



SAMPLE TEACHING AND LEARNING OUTLINE

INDONESIAN: SECOND LANGUAGE
YEAR 9 (PRE-PRIMARY – YEAR 10 SEQUENCE)

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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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

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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 9, learning is characterised by consolidation and progression. The subject builds on the skills and knowledge developed in Year 8, 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 Pre-primary to Year 10 syllabuses <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/indonesian-p-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 9 (Pre-primary – Year 10 sequence) Sample teaching and learning outline

Focus – <i>Kehidupan remaja</i> (The life of teenagers)			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in sustained interactions, using informative and descriptive language to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships, for example, <i>Ketika saya berusia sepuluh tahun... sekarang... pada masa depan...; Kehidupan remaja sulit... karena; Teman saya sangat mengesankan walaupun pemalu dia sering menyanyi di panggung; Mbak Noni ketika bicara di depan umum kata-katanya bagai air mengalir; Kalau tidak salah, dulu kamu tidak suka merorok; Saya tidak begitu suka makanan pedas; Jangan masak makanan pedas dong!; Kaum remaja masa kini tidak bisa hidup tanpa HP</i></p> <p>Engage in shared activities such as planning and managing activities, events or experiences, exchange resources and information, for example, plan a display or performance to illustrate their memories of aspects of their childhood or organise a forum to raise awareness of issues of interest to teenagers</p> <p>Analyse ideas and information from a range of texts related to aspects of their personal and social worlds, identifying context, purpose and intended audience</p> <p>Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation</p> <p>Monitor language choices when using Indonesian, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives</p>	<p>Recognise pronunciation and intonation conventions when creating emphasis, for example, recurring patterns and onomatopoeia or conveying emotion, for example, <i>kasihan deh, bagi dong, ada yang baik ada yang tidak baik</i></p> <p>Increase control of context-related vocabulary and extend knowledge of grammatical elements including:</p> <ul style="list-style-type: none"> describing people and things using, for example: <ul style="list-style-type: none"> acronyms (<i>puskesmas</i>) and abbreviations (<i>SMU, HP</i>) indicators of groups or plurals (<i>kaum, para, kalian</i>) terms of address (<i>Kak, Dik, Mas, Mbak, Bang</i>) and particles (diminutive <i>Si</i> and honorific <i>Sang</i>) classifiers (<i>buah, helai, potong, ikat</i>) describing the qualities of people and things using, for example: <ul style="list-style-type: none"> adjectives using <i>me-/me-kan</i> (<i>menarik, menakutkan, mengesankan</i>) adjectives using the prefix <i>pe-</i> (to describe enduring attributes of behaviour or character such as <i>pemalu, pendiam, pemarah, pemalas</i>) comparatives (<i>kurang, tidak begitu, agak, se-</i>) and superlatives (<i>ter-</i>) referring to the past, present and future and relating events in time using adverbs, for example, <i>dulu, yang lalu, yang akan datang, dua minggu lagi</i> maintaining interaction using rhetorical devices, for example, <i>Betul?; Bukan?</i> and verbal fillers such as <i>kalau saya tidak salah, omong-omong, begini...</i> 	<p>Students maintain interactions orally and in writing to share and compare personal opinions about aspects of teenage life and relationships. They also access and exchange information about teenage life in Australia and Indonesia.</p> <p>Assumed prior learning</p> <p>Prior to this focus, students need knowledge of vocabulary and grammatical elements associated with the content of the Indonesian: Second Language Year 8 (Pre-primary – Year 10 sequence) syllabus.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> consolidating linguistic elements related to sharing feelings, views, opinions and experiences covered in the Year 7 and Year 8 syllabuses; for example, <i>Mudah-mudahan aku dapat nilai yang baik untuk matematika.; Semoga kami menang pertandingan bola basket pada hari Sabtu.</i> asking about and giving information about themselves and their friends; for example, <i>Saya adalah seorang pemalu dan murah hati.; Joko pemain tenis terbaik di sekolah.; Teman saya selalu gembira, ramah dan pandai bergaul.; Pacarnya Nurani itu ganteng, baik hati dan banyak orang senang dia karena mudah diajak ngobrol.; Mengapa sih, dia berlaku seperti itu?; Biasanya dia bukan seorang pemarah.</i> describing their interests and the groups they belong to; for example, <i>Dari kecil aku belajar main gitar dan sekarang aku bermain dengan grup band.; Tahun ini saya menjadi anggota Klub Teater Sekolah karena saya ingin ikut pertunjukan sandiwara.; Saya bermain pertandingan sepak bola setiap hari Sabtu dengan tim saya.</i> referring to things they like to do; for example, <i>Setiap hari Jumat sesudah sekolah selesai, teman-teman sekelasku makan siang di restoran.; Hampir semua anak SMP main games online.; Aku suka membaca buku misteri, menonton anime dan menggambar.</i> referring to groups of people; for example, <i>Para remaja cenderung melakukan tindakan berisiko karena mereka sedang mencari jati diri.; Biasanya kaum muda punya cita-cita yang tinggi.; Kalian semua harus selesaikan tugas ini sebelum pulang!</i> making arrangements with friends to do things together; for example, <i>Bagaimana kalau kita kumpul di mal besok untuk makan siang bersama?; Teman saya mengajak saya untuk menonton konser minggu depan tetapi harga tiketnya bukan main mahalnyal!; Aku sih mau aja ikut ke pesta Dodi besok malam, tapi jemput aku yah.; Oke deh.</i> discussing aspects of teenage life and making comparisons; for example, <i>Saya tidak begitu suka menonton berita karena membosankan.; Ami setinggi kakaknya tetapi belum setinggi ibunya.; Harga HP kamu agak lebih mahal kalau dibandingkan dengan harga HP aku.; Kaum perempuan lebih suka menonton sinetron daripada kaum laki-laki.</i> sharing experiences and opinions about friends and relationships; for example, <i>Kalau saya tidak salah, kamu ikut pesta minggu yang lalu.; Yanto membeli ponsel terbaru dengan uang yang dia dapat dari perkerjaannya.; Rini bukan orang yang sombong walaupun keluarganya kaya-raya.</i> talking about past, present and future events and relating events in time; for example, <i>Saya menonton sepak bola seminggu yang lalu di stadion.; Dua minggu lagi kelas saya akan makan malam di Restoran Khas Indonesia.; Minggu depan kami akan menonton film baru itu karena dibintangi banyak bintang film terkenal.; Tahun depan aku akan lulus SMP.; Bulan depan saya akan menonton konser dengan Mbak Vina.</i> 	<p>Audiovisual texts</p> <p>Resourceful Indonesian – Let’s Watch a Grammar Video https://www.resourcefulindonesian.com/lets-watch-a-grammar-video.html Note: see videos Classifiers <i>dalam Bahasa Indonesia</i> and <i>Se- & Ter- Prefixes Bahasa Indonesia Bu S – Perbandingan Doodly Video</i> https://www.youtube.com/watch?v=En-sIQ80A_Y</p> <p>New South Wales Department of Education – <i>Akhir minggu</i> https://schoolsequella.det.nsw.edu.au/file/9b8267fc-2c8a-497a-b85c-7d37784c98b5/1/basa-basi.zip/14504_03.htm</p> <p>Websites</p> <p>Resourceful Indonesian https://www.resourcefulindonesian.com/ Note : this website provides links to many Indonesian resources</p> <p>Quizlet – comparing and adjectives in Indonesian by craigbutt https://quizlet.com/au/607924937/comparing-and-adjectives-in-indonesian-flash-cards/</p> <p>Quizlet – <i>y. Kata Ciri-ciri/ sifat- Characteristics (Personality)</i> by carly_vause https://quizlet.com/86338561/y-kata-ciri-ciri-sifat-characteristics-personality-flash-cards/</p> <p>Quizlet https://quizlet.com Note: resources for the prefix <i>pe-</i> can be found on Quizlet by searching the term ‘Indonesian prefix <i>pe-</i>’</p>

