INDONESIAN SYLLABUS
2 Unit Z

PRELIMINARY COURSE and
HSC COURSE
This Stage 6 syllabus contains the Preliminary course and the Higher School Certificate course for implementation in Year 11, 1994.

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Introduction

This syllabus is based on a syllabus model developed by the National Assessment Framework for Languages at Senior Secondary Level (NAFLaSSL) Project and informed by the National Statement and Profile on Languages Other Than English developed by the Australian Education Council.

The 2 Unit Z Indonesian course is intended for students beginning their study of the language in Year 11. Students who have presented Indonesian for the School Certificate or have reached an equivalent level are ineligible to take this course. Eligibility rules are set out in guidelines issued by the Board of Studies.

This syllabus emphasises communication skills, but is also set within a framework of topics and themes which will encourage cultural understanding. They allow for a maximum use of the Indonesian language in the classroom and the use of a range of resource materials. The themes to be covered have been chosen both for their relevance to senior students, and as being necessary to achieve communicative competence.

The study of a second language is significant in itself in the development of an analytical awareness of a student’s own language. The insights into the nature and functions of language which accrue from the study of a language other than English will enhance students’ development of language skills across the total curriculum and facilitate the learning of other languages. Therefore, the study of Indonesian is able to make a useful contribution to the general language curriculum by providing the opportunity for cognitive, aesthetic, social and affective development.
Glossary of Terms

‘Activity’ refers to the purposeful and active use of language to meet the needs of a particular communicative situation.

‘Discourse form’ is a structured way in which language is organised in both spoken and written forms.

Although the term ‘domain’ can be used in a linguistic sense to refer to a context in which language is used, in this document it refers to any coherent organisation of some of the objectives of the syllabus.

‘Exercise’ describes those elements of the communication process required to promote learning of the items of language, knowledge, skills and strategies needed in communication activities.

‘Syllabus’ is used to refer to a description of the aims, objectives, content and organisation of learning the language, supported by statements on method, resources, and assessment. ‘Course’ is used to designate an interpretation of the syllabus for the purpose of teaching. ‘Program’ is used to refer to what happens at the classroom level where a course based on the syllabus is further developed and implemented by the teacher.

‘Text’ refers to any material which provides students with information in the target language. Texts may be spoken, written or visual.

‘Theme’ is used in this document to describe a broad content area such as ‘Travel’. ‘Topic’ is used in this document to describe a specific content area such as ‘destinations, itinerary, accommodation, transport’.
Rationale

General Rationale for Language Learning

Acquiring the ability to use language effectively is an essential part of an educational process. Students’ intellectual and social development is enhanced through the study of a language.

Language study gives students the potential to:

- communicate with other users of that language;
- increase their ability to use a language other than English and to understand its associated culture(s);
- enhance their linguistic awareness through the study of more than one language;
- acquire cognitive, social and learning skills which may be transferable to studies in other subjects;
- expand their knowledge, and approach tasks with new insights that are gained from the study of more than one language and culture;
- participate more fully in the life of their own or another culture and, through an understanding of what is specific to their own and another language and culture, gain a sense of the commonality of human experience;
- participate in the life of communities in Australia that speak languages other than English and contribute in this way to the maintenance and development of languages and cultures in the Australian environment;
- develop further esteem for themselves and others through greater awareness of languages and social issues;
- enhance their future employment possibilities.

These cultural, intellectual and social benefits of language learning reach beyond the individual to society as a whole: languages are seen as a national resource which both serves linguistic communities within Australia and enables the nation to engage in artistic, commercial, diplomatic and industrial enterprises on an international scale.
Specific Rationale for Indonesian

In addition to the cognitive and other educational benefits listed under the General Rationale for Language Learning, there are other compelling reasons for the study of Indonesian by Australian students.

- Indonesia is Australia’s nearest Asian neighbour. Indonesia’s proximity and the size of its population make the study of its national language by Years 11 and 12 students in Australia highly relevant and desirable, and consequently it has been identified by the Australian and NSW governments as one of the priority languages to be taught in Australian schools.

- Indonesia’s rich and diverse cultures, expressed in art, literature, music and dance, reflect its long history at the commercial and cultural crossroads of Asia. Study of the Indonesian language provides access to the cultural traditions of Asia, and to the attitudes, beliefs and values of a region which has particular relevance to Australia’s future.

