g. Hp seluler, telepon genggam, telpon, ponsel), and travel (e.g. rincian perjalanan).

Students use a range of vocabulary from which to choose to express an appropriate or more precise meaning, for example, biaya (ongkos). There are a number of Indonesian expressions such as menempuh ujian, dari kacamata orang Bali, mau tak mau, lesu aku, serupa, which may be more typical of students with some background in Indonesian or in Malay. Furthermore, some idiomatic phrases are used such as nasi sudah menjadi bubur, sudah makan banyak asam garam.

Students have a range of colloquialisms such as dong, banget, nggak, udah, oja, gimana, which are more typical of students with some background in the language or in Malay.

Occasionally students give emphasis by using markers such as bahkan and memang.

Students use a limited range of imperatives and typically these are related to giving advice to others such as their peers (e.g. Jangan... Percaya(lah) diri).

Students express their opinions using pikir and occasionally rasa to give a more precise meaning of thinking as an intuitive or affective process.

**Forms and Structures**

Students write extended sentences, paragraphs, and whole texts that show variety and control of verb and noun forms including affixation and word order that includes object focus construction. They use bilingual dictionaries to select specialised words and to check appropriate meaning for the context (particularly in relation to correct affixation).
Descriptions of Student Achievement

They use embedded clauses to extend their meaning at the sentence level through, for example, the use of yang (e.g. Ada riset yang mengemukakan bahwa kalau...). The use of yang is often associated with object focus construction with many examples of this particularly in third person form (e.g. Karena radiasi yang dipancarkan oleh telefon genggam, Tidak bisa dinyatakan, para remaja dinasehatkan untuk... Sangat disayangkan...). The use of first and second person object focus is generally appropriate and accurate (e.g. Buku harian yang saya tulis, Pengalaman yang saya dapatkan, Nasehat yang kuberikan ... yang (saya) nanti-nantikan Yang akan saya peroleh, Yang akan saya ikuti, yang mau saya kunjungi). Occasionally there may be combinations of first or second person and third person construction within a single sentence (e.g. dibandingkan dengan yang saya alami di Australia...).

Students refer to actions taking place in time using a variety of tense indicators and time markers, for example, using sementara to indicate actions being done at the same time but by different actors. More abstract prepositional phrases are created using akan and pada (e.g. saya tertarik akan... tergantung pada...).

Students use simple conjunctions to relate and contrast ideas in sentences, for example, serta, ataupun, agar (supaya). They express commonality or sameness by using the prefix se- (e.g. sehubungan dengan iklan yang diterbitkan...).

Students use bukan appropriately to create negation in relation to nouns (e.g. bukanlah, bukannya) and the conjunction bukan...melainkan... (e.g. Bukan hanya untuk terlihat sebagai orang yang keren, melainkan juga untuk menghubungi teman di luar waktu sekolah). They use tidak in relation to the concept of time (e.g. tidak lagi... tidak lama lagi...).

Students create emphasis using a range of devices including the terms khususnya and terutama as well as the use of pun to create stress at the end of a clause and Betapa/Alangkah at the beginning of a statement to emphasise a particular quality or view.

Discourse

Students’ writing shows a wide range of cohesive devices that are used to develop extended discourse and to create particular effects such as persuasion that are appropriate to the context, audience, and purpose.

The text type determines to a large extent the nature of cohesive devices that students use. For example, they have good knowledge of textual features for familiar text types such as letters, emails, and articles for newsletters/magazines. For example, in writing letters (formal and informal) they use appropriate forms of address and opening and closing salutations (e.g. Dengan hormat Bapak Redaksi, Perihal...). Students show developing awareness of register using formal terms of address, for example, for a male in a formal text ... Beliau tidak membuang kesempatan ini... They create appropriate titles for texts such as magazine articles (e.g. ‘Benda jahat yang diperlukan atau alat yang berguna untuk para remaja?’).

Students use a range of devices to sequence ideas such as relating events in time using Pada jaman ini... Belakangan ini... Lebih-lebih lagi... Berlangsung lama... sejak saat itu.

In offering personal views or discussing perspectives on issues, students have a range of expressions (e.g. Kalau dilihat dari segi ini... dari satu pihak...; di pihak satu; di pihak lain...). They use contrastive devices such as sebaliknya... di samping itu... meskipun begitu... meskipun demikian, bukan saja... melainkan juga... In addition, students express their feelings and attitude towards a subject by using Sedihnya... Syukurlah... Sangat disayangkan... or state their agreement or not with a view (e.g. Saya sepandap...). Occasionally they offer advice about issues or dilemmas (e.g. Nasehat saya adalah...).

