BAHASA INDONESIA

> **Paper 0538/01**
> **Reading and Understanding**

Key messages

- Candidates need to read the questions carefully to understand exactly what information is required.
- Although they do not always have to use full sentences, candidates should make sure that they have communicated the full answer required by each question.
- For *Exercise 2*, candidates should practice answering in note form, covering all the information specified in the bullet points; they should avoid copying out the text or writing long sentences.

General comments

Most candidates had a clear understanding of the requirements of each exercise and were able to respond well to each question. They were able to provide answers based on the text, although there were some candidates who were less careful in reading the questions and provided irrelevant information.

Comments on specific questions

Exercise 1 Questions 1–7

In general, candidates answered well. Some candidates found **Question 7** challenging, because it required them to interpret why Robby needed to work very hard in the animation industry.

Exercise 2 Question 8

Many candidates performed well in this question. Some found '*waktu layar*' and '*linimasa*' difficult, and this meant that they had a less secure understanding of the text. Some candidates misunderstood the distinction between screen time and the benefit of screen time for bullet point 1.

Exercise 3 Questions 9–14

In this exercise, candidates had to respond to each question by writing a short word or phrase based on what they had read in the passage. Candidates were able to attempt all questions, with varying degrees of success. Weaker candidates found some questions more challenging. In **Question 10**, not all were able to understand the word '*diam*'. For **Question 12**, several candidates answered '*money is used to protect the Komodo*', whereas the correct answer was '*money is used to support the activity/program which prevents the endangered Komodo*'. In **Question 14**, only the strongest candidates were able to make the distinction between Dewi's opinion and Fifael's opinion regarding the location for the Komodo statue.

Exercise 4 Questions 17–26

Most candidates answered **Questions 18**, **19**, **20**, **22**, **24** and **25** correctly.

In **Question 17**, some candidates only focused on the activity (jogging). The question required the candidates to understanding the motivation of the villager doing sport early in the morning.

In **Question 21**, some confused Lena's and Pidil's emotional expression.

In **Question 23**, only the strongest candidates were able to interpret the idiom. Many simply wrote '*cuma bisa menelan ludah*' directly from the text.

Questions 26 (a)–(e)

(a)   Stronger candidates interpreted the whole meaning of the idiom.

(b)   Most candidates answered the question correctly.

(c)   This question proved to be challenging for many candidates. The correct answer was how Pidil become stronger to survive his life. Candidates' responses varied from a focus on Pidil's activity in the past such as '*menyikat ayam dan bebek*', to a focus on hunting skills.

(d)   The best candidates were able to interpret the word '*sayangnya*' in the sentence correctly.

(e)   This question proved to be challenging for several candidates. Candidates' responses varied from a focus on money to a focus on *saya*, whereas the question required the candidates to show their understanding of the idiom '*saya harus hidup*'.

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Paper 0538/02
Reading and Writing

Key messages

To do well in this paper, candidates are required to:

- structure ideas logically and organize their writing effectively
- use an appropriate form and style, adapted for the intended audience and genre
- produce detailed and evocative descriptions and engaging, credible narratives
- construct sentences accurately and vary sentence types to create effects
- select appropriate and wide-ranging vocabulary and use it accurately.

General comments

Language

Candidates are encouraged to focus on doing their writing as accurately as possible to access the higher mark bands for Style and Accuracy. Where there were errors, they included:

- errors in writing the preposition *di* and the prefix *di-*, as seen in the following example: *Menaikkan pajak untuk makanan cepat saji sebaiknya di pertimbangkan lagi*. In this sentence, *di* functions as a prefix, so it must be written attached to the following word
- redundant sentence in expressing plurality, for example, *Di daerah pedesaan terlihat banyak rumah-rumah dengan cat berwarna-warni*
- clumsy sentence construction, particularly sentences that have been directly translated from English, for example, *Perahu datang dan membawa kami ke pulau tempat kami datang dari*
- incorrect affixation, creating incorrect words. For example, *Kita harus memikir mengapa pemerintah mentingkatkan pajak tinggi ke makanan cepat*
- misuse of conjunctions both within and between sentences, especially when attempting compound sentences. There were also errors in complex sentence structure, such as sentences that were too long which were only connected by commas, misleading or confusing sentences, and sentences with vague meanings.
- minor errors in punctuation, especially capitalisation and when writing direct sentences.

Comments on specific questions

Section 1

Question 1

In general, many candidates demonstrated a competent understanding of the text and the requirement of the task, providing a good range of relevant information for the three headings. Most candidates could find the required information and organise it well in three paragraphs.

For the first heading, many candidates were able to carefully select the information related to the characteristics of the natural habitat of the gambusia fish. Only a few candidates were able to mention the shallow waters and clear, rocky rivers as part of the answer.

Most candidates only gave two pieces of information in the second heading. The information about the increasing consumer demand for the gambusia fish was the most challenging one to find as the candidates needed to infer the information from the text.

Many candidates were able to answer the third and fourth headings with relevant information, although some candidates listed the information by relying on the words or lifting sentences or parts of sentences from the text. On the other hand, weaker candidates struggled to find the required information, meaning that they included indiscriminately lifted or irrelevant information, which made the summary lose focus. The weakest responses also included excess material, meaning that the overall summary lack concision.

To achieve high marks for content, candidates should pay attention to what each heading is focusing on, in order to give a wide range of relevant information. They should not give their own opinions. They should avoid excess material and unnecessary lists. Instead, they should include information which is clearly related to each heading.

To score high marks for language, candidates should present the information in an organized manner, with clarity and fluency in their language. Most importantly, candidates are strongly advised to use their own words whenever appropriate and avoid lifting or copying entire sentences from the reading text. When candidates paraphrase the required information, they should be careful to use words with similar meanings to ensure they communicate the same key concepts.

