

Year 12

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, *berdikari 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 berlebihan...*

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 *adalah*) 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, menakutkan, 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, pengelolaan sampah, pembelajaran, pemecahan*) and *ke-an* nouns (e.g. *kekhawatiran, kecanduan, kemudahan, keseimbangan, kemampuan, keterangan, kesulitan, keuntungan, ketrampilan, 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. *mendaur-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 kaca mata 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, aja, 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).

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 telepon 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 sependapat...*). 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 *Apalagi, lagipula, 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*).