A range of devices are used to present views and arguments particularly related to persuasion (e.g. Percaya atau tidak... Lebih sering daripada tidak...) or emphasising a view with Alangkah... betapa.... Pokoknya... Yang paling penting... Another device used to support their argument is to emphasise the legitimacy of their view by using Maklumlah... Nampaknya... Yang jelas... Tidak dapat diabaikan...
Rhetorical questions are also used occasionally to open an argument or to position a discussion of issues and invite the reader to share their position (e.g. *Siapa bertanggung jawab? Bagaimanapun... ?*).

Students use prepositions (e.g. *sehubungan dengan, berkenaan dengan*) and quantifiers (e.g. *makin lama... makin... semakin menurun...*) to relate ideas. There is occasional use of *tersebut* to refer back to ideas previously stated to create cohesion across the text.

Students add weight to argument by explicating their views (e.g. *yakni... Sebetulnya...*) and indicating the imperative for their views to be addressed (e.g. *seharusnya...*). They develop extended argument over a number of paragraphs by using connecting devices such as *Apolagi, lagi pula, selanjutnya, akibatnya... lebih-lebih lagi, Tambahan pula...* In drawing an argument to a close, students use phrases such as *Akhir kata... Demikian juga...*

Students conclude texts by using a range of techniques such as signalling the conclusion or giving a summary of ideas (e.g. *dalam kesimpulan... Dapat disimpulkan, ada berbagai keuntungan dan kerugian...*) or declaring the completed state of the text (e.g. *demikian surat saya ini*).

**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, berkelakuan 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, dampak 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, berkelakuan, 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, menyelesaikan, melakukan, mengerti, membangun benteng pasir, menertawakan, meninggal 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, menenami, memujati, 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, pemandangan, 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 initials 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 telpone 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 ortu, 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 subject 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 *apologi, 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*).
Year 12 Second Language Learners

**Oral — High**

**Content**

Students speak in Indonesian about their immediate, personal worlds as well as topics related to broader social and global matters. They describe their interests and activities, their family members, their home environment. They describe their daily routines and activities both in and out of school, including subjects, teachers, facilities, hobbies, and home duties. They offer personal opinions and evaluations about these topics (e.g. fairness of tasks at home, qualities of teachers, limitations of own abilities). They recount aspects of film and literature of interest to them (e.g. spesial efeknya, membahas endam, pengarang).

Extending beyond their immediate world, students discuss their hopes and aspirations for work, travel, and study. They describe parental views and how these may be similar to or different from their own. Students present their understanding of topics that have been researched such as HIV/AIDS, polygamy, deforestation. They give detailed factual information and personal views on these topics often using specialised terminology. Many students state their desire to travel, particularly to parts of Indonesia, and relate this interest to the cultural significance of Places and ethnic groups, for example, Tanah Toraja, kedua negeri (Australia dan Indonesia).

**Vocabulary**

Students have a broad range of vocabulary that allows for some refinement and sophistication of use, for example, using kegemaran saya (hobi saya), masuk kuliah (pergi ke universitas). Students use some specialised terms related to particular topics, for example, personal aspirations (e.g. kursus apotik, otak), and research topics such as mendaur-ulang.

The range of verbs includes simple ber- verbs and terms referring to more abstract ideas such as berperan. Students use a range of me- verbs to describe concrete processes (e.g. menjalankan mobil), and more abstract ideas such as mempesonakan.

Students’ spoken language includes a number of ke-an and pe-an nouns (e.g. kemungkinan, kebijaksanaan, keadilan, pengertian, pendidikan) to refer to more abstract ideas.

Descriptions show a range of simple adjectives and the use of me- words as adjectives particularly related to emotional impact (e.g. menjengkelkan, menyenangkan).

Students refer to quantities using cardinal numbers with the ke- prefix (e.g. kedua negeri), quantifiers such as salah satu, and classifiers (e.g. seorang guru yang baik).