- A knowledge of the Indonesian language will make a positive contribution to closer relations between Australia and Indonesia. Business and tourist links with Indonesia have increased, there is a steadily growing Indonesian community within Australia, and ‘sister-city’ relationships and state links with Indonesian provinces have developed.

- Students will develop their linguistic ability and gain greater understanding of both their own and another culture through the study of Indonesian. This, in combination with other professional skills, will assist them in taking an active part in the development of a productive relationship between Australia and Indonesia, in keeping with the changing focus on economic activity in the Asian-Pacific Basin. The ability to communicate in Indonesian will enhance students’ vocational opportunities in the spheres of trade, business, banking, defence, diplomacy, immigration, education and tourism.

- A significant number of universities and tertiary institutions now provide courses in Indonesian language and culture. The 2 Unit Z Indonesian course will provide senior secondary students with a solid foundation in the language on which to base further studies at tertiary level.
**Aims**

The aims of this syllabus centre are to enable students to:

- develop the skills necessary for effective communication in Indonesian;
- gain an understanding of and insight into Indonesian society and lifestyles; and, as a result of this understanding, to be encouraged to analyse and evaluate their own attitudes and values;
- develop some appreciation of the close relationship which exists between language, thought and culture;
- develop their understanding of the language as a system.

The central aim of the syllabus is to develop students’ ability to use Indonesian for communicative purposes. This involves the acquisition of a range of communicative skills in both the spoken and written forms of the language and the use of these skills in a variety of contexts and for a variety of purposes.

In order to develop these skills, students must gain a knowledge and understanding of culture, and must develop a sensitivity to the relationship between the Indonesian language and its cultures. The development of a sound knowledge of the structures and functions of Indonesian and an awareness of the systematic nature of language are also fundamental to the acquisition of communicative skills.
Domains of Communication

The focus of the syllabus is on communicating in Indonesian. Teachers should encourage students to use Indonesian to communicate with increasing fluency, accuracy and appropriateness in activities covering these Strands and based on the three broad domains of communication.

**Interpersonal — focusing on interpersonal relationships and exchanges**

In these kinds of activities students will discuss topics of interest through exchange of information, ideas, opinions, attitudes and plans. They will practise social interaction related to making decisions with others, and transacting to obtain goods, services and information.

**Informational — focusing on acquiring, processing and providing information**

In these kinds of activities students will learn how to obtain information by searching for specific details in an Indonesian text, which may be spoken or written, and then process and use the information obtained. They will also practise giving information in spoken and written form.

**Aesthetic — focusing on creative and imaginative uses of language**

In these activities the students will listen to, read or view a stimulus such as an Indonesian story, film, song, poem or picture, and respond personally to it. They may also create their own dramatic episode, story, poem.

At the 2 Unit Z level, it is likely that the interpersonal and informational domains will receive more emphasis than the aesthetic domain, which may lend itself, however, to internal assessment.

Students’ progress towards achievement of these objectives will be assessed in various ways at different points throughout courses based on this syllabus.
Objectives and Outcomes

The objectives and outcomes of this syllabus are related to the three domains outlined earlier. Six broad objectives can be realised through activities which bring together various elements of language and socio-cultural understandings.

Interpersonal domain — focusing on interpersonal relationships and exchanges

Objective 1: Students will initiate and maintain social interaction and discuss topics of interest, through the exchange of information, ideas, opinions, attitudes, feelings, experiences and plans.

Outcomes
Students should be able to:

- recognise and use basic conventions of social interaction;
- recognise and use expressions relating to personal identification, leisure activities and interests;
- write or reply to informal letters/postcards;
- participate in conversations on general topics related to personal interests and the study of Indonesian.

Objective 2: Students will participate in social interaction related to solving a problem, making arrangements, making decisions with others, transacting to obtain and sell goods, and to provide services and information.

Outcomes
Students should be able to:

- initiate and respond to questions in different contexts, eg travel, shopping, services;
- recognise and use expressions relating to making arrangements, solving problems, sharing information and carrying out transactions;
- use gesture to support meaning in a culturally appropriate manner;
- complete simple forms, tables or questionnaires requiring the provision of personal information.
Informational domain — focusing on acquiring information from a variety of sources

Objective 3: Students will obtain information:

a) by searching for specific details in spoken or written text; or
b) by listening to or reading text as a whole;

and then using the information obtained.

Outcomes

Students should be able to:

- identify stated facts and sequences, e.g. advertisements, menus, timetables;
- make simple inferences from context;
- obtain information and ideas through listening and reading, including detail in a variety of contexts;
- locate and use information from a range of sources;
- recognise and use different kinds of writing for different purposes.

