

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. *kulkas/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, mengecilkan hati, menyita perhatian, mewujudkan, menghancurkan impian teladan, menyemangati, mengabaikan, membedakan, 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. *pergeseran 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. *mengkombinasi, 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...dimusnahkan, 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.