**Forms and Structures**

Students use a range of forms and structures to express ideas in spoken form. They vary their sentence construction with both subject and object focus. They use embedded clauses with yang to elaborate and qualify statements (e.g. yang sudah saya pelajari. Negeri yang ingin saya kunjungi... Yang harus saya selesaikan hari itu). Object focus in third person form is also used when describing actions (e.g. kalau dibandingkan dengan harapan orang tua, dikenali di seluruh dunia, dibagikan di antara... dibiayai oleh orang tua saya). Object focus is used appropriately with control, including correct use of first person form and third person using oleh (e.g. Harus dilakukan oleh dia).

Students draw on a range of conjunctions to connect and contrast ideas (e.g. sebenarnya, oleh karena itu, baik...maupun... walaupun...).

Students use past and future tense, including hypotheticals such as andaikata. Time is expressed using the preposition pada with dates and months, and pada is used to describe more abstract relationships such as one’s interest in something (e.g. saya tidak tertarik pada...).
**Fluency**

Students’ spoken Indonesian flows across a series of ideas or an extended, elaborated idea. They move between simple, single sentences and complex, connected ideas as suitable to the demands of the question. When students pause to respond, they typically state their lack of knowledge, indicating that the pause is related more to content than to linguistic range and complexity.

**Intelligibility**

Students have developed effective pronunciation and intonation to make meaning clear. They produce most sounds with a high degree of accuracy and use stress appropriately to give emphasis to a word or idea (e.g. raising second to last syllable) and by using *pun* to emphasise the end of a clause/idea. Pronunciation is mostly correct and consistent, with occasional incorrect vowel sounds, for example, *kue* (*kui*), *mengerti* (*mengarti*), *adik* (*edik*), but this does not impede intelligibility.

**Comprehension**

Students comprehend a range of question forms including *Mengapa? Bagaimana? Berapa lama?* and open-ended imperative forms such as *Ceritakanlah sedikit tentang...* Students respond readily to questions and show very little hesitation in generating an appropriate response. They generally interact comfortably with a range of speakers, including native speakers. Where vocabulary and structures are less familiar, students generally comprehend meaning; however, they may seek clarification of specific language items.

**Communication Strategies**

In interacting with others, students use a number of strategies to demonstrate their comprehension and to seek clarification or confirm their understanding. For example, they mirror the interlocutor’s language in their response (e.g. *T: Selain Bahasa Indonesia, Anda belajar apa? S: Pelajaran yang lain adalah...*). They state their lack of comprehension using, for example, *Saya kurang mengerti, Saya tidak menangkap itu...* Furthermore, students seek rephrasing or repetition of the question by using *Sekali lagi. Apa maksud ibu?* Occasionally students are unsure of factual details and use *saya kurang pasti* to indicate lack of knowledge, rather than lack of comprehension.

Students self-correct (e.g. *pekerja – pekerjaan*) or clarify their own views or expression (e.g. using *Maksud saya adalah...*).

Verbal fillers adopted from Indonesian expression are used at times (e.g. *anu*) to create thinking time while students prepare their responses.

**Discourse**

The degree to which students form coherence across their oral responses relates to the text type and level of support provided. During unsupported interaction (e.g. examination interview) students connect ideas using devices such as giving reasons using a series of ideas (e.g. *alasannya begini...*). They elaborate an idea by giving more detail (e.g. *misalnya*) or constrasting ideas using *walaupun begitu... selain itu, di pihak lain...* They indicate possibilities beyond those stated (e.g. *dan sebagainya*).
Year 12 Second Language Learners

**Oral — Average**

**Content**

Students express ideas in spoken Indonesian in a range of personal and social domains. They are well versed in providing descriptive information and opinions. They describe family members and occupations, their characteristics and preferences about foods, sports/hobbies, and school subjects. They give descriptions about the school environment, including facilities and qualities of teachers (e.g. *guru yang bertanggung jawab*, *guru yang paling bagus*). Students express their hopes and aspirations, particularly those related to work and future study (*kuliah*, *kursus*), often giving a reason for the appeal of a given occupation. They discuss travel plans and describe particular sites and activities that appeal to them, both in Indonesia and in other places. They give information about travel arrangements such as transport, accommodation, meeting up with others, and eating out.

Students present information and discuss topics that have been researched or studied in depth during their course. They provide information about social and environmental issues or topics such as endangered animals, HIV/AIDS in Indonesia. They explain where they located references and how they acquired their information for the research task. They give opinions in response to their topic and often compare and contrast situations in Indonesia with Australia.

