

BAHASA INDONESIA

Paper 0538/01
Reading and Understanding

Key messages

- Candidates need to read the questions carefully to understand exactly what is required in their answers.
- Candidates do not always have to use full sentences, but they 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 directly from 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 these questions well. Some candidates found **Question 2** challenging, with many of them answering '*masyarakat*' not what '*suku Dayak*' is famous for. These candidates just picked up the simple information to fill the gap. In **Question 3** many of them did not include the time in their answer '*awal*'.

Exercise 2 Question 8

Many candidates performed well in **Question 8**, demonstrating a strong, broad understanding of the text. Some candidates misplaced the answers to the first and second questions. In terms of the writing format, a small number of candidates wrote their answers in full paragraphs, not in bullet points. Some candidates responded to the question in a disjointed way without sorting them into three subtopics as requested.

Exercise 3 Questions 9-15

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 '*Patung Komodo*'. In **Question 11** many candidates struggled to answer fully, because they did not address the role of the teacher in choosing *Yanti's* career. They were therefore unable to access the full two marks for this question. A few candidates were able to identify 'displaying' the recommendation letter as *Yanti's* action to show her appreciation to her teachers. **Question 14 a and b:** while some candidates were able to articulate effectively their thoughts using an appropriate word or phrase, a common issue among many candidates was the tendency to simply repeat the wording of the question without providing a comprehensive or insightful response. This approach does not always address the underlying concepts. Many candidates answered the first point with negative emotional words such as '*sedih, khawatir, kecewa*', while the answer in the mark scheme was '*senang, optimis, mendesak*'.

Exercise 4 Questions 16-25

Most candidates answered **Questions 17, 18, 22 and 24** correctly.

Question 16

Many candidates interpreted the question well. However, some candidates struggled to provide a correct or complete answer. For example, some only wrote '*terkunci*' without the word '*pintu*'. Therefore, some candidates were only able to achieve one mark out of a possible total of two.

Question 19

Most candidates simply copied lines 34-35 from the text without writing the key word '*menyeringa*'. Candidates should read the text carefully to ensure the correct information is provided in their answers. They should try to avoid copying directly from the text and should try to phrase their answer in their own words.

Question 20

This question had to be answered carefully. Most candidates only answered with one point on extreme weather conditions without writing down the second point, which was wandering or being outside in nature. Therefore, some candidates missed out on the full two marks.

Question 21

This was also a difficult question as most candidates wrote almost the same answer as **Question 20** and some of them answered '*menyeret koper dan tidak punya tujuan*'. Many candidates seemed to misunderstand the word '*keterasingan*'.

Question 23

Many candidates were only able to achieve one mark. They missed the second answer '*membaringkannya di tanah*' and many of them wrote '*Arai tak menjawab pertanyaanku*'. Some candidates got confused between the narrator and Arai. For example, they would say: '*Narator menimbun Arai dengan daun*' instead of '*Arai menimbun narrator dengan daun*'.

Questions 25 a-g

- (a) Few candidates gained the full two marks for this question. Some answers did not clearly state the meaning of the symbolism of 'vulture' meaning the scary character, Simon, and 'prey' meaning the narrator and Arai.
- (b) Most candidates were able to answer the question correctly.
- (c) Most candidates were able to answer the question correctly.
- (d) Fewer candidates answered correctly. Some candidates rewrote the phrase '*taring iblis*'. Some candidates attempted to answer the question about the hidden meaning of the phrase by using language structures that did not address the actual question.
- (e) Most candidates were able to answer the question correctly.
- (f) Some candidates forgot to mention the key word (cold, freezing).
- (g) Most candidates were able to answer the question correctly. Some candidates referred to the meaning of the phrase '*sang keramat*' with magic or hypnotise.

