

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*, *bersilancar*, *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 tenis*).

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, dan 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).