

# 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. The majority of candidates were able to provide answers based on the information in the texts, although there were many candidates who did not read the questions carefully enough and provided answers which did not address what had been asked.

## Comments on specific questions

### *Section 1*

#### **Exercise 1 Questions 1–7**

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. Most candidates performed well in finding the correct information. In **Question 5**, some candidates gave *bambu* as the answer instead of *sutera*. In **Question 7**, some candidates were not awarded a mark because they did not provide a comparative sentence to show how important Gutenberg was compared to Ts'ai Lun.

#### **Exercise 2 Questions 8–15**

Candidates were required to answer comprehension questions based on the information they had read in the text *Budaya Kedai Kopi di Aceh*. Most candidates performed well showing their ability to paraphrase the information from the text. Some candidates needed more practice in how to identify relevant information in a text.

Many candidates found **Question 13** challenging due to either a lack of knowledge regarding the proverb or an inability to summarize the explanation given in the text in order to reveal the meaning of the proverb.

### *Section 2*

#### **Exercise 3 Question 16**

In this exercise candidates were asked to extract specific items of information from the text by writing brief notes (bullet points) for a presentation. The majority of candidates responded well. Some candidates provided only part of the information required for a full mark, for example, explaining the way the Dutch brought the palm without saying where they planted the seed.

### Section 3

#### Exercise 4 Questions 17–25

In **Question 17**, many candidates appeared to struggle to understand the term *sudut pandang* and instead of giving an answer from the cat's perspective, they answered based on the narrator's viewpoint. In **Question 18**, some candidates answered by simply repeating what was in the question: *karena kucing tidak pernah menyentuh tong sampah*. This could not score any marks. Most candidates found **Question 22** challenging and were unable to define the proverb and explain why *Malu-malu Kucing* is a good title for the text.

As always, the last three questions in this exercise proved to be the most challenging. In **Questions 23(a)**, **24(a)** and **25(a)** some candidates were unable to give a synonym of the italicized word. In **Questions 23(b)**, **24(b)** and **25(b)** some candidates' analysis did not address the requirements of the question.

# BAHASA INDONESIA

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Paper 0538/02  
Reading and Writing

## Key messages

In order 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.

## Comments on specific questions

### **Section 1**

#### **Question 1**

In general, almost all candidates understood the instructions given and the textual content. Most candidates showed the capability to write all the required information for the three headings, and wrote in their own words. Some candidates had difficulty identifying the information required while others exceeded the 180-word limit. Candidates are advised to write within the word limit as Examiners ignore any content written beyond the first 180 words.

In answer to the first bullet point, some candidates wrote down only the reasons why hornbills were hunted, without giving any further details about the method of hunting. Therefore, full marks could not be awarded.

Most candidates answered the second bullet point correctly, but some missed out the key words that were required to address the task in full.

The third bullet point was the most challenging and many candidates were unable to identify the evidence in the text. Some candidates gave a partial answer which was not enough to score a mark. For example, when saying that '40 hornbills were killed each week' candidates also needed to say *where* this occurred (in the Jambi TNKS forest area).

To help them better structure the summary, candidates are advised to write their answers in separate paragraphs, one for each heading. Candidates are not recommended to write in bullet points as this will have an impact on the mark awarded for Language.

### **Section 2**

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

These questions were chosen by the majority of candidates. Most were able to write good argumentative essays and some candidates developed complex arguments by giving reasons, specific examples, statistics, and personal anecdotes to support their arguments. Most candidates wrote well-structured essays by presenting each of their points with explanations, arguments and examples. Some candidates were inconsistent in their arguments, for example, in the early part of their essay they stated that they agreed with an opinion, but concluded with a different point of view.

There were also some candidates who focused on only one or two ideas and wrote at length about each of them rather than developing a wider discussion with other supporting details related to the arguments.

Candidates are advised to 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 conclude all their arguments.

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

Some candidates appeared to find the descriptive essays very challenging. Many who chose these questions had difficulty describing a situation through all of their five senses, and most tended towards a narrative approach. Some candidates were able to describe the atmosphere and the situation as required by the question, and used complex choice of words and linguistic devices such as metaphors, personification and similes.

Candidates should be trained to focus on portrayals of a situation and the atmosphere experienced through their five senses. They should address the requirements of the question in vivid detail and avoid any storytelling/narratives in their writing.

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

Most candidates were capable of narrating events without too much difficulty. Some wrote their story with a very simple narrative without any exploration of the characters, setting of the story, or tension. Others were able to explore their writing and create a story that incorporated elements of tension and came to a reasonable climax. Some candidates were also able to use direct speech/dialogue effectively to create more varied styles.

Other candidates seemed to focus too much on the storyline and forgot detailed background illustrations and elements that appeal to readers, for example the ‘surprise’ element of the story. Furthermore, most candidates who chose **Question 4(b)** wrote only about their swimming experience without any further development of ideas which resulted in an essay which was more like a report than a story.

Candidates need to demonstrate an ability to utilise literary devices to make their story feel more alive. In writing a narrative essay, candidates should explore their characters’ background, and build tension in their story to make it more interesting.

### Language

The following list consists of 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.

