

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 many candidates who were less careful in reading the questions and provided irrelevant information.

Comments on specific questions

Exercise 1 Question 1 to 7

In general candidates did well in this exercise. **Question 3** and **Question 6** proved challenging as candidates misunderstood what the questions were asking. In **Question 3** candidates wrote what was not used rather than what was reduced in the rice planting system. **Question 6** required candidates to refer to Jokowi's opinion about the taste of the organic rice, weaker candidates wrote about their general opinion of organic rice. Most candidates were able to answer the rest of the questions correctly.

Exercise 2 Question 8

Most candidates answered this question well. Weaker candidates used incorrect information when answering the question.

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. In **Question 9**, candidates had to write two benefits for PTPN to open 'agrowisata'. Most candidates answered correctly, weaker candidates only wrote one benefit. Most candidates answered **Questions 10 to 13** correctly. In **Question 14**, however, some candidates focused more on Thailand than the strength of Indonesia's agriculture product.

Exercise 4 Questions 15–24

Most candidates correctly answered **Questions 16, 17 and 18 and 23**. **Questions 15, 19, 20, 21, 22 and 24** proved more of a challenge.

In **Question 15**, most candidates answered with what the characters were discussing without mentioning how they discussed it.

Question 19 also needs very careful interpretation from the candidates to consider what is being asked. What indicates Arai has made a decision already.

In **Question 20** some candidates only rewrote the question, although most of them answered correctly.

The candidates had a good understanding of **Question 21**, weaker candidates tended to respond with one piece of information instead of the two required for full marks.

Few candidates correctly answered **Question 22**. They tended to use their own interpretation rather than use information from the text.

Questions 24 (a)–(g)

- (a) Most candidates correctly answered this question.
- (b) Some candidates answered '*tidak ingin memberikan*'. Few of the candidates answered '*berat hati / tidak rela*'
- (c) Most candidates answer this question correctly.
- (d) This question was challenging for most candidates. Only few candidates correctly answered this.
- (e) Most candidates answered this question correctly.
- (f) Most candidates did not link the phrase to the character feeling. Very few candidates answered correctly.
- (g) Most candidates correctly answered this question.

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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.

- Errors in writing the preposition *di* and the prefix *di-*, as seen in the following example: *Dengan belajar diluar negeri, para siswa dapat bertemu dengan pelajar-pelajar dari negara lain.* In this sentence, *di* functions as a preposition so it must be written separately from the following word.
- Redundant sentence in expressing plurality, for example, *Kebanyakan para siswa-siswi tidak memiliki biaya untuk mengikuti program pertukaran pelajar ke luar negeri.*
- Errors and clumsy sentence construction, particularly sentences which are directly translated from English, for example, *Membikin teman baru adalah hal yang sulit, Saya naik perahu untuk satu jam tiga puluh menit.*
- Incorrect word forms due to incorrect affixation. For examples; *Ketika siswa-siswa kembali dari luar negeri, mereka bisa menterapkan ilmu yang dipelajari, Jony tarik dia dan membilang.*
- 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 when writing direct sentences and capitalisation were often found in candidates' writing.
- Slang words or daily conversation sentences used as a narrative outside character dialogue, for example *Saya cuman mau membikin mesin waktu.*

Comments on specific questions

Section 1

Question 1

In general, many candidates understood the instructions and the content of the reading passage. Many candidates were able to write most of the required information for the three headings in an organised manner, with each part of the question clearly targeted.

For the first bullet point, almost all candidates were able to select the information related to the creation of the boat.

Most candidates were able to respond well to the second bullet point. However, a few candidates struggled to find the required information and therefore included irrelevant points which led to a lack of focus. The weakest responses also included excess material which made the overall summary less concise.

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 ways to maintain the Asmat's wood art.

To achieve a high mark for content, candidates should pay attention to the focus of each bullet point to provide relevant information and should not provide their own conclusions or opinions. Candidate should avoid using excessive material and unnecessary lists.

Candidates need to present information in their own words in a systematic, clear and fluent manner in order to achieve a high language mark.

Section 2

Question 2

Argumentative

Quite a lot of candidates chose this question. Strong candidates were able to present their arguments in a well structured way by indicating their stance, discussing their viewpoint with relevant facts, ideas and opinions, and being consistently persuasive throughout the essay. Each stage of the argument was linked in a logical way, as were the sentences within the paragraphs. However, some candidates, although they attempted to address the topic, had lapses of focus and tended to write a discursive essay in which they presented arguments from both viewpoints and concluded with a vague position.

Candidates should focus on writing to convince the audience to agree with them. Candidates should start with a concise and accurate statement of whether they agree or disagree with the statement of the question, before explaining their reasons in the following paragraphs. Finally, candidates need to summarise their discussion and re-state their position.

Question 3

Descriptive

This year, many candidates attempted this question. A range of marks was seen. Some weaker candidates focused their essays on storytelling, rather than creating a vivid image in the reader's mind. Strong candidates were able to construct their description around sensory observations. They were able to use sensory details to create a clear sense of atmosphere to engage the reader fully.

Candidates should practise describing settings and mood using sensory details and feelings. To make the essay interesting and appealing to the reader, candidates should be able to paint a picture with their words. The language and words used when writing a descriptive essay play a crucial role in conveying the idea being described. Candidates can effectively employ figurative language, including metaphors and similes, to make descriptive essays more appealing to readers.

Question 4

Narrative

Candidates who chose this question demonstrated their ability to write creatively and imaginatively. Using speech, actions and vivid descriptions, candidates were able to convey the character or the environment convincingly. Some weaker candidates limited themselves to presenting a simple set of events using constrained storytelling elements, meaning that their stories were less engaging to the reader.

Candidates should practise arranging their narratives, keeping in mind that the orientation, climax, and resolution all need to be handled with care. Additionally, candidates must make sure that the sentences are well-ordered to promote clarity, involve the reader in the action, and create effects like tension or a sudden change during events.

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Paper 0538/03
Speaking

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; the 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 candidates show no sign of finishing after three minutes, or to prompt candidates who are finding it difficult to continue.

Part 2 – Conversation

- This part should be in the form of 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 to 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 is 7–8 minutes for each candidate.
- The candidates should be able to maintain the conversation, to respond confidently and sometimes to show enthusiasm to 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 advised to also fill in and submit the Cover Sheet for Moderation Sample although this is not compulsory.

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 in order to be awarded a mark in level 5. To help the flow of the conversation, the teacher/Examiner should pay attention to the candidate 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.

The majority of 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 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 their candidates at ease and provided opportunities for the candidates to give their best in responding to questions. Most of the candidates responded by using formal 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.