



## SAMPLE TEACHING AND LEARNING OUTLINE

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**INDONESIAN: SECOND LANGUAGE**

**YEAR 8 (YEARS 7–10 SEQUENCE)**

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## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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This sample teaching and learning outline provides one possible approach through which the Indonesian: Second Language syllabus within the Western Australian Curriculum: Languages can be taught. Consistent with the rationale of the Languages curriculum, this outline supports students' ability to communicate proficiently in a language other than English, with essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication.

#### **Time allocation on which the outline is based**

Two hours of teaching per week, over one year

#### **Prior knowledge**

The sample teaching and learning outline is based on the understanding that in Year 8, learning is characterised by consolidation and progression. The subject builds on the skills and knowledge developed in Year 7, and the understanding required of students to communicate in Indonesian, focusing on extending their oral and written communication skills and their understandings of Indonesian language and culture. Students increasingly work independently to analyse, reflect on, and monitor their language learning and intercultural experiences; however, they still require guidance through modelling, scaffolding, and monitoring. More information related to this curriculum can be found in the Indonesian: Second Language Year 7 to Year 10 syllabuses <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/indonesian-7-10>

This sample teaching and learning outline provides a range of suggested learning activities and assessment tasks, aligned to the curriculum, through which students can apply their acquisition of knowledge, understanding and skills to the focus. The focus provides a broad context through which the content is taught. The outline suggests:

- teaching vocabulary and grammatical elements that show the breadth and depth of language and align with the curriculum
- text types relevant to the learning activities and assessments
- language learning and communication strategies relevant to the focus
- learning activities and assessments from which teachers may choose, according to their class's interests and abilities
- resources suitable to the focus.

It is not expected that teachers administer all learning activities and assessments. It is at the teacher's discretion which of the suggestions are suitable for formative and/or summative assessments. It is also at the teacher's discretion to use other activities and assessments.

