

# BAHASA INDONESIA

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Paper 0538/01  
Paper 1 Reading and Understanding

## Key messages

- Candidates need to read the question carefully to understand exactly what information is required.
- Although they do not always have to use full sentences, candidates should make sure they have communicated full information to give 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, and avoiding copying out the text or writing long sentences.
- In the final 3 questions of **Exercise 4**, candidates should be clear what type of answer is required for 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. Although this was the first exam for the 0538 syllabus, it seems the candidates were well prepared for this exam. The majority of candidates were able to provide correct answers based on the text content. Candidates understood well the content of the texts; however, there were many candidates who did not give the exact information required by the question in their answers. Overall the candidates demonstrated their ability in reading comprehension.

## Comments on specific questions

### Part 1

#### Exercise 1

##### Questions 1 – 7

In this section, candidates had to respond to questions by writing a short phrase based on the reading comprehension about “Kacamata Pintar Pemantau Bencana”. Most candidate got full marks on this section. Some candidates did not give the correct phrase for **Question 3**: instead of writing *layar telepon seluler*, they just write *telepon seluler*, which is not correct. Also in **Question 7**, some candidates answered *mahal* instead of *rumit* because they misunderstood the question.

#### Exercise 2

##### Questions 8-15

In this section, candidates had to show their understanding by answering the questions related the text titled “Saatnya Belah Durian Merah”. The majority of candidates answered this exercise well. Some candidates need to be careful to choose the right information for the question such as in **Question number 9**, where some candidates focused on what the judge did during the judging process instead of why the judge is the right person to judge the durian competition. Therefore some of candidates answered *dia berpengalaman dengan buah*, *dia menilai durian merah meliputi bentuk, warna serta cita rasa* or *dia direktur taman buah mekar sari* instead of *dia pengalaman 30 tahun menjadi juri kontes durian/ dia malang melintang menjadi juri kontes durian*.

## Part 2

### Exercise 3

#### Questions 16

In this exercise, candidates are asked to extract information gained from the text given by writing short notes (bullet points) for a presentation text type containing the information as instructed.

The majority of candidates performed very well and gained full marks. However, there were some areas for improvement noted by the Examiners:

- Some candidates did not seem to know how to answer this type of question. They wrote a summary without giving the outline of the topics and subtopics as required by the question.
- Some candidates rewrote the information taken from the text without extracting the key words or phrases. Instead, they created a short essay.
- Some candidates simply copied out the whole paragraph containing the information.

## Part 3

### Exercise 4

#### Question 17-25

In this exercise candidates were required to answer the questions based on the article given. In particular for questions number 23 to 25, the candidates are asked to paraphrase any word or phrase found from the article.

In **Question 17**, some candidates answered the question without giving evidence of the conflicting feelings of the writer, to show how she was both happy and unhappy helping her father. For this reason, the mark was not given.

In **Question 19**, the majority of candidates performed very well and gained full marks.

In **Questions 20 and 21**, the majority of candidates performed very well and gained full marks. Some candidates could not explain their ideas very well, structurally, but their ideas were understood by the Examiners.

Special remarks need to be addressed for **Question number 23, 24, and 25**. In this part of the exam, the majority of candidates performed well and gained full marks. However, candidates need to be clear that in the first column they should give the meaning of the word(s) as required on the *Arti kata dalam huruf miring* and in the second column they need to give a reason why the writer chose the word or phrase as instructed on *Mengapa penulis memilih kata- kata ini*. Some candidates confused their answers between the first and second columns. Others left the answer sheet blank without giving any answer.

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**Paper 0538/02**  
**Paper 2 Reading and Writing**

## Part 1

In general, candidates understood the instructions and the content of the text very well, so in writing the summary almost all candidates provided the information needed. However, some candidates copied directly from the text without using their own words, and included information not relevant to the question. The Examiners suggest that candidates will do best if they write a paragraph for each bullet point, in order to make sure that their summary is well. Candidates also need to pay attention to the number of words that they need to write. Some candidates lost out on marks because they did not follow the instructions in the question paper about how many words they should write.