Objective 4: Students will give information in spoken or written form.

Outcomes

Students should be able to:

- write a brief account of an activity;
- give a brief talk on a topic of interest;
- give a short description of an item or event in either written or spoken form.

Aesthetic domain — focusing on creative and imaginative language

Objective 5: Students will listen to, read or view, and make a personal response to, an aesthetic work.

Outcomes

Students should be able to:

- listen to, read or view (subtitled) films, songs, poems, short stories or extracts from literature for enjoyment, and make a personal response in English;
- participate in a performance/presentation of dialogues, songs or plays in Indonesian.
Objective 6: Students will be involved in spoken or written personal expression, such as creating a simple story, dialogue or monologue.

Outcomes
Students should be able to:

- write/keep a personal diary in simple Indonesian;
- write short paragraphs or dialogues based on a picture or series of pictures;
- write simple advertisements.

Cross-domain — focusing on language and socio-cultural awareness

Objective 7: Students will develop knowledge and understanding of the close relationship which exists between language and culture.

Outcomes
Students should be able to:

- read and comprehend Indonesian text;
- write in Indonesian in a range of discourse forms (eg letter, narrative diary entry and dialogue);
- understand and use the vocabulary and structures required for communication in the topic areas;
- speak and write, using appropriate forms of address;
- demonstrate an understanding, through communicative activities, of:
  - how different languages express the same things in different ways
  - the ways in which Indonesian attitudes, traditions and lifestyles are similar to or different from their own;
- derive personal satisfaction from learning about Indonesia and communicating effectively in Indonesian.
Structure and Organisation

The table below illustrates the relationship between the domains, objectives and activities which form the structure of the syllabus. It reflects the need for courses based on the syllabus to involve students in a variety of different combinations of purposeful learning activities in the language, across all domains, integrating the four skills, and covering all objectives.

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<th>Objectives</th>
<th>Activities Combining</th>
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<td><strong>Interpersonal</strong></td>
<td><em>Objective 1:</em> Establish and maintain relationships and discuss topics of interest.</td>
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<td></td>
<td><em>Objective 2:</em> Participate in social interaction related to solving a problem, making arrangements and transacting to obtain and sell goods, and provide services and information.</td>
<td>![bullet] ![bullet] ![bullet] ![bullet]</td>
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</table>
| **Informational** | *Objective 3:* Obtain information by:  
(a) searching for specific details in spoken or written texts; or  
(b) by listening to or reading text as a whole and then processing the information obtained. | ![bullet] ![bullet] ![bullet] ![bullet] |
|                | *Objective 4:* To give information in spoken or written form.               | ![bullet] ![bullet] |
| **Aesthetic**   | *Objective 5:* Listen to, read or view, and make a personal response to, an aesthetic work, such as a short story, play, subtitled film, song, poem or picture. | ![bullet] ![bullet] ![bullet] ![bullet] |
|                | *Objective 6:* Be involved in spoken or written personal expression, such as creating a story, dialogue or monologue. | ![bullet] ![bullet] |
| **Cross-domain**| *Objective 7:* To develop knowledge and understanding of the close relationship which exists between language and culture. | ![bullet] ![bullet] ![bullet] ![bullet] |
Course Content

Students learn the language and how to use it appropriately through participating in activities grouped around a theme and involving a range of roles, settings and resources. Course content for Preliminary and Higher School Certificate courses will therefore be selected to ensure that students’ experience of language is diverse and varied, covering the appropriate domains of language use and the range of objectives.

Preliminary Course Content

Students will begin to develop their knowledge and understanding of Indonesian. During this course students must acquire some knowledge of the Indonesian language as a system through the eight themes suggested in the syllabus by the integrated use of the four skills: Listening, Speaking, Reading and Writing.

Higher School Certificate Course Content

Students will continue to develop their knowledge and understanding of Indonesian through the four skills. All themes listed in the syllabus must be studied for the HSC. Themes previously studied during the Preliminary Course will be studied in greater depth.

Courses based on this syllabus will integrate the following:

A. Activities, settings and roles
B. Themes and topics
C. Discourse forms
D. Socio-cultural elements
E. Linguistic elements.

A. Activities, Settings and Roles

An activity involves the purposeful and active use of language where students need to call on their language resource to meet the needs of a particular communicative situation. The focus of an activity is the use of language for a clear communicative purpose rather than for display or practice of language forms. Activities are often related through context and wherever feasible should be organised in clusters rather than presented in isolation.

