

Year 12 First Language Learners

Writing — Average

Content

Students write texts related to issues of interest to teenagers including wider social issues (e.g. the impact of technology, health, the role of government). They write a range of informational, interpersonal, and imaginative text types such as diaries, articles, letters and emails, conversations, and stories.

The nature of students' writing is influenced by their general knowledge, by the conceptual demands of the task, and by the depth of their linguistic knowledge. The quality of students' written work depends on the nature of the task and the sophistication of the response. For example, students may treat a complex issue in a superficial way or may not adequately address the demands of the task (e.g. stating a personal opinion rather than exploring an issue objectively from both sides). Students' responses tend to be simplistic, repetitive, and descriptive, with limited exploration and elaboration of discussion.

Students demonstrate knowledge of aspects of Indonesian society, geography, and history that are a resource for their writing (e.g. using Kartini to discuss the roles of men and women).

Vocabulary

Students have a range of language that enables them to generate ideas on many topics, which may be at a superficial level. The nature and range of vocabulary are highly dependent on the demands of the task, content area, and general knowledge of students. For example, in unsupported tasks, students show a minimal range of nouns, particularly higher order, abstract nouns such as *pe-an* and *ke-an* forms. They show some knowledge of abstract nouns that relate to general social organisation (e.g. *hukum, tindakan, peraturan*). Students use simple collective pronouns (e.g. *para perokok, kaum wanita*).

Students' knowledge of verbs in unsupported tasks is similarly limited in range and tends to make use of familiar terms associated with everyday processes. Occasionally students' range extends to more abstract processes (e.g. *mengecilkan hati*). There is a high degree of borrowing from English and forming verbs by applying Indonesian grammar rules (e.g. *mentoleransikan, berinteraksi, merealisasikan, mengontrol*).

There is some evidence of Malay influence in students' use of terms, for example, *sahaja, bahawa, masa dahulu, tak(tidak)*.

The range of adjectives includes common terms as well as a small number of less familiar adjectives (e.g. *semangat, ketat*).

Occasionally students choose inappropriate or incorrect words when meaning extends beyond their immediate range (e.g. *menyebelahi*), using it to mean to take sides, *mendalami (memperdalam)*, *menahan keuangan* and there may be spelling mistakes that show confusion of terms, for example, *menyiadakan (menyiapkan, menyediakan)*.

Forms and Structures

Students' written work includes both subject and object focus construction. There is some inconsistency in accuracy of the use of object focus as students rely on their acquired patterns of use rather than having explicit knowledge of grammatical rules governing its use, particularly first and second person forms, for example, *mencapai impian yang mereka ada, Kartini yang dimasuki (dimasukkan) pesantren, dijaga oleh sekolah*. Hence, object focus construction is used in familiar contexts and is less reliable in unfamiliar contexts. Students often write in ways that rely on base words that are more akin to informal, spoken language than formal, written language (e.g. *Maaf bila ada salah kata*).

Discourse

Students write texts using features of the text type and use devices to create cohesion across the text as a whole. For example, they use letter features such as salutations and formal terms of address for a formal letter. In writing a narrative, students use time phrases such as *Pada masa kini, sejak masa dulu*, to locate events in the past, present, or future. There is some inconsistency in students' use of register appropriate to the text type because of a mixing of informal and formal language (e.g. opening a speech with *Selamat siang bapak dan ibu...* and closing with *sampai ketemu*). There are a large number of colloquial terms and informal language used to create a casual, friendly style in texts such as magazine articles (e.g. *donk, gitu, ni, kalo, sih, gak*).

In developing an argument, students structure their responses by stating differing views, supported with an example, and discussing positions for and against before giving a personal view. They build an argument by referring to previously stated ideas (e.g. *Dengan ide-ide ini...*). They contrast ideas in order to make a particular case, using conjunctions such as *akan tetapi, walaupun, selain dari*. Students use a number of ways to emphasise a particular point (e.g. *memang, makin lama makin... terutamanya... pun, tidak sama sekali*). They expand an idea and give examples to support a statement (e.g. *Jika kami ditanya tentang latar belakang atau tradisi kami, akan sangat malu kalau tidak tahu*).