## Part 2

### Argumentative

In general, candidates who chose this option were able to write a good argumentative essay with some facts and opinions that were relevant to the questions. Some candidates did not structure their writing well, and wrote their whole essay with one long paragraph containing more than one argument. Candidates should pay attention to structure and try to write a new paragraph for each new idea. Also, some candidates were also not consistent with their arguments, and argued something different in their conclusion to what they had said in their introduction.

### Descriptive

Among candidates who chose this option, only a few chose question 3b (a description of someone who is about to be married). It might be because they did not have much experience of this topic in real life. Some candidates wrote a good descriptive essay but some candidates focussed on a plot so that their writing was more narrative than descriptive. The best candidates referred to their five senses and included imagery in their descriptions.

### Narrative

Candidates who chose this option did not have much difficulty answering the questions given. They were able to imagine a plot relevant to the given situation. Some candidates used well-structured sentences and a good range of vocabulary to write their narratives. Some candidates were not able to imagine an interesting plot, and struggled to deliver their narrative because their story lacked interest. Many candidates were able to draw on their own experiences when writing their narratives, especially for question 4b.

### Use of Grammar

The following are mistakes that were often seen by Examiners. Candidates are encouraged to focus on making their writing as accurate as possible in order to score the highest possible marks.

1. Some candidates did not differentiate between 'Kami' and 'Kita'. For example: a candidate went to canteen with their classmate and they will write, "Kita pergi ke kantin untuk makan siang". It also applied in possessive sentences, "Sekolah kita terdiri dari dua lantai".
2. Spelling mistakes were made by some candidates. For example : *berfikir* (should be 'berpikir'), *tau* (should be 'tahu'). *Kasi* (should be 'kasih' or 'memberi'). Some candidates also used slang language that was not appropriate for the style required, for example: *cowo* (should be laki-laki), *bikin* (should be 'membuat')
3. Some candidates translated directly from English. For example: "Saya bingung di mana meja dan kursi saya terletak".

4. Candidates need to pay attention to their use of prepositions. Examples of mistakes seen include: *dimakan* (should be 'di makan') and *didalam* (should be 'di dalam')
5. Some candidates used incorrect affixes. For example: "Kita harus *mempelajarkan* anak-anak membuang sampah sejak usia dini". : *Semua murid-murid berduduk* di kursinya.
6. The suffixes '-nya' and '-ku' should be written together with the words that follow. For example: *rumahku*, *penyakitnya*, *kubuka* pintu.
7. Some candidates made mistakes with personal pronouns and some of them wrote the personal pronouns without a capital letter. For example: "Halo Sel, Apa kabar semoga anda baik-baik saja."
8. Some candidates wrote plural sentences incorrectly. For example: "Banyak orang-orang yang mengalami kerusakan gigi." "Sudah ada beberapa murid-murid yang datang."
9. Some candidates made mistakes with punctuation. This included incorrect use of fullstops, commas and questions marks.
10. Some candidates used the wrong conjunction in their sentences.

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Paper 0538/03  
Component 3 Speaking and  
Responding

## Key messages

The main messages:

- In general, candidates should try to make their presentation more lively, e.g. by paying attention to their voice and intonation in order to maintain audience interest.
- Teachers/examiners should allow candidates to present their topics continuously for about 2–3 minutes without interruption or intervention and only interrupt to ask questions if candidates show no sign of finishing after 3 minutes, or to prompt candidates who are finding it difficult to continue.
- Teachers/examiners should pay attention to the range of topics presented by candidates.
- Teachers/examiners should ask questions which elicit more extended answers.
- Teachers/examiners should prepare their candidates for the discussion part, but this preparation must not allow candidates to predict which topics will be covered/which questions will be asked.
- Teachers/examiners should not allow candidates' responses to become a monologue (a very long answer), as the syllabus requires candidates to interact with and respond to the Teacher/examiner.
- Teachers/examiners should beware of talking too much when they ask questions or respond to the candidates' answers.
- **Preparing for Part 1 (Individual topic):** It is a must for teachers to ensure that the candidates' topics and the content of their presentations are related to the culture of an Indonesian-speaking community/area as required by the syllabus, in order not to disadvantage candidates who may otherwise lose marks for Coherence of ideas.
- **Preparing for Part 2 (Discussion):** The candidates are encouraged to show their proactive role in the discussion and should not take the role of a passive interviewee.
- **Timings:** Please keep timings as specified in the syllabus, Part 1 should last 2–3 minutes and Part 2 should last 7–8 minutes.