**Vocabulary**

Students have a range of vocabulary related to personal domains that is very familiar. This includes a range of common nouns and simple verbs such as *ber-* verbs (e.g. *bercakap, bertemu, bermain, bersifat*) and *me-* verbs (e.g. *membantu, menggunakan, menolong, menurut*).

Their vocabulary range extends beyond the familiar when they present more detailed information and views related to an issue or topic studied in some depth (e.g.*me-* verbs such as *menderita, melestarikan, memberitahu*) and *pe-* nouns such as *penyakit, perawat*. Their range of vocabulary is highly dependent on their specific topic area (e.g. *lingkungan, masyarakat, besi, punah, pemerintah, miskin, ratusan, peduli*).

In describing people and objects, students have a range of adjectives such as *keras kepala, murah hati, erat, cocok, jahat, sombong, bertanggung jawab, mandiri*.

The most common use of *ter-* occurs with *terletak* as students describe locations.

Students use familiar personal pronouns such as *Pak* and *Bu, kami* and *kita* correctly.

Occasionally students describe their feelings and reflect on their learning or a situation using formulaic expressions such as *sayang sekali*.

**Forms and Structures**

Students’ responses are characterised by subject-verb-object construction with some use of subclauses using *yang* (*orang yang sakit*). There is some use of object focus construction that is typically formulaic and in the third person (e.g. *...dibandingkan dengan... *dilaporkan... *dilengkapi dengan...*).

Students use *adalah* inconsistently, sometimes correctly such as describing people’s occupations (e.g. *Bapak saya adalah akuntan*), and other times incorrectly (e.g. *Baru-baru ini adalah wireless internet...*).

There are a number of formulaic ways in which students state their opinions and preferences. For example, expressing an opinion using *saya kira, saya pikir, pada pendapat saya* and stating a view (e.g. *lebih baik kalau...*).

Students also make comparisons to support their views (e.g. *lebih... daripada...*) and contrast ideas using simple conjunctions such as *akan tetapi*. 
Students show some extension of their vocabulary range beyond the formulaic using, for example, expressions and modifiers such as kira-kira, jauh lebih erat, agak pandai, sedikit keras kepala, hampir, mungkin, tidak sama sekali.

Time is expressed using frequency markers such as kadang-kadang, selalu and by describing tense and duration (e.g. untuk, selama, sesudah itu, dulu).

There is some evidence of the influence of English in students’ syntax (e.g. tidak harus mendapat tolong...).

Fluency

In unsupported oral interaction, students’ responses have frequent pauses and use of verbal fillers such as ‘um’ and ‘ah’ as students construct a suitable response. They occasionally have incomplete answers and wait for the interlocutor to maintain the interaction.

In rehearsed or familiar oral interaction, students speak with some hesitation, particularly when using unfamiliar vocabulary or structures.

Intelligibility

Students typically give even stress across words and the stress on the second to last syllable is evident on familiar verbs but not consistent on less familiar words. There are a number of words that are mispronounced, which can hinder meaning at times (e.g. sukar (suka), pandai (pantai), berkelahir (berkelahi), tahu (hoo), mengetahui). Pronunciation often reflects English usage, for example, universitas (u rather than oo sound, Itali (Italia).

Comprehension

Students respond to a range of questions, particularly those that seek information, descriptions, and opinions including Berapa lama? Mengapa? Students often repeat part of the question in formulating their answer. Occasionally an unfamiliar word in interaction can impede meaning and result in an inappropriate answer (e.g. Sudah pernah ke...?) (pernah less familiar).

For less familiar questions or open-ended questions, students require prompting with a suggestion or example from the interlocutor in order to comprehend fully and to respond.

Communication Strategies

Students have a range of specific strategies for showing lack of comprehension and seeking rephrasing such as Maaf, Saya kurang mengerti, Apa artinya ‘setuju’? Maaf Bu, saya tidak mengerti, Saya tidak tahu kata … Students also clarify their own meaning by using Maksud saya… In addition, students use paralinguistic devices to indicate lack of comprehension (e.g. searching looks, blank stares, gestures such as shrugging or shaking the head).

Discourse

The use of discourse strategies varies according to the level of support provided in oral interaction. For example, in unsupported interactions such as an examination interview, students’ responses are typically single ideas at the sentence level. They signal a list or sequence of ideas using begini (e.g. hobi saya begini…). Students are reliant on stimulus from the interlocutor to provide responses hence these are often at the level of a single sentence. They rely on familiar patterns to structure responses (e.g. kami ada… kami ada…).