## Indonesian: Second Language Year 8 (Years 7–10 sequence) Sample teaching and learning outline

Focus – Kegiatan sehari-hari (Daily activities)			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Maintain interactions with peers and known adults orally and in writing to exchange information and discuss aspects of home, school and social life, compare routines, interests and leisure activities, for example, <i>Saya menonton TV setiap hari.; Saya membuang sampah di tempat sampah luar.; Saya membersihkan kamar saya tiga kali seminggu.; Kamu bangun jam berapa?; Jam berapa kamu belajar Bahasa Indonesia pada hari Senin?; Saya belajar bahasa Inggris.; Guru yang ideal pandai, rajin dan humoris.; Menurut saya, sekolah saya baik sekali, tetapi ...; Besok saya dan teman saya akan menonton film di bioskop.; Pada hari Minggu saya bermain bola net.; Saya suka olahraga tetapi adik saya tidak suka.; Grup favorit saya bernama ...; Saya suka membaca.; Saya tidak suka makan ikan, tetapi saya suka makan pasta.</i></p> <p>Participate in classroom routines and interactions by asking and answering questions, requesting information, expressing feelings, opinions and personal preferences and responding to others' contributions, for example, <i>Saya rasa ... karena ...; Saya kira; Saya lebih suka ... daripada ...; Saya setuju/tidak setuju.</i></p> <p>Identify key information and supporting details from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways</p> <p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context and audience</p>	<p>Understand and use the features of the Indonesian sound system, including pronunciation of single and combined sounds, raised penultimate syllable in words, for example, <i>membosankan, berbelanja</i> and <i>silakan</i>, and the use of intonation in statements and questions, for example, <i>wah</i> and <i>aduh</i>, noticing Indonesian spelling and pronunciation conventions</p> <p>Generate language for a range of purposes in simple spoken and written texts, by using context-related vocabulary and applying elements of the Indonesian grammatical system, including:</p> <ul style="list-style-type: none"> <li>using concrete nouns for people, places and things, for example, <i>teman, toko, bioskop, kolam renang, ruang kelas, taman, desa, hutan, pantai</i> and <i>mesjid</i></li> <li>describing qualities of people, places and things, using adjectives, for example, <i>Teman saya pe-de.; Taman ini indah.; Film itu menarik.</i></li> <li>describing simple actions using base word, for example, <i>naik, tidur</i> and <i>ber-</i> and <i>me-</i> verbs</li> <li>describing people and things using acronyms and abbreviations, for example, <i>HP, ABG, pe-de</i></li> <li>negating using <i>tidak, bukan</i> and <i>belum</i></li> <li>using the subject-verb-object construction when constructing sentences</li> <li>expressing modality, for example, <i>bisa, harus, boleh</i> and <i>mau</i></li> <li>describing state of actions, for example, <i>sudah, belum</i> and <i>pernah</i></li> <li>giving directions and information about place using prepositions, such as <i>di/ke</i></li> </ul>	<p>Students maintain interactions with peers and known adults orally and in writing to exchange information and discuss aspects of home life, daily routine and school life.</p> <p><b>Assumed prior learning</b></p> <p>Prior to this focus, students need knowledge of vocabulary and grammatical elements associated with the content of the Indonesian: Second Language Year 7 (Years 7–10) syllabus.</p> <p><b>Teaching</b></p> <p>Teach, and reinforce with students, vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> <li>talking about people, places and things at school using concrete nouns; for example, <i>Setiap murid menggunakan komputer di ruang kelas.; Ruang kelas di sekolah kami memakai AC.</i></li> <li>describing people, places and things; for example, <i>Guru bahasa Indonesia saya orangnya baik sekali.; Teman saya orangnya pe-de sekali.; Sekolah saya besar dan modern.</i></li> <li>talking about daily routines (using base, <i>me-</i> and <i>ber-</i> verbs) and frequency markers; for example, <i>Kamu biasanya melakukan apa sebelum sekolah?; Saya selalu bangun pada jam tujuh pagi.; Setiap hari dia menggosok gigi di kamar mandi.; Setiap pagi ibunya memasak nasi goreng untuk sarapan.</i></li> <li>talking about before-school and after-school activities using time indicators; for example, <i>Kapan kamu bermain tenis?; Saya bermain tenis besok sore pada jam empat.; Sesudah sekolah saya belajar piano.; Sebelum pergi ke sekolah saya membereskan tempat tidur.</i></li> <li>talking about subject-verb-object construction when constructing sentences; for example, <i>Saya suka bermain sepak bola dengan teman saya di lapangan sekolah.</i></li> <li>talking about weekend activities using frequency markers; for example, <i>Apakah kamu sering menonton film di bioskop pada akhir minggu?; Saya jarang menonton film di bioskop karena harga tiketnya mahal.</i></li> <li>responding to statements and questions in the negative; for example, <i>Ini bukan HP saya, ini HP Sinta.; Pada hari Minggu saya tidak suka bangun sebelum jam sembilan.</i></li> <li>discussing whether something has been completed, experienced or achieved; for example, <i>Saya belum selesaikan PR saya.; Ari sudah bergabung dengan tim bola basket.; Vina belum datang ke pesta ulang tahun Joko.</i></li> <li>expressing how you feel about something; for example, <i>Wah saya belum belajar sedangkan besok ada ujian matematika.; Sayang, Ari tidak bisa ikut menonton film nanti malam.</i></li> <li>describing what you are doing; for example, <i>Saya sudah selesai mengerjakan PR Bahasa Inggris. Apakah kamu pernah makan makanan Indonesia?; Jono belum pulang dari sekolah sore ini.</i></li> <li>asking questions of others; for example, <i>Berapa lama kamu pergi ke rumah teman sekolah?; Jam berapa kita pergi ke bioskop?; Jam berapa sekarang?; Boleh saya pergi ke bioskop nanti malam Pak?</i></li> <li>expressing if you will do something ; for example, <i>Saya harus masuk kelas pada jam sembilan.; Saya mau pergi ke mal dengan teman saya hari ini.; Besok saya bisa ikut Ayah ke kota.</i></li> </ul> <p>Discuss with students:</p> <ul style="list-style-type: none"> <li>the school day starts and finishes earlier in Indonesia</li> <li>students go to school on Saturday</li> <li>Indonesian school subjects</li> </ul>	<p><b>Audiovisual texts</b></p> <p>Karyn Putri – Karyn Putri – <i>Hari Pertama Masuk SMP!</i>  <a href="https://www.youtube.com/watch?v=SbaOE-QXyMo">https://www.youtube.com/watch?v=SbaOE-QXyMo</a>            Note: Karyn prepares for, and shares her experience of, her first day at SMP</p> <p>Karyn Putri – Karyn Putri – <i>Jajanan Favorit di Sekolah</i>  <a href="https://www.youtube.com/watch?v=vGTeBjA6U">https://www.youtube.com/watch?v=vGTeBjA6U</a>            Note: Karyn visits a <i>warung</i> and buys some of her favourite foods and drinks during a break at school</p> <p>Martin Johnson – Off Grid Living – VISITING A MIDDLE SCHOOL IN INDONESIA – SMP Angkasa Adisucipto  <a href="https://www.youtube.com/watch?v=9_mdsr7uvzw">https://www.youtube.com/watch?v=9_mdsr7uvzw</a></p> <p>EIC – English Indonesian Class – Learning Indonesian – Hobby  <a href="https://www.youtube.com/watch?v=oMa8jKQL3k">https://www.youtube.com/watch?v=oMa8jKQL3k</a>            Note: how to ask and respond to questions about hobbies</p> <p>Harry Crisp – Indonesian Hobbies  <a href="https://www.youtube.com/watch?v=51S1hhEnoLM">https://www.youtube.com/watch?v=51S1hhEnoLM</a>            Note: a young Australian teenage boy talks about his hobbies</p> <p>Learn Indonesian Online with Think Bahasa – Learn Indonesian Hobby  <a href="https://www.youtube.com/watch?v=Tf1hWPT5Mkg">https://www.youtube.com/watch?v=Tf1hWPT5Mkg</a></p>