- Some candidates did not differentiate between *Kami* and *Kita*. For example: if a candidate is swimming in a pool with his/her friends they will write *Kita berenang terus-menerus dari ujung ke ujung*. This also applies to possessive sentences such as *Tamasya kita kali ini tak terlupakan*.
- Mistakes were often found when candidates formed direct speech for example, “Ayo bangun sudah siang” ibu mengatakan.
- Common spelling mistakes included: *effisien* (should be *efisien*), *profesional* (should be *profesional*), *temen* (should be *teman*), *jaman* (should be *zaman*).
- Some candidates used slang language that was not appropriate for the style required, for example: *dikit* (should be *sedikit*), *bikin* (should be *membuat*), *balik* (should be *kembali*), *beginian* (should be *seperti ini*).
- Mistakes in the use of number of category in a sentence, *Ada empat pria mengejar sebuah wanita*.
- Candidates wrote plural sentences incorrectly such as *Metode belajar sendiri di rumah belum tentu baik untuk para murid-murid*.
- There were some mistakes in translations such as *cafe* (should be *kafe*), *extreme* (should be *ekstrem*), *project* (should be *proyek*). Candidates should know the Indonesian for words which translate from English, such as *daring* for online, *logam* for metal, *media sosial* for social media and *gawai* for gadget.
- Some candidates translated directly from English. For example, *Saya tidak tahu apa alat itu untuk*.
- Candidates need to be aware of the correct use of *di* as a preposition or as an affix; *di mana* is correct whereas *dimana* is not. Incorrect affixes were also applied by candidates, such as *Saya diajarin guru les renang saya gaya tertentu* (*diajarin* is incorrect).
- There was some inconsistency in the use of pronouns. *-ku* and *-nya* should be written combined with the noun such as *idolaku*, *matanya* and *singkatnya*.

- Candidates wrote plural sentences incorrectly such as *Para orang-orang pergi berenang* and *Saat jam istirahat banyak murid-murid pergi ke kantin sekolah*.
- Many candidates wrote long sentences without commas or a full stop. There were some instances of questions being asked without question marks and of using quotations without quotation marks.
- There were some errors in the use of conjunctions.

# BAHASA INDONESIA

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Paper 0538/03  
Speaking and Responding

## Key messages

### Part 1 – Individual Topic

- The individual topic should be lively and interesting and therefore, candidates are advised to choose a topic in which they have a particular interest.
- Candidates must ensure that the content of their presentation is related to the culture of an Indonesian-speaking community/area.
- Teacher/Examiners should allow candidates to present their topics continuously for about 2–3 minutes without interruption or intervention. Teacher/Examiners should 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.

### Part 2 – Discussion

- Candidates are encouraged to show their ability to explain, express and defend a point of view.
- It is advisable for teacher/Examiners to be ready with sufficient questions, especially for more capable candidates who are able to respond spontaneously and quickly.
- Teacher/Examiners should be aware of talking too much when asking questions or responding to the candidates' answers. They should ensure that candidates are given every opportunity to demonstrate their linguistic ability.

## General comments

### *Administration*

Centres are reminded that they must provide details of any mark adjustments that are made as a result of internal moderation and should not just note down the new total mark on the Oral Examination Summary Form. In centres where only one teacher/Examiner is conducting the test, internal moderation is not required.

Most centres took great care to ensure the audibility of their sample recordings. The majority of centres presented the recorded samples very clearly, which ensured that moderation ran smoothly. Centres are reminded that all cassettes/CDs and their boxes must be labelled with the examination details. Digital files for each candidate's test must be named using the following convention: centre number\_candidate number\_syllabus number\_component number.

Almost all centres sent the appropriate number of recordings in the sample and the sample covered the full range of marks awarded. In some cases centres sent the recordings of all candidates which created extra and unnecessary work for the Moderators. Centres are required to select a sample according to the instructions which can be found at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples).

Centres are reminded that they must provide all documents required for external moderation: Oral Examination Summary Form, Internal Marks Report or MS1 (computer-printed mark sheet), attendance register, the Cover Sheet for Moderation Sample and any accompanying letters/reports if applicable.

The majority of Centres had taken care to ensure addition and transcription of marks were correct but there were some errors which had to be corrected by the Moderators. Centres must check the addition and transcription of marks before sending them to Cambridge International and are reminded that if they are using the MS1 mark sheet they must enter the final mark in figures as well as shading the lozenges. Some

Centres converted the total mark to a percentage – this is not required and centres must give the total mark out of 30 as written on the Oral Examination Summary Form.

### *Timings*

Teacher/Examiners must keep to the test timings specified in the syllabus: **Part 1** should last 2–3 minutes and **Part 2** should last 7–8 minutes.

### *Assessment*

In **Part 1** a candidate 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. The *whole* of the presentation (not just the presentation title) must make specific references to the culture of an Indonesian-speaking community or area.

The organisation of the presentation is also assessed, not just the content itself. Candidates should therefore plan how they are going to introduce and structure their presentation.

In **Part 2** candidates are encouraged to always respond by using formal Indonesian vocabulary. It is advisable for teacher/Examiners to ask a wide range of questions so that candidates can demonstrate their ability to respond to changes in the direction of the conversation, but the questions must still relate to each candidate's chosen topic.

### **Comments on specific parts**

#### **Part 1 – Individual topic**

The majority of candidates performed well in their presentation and there were an interesting range of topics. Candidates chose topics related to current issues in Indonesia and people who have a positive impact on the local community. Some candidates presented topics on a general theme and these presentations were generally less successful than those which had a specific focus.

#### **Part 2 – Discussion**

The majority of teacher/Examiners encouraged candidates to give their best and topics were well discussed. Some teacher/Examiners needed to ask more probing questions so that candidates had the opportunity to expand their explanations and express or defend a point of view. Some teacher/Examiners are also encouraged to ask questions which allow candidates to show their ability to use more complex language and structures.

Some teacher/Examiners asked questions on topics which were not related to what the candidate had presented in Part 1 of the test. This is not permitted and all teacher/Examiners are reminded that the Discussion must be based on the topic which is presented by the candidate in Part 1 of the test.