Responses in the form of presentations and rehearsed conversations with peers are characterised by a range of discourse features such as salutations, questioning, and turn-taking. Ideas are ordered using chronological markers (e.g. baru-baru ini, Pada waktu itu). Students emphasise the importance of ideas by using, for example, sebenanya, seharusnya, terutama. In prepared oral performance, students create cohesion through conjunctions such as baik...maupun...and temporal markers such as Pada liburan panjang, waktu saya kecil, sesudah itu.
Year 12 First Language Learners

Writing — High

Content

Students write a range of texts using standard and non-standard forms of Indonesian. They create interviews, diary entries, articles, opinion pieces, speeches, reviews, arguments in which they, for example, persuade, reason, evaluate, advise, recommend, clarify, evaluate, and justify. They create texts for both interaction in their personal worlds and for pedagogic tasks such as those in which they discuss social and environmental issues of concern to them (e.g. traditional and modern ways of life, environmental problems). They write, according to the text type, in detached, impersonal ways and from personal and emotional perspectives, including writing to entertain and express emotions in both real and imagined situations.

Students’ range of writing extends beyond the factual and informational to discussion of abstract ideas and social issues, including ideas presented in Indonesian literature.

Students write about issues that affect them personally, also including cross-generational issues, moral dilemmas and their own intercultural experiences and sense of identity. They discuss changes in the world, and reflect on significant events and influences in their lives, including their hopes for the future, both as individuals and as members of the wider society.

Vocabulary

Students have a wide range of vocabulary from which to choose the most appropriate and effective language for the required context, purpose, and audience. Their vocabulary reflects their usual contexts of use and extends into specific topics of interest or research. They have knowledge of a variety of terms, enabling them to vary the expression (e.g. kulitas/lemari es, cuma/hanya). In addition, they have a range of specialised nouns such as nenek moyang, manusia, aturan, devisa Negara, narkoba, manca negara, semata wayang, curahan hati, masa perkotaan, purba, syarat utama, rahasia umum, serangan jantung, maraknya, and istilah (nya).

Students’ knowledge of verbs includes sophisticated ber- adjective and me- verbs such as berdampingan, bersemangat, melestarikan bumi, menjuluki, menyederhanakan, menghisap sebatang rokok, mengacaukan sejarah, mencelakakan hati, menyita perhatian, mewujudkan, menghancurkan impian teladan, menyempangati, mengabaikan, membekukan, mempertahankan, menyebarkan budaya asing. They use memper- verbs to describe processes more precisely (e.g. mempermudah, memperluas). Occasionally students use reflexive verbs (e.g. bolak-balik), reciprocal verbs (e.g. saling melengkapi), and ter- verbs such as terlampau.

Students’ knowledge of nouns includes a range of specialised abstract nouns in both ke-an (e.g. kesakralan, kesederhanaan, kecemasan belaka, keterbatasan, keterlaluan, kelezatan, kesusahan) and pe-an/per-an forms (e.g. pergesaran tradisi, pendidikan yang matang, pemanasan global).

The range of adjectives includes subtle forms (e.g. adil, lebih dari cukup, canggih, tidak sengaja, takjub, serakah).

Students have a number of ways of expressing emotions and perspectives such as sakitnya hati ini, nada gugup, kecewa, membuat perut saya keram untuk merenungkannya, menjadi pesimis, bangga, menyesal, ucapnya dengan berat dan tajam.

Students use terms of address related to different registers such as respectful forms of address (e.g. sang Ibu, sang ayah, sang petani), and the diminutive (e.g. si pengguna, si putrid).

Students’ writing includes a range of colloquial forms that add stress and create an informal tone where appropriate, for example, males, aja, udah, banget, gitu, lagi (meaning sedang), toh, kan (emphasising), deh, nah, sih, loh, iya, gue, gak.
For these students, there is a high degree of borrowing from other languages. For example, using English and applying Indonesian grammatical structures and spelling (e.g. mengkombinasikan, modernisasi, negatif, tradisi, identitas, mengoreksi, bermoral, selektif, beradaptasi, keram, pesimis, emansipasi, independen, globalisasi, edukasi, animasi, malfungsi, adiksi, maksimal, memotivasi, kriminalitas, pro dan kontra, merefreshingkan, berdedikasi, memfilter budaya asing, mengalokasi dana, mengkontribusi). There is also evidence of use of Malay and local languages including Javanese, for example, use of kerana instead of karena, and tatakrama (Javanese).

