

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 apotiker 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, cakep*). 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 Inggris, Biologi, Matematika, Sejarah, Pendidikan Jasmani, 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 sukai 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 Inggris, 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, bersilancar, 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/time/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, dan 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- baju 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) Inggris, 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 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 or 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.