Activities are distinct from exercises, which focus on one or more elements of the communication process in order to promote learning of the items of language, knowledge, skills and strategies needed in communication activities. A focus on exercises which enable students to gain increasing control over the elements of language will be needed to support activities which have real or realistic communicative aims.
Within the **interpersonal** domain, activities could include role-play, pair work, letter writing, group work, messages, problem-solving tasks, conversations, class surveys, questionnaires, interviews and information gap activities.

Within the **informational** domain, they could include collating information, listening or reading for gist, taking notes for personal use, summarising and classification tasks.

Within the **aesthetic** domain, activities could include listening to a story and giving reactions, writing skits, telling a story, responding to a picture or creating a poster.

**Settings** identify persons, location, time and specific ideas associated with particular activities.

When using language for purposeful communication, students may be required to take on one or more **roles**. The role adopted by the student will influence the style of language used, as will the type of activity being undertaken, the medium of communication and the relationship to other participants.

Activities should be organised in such a way that they provide students with the opportunity to experience a variety of **settings** (both real and simulated) and roles relevant to their present and possible future experiences.

### B. Themes and Topics

Themes and topics provide a context for the choice of activities and an organisational focus so that activities can be presented in meaningful clusters rather than as a series of unrelated learning experiences.

Themes are usually divided into a number of smaller related units or topics, eg Shopping (markets and shopping centres, bargaining, describing purchases).

The length of time devoted to a theme will vary according to its scope, content and the associated activities.

In selecting themes and topics, the ages, backgrounds, interests and aspirations of the students and the availability of resources will need to be taken into account.

#### 1. Making Contact

- greetings and introductions
- maintaining conversations
- requests and invitations
- taking leave
- signs and instructions
- telephoning
- letter writing.
2. **Family and Friends**
   - yourself and family members
   - house and neighbourhood
   - friends — appearance and character
   - country or place of origin.

3. **Typical Day**
   - daily routine
   - school — subjects and teachers.

4. **Shopping**
   - markets and shopping centres
   - bargaining
   - describing purchases.

5. **Food**
   - different types of eating places
   - ordering from a menu
   - likes and dislikes.

6. **Leisure**
   - hobbies, sports and entertainment
   - arrangements for outings
   - holidays and free time
   - activities appropriate to weather/season.

7. **The Aware Traveller**
   - immigration and customs
   - accommodation
   - directions
   - modes of travel
   - money exchange
   - sending various items
   - explaining a problem and seeking advice.

8. **Traditions and Lifestyle**
   - special occasions and ceremonies
   - religion and tradition in everyday life
   - art, music and crafts.
C. Discourse Forms

Students should have experience of a variety of discourse forms which are generally current, useful, relevant to their interests and aspirations, and which have the potential for a range of associated activities.

Some of the discourse forms that teachers may wish to take into account in developing their course include advertisements, announcements, catalogues, cartoons with words, charts and diagrams, conversations, jokes, letters, plays, poems, stories, songs, telephone calls and timetables.

D. Socio-cultural Elements

Successful communication in a language requires both linguistic and cultural knowledge. This syllabus therefore seeks to develop in students an understanding of the interrelationships between language, society and culture. Students will need to become aware that language and culture are closely related, and that language is used in socio-cultural contexts.

This syllabus aims to facilitate communication by helping learners to understand and appreciate Indonesian lifestyles. Among the oral, written and visual resources included in courses, some may be in Indonesian and some in English. They will be selected for their potential contribution to developing socio-cultural understandings. Some may relate to history or geography, or to the political or economic life of speakers of Indonesian; others may provide insight into folk or popular culture. All should relate to the communication objectives.

Texts of cultural significance can be used in a variety of ways to support various activities; for example, as stimuli and/or models for written or oral production, as sources of information and as texts for performance or recital.

E. Linguistic Elements

Students following this syllabus are required to develop a knowledge and understanding of the structures of Indonesian and to demonstrate this knowledge and understanding in their use of the language. As part of this process they will also develop a more general awareness of the systematic nature of languages through comparison of Indonesian, English and/or other languages.

Knowledge of grammar should always be regarded as a means to the end of successful communication, both orally and in writing. The items should not be treated in isolation, but should arise out of the students' need to express themselves in speaking or writing in the everyday situations suggested by the themes and topics.

Equational sentences

- *Ini, itu* in equational sentences.
- Use of *ada* and *adalah*.