Forms and Structures

Students’ writing includes frequent use of object focus construction, which is handled effectively in all forms (e.g. mendapatkan apa yang saya inginkan, dijumpai, aku dikejutkan oleh berita yang disampaikan olehnya, yang ia lalui... dengan hangat dibicarakan...dimunahkan, dipertanyakan...).

Time, including past, present, and future tenses, is described using a range of forms, including referring to duration and frequency as follows (e.g. berjalannya waktu, semakin lama semakin modern, untuk sementara...).

Students use a number of idiomatic expressions or Indonesian expressions to give a specific meaning (e.g. kutu buku, merubah nasibku, tertinggal di zaman purba, sopan santun, mengeruk uang, tulisan seperti cakar ayam).

Discourse

Students have a range of ways in which they create coherent texts of many types. They show control of the sequencing of ideas, referencing back and forth, and elaborating ideas across paragraphs.

Cohesion is created according to the text type. For example, in developing an argument, students use devices such as stating a position, then elaborating using examples, quotations, and anecdotes (e.g. agar, padahal, dengan demikian, seperti, contohnya). They create internal coherence by referring to existing ideas within the text (e.g. kedua hal tersebut) and by using stress (e.g. pun, ataupun) they add emphasis to a particular view or idea. Students compare perspectives by stating views in opposing terms (e.g. Di satu sisi... di sisi lain... instead of di satu pihak... di pihak lain...).

They explore the complexity of views and decision-making (e.g. membedakan antara yang mana yang positif dan yang mana yang negatif, dan juga yang mana yang harus kita ambil dan pelajari dan yang mana yang harus kita tinggalkan; Hal-hal yang negatif seperti cara berpakaian yang terlalu terbuka atau pergaulan bebas dan menggunakan narkoba harus dihindari). Occasionally students use rhetorical questions to problematise an idea or position a reader (e.g. Apakah pengaruh budaya asing buruk untuk budaya Indonesia?). In concluding an argument, students summarise ideas (e.g. Tiga hal ini memiliki ribuan tradisi, Kembali kepada anak muda yang berhubungan baik dengan kehidupan modern) before stating a final position.

In relation to narrative, students use a number of time markers to sequence ideas over time. They locate events using, for example, Pada suatu hari... akhir-akhir ini, tidak dapat dipungkiri... yang kedua... and create flashbacks (e.g. karena saya ingat hari pertama...).

A distinctive quality of students’ writing is their use of literary techniques to create certain effects suitable to context, purpose, and audience. Students use metaphors, similes, figurative language, humour, direct and indirect speech, and alliteration to embellish their writing. Examples include:

- Metaphor: Bau daging asap menyelimuti ruangan makan malam, menjulur impiannya, seperti contohnya pelajaran matematika yang biasanya merupakan hantu bagi para siswa dapat dikemas dalam bentuk program animasi yang lebih menarik dan tak membosankan
- Simile: seperti kepompong yang berubah menjadi kupu, bak serigala yang baru dilepas di alam bebas dan siap untuk memangsa buruannya, seperti dikoyak-koyak gergaji mesin... seperti panu, kudis atau kadas
- Figurative language: tidak hanya putih, seperti tradisi lama atau hitam seperti logika baru, melainkan menggabungkan, catchy title (e.g. Abu-abu pun tak masalah)
Descriptions of Student Achievement

- Imagery: sembari... Konsumerisme yang sedang menjadi jamur di tubuh kita
- Alliteration: menyeruput teh
- Humour (e.g. title ‘Pariwisata’: Belajar atau Balibur?)
- Personification (e.g. Dihinggapi kebodohan).

Another distinctive feature of students’ writing is the largely controlled shift between formal and informal registers as appropriate to the communicative demands. Students shift readily between formal and colloquial forms of Indonesian. They create distance and intimacy such as using direct speech when characters are speaking, or imagery for describing a scene in a story.

Students also show sensitivity to their audience by code switching, particularly between Indonesian and English. Typically, students code switch when they assume the audience is multilingual/bilingual and when their own multilingual/bilingual identity is in play.

