

## 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, *sebenarnya*, *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*.