Focus – *Kehidupan remaja* (The life of teenagers)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
	<ul style="list-style-type: none"> expressing emphasis, for example, <i>deh, dong, sih, bukan main</i> [adjective] <i>nya</i> <p>Further develop a metalanguage to discuss and explain grammatical forms and functions</p>	<ul style="list-style-type: none"> expressing how they feel about others, activities, events and issues; for example, <i>semoga...; Wah enak dong makan di restoran itu!; Walaupun kami sudah berusaha untuk minta maaf kepada Nina, tapi dia tetap tidak mau memaafkan.; Walaupun saya sudah berusaha dengan susah payah untuk dapat pacar, saya masih belum berhasil sampai sekarang.; Kaum remaja harus peduli terhadap lingkungan.</i> <p>Discuss with students:</p> <ul style="list-style-type: none"> the similarities and differences between Australian and Indonesian teenagers such as their interests, leisure activities, way of life and relationships the importance of using the appropriate terms of address with younger and older people the use of formal and informal language in Indonesian and why it is important to use the correct register depending on context and audience the way that Indonesian teenagers typically use <i>bahasa gaul</i> in their daily interactions with each other how cultural values are reflected in the Indonesian language. <p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: article, conversation, description, discussion, interview, letter, list, presentation, profile, report, role-play, survey.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> identifying patterns and features paraphrasing and simplifying linguistic elements to create new text reinforcing dictionary skills. <p>Learning activities and assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> practise and consolidate vocabulary, sentence and grammatical structures by completing a range of activities; for example, matching activities and translating games, using applications such as Quizlet and Kahoot! talk about and make a list of words and phrases related to teenage life and relationships, then compare their lists and add words and phrases not on their list. Invite students to write three sentences about teenage life and relationships using words and phrases from their list and share with the class use the audiovisual clips <i>Perbandingan</i> Doodly Video and <i>Se- & Ter- Prefixes</i> to discuss/make comparisons of teenage life and then complete teacher-developed activities such as changing sentences from the comparative to the superlative, or writing sentences which indicate that one thing is equal to another in quality. Ask students to use their list of words and phrases related to teenage life and relationships to write comparative and superlative sentences and then share their sentences with their group discuss how classifiers are used to group things, making comparisons with how classifiers are used in English and then view the audiovisual clip <i>Classifiers dalam Bahasa Indonesia</i>. Have students select the correct classifier in a series of sentences and then write a sentence using the classifiers <i>buah, helai, potong</i> and <i>ikat</i>. Ask students to share their sentences with their group explore grammar audiovisual activities, games and quizzes in applications such as Wordwall and Blooket to practise vocabulary and grammatical elements related to teenage life and relationships 	<p>Kahoot! https://kahoot.com/</p> <p>Wordwall https://wordwall.net/en-au/community/indonesian/language</p> <p>Note: quizzes, matching activities and games to revise vocabulary</p> <p>Blooket https://www.blooket.com/</p> <p>Teacher-developed resources</p> <p><i>Se & Ter</i> prefixes worksheet</p> <p>Classifiers worksheet</p> <p>Assessments</p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p><i>Kepada sahabat pena saya...</i> (To my pen pal...)</p>