**Focus – Kegiatan sehari-hari (Daily activities)**

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Translate and interpret short texts from Indonesian to English and vice versa, comparing different versions of a text and suggesting reasons for differences and mistranslations</p> <p>Engage with Indonesian speakers and texts, reflecting on how interaction involves culture as well as language</p> <p>Reflect on own identity, including identity as a learner and user of Indonesian, through experiences or in attitudes to culture and intercultural communication</p>	<p>and <i>dari</i>, and about people using the prepositions <i>dengan</i> and <i>kepada</i></p> <ul style="list-style-type: none"> <li>locating events in time, for example, days, dates and months, such as <i>Pada akhir minggu saya bermain futbol</i>, and referring to the past and future using time indicators, for example, <i>sebelum</i>, <i>sesudah</i>, <i>kemarin</i>, <i>besok</i> and <i>jika kalau waktu</i></li> <li>seeking information using interrogatives, for example, <i>berapa lama</i> and <i>jam berapa?</i></li> <li>expressing emotion, for example, <i>wah</i>, <i>aduh</i>, <i>asyik</i>, <i>sayang</i> and <i>hebat</i></li> <li>beginning to refer to events and time using frequency markers, for example, <i>sering</i>, <i>biasanya</i>, <i>jarang</i>, <i>selalu</i>, <i>kadang-kadang</i>, <i>tidak pernah</i>, <i>belum pernah</i></li> </ul> <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> <p>Identify, analyse and use text structures and language features of common spoken, written and multimodal texts, and explain how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences</p> <p>Examine linguistic features in texts to understand that Indonesian language, like all languages, varies according to participants, roles and relationships, situations and cultures</p> <p>Understand the dynamic nature of Indonesian, and how it both influences and is influenced by other languages and cultures</p> <p>Explore the relationship between language and significant cultural values or practices in Indonesian, English and other languages</p>	<ul style="list-style-type: none"> <li>compulsory years of schooling in Australia and Indonesia</li> <li>year levels, age groups and stages of schooling; for example, <i>TK</i>, <i>SD</i>, <i>SMP</i>, <i>SMA</i></li> <li>the school year and school holidays</li> <li>the role played by <i>Raden Ayu Kartini</i> and <i>Ki Hajar Dewantara</i>, two of Indonesia’s national heroes who supported education for all Indonesians</li> <li>school canteens and food vendors</li> <li>school assemblies and special ceremonies.</li> </ul> <p><b>Text types</b></p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: account, comic strips, conversation, description, discussion, email, interview, presentation, role play, survey, timetable.</p> <p><b>Language learning and communication strategies</b></p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> <li>identifying patterns and features</li> <li>paraphrasing and simplifying linguistic elements to create new text</li> <li>reinforcing dictionary skills.</li> </ul> <p><b>Learning activities and assessments</b></p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> <li>write their school timetable in Indonesian and use the 24-hour clock</li> <li>survey school subject preferences and discuss reasons why some subjects are more popular than others</li> <li>listen to conversations about school and daily routines and respond to questions in English</li> <li>view and read descriptions of daily routines, school, interests and leisure activities and complete related cloze, matching, true/false and/or short answer activities</li> <li>develop and participate in quizzes about daily routines, school, interests and leisure activities</li> <li>use cue cards as a stimulus to conduct conversations and find out information from others about their daily routines, hobbies and school subject preferences</li> <li>ask and provide information about daily routines, school, interests and leisure activities; for example, <i>Apa yang kamu lakukan pada hari Sabtu? Setiap hari Sabtu pagi saya belajar pencak silat.</i></li> <li>discuss opinions and personal preferences related to daily routines, school, interests and leisure activities</li> <li>discuss which foods are most commonly eaten at lunch and complete a survey about the foods they like to purchase from the school canteen. Role play making a purchase from the school canteen</li> <li>write an email to an Indonesian pen pal describing a typical school day in Australia</li> <li>discuss with others what they are going to do at a future time, such as the next day or on the weekend, and produce a tally of the results</li> <li>plan questions and conduct an interview with a partner based on daily routines; for example, <i>Jam berapa kamu bangun pada hari sekolah? Biasanya saya bangun jam tujuh pagi. Sebelum makan pagi saya mandi dan memakai baju sekolah. Sesudah sekolah, saya suka bermain sepak bola di halaman dengan teman-teman. Saya suka membaca buku sebelum tidur.</i></li> <li>read simple comic strips, identify their key features/textual conventions and respond to them</li> </ul>	<p>Learn Indonesian Online with Think Bahasa – Personality traits in Bahasa Indonesia – Learn Indonesian Online  <a href="https://www.youtube.com/watch?v=AaWKdb9ZcPQ">https://www.youtube.com/watch?v=AaWKdb9ZcPQ</a></p> <p>Learn Indonesian Online with Think Bahasa – Learn Feelings in Indonesian Language – Learn Indonesian for Beginner  <a href="https://www.youtube.com/watch?v=dkdUqtY2PNM">https://www.youtube.com/watch?v=dkdUqtY2PNM</a></p> <p>Learn Indonesian Online with Think Bahasa  <a href="https://www.youtube.com/c/LearnIndonesianOnlineWithThinkBahasa">https://www.youtube.com/c/LearnIndonesianOnlineWithThinkBahasa</a></p> <p>semtaa ictl – sekolah saya.wmv  <a href="https://www.youtube.com/watch?v=3sSyGaBkL1M">https://www.youtube.com/watch?v=3sSyGaBkL1M</a></p> <p><b>Websites</b></p> <p>Resourceful Indonesian  <a href="https://www.resourcefulindonesian.com/">https://www.resourcefulindonesian.com/</a></p> <p>Wikipedia – Ki Hajar Dewantara  <a href="https://en.wikipedia.org/wiki/Ki_Hajar_Dewantara">https://en.wikipedia.org/wiki/Ki_Hajar_Dewantara</a>                      Note: biographical information about Ki Hajar Dewantara and his role in establishing the Taman Siswa School in Yogyakarta in 1922</p> <p>Wikipedia – Kartini  <a href="https://en.wikipedia.org/wiki/Kartini">https://en.wikipedia.org/wiki/Kartini</a>                      Note: biographical information about Kartini and her role in establishing a school for girls in 1903</p>

