

Year 10 Second Language Learners (Malay Background)

Writing — High (1)

Nama saya _____ Name _____ Umur saya enam belas tahun, dan saya lahir pada tanggal tiga puluh satu, bulan Agustus, pada tahun 1993. ~~Di~~ Dalam keluarga saya ada lima orang. Ada bapak, ibu, kakak laki-laki, adik perempuan dan saya. Bapak saya bekerja di kantor, dan ibu saya bekerja sebagai guru ~~di~~ ilmu pengetahuan alam. Kakak laki-laki saya baru selesai HSC, dan adik perempuan saya masih di kelas dua. Pada waktu luang, saya suka bersepeda di taman dengan teman atau keluarga saya, atau berjalan-jalan di kota. Saya suka bersepeda, mendengarkan musik, membaca buku dan bermain permainan komputer. Pada liburan sekolah, keluarga saya suka ke Canberra atau Blue Mountains, naik mobil. Di sekolah, saya belajar Matematika, IPA, Geografi, Bahasa Inggris, Sejarah, Pendidikan Sasmari, IT dan Bahasa Indonesia. Pelajaran yang paling saya sukai adalah IPA dan Bahasa Indonesia. ~~Saya suka bersepeda, mendengarkan musik, membaca buku dan bermain permainan komputer.~~ Setelah saya pulang dari sekolah, saya mengerjakan P.R dan membaca buku atau bermain permainan komputer. Pada akhir minggu, saya bersepeda atau berjalan-jalan di taman.

Commentary

Learner Background and Program Context

This student and his parents were born in Malaysia. His first language is English and he was educated in Chinese (Mandarin) and studied Indonesian for 2 years. He arrived in Australia 4 years ago. In Australia he has studied Indonesian for 3 years and previously studied Chinese for 6 years and Malay for 6 years. The Indonesian program has three 50-minute lessons per week.

Features of Achievement in this Example

The student goes beyond basic personal information and provides a range of details about family, school, leisure, and holidays. He uses a range of simple verbs such as *naik*, *suka*, *pulang*, and *mulai* that are typically covered in programs at this level as well as accurately using a range of verb forms beyond those expected at this level, including *bekerja sebagai*, *bersepeda di taman*, *bermain permainan komputer*.

The student lists school subjects including *Sejarah* and correctly spells *Ilmu Pengetahuan* and *Pendidikan Jasmani*. He uses adverbs such as *masih* and *baru* to give more subtle descriptions of time. He uses *setelah* rather than *sesudah* to express past tense, which could reflect a Malay influence.

The response has linguistic complexity; however, there is little overall structure such as the use of paragraphs and there is a reliance on listing that reduces the flow.

Year 10 Second Language Learners (Malay Background)

Writing — High (2)

Nama saya Name. Saya berumur limabelas tahun dan duduk di kelas
 sepuluh. Ada empat orang ^{dalam} keluarga saya termasuk ibu, bapak, kakak laki-
 laki dan saya. Ibu dan bapak saya berasal dari Malaysia sedangkan saya berasal dari Australia.
 Kegemaran saya adalah bermain olahraga, mendengarkan musik dan bermain gitar.
 Olahraga yang paling saya sukai adalah bola basket. Saya bermain olahraga itu
 dua kali seminggu. Saya juga suka bermain gitar. Saya mulai bermain gitar tiga tahun
 yang lalu. Saya suka bermain gitar karena saya bisa bermain lagu-lagu yang
 saya sukai. Saya suka mendengar musik akustik, khususnya lagu-lagu oleh
 John Mayer dan Jason Mraz.

Pada waktu luang, saya suka menonton televisi dan membaca buku. Saya suka menonton
 Glee, The Big Bang Theory dan House, tetapi kadang-kadang saya tidak boleh
 menonton televisi karena ada terlalu banyak P.R. Di sekolah, saya suka belajar
 Bahasa Indonesia dan olahraga tetapi tidak suka belajar Geografi.

Commentary

Learner Background and Program Context

This student is a second language learner of Indonesian at school. Her first language is English. She was born in Australia and her parents were born in Malaysia, which the student has visited for 1 week. The student has studied Indonesian for 8 years and has previously studied Chinese (Mandarin) for 1 year. The Indonesian program has three 50-minute lessons per week.

Features of Achievement in this Example

The student uses a range of language structures and vocabulary that create sophistication in her response (e.g. using *termasuk*, rather than the simpler form *ada*). The response flows well initially but then relies on *saya* to begin a series of sentences. The student uses the conjunction *sedangkan* to relate and contrast actions. She uses the standard Indonesian term *kegemaran* rather than the borrowed term *hobi*, indicating that she recognises the more complex form.

She also uses *adalah* correctly between two equal ideas. She uses the definite article *itu* to refer back to an item already mentioned, thereby creating coherence and flow in the text. She refers to frequency using *kali* and *kadang-kadang*.

Although the conjunction *tetapi* is not uncommon at this level, this student also uses *khususnya* to emphasise a preference. The student shows some control of object focus construction (e.g. *lagu-lagu yang saya sukai...*).