BAHASA INDONESIA

Paper 0538/02
Reading and Writing

Key messages

To do well in this paper, candidates are required 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

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

- Errors in writing the preposition *di* and the prefix *di-*, as seen in the following example: '*Dengan mendirikan tenda dihutan.*' In this sentence, '*di*' functions as a preposition so it must be written separately from the following word.
- Spelling mistakes: for example, in the sentence '*saya akan bisa tau apa yang dipikirkan oleh mereka, Pada saat mereka masih berusia mudah.*'
- Writing of the pronouns '*-ku*' and '*-nya*': For example, in the sentence '*Saya bilang bahwa saya ingin tukar dengan teman ku dan dia terima.*' The pronouns '*-ku*' (my) and '*-nya*' (his/her/its) are often used as suffixes and should be written directly connected to the preceding word. This rule ensures proper grammatical structure in the language.
- 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.
- Error in choosing diction within the sentence, for example '*aroma yang dikeluarkan sangat wangi dan membuatku terliur-liur.*'
- Errors in sentence construction due to direct translation from English: An example is '*Seandainya saya diberi tiga kekuatan super, apakah yang kamu berpikir saya akan dapat?*' which is awkward and reflects a literal translation rather than natural expression.
- Minor punctuation and capitalisation errors: these are frequently found, especially in direct speech and when capitalizing words.

Comments on specific questions

Section 1

Question 1

Candidates generally showed a competent understanding of the text and the task requirements, effectively organising relevant information across three distinct paragraphs. While many successfully located the necessary information and structured it well, weaker responses often included generalised comments and opinions instead of specific details, sometimes failing to adequately address or clearly express each heading.

For the first heading, most candidates identified several relevant challenges faced by forest rangers as described by Wazirah, often addressing up to five of the nine possible challenges. However, points like the lack of prohibition signs, insufficient penalties for violators, and the time spent hunting non-endemic animals were infrequently mentioned, indicating a need for a more thorough engagement with the text.

For the second heading, candidates noted the importance of completing at least high school, which is an educational requirement rather than a skill specific to the ranger's role. Skills like reading nature for navigation were often directly copied from the text, and while communication was mentioned, it sometimes lacked clarity about being directed towards illegal loggers.

For the third heading, most candidates provided relevant information by stating two of the three possible answers, though some relied heavily on lifting words or sentences directly from the text. Many discussed the suggestion of providing regular outreach programs but omitted crucial details about the program's focus on conservation methods.

To score high marks, candidates should provide a wide range of relevant information, avoid personal opinions, and ensure conciseness by excluding unnecessary lists. They should also clearly organise information, use fluent language, and paraphrase accurately to convey the intended meaning. Most importantly, candidates are strongly advised to use their own words whenever appropriate and avoid lifting or copying entire sentences from the reading text.

Section 2

Question 2 - Argumentative

Many candidates effectively presented their arguments, clearly stating their stance and supporting it with relevant facts, ideas, and persuasive reasoning. Their arguments were logically developed and coherently linked. However, some deviated from the main argument, writing discursive essays that presented multiple viewpoints without a firm stance. Weaker responses included underdeveloped arguments or brief points lacking depth and clarity.

In an argumentative essay candidates should focus on crafting a single, strong argument, aiming to persuade the audience to agree with their viewpoint. They should begin with an introduction that clearly states their agreement or disagreement with the topic, followed by well-explained arguments in subsequent paragraphs, each substantiated with sufficient reasons, facts, and examples. Concluding by summarising the arguments and reinforcing the initial stance will also help create a more compelling and coherent essay. Additionally, candidates must understand the distinctions between the terms '*pariwisata*', '*wisatawan*', and '*berwisata*', as incorrect usage can significantly impact the intended message.

Question 3 - Descriptive

Many candidates chose this question and skilfully crafted vivid images using sensory details, vividly depicting the food, visitors at food festivals, and the surrounding environment. However, some essays prioritized events over establishing a captivating atmosphere. The most adept candidates excelled by leveraging sensory observations to immerse the reader and effectively convey the ambiance.