Focus – *Kehidupan remaja* (The life of teenagers)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<ul style="list-style-type: none"> • survey students about their interests and make a group/class profile, ranking their interests from most to least popular. Use the survey results to write a report on the findings. Discuss their report with a partner and compare the information they have included. Ask students to add findings they have not included to their report • listen to a conversation between two teenagers discussing their life and relationships, and respond to questions in English. As a class, discuss responses, share and justify opinions about what was discussed in the conversation • view the audiovisual clip <i>Akhir minggu</i> and complete the activities. As a class, discuss the situation depicted in the audiovisual clip and invite students to share if they have faced a similar situation and what advice they would give a friend • role-play making arrangements with a friend to go to the cinema on the weekend. Ask students to discuss and compare three films they would like to watch, giving information about each film, the screening times and the locations. Have students agree on the time, location and the film they will watch and why • view and read descriptions of teenage life and relationships and complete related cloze, matching, true/false and/or short answer activities such as messages • use cue cards as a stimulus to conduct conversations and find out information from others about their life and relationships. Ask students to work individually to add two questions asking for information about teenage life and relationships that are not included on the stimulus cards. Have students discuss and compare the similarities and differences in the questions they have developed. Working in pairs, have students use the cue cards to conduct a conversation and find out information about their partner • interview an Indonesian speaker such as a language assistant and/or exchange student to ask about aspects of life as an Indonesian teenager; for example, leisure activities, attitude to school work, part-time work and friendship groups. Share information with the Indonesian speaker about Australian teenagers' lives. Consider life as an Indonesian teenager and use the information to write an article comparing aspects of the lives of Indonesian and Australian teenagers for their school magazine. Have students share their article with the class and discuss similarities and differences • plan questions and conduct a presentation with a partner to discuss opinions and personal preferences related to teenage life and relationships. Deliver the presentation to the class and prepare for questions that may be asked • complete a formal summative assessment using the following task: <ul style="list-style-type: none"> ▪ <i>Kepada sahabat pena saya ... (To my pen pal ...)</i> <ul style="list-style-type: none"> ○ Part A – students demonstrate their skills in comprehending two student profiles and provide responses to questions in English. ○ Part B – students demonstrate their skills in writing a letter in Indonesian to one of the students profiled in Part A, introducing themselves and answering the questions that have been asked of them by the student. 	