

# BAHASA INDONESIA

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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 3**, candidates should practise answering in note form covering all the information specified in the bullet points; they should avoid copying out the text or writing long sentences.
- For the final three questions of **Exercise 4**, candidates should be clear what type of answer is required in each column.

## 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 content although there were many candidates who were less careful in reading the questions which resulted in them providing information which was not required.

## Comments on specific questions

### **Exercise 1 Questions 1 – 7**

In this section candidates had to respond to each question by writing a short phrase based on what they had read in the passage. Most candidates provided the correct phrases in **Questions 1–6**. In **Question 7** only a few candidates were able to answer the question correctly.

### **Exercise 2 Questions 8 – 14**

Most candidates performed well showing their ability to paraphrase the information given in the text. Some candidates, however, were not able to identify the relevant information from the required sentences/paragraphs. **Question 9** was quite challenging for many candidates. Most candidates focused on the benefit of raw materials rather than on the construction cost.

### **Exercise 3 Question 15**

In this exercise, candidates were required to extract the relevant information from the text in the form of short notes/bullet points. The majority of candidates responded to the questions well.

### **Exercise 4 Questions 16 – 24**

All candidates provided the correct answer for **Question 19**. Candidates found **Questions 16(ii)**, **17(ii)** and **20** the most challenging in this part of the exercise and many were unable to demonstrate the correct understanding of the text. Other questions were answered reasonably well.

As always, the last three questions in this exercise proved to be the most challenging. In **Questions 22(a)**, **23(a)** and **24(a)** some candidates were unable to give a meaning of the italicized word. This was especially the case in **Question 22(a)**: instead of giving the answer based on the word *ningrat* many candidates gave their answer based on the phrase *makhluk ningrat* and referred the meaning to *kumparan*. In **Questions 22(b)**, **23(b)** and **24(b)** some candidates' analysis did not address the requirements of the question.

# BAHASA INDONESIA

Paper 0538/02  
Reading and Writing

## Key messages

In order to do well in this paper, candidates are advised to:

- structure ideas logically and organise 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*

The following list consists of inaccuracies that were often seen by examiners. Candidates are encouraged to focus on making their writing as accurate as possible in order to access the higher mark bands for Style and Accuracy.

- The use of some untranslated internet-related words or terms. For example, *Kita menggunakan media sosial untuk hal yang positif, seperti mencari berita dan teman secara online*. The word *daring* should be used instead of 'online'. Other similar terms like 'upload' and 'download' should be replaced with *unggah* and *unduh* respectively.
- Errors in writing the preposition *di* and the prefix *di-*, as seen in the following example: *Media sosial dipakai untuk mengetahui berita dibelahan dunia lain*. In this sentence, *di* functions as a preposition so it must be written separately from the word after it.
- Unnecessary use of words can be seen in this example: *Dengan begitu, dampak dari manfaat media sosial akan memiliki pengaruh yang lebih besar*.
- Redundant sentence in expressing plurality, for example, *Ada banyak sekali produk-produk yang dijual di media sosial*.
- Errors in sentence construction, for example, *Hal ini terjadi pada orang-orang yang memiliki kekurangan mauoun fisil atau edukasi*.
- Misuse of conjunctions both within and between sentences. There were 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 and capitalisation were often found in candidates' writing.

## Comments on specific questions

### **Section 1**

#### **Question 1**

In general, almost all candidates understood the instructions and the content of the reading passage. Most candidates showed the capability to write all the required information for the three headings. Most summaries were well organised in different paragraphs where each heading was clearly targeted.

For the first bullet point, almost all candidates were able to successfully identify the characteristics of fake news mentioned in the text.

Most candidates were able to respond well to the second bullet point. However, a few candidates struggled to find the required information and they included irrelevant points in their summary. The weakest responses included information about the campaign that was run by the government in the past year or book-distribution/donation that was organised by a not-for-profit organisation instead of focusing on the government's efforts in the near future to prevent the younger generations believing fake news.

Some candidates found the third bullet point quite challenging and did not focus on finding the relevant information from the text, but instead tended to give their own ideas about the causes of low levels of literacy in Indonesia.

Candidates should pay attention to what each heading is focusing on and should not give their own conclusion or opinions. When paraphrasing the required details in their summary, candidates should be careful to use words with similar meaning in order to ensure that they communicate the same key concepts.