To score high marks, candidates should focus on describing situations and atmospheres, engaging the reader's senses and emotions. Using rich, descriptive language and carefully chosen vocabulary is crucial for painting a vivid picture. Incorporating idioms or figurative language, such as personification and similes, can further enhance the descriptive quality of the essay.

Question 4 - Narrative

Candidates who selected this question demonstrated creativity and imaginative ideas. Many excellent responses convincingly portrayed characters and settings through dialogue, actions, and detailed descriptions. On the other hand, some candidates needed to develop their stories further and in a way that fully engaged the reader, as they sometimes narrated a straightforward sequence of events with limited use of narrative devices. While characters and settings were identified, their portrayals were often simplistic. Although climaxes were commonly included, they were not always executed effectively or comprehensively.

To score highly, candidates should learn to structure their narratives with a clear orientation, climax, and resolution. Dialogue should be realistic, revealing characters' personalities and motivations while advancing the plot. Detailed descriptions of the setting can help create the story's mood or atmosphere. Additionally,

sentences should be well-sequenced to maintain clarity and keep the reader engaged in the unfolding events.

BAHASA INDONESIA

<p>Paper 0538/03 Speaking</p>

Key messages

Part 1 – Presentation

- Candidates must prepare a single topic or theme for a presentation that is directly related to the culture of an Indonesian-speaking community/area in which they have a particular interest.
- The presentation should be full and well-organised by employing a range of language devices that contain facts, ideas and opinions.
- Delivery of the presentation should be lively and interesting; candidates are encouraged to be aware of the audience.
- Teachers/examiners should allow candidates to present their topics continuously for about 2-3 minutes without any interruption or intervention. The teacher/examiner 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 – Conversation

- This part should take 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 to defend a point of view and to seek information and/or opinions from the teacher/examiner.
- The teacher/examiner must pay attention to the duration of the discussion part, which is 7-8 minutes for each candidate.
- The candidates should be able to maintain the conversation, respond confidently, and sometimes show enthusiasm for changes in the direction of the conversation.
- The candidates should demonstrate a command of vocabulary and a communication of some sophisticated ideas. Additionally, they should be able to use a variety of structures accurately, consistently and confidently.

General comments

Administration

- Overall, centres provided clear recordings. They also made sure that the addition and transcription of marks were accurate.
- Centres must ensure that the teacher or examiner who conducted the speaking test introduces each candidate at the beginning of each recording.
- Centres are reminded to include the name of the teacher/examiner who conducted the speaking test on the Oral Examination Summary Form (OESF).
- Centres are advised to first review the OESF and recordings to ensure they submit the correct files to *Submit for Assessment* and in the appropriate recording format (MP3).

Timings

Teachers and examiners must adhere to the allotted time for presentations and conversations. Some presentations and conversations either exceeded or fell short of the required duration.

Assessment

Teachers/examiners must carefully review the requirements in the mark scheme before awarding Level 5 marks.

In **Part 1**, candidates should effectively communicate facts, express opinions, and raise discussion points. They must also ensure their presentation is well-organised and that they pay attention to the quality of their language.

In **Part 2**, candidates must show that they can initiate conversation in the forms of asking the teacher/examiner a question, seeking their opinion, or leading a conversation in a different direction while still staying on the topic.

Comments on specific tasks

Part 1 – Presentation

Most presentations focused on topics related to the culture of an Indonesian-speaking community or region and were delivered within the required 2-3 minutes, without interruption. To achieve high marks, candidates are expected to do more than memorise and present information. They should also ensure that their presentation includes a range of ideas and opinions, as well as factual information.

Part 2 – Conversation

In general, the conversations were conducted well. Teachers and examiners put candidates at ease and provided opportunities for the candidates to give their best in responding to questions.

Teachers and examiners are reminded not to ask questions that were already covered in the presentation. Teachers and examiners should listen carefully to the candidates' responses and base their questions on those responses rather than relying on a fixed set of questions. Additionally, questions should be designed to guide the conversation in a new direction while still staying on topic.