## **Messages relating to assessment:**

- In Part 1, it is advisable for Teachers/examiners to be sure that a candidate has met the criteria for Band 1 fully before awarding 9–10 marks. Candidates who do not relate their topic to the culture of an Indonesian-speaking community or area will not be awarded more than 6 marks for Coherence of ideas.
- Teacher/examiners are reminded that the *development* of content is also considered in the assessment, not only the content itself in both Parts 1 and 2. This means that Teacher/examiners should pay attention to how the content has been planned, is introduced, is organised, and then presented and developed.

## **Messages relating to preparation by Teachers/examiners:**

- Since the Teachers/examiners can obtain the candidate's Prepared Topic Form, the teacher/Examiner can use the bullet points on the form to guide the direction of the conversation.
- During the presentation, the Teacher/examiner is likely to make notes in order to help them ask appropriate questions and not ask the candidate to repeat information from his/her topic presentation.
- The Teachers/examiners should prepare sufficient questions, especially for more capable candidates who are able to respond spontaneously and quickly.
- It is advisable for the Teachers/examiners also to prepare wider related topics to discuss as he/she can see the candidate's enthusiasm to changes in the direction of conversation.

### General comments

- Most candidates presented a good choice of topics and deliver the presentation with a good level of Bahasa Indonesia. The majority of presentations were also well organised.
- Most of the examining was sympathetic and the Teachers/examiners put candidates at their ease.
- Administration:
  - Centres who wish to use more than one Teacher/examiner, must request permission to do so from Cambridge well before each Speaking Test examination session. Where permission is granted, common approach and Internal Moderation procedures will need to be put in place in the Centre.
  - The majority of Centres had taken great care to ensure the audibility of their samples, but there were a very small number with some background noises.
  - Some Centres are aware of good presentation of the recorded sample.
  - Almost all Centres sent an appropriate composition of recorded sample.
  - As a reminder to some Centres, please provide all documents required to be sent for external moderation: Working Marks Sheet(s), Internal Marks Report or MS1 (computer-printed mark sheet), the attendance register and any accompanying letters/reports (including details of internal moderation procedures where these are supplied), and the Cover Sheet for Moderation Sample.
  - Most of the Centres had been careful with addition and transcription of marks.

### Comments on specific questions

#### **Part 1 – Individual topic**

- It is good to hear candidates' presentations supported with factual data, as this is an indication that the topic is well researched.
- When a topic is required to be related to the culture of an Indonesian-speaking community/area, it does not mean 'culture' in a narrow definition, such as traditional food, traditional dance only. It can mean anything which affects people and their lives in an Indonesian-speaking community or area. For example, one candidate gave a presentation about 'Online Taxi'. However, please make sure that the candidate presents the issue with specific reference to an Indonesian-speaking area, since the topic of 'Online Taxi' can apply to anywhere, not only Indonesia.
- Moderators encourage topics with a specific focus rather than a more general theme.

#### **Part 2 – Discussion**

- In **Part 2**, Moderators would like to hear stronger evidence that the candidates should be engaged with the Teachers/examiners in a collaborative manner.
- The aim of this part is to be supportive of the candidate; to share an interest in his/her topic, and to share views, ideas and to work with the candidate to develop the conversation. It is important that the spontaneity of discussion is maintained therefore the Teacher/examiner should avoid adopting a very formal 'interview' approach.
- However, beware of candidates being given credit for what the Teacher/examiner has actually said as a result of the Teacher/examiner talking too much.