**Focus – Kegiatan sehari-hari (Daily activities)**

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<ul style="list-style-type: none"> <li>• create simple comic strips based on a day at school or a weekend activity</li> <li>• translate simple comic strips by using a page from a comic strip</li> <li>• develop an oral presentation for a class. The presentation could be a simple story with text and accompanying images</li> <li>• complete formal summative assessment using the following assessment task:               <ul style="list-style-type: none"> <li>▪ <i>Kegiatan sehari-hari saya</i> (My daily routine and activities)                   <ul style="list-style-type: none"> <li>○ Part A – students demonstrate their skills in comprehending a written text in Indonesian by competing responses to questions in English</li> <li>○ Part B – students demonstrate their skills in writing an account of their daily routine.</li> </ul> </li> </ul> </li> </ul>	<p><b>Online resources</b></p> <p>Quizlet – <i>Hobi-hobi saya</i> by ESA_Indonesian  <a href="https://quizlet.com/92092351/hobi-hobi-saya-flash-cards/">https://quizlet.com/92092351/hobi-hobi-saya-flash-cards/</a>            Note: practise vocabulary and grammar quizzes about hobbies and interests</p> <p><i>Balai Bahasa dan Budaya Indonesia</i>            Queensland – Unit: Hobbies and Activities  <a href="http://balaibahasadanbudayaindonesia.com/content/hobbiesAndActivities.html">http://balaibahasadanbudayaindonesia.com/content/hobbiesAndActivities.html</a></p> <p><i>RasaBahasa</i>  <a href="https://rasabahasa.edu.au/acc/index.html">https://rasabahasa.edu.au/acc/index.html</a>            Note: an application to help students develop and practise their Indonesian language skills. The resource includes flashcards with audio to model pronunciation</p> <p>Quizlet – Indonesian – School subjects  <a href="https://quizlet.com/498450/indonesian-school-subjects-flash-cards/">https://quizlet.com/498450/indonesian-school-subjects-flash-cards/</a>            Note: language study sets that include vocabulary flashcards to practise language related to school subjects</p> <p><b>Assessments</b></p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p><i>Kegiatan sehari-hari saya</i> (My daily routine and activities)</p>