Section 2

Question 2 – Argumentative

Many candidates chose this question, and they were able to present arguments to support their opinion, including relevant facts, ideas, and opinions in a consistently persuasive manner. Each stage of the argument was developed and linked logically, and the sentences within paragraphs were coherent. Some weaker candidates, although attempting to address the topic, showed lapses of focus. They tended to write a discursive essay in which they presented arguments for both viewpoints, without refuting to convince the reader that the opinion they hold is correct.

The purpose of an argumentative essay is to argue for one side of the issue and persuade the audience to agree. Candidates should start with a concise, to-the-point statement about whether they agree or disagree with the statement in the question, before moving on to explain their arguments in the subsequent paragraphs. In the conclusion, candidates should draw together their arguments and re-state their position.

Question 3 – Descriptive

Many candidates attempted to respond to this question although some found writing a descriptive essay quite challenging. Some candidates focused their essays on events rather than creating a vivid image for the reader. However, some strong candidates were able to focus their descriptions on sensory observations. They were able to use sensory details to create a clear sense of atmosphere and to engage the reader fully.

Candidates should practise describing situations and atmospheres using sensory details and describing feelings, without lapsing into a story. Candidates should be able to paint the image with their words to make the essay engaging and appealing to the readers. In writing a descriptive essay, the choice of vocabulary and language is very important to portray the 'picture' that is being described. To make descriptive essays more attractive to readers, candidates can use figurative speech such as metaphors and similes.

Question 4 – Narrative

Candidates who chose this question were able to write imaginatively. Some candidates were able to portray the character or the setting quite convincingly through their dialogues, actions and vivid descriptions. On the other hand, some candidates were not able to develop their stories to engage the reader because they narrated a simple series of events using limited narrative devices. Although most candidates were able to identify characters and/or settings in their stories, some portrayals were simple and limited. Many candidates were able to incorporate a climax in their stories, but at times it was not effectively executed.

Candidates should practise structuring their stories well, keeping in mind that the orientation, climax, and resolution should be well managed. In addition, candidates must ensure that the sentences are well-sequenced to provide clarity, engage the reader in events, and produce effects such as tension or a sudden turn of events.

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Paper 0538/03
Speaking

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Key messages

Part 1 – Presentation

- Candidates must prepare a single topic or theme for a presentation which is directly related to the culture of an Indonesian-speaking community/area and in which they have a particular interest.
- The presentation should be full and well-organized, employing a range of language devices and containing facts, ideas and opinions.
- Delivery of the presentation should be lively and interesting; candidates are encouraged to be aware of audience.
- Teacher/Examiners should allow the candidates to present their topic for about 2–3 minutes without any interruption or intervention. The teacher/Examiner should only interrupt to ask questions if the candidate shows no sign of finishing after three minutes, or to prompt a candidate who is finding it difficult to continue.

Part 2 – Conversation

- This part should be in the form of a conversation between the teacher/Examiner and the candidate, based on the individual topic presented by the candidate.
- The teacher/Examiner should allow the candidate to express and defend a point of view and to seek information/opinions from the teacher/Examiner.
- The teacher/Examiner must pay attention to the duration of the discussion, which is 7–8 minutes for each candidate.
- The candidates should be able to maintain the conversation, to respond confidently and sometimes to show enthusiasm for changes in the direction of the conversation.
- The candidates should demonstrate a command of vocabulary and communication of some sophisticated ideas. In addition, they should be able to use a variety of structures accurately, consistently and confidently.

General comments

Administration

In general, centres presented their sample well and the recordings were clear. Centres also took care to ensure addition and transcription of marks was correct.

All centres need to send a recorded sample based on the criteria given in the samples database (www.cambridgeinternational.org/samples). The candidates included in the sample should be clearly highlighted on the Oral Examination Summary Form (OESF).

Centres are also advised to fill in and submit the Cover Sheet for Moderation Sample, although this is not compulsory.

It is essential that marks are added up correctly. Please check this before submitting the OESF. The marks must also be correctly transcribed to the marks submission platform. Several errors were found, which delayed the process of moderation while the marks were re-checked, and errors removed.

Timings

Teacher/Examiners need to ensure that they adhere to the timing for presentations and conversations.

Assessment

In *Part 1*, candidates need to ensure that they convey a range of factual information as well as ideas and opinions about the topic they are presenting. They must also pay attention to their quality of language. The candidates are expected to not merely memorise and present what they read about the topics.

In *Part 2*, candidates must demonstrate that they are able to initiate conversation to be awarded a mark in level 5. To help the flow of the conversation, the teacher/Examiner should pay attention to the candidate's responses so that questions might be based on the given response, instead of using a fixed set of questions. In addition, the teacher/Examiner should ask questions that prompt a change in the direction of the conversation, though still relating to the topic.

Comments on specific tasks

Part 1 – Presentation

Most presentations were delivered within the required 2–3 minutes, without any interruption.

Most topics were appropriately linked to the culture of an Indonesian-speaking community or area, such as Indonesian traditional food, dance, and ceremony.

To help candidates to choose a topic that interests them, teachers can guide candidates to look at the topic areas mentioned in the syllabus.

Part 2 – Conversation

In general, the conversations were conducted well. Teacher/Examiners put candidates at ease and provided opportunities for the candidates to give their best in responding to questions. Most candidates responded by using approriate, standard, Indonesian vocabulary.

Teacher/Examiners must allow candidates to show their ability to change direction in the conversation by asking questions which explore another aspect of the topic or wider, related areas.

Some of the conversations were too long. Teacher/Examiners are reminded that they must stick to the prescribed timings.