## **Section 2**

### **Questions 2(a) and 2(b) – Discursive and Argumentative**

These questions were chosen by most candidates, especially **Question 2(b)**. Some candidates wrote well-structured argumentative essays with an introduction followed by a sequence of well-linked paragraphs, each of which addressed one main idea/argument, and finally a conclusion. The idea/argument in each paragraph cohesively linked to the other paragraphs, as did the sentences within each paragraph. However, some candidates focused on a few ideas/arguments in one long paragraph, and the ideas were only briefly outlined rather than being explained in depth.

Candidates should start their essay by saying whether they agree or disagree with the statement in the question before going on to explain their stance in the subsequent paragraphs using specific examples. At the end, candidates should draw together all their arguments into a logical and consistent conclusion. If candidates choose to write a discursive essay, they should present both sides of the argument with equally relevant explanations and examples and make sure that there is a cohesive progression of each point being presented by using transitional wording to lead into the next paragraph.

### **Questions 3(a) and 3(b) – Descriptive**

Only few candidates attempted a Descriptive essay this series with **Question 3(b)** being the most popular. Candidates were able to describe the atmosphere using a good selection of interesting ideas and images with a range of details. Candidates should use clear and concise language which means that words are chosen carefully and are relevant in relation to what the candidates are intending to describe. Candidates should address the requirements of the question in vivid detail and avoid any storytelling in their writing. Last, but not least, candidates must strive to present an organised and logical description if the reader is to come away from the essay with a cogent sense of what they are attempting to describe.

### **Questions 4(a) and 4(b) – Narrative**

Few candidates chose to answer these questions but those who did were capable of narrating events. Some candidates wrote their story with a very simple identification of characters and setting. Other candidates were able to develop features that interested the reader and made the story feel more alive by using expressive dialogues. To achieve higher marks, candidates should keep in mind that in narrative writing they need to utilise literary devices to make their story varied and appealing. Candidates need to explore the characters, background, and build tension in their story to make it interesting. Dialogue/direct speech are also useful devices in helping the reader to understand and engage with the story.

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Paper 0538/03  
Speaking and Responding

## Key messages

### Part 1 – Individual Topic

- 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 material of the presentation should be full and well-organised by employing a range of language devices.
- Delivery of the presentation should be lively and interesting in order to maintain the audience's interest.
- Teacher/examiners should allow candidates to present their topics continuously for about 2–3 minutes without any interruption or intervention. Teacher/examiners should only interrupt to ask questions if a candidate shows no sign of finishing after 3 minutes, or to prompt a candidate who is finding it difficult to continue.

### Part 2 – Discussion

- The discussion 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 also to seek information/opinions from the teacher/Examiner.
- The teacher/Examiner must pay attention to the duration of the discussion, which should be 7–8 minutes for each candidate.
- Candidates should be able to maintain the conversation and respond confidently and enthusiastically to changes in the direction of the conversation.
- Candidates should show a good command of a range of vocabulary and be able to communicate some sophisticated ideas. Additionally, 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 recordings were clear. All centres sent appropriate composition of the recorded sample, provided a sample which covered the range of the centres' marks and indicated the sample clearly on the Oral Examination Summary Form (OESF). All centres took great care to ensure addition and transcription of marks were correct.

All centres sent the documents required for external moderation: the OESF and the MS1 or the Internally Assessed Marks Report. Centres are advised to also fill in and submit the *Cover Sheet for Moderation Sample* although this is not compulsory.

### *Assessment*

In **Part 1**, candidates cannot be awarded more than 6 for Coherence of ideas if the topic is not related to the culture of an Indonesian-speaking community or area. In order not to disadvantage candidates, teachers must ensure that the whole of each candidate's presentation meets this requirement when they propose and prepare for the topic. There is a form candidates can use for this purpose.

In **Part 2**, to improve the discussion part, Teacher/examiners should pay attention to each candidate's responses so that the subsequent questions can be based on the given response and allow a natural

conversation to develop. Teacher/examiners should avoid simply asking a set of pre-prepared questions. In addition, Teacher/examiners should ask questions which allow a change in the direction of the conversation.

### **Comments on specific questions**

#### **Part 1 – Individual Topic**

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

Some topics were universal and not specifically linked to the culture of an Indonesian-speaking community or area and this had a detrimental impact on the marks which could be awarded.

#### **Part 2 – Discussion**

In general, the discussion was conducted well. Teacher/examiners put their candidates at their ease and provided opportunities for candidates to give their best in responding the questions. The majority of candidates responded using formal Indonesian vocabulary.

Teacher/examiners are reminded that they must give candidates the opportunity to show their ability to cope with changes in the direction of the conversation.

Some of the discussions lasted too long and Teacher/examiners are reminded that they must stick to the prescribed timings.