They intersperse English to add emphasis (e.g. So... Anyways... Just say ‘negara bule gitu’... You know...), and to impress or show their worldliness (e.g. local people akan understand bahwa kita tinggal di planet earth; I believe they are sangat nice dan sangat terbuka; baju film, dompet and so on; akibat mismanagemen pariwisata...). Code switching is less evident in more personal, private texts such as diary entries, hence reflecting an awareness of audience and the role of different languages for private and public effect.

Year 12 First Language Learners

Writing — Average

Content

Students write texts related to issues of interest to teenagers including wider social issues (e.g. the impact of technology, health, the role of government). They write a range of informational, interpersonal, and imaginative text types such as diaries, articles, letters and emails, conversations, and stories.

The nature of students’ writing is influenced by their general knowledge, by the conceptual demands of the task, and by the depth of their linguistic knowledge. The quality of students’ written work depends on the nature of the task and the sophistication of the response. For example, students may treat a complex issue in a superficial way or may not adequately address the demands of the task (e.g. stating a personal opinion rather than exploring an issue objectively from both sides). Students’ responses tend to be simplistic, repetitive, and descriptive, with limited exploration and elaboration of discussion.

Students demonstrate knowledge of aspects of Indonesian society, geography, and history that are a resource for their writing (e.g. using Kartini to discuss the roles of men and women).

Vocabulary

Students have a range of language that enables them to generate ideas on many topics, which may be at a superficial level. The nature and range of vocabulary are highly dependent on the demands of the task, content area, and general knowledge of students. For example, in unsupported tasks, students show a minimal range of nouns, particularly higher order, abstract nouns such as pe-an and ke-an forms. They show some knowledge of abstract nouns that relate to general social organisation (e.g. hukum, tindakan, peraturan). Students use simple collective pronouns (e.g. para perokok, kaum wanita).
Students’ knowledge of verbs in unsupported tasks is similarly limited in range and tends to make use of familiar terms associated with everyday processes. Occasionally students’ range extends to more abstract processes (e.g. mengecilkan hati). There is a high degree of borrowing from English and forming verbs by applying Indonesian grammar rules (e.g. mentoleransikan, berinteraksi, merealisasikan, mengkontrol).

There is some evidence of Malay influence in students’ use of terms, for example, sahaja, bahawa, masa dahulu, tak (tidak).

The range of adjectives includes common terms as well as a small number of less familiar adjectives (e.g. semangat, ketat).

Occasionally students choose inappropriate or incorrect words when meaning extends beyond their immediate range (e.g. menyebelahi), using it to mean to take sides, mendalami (memperdalam), menahan keuangan and there may be spelling mistakes that show confusion of terms, for example, menyiadakan (menyiapkan, menyediakan).

**Forms and Structures**

Students’ written work includes both subject and object focus construction. There is some inconsistency in accuracy of the use of object focus as students rely on their acquired patterns of use rather than having explicit knowledge of grammatical rules governing its use, particularly first and second person forms, for example, mencapai impian yang mereka ada, Kartini yang dimasuki (dimasukkan) pesantren, dijaga oleh sekolah. Hence, object focus construction is used in familiar contexts and is less reliable in unfamiliar contexts. Students often write in ways that rely on base words that are more akin to informal, spoken language than formal, written language (e.g. Maaf bila ada salah kata).

**Discourse**

Students write texts using features of the text type and use devices to create cohesion across the text as a whole. For example, they use letter features such as salutations and formal terms of address for a formal letter. In writing a narrative, students use time phrases such as Pada masa kini, sejak masa dulu, to locate events in the past, present, or future. There is some inconsistency in students’ use of register appropriate to the text type because of a mixing of informal and formal language (e.g. opening a speech with Selamat siang bapak dan ibu... and closing with sampai ketemu). There are a large number of colloquial terms and informal language used to create a casual, friendly style in texts such as magazine articles (e.g. donk, gitu, ni, kalo, sih, gak).

In developing an argument, students structure their responses by stating differing views, supported with an example, and discussing positions for and against before giving a personal view. They build an argument by referring to previously stated ideas (e.g. Dengan ide-ide ini...). They contrast ideas in order to make a particular case, using conjunctions such as akan tetapi, walaupun, selain dari. Students use a number of ways to emphasise a particular point (e.g. memang, makin lama makin... terutamanya... pun, tidak sama sekali). They expand an idea and give examples to support a statement (e.g. Jika kami ditanya tentang latar belakang atau tradisi kami, akan sangat malu kalau tidak tahu).