Word order

- Qualifiers.
- Possessives.
- *Yang* with qualifying adjectives.
Questions and answers

- *apa.*
- *-kah.*
- *apakah* as question marker.
- *bagaimana.*
- *mana* and its compounds.
- Other question words, such as *mengapa*, *kapan*, *berapa*.
- *siapa.*
- *bukan* as a question tag.
- Yes/No: appropriate answers using auxiliary verbs and tense markers such as *boleh/tidak boleh, belum/sudah.*

Negation

- *Bukan.*
- *Tidak.*
- *Jangan.*
- *Dilarang.*

Duplication

- *anak -anak laki -laki.*

Comparisons

- Use of words such as *sangat, sekali, terlalu, cukup, kurang* with adjectives.
- Comparative and superlative.

Prepositions

Conjunctions and ‘yang’ clauses

Forms of address

Imperatives, polite requests, emphasis, exclamations

Adverbs

Nouns

- Suffix *-an.*
- *per- -an, pe- -an, pe-, ke- - an.*
- The use of *sebuah* and *seorang* with nouns.

Verbs

- Baseword.
- Auxiliary verbs: *belum, sudah, telah, harus, dapat.*
- *Ber-.*
- *Me(N0-*, memper-.*
- *ter-.*
- *ke- -an.*
- *me- -kan.*
- *me- -i.*
- Object construction.
Methodology

Any communicative teaching method or combination of methods which allows students to achieve the aims and objectives of the course is appropriate. Since the objectives emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are consistently involved in activities which encourage communication in Indonesian.

It is recognised that the use of English for some explanations, instructions and testing of comprehension is to be expected at this level. Emphasis, however, must remain on the maximum use of Indonesian in classroom activities.

A focus on vocabulary, grammatical structures, and other elements of language is a necessary part of students’ preparation for all of the suggested activities. An exhaustive grammatical checklist has not been included in the syllabus: grammar is an integral part of language, and the grammatical elements required should arise naturally from the functions and other linguistic elements that are covered. Teachers themselves will judge at what points in their program such instruction will be needed.

It is expected that teachers will seek to develop students’ independent learning skills. Students will be encouraged to reflect upon their learning strategies and to assume a measure of responsibility for their own progress.
Assessment of Student Achievement

Student assessment must reflect the extent to which each student has achieved the objectives and the outcomes of the syllabus. Some assessment will be for formative purposes to assist the teacher to meet student learning needs by modifying or extending teaching programs and teaching methods. Other assessment is conducted primarily for summative purposes so that teachers can make judgments about student achievement at or up to a certain point.

A variety of assessment activities should be used. Each activity should be appropriate for the outcome it is designed to measure.

It is envisaged that assessment will be based on the range of activities in which the student has participated.

Such activities may include:

- role plays
- interviews
- letter writing
- diary entries
- pair work
- picture descriptions
- listening activities
- interpreting timetables, charts, graphs and television guides
- completing an application
- developing a tourist brochure
- leaving a message
- creating an advertisement
- designing a menu.

The specific requirements for Higher School Certificate assessment in Indonesian 2 Unit Z are set out in a Subject Manual issued by the Board of Studies.
Evaluation

Schools should regularly evaluate the course to ensure that the teaching program, teaching and learning strategies and student assessment are appropriate to the aims, objectives and outcomes of this syllabus.

Four areas of evaluation require attention:

• the program
• teaching/learning strategies
• resources
• assessment procedures.

In their evaluation, schools should consider such questions as:

• Does the program comply with the content of the syllabus?
• Are the objectives of the program clear and concise?
• Are the objectives achievable?
• Do the outcomes written in the teaching program assist in determining whether the students have met the objectives of the course?
• Does the program develop the ability of students to communicate in Indonesian?
• Does the program develop students' understanding of everyday life in Indonesia?
• Does the program encourage students to develop respect for others and for different ways of life?
• Does the program adequately cater for the full range of student needs, interests and abilities?
• Does the program include a variety of teaching methods and student activities?
• Do the available resources help promote the communicative use of Indonesian?
• Do the resources promote students' knowledge and understanding of Indonesia?
• Does the program address the issues of racial bias and sex-stereotyping?
• Are the selected assessment procedures appropriate?
• Are students provided with appropriate feedback about their progress?
• Are the criteria used for judging student achievement appropriate?
• Are the criteria for judging student achievement made clear to students?
• What unintended outcomes can be identified? What remedial action needs to be undertaken?