APPENDIX A : Circulars from the Malaysian Ministry of Education and the Selangor State Education Department.

YAP

PEJABAT KETUA PENGARAH PENDIDIKAN MALAYSIA,
KEMENTERIAN PENGARAH PENDIDIKAN MALAYSIA,
PARAS 7, BLOK I,
PUSAT BANDAR DAMANSARA,
50604 KUALA LUMPUR

Telefon: 03-2586900
Fax: 03-2535150

Semua Pengarah Pendidikan Negeri,


Y.Bhg. Dato'/Datuk/ Tuan,

SURAT PEKELILING IKHTISAS BIL. 4/2000
Pelaksanaan Komponen Kesuasberaan Bahasa Inggeris Dalam Mata Pelajaran Bahasa Inggeris di Sekolah Menengah (Tingkatan 1 hingga Tingkatan 5) Bermula Tahun 2000

Surat Pekeliling Ikhtisas ini dikeluarkan bertujuan untuk memaklumkan kepada semua sekolah menengah supaya melaksanakan komponen kesuasberaan dalam mata pelajaran Bahasa Inggeris. Komponen ini adalah wajib bagi semua pelajar di sekolah menengah.

2. Tujuan Komponen

Tujuan komponen ini adalah untuk menimbulkan minat membaca, serta mempertingkatkan kefahaman pelajar dalam bahasa Inggeris melalui bacaan. beberapa karya sastera yang telah ditetapkan. Di samping itu, pendedahan kepada karya sastera ini diharapkan dapat menyumbang kepada pembentukan sahsia, peluasan pengetahuan, dan peningkatan persepsi pelajar.

3. Tarikh Pelaksanaan

Pelaksanaan komponen ini akan dilaksanakan mulai bulan Mac 2000 secara berperingkat-peringkat seperti yang berikut:

| Mac 2000 | Tingkatan 1 & Tingkatan 4 |
| Tahun 2001 | Tingkatan 2 & Tingkatan 5 |
| Tahun 2002 | Tingkatan 3 |
APPENDIX A (continued)

4. Bentuk dan Bilangan Teks

4.1 Pelajar dikehendaki mempelajari beberapa karya daripada tiga genre yang telah ditetapkan seperti yang berikut:

| Tingkatan 1 | 3 cerpen dan 3 puisi (kompilasi) |
| Tingkatan 2 | 1 novel daripada 3 judul |
| Tingkatan 3 | 1 novel daripada 3 judul |
| Tingkatan 4 & 5 | 1 novel daripada 3 judul |
|              | 5 cerpen dan 6 puisi (kompilasi) |

(Sila lihat Lámpiran 1 untuk judul-judul karya yang ditetapkan bagi setiap tingkatan).

4.2 Karya-karya sastra dalam bentuk antologi cerpen dan puisi serta novel ini akan diletakkan di bawah Skim Pinjaman Buku Teks. Pengagihan novel akan dilakarkan mengikut zori. Walaupun bagaimanapun, kalonggaran akan diberi kepada pihak sekolah untuk memilih judul novel yang sesuai bagi pelajar-pelajar sekolah berkenaan mengikut keupayaan pihak sekolah.

5. Senarai Kemahiran Berkaitan Komponen

Untuk melicinkan pengajaran dan pembelajaran karya-karya tersebut, Kementerian Pendidikan Malaysia telah menyediakan Huraian Pelajaran (Edisi Pényesuasian) dan Tingkatan 1 hingga Tingkatan 5 untuk pelaksanaan pada tahun 2000 (Lámpiran 2). Sukatan Pelajaran yang muktamad akan dikeluarkan kemudian untuk kegunaan seterusnya.

6. Peruntukan Waktu

Satu waktu daripada 5 waktu Bahasa Inggeris diperuntukkan untuk pengajaran dan pembelajaran komponen ini.

7. Penaksiran

Penaksiran dijalankan pada peringkat sekolah dan peringkat pusat. Bagi peringkat pusat, pelaksanaan penaksiran adalah seperti yang berikut:


ii. Penilaian Menengah Rendah (PMR) mulai pada Tahun 2002.
APPENDIX A (continued)


Sekian.

"BERKHIDMAT UNTUK NEGARA"

DATUK DR. ABDUL SHUKOR ABDULLAH
Ketua Pengarah Pendidikan Malaysia

s.k.:

1. Y.B. Tan Sri Dato' Musa bin Mohamad
   Menteri Pendidikan Malaysia.

2. Y.B. Dato' Abdul Aziz bin Shamsuddin
   Timbalan Menteri Pendidikan.

3. Y.B. Dato' Hon Choon Kim
   Timbalan Menteri Pendidikan.

4. Y.B. Dato' Mahadzir bin Mohd Khir
   Setiausaha Parlimen Kementerian Pendidikan.


7. Timbalan-Timbalan Ketua Pengarah Pendidikan.


APPENDIX A (continued)

Jabatan Pendidikan Selangor
Jalan Jambu Bol 4/3E
Sekyen 4, 40604 Shah Alam

Tel : 03 - 5586500
Fax : 03 - 5502133

Ruj. Kami : Bil (80) dim JPS 60873/3 Jld 3
Tarikh : 25 Februari 2000

Semua Pegawai Pendidikan Daerah
Semua Pengetua Sekolah Menengah
Negeri Selangor Darul Ehsan.

Tuan,

Pekeliling Ikhtisas Bil 4/2000
Pelaksanaan Komponen Kesusasteraan Bahasa Inggeris Dalam Mata Pelajaran Bahasa Inggeris di Sekolah Menengah (Tingkatan 1 hingga Tingkatan 5) Bermula Tahun 2000

Saya diarah merujuk surat Kementerian Pendidikan Malaysia KP (BS) 8591/Jld.XVI/(4) bertarikh 18 Februari 2000 berhubung dengan perkara tersebut.


Sekian, terima kasih.

'BERKHIDMAT UNTUK NEGARA'

Saya yang bermurut perintah.

(HJ.MOHD ZAKARIN HJ.ABU)
Ketua Sektor Pengurusan Akademik
b.p Pengarah Pendidikan,
Negeri Selangor Darul Ehsan.
The Literature Component in the English Language Curriculum for Secondary Schools

Aims

The aim of this component is to enhance students' proficiency in the English language through the study of a set of prescribed literary texts, contribute to personal development and character building, and broaden students' outlook through reading about other cultures and world views.

Objectives

By the end of the secondary school English language programme, students should be able to:

- give a personal response to texts;
- show an awareness of how language is used to achieve a particular purpose;
- reflect upon and draw valuable moral lessons from the issues and concerns of life as portrayed in the literary works and relate them to one's life; and
- understand and appreciate other cultures.

1.0 Listening and Speaking

Students should be able to:

1.1 listen to and understand poetry and prose;
1.2 recite poems with correct intonation, stress, rhythm, and enunciation;
1.3 retell what the text is about in their own words;
1.4 narrate sequence of events;
1.5 discuss the theme and message;
1.6 discuss plot, character, setting and author's point of view;
1.7 compare and contrast characters;
1.8 make inferences and draw conclusions about theme, message, character, and author's point of view;
1.9 discuss the values explored in the text;
1.10 relate events, characters, values and messages in texts to one's own life;
1.11 discuss how the author/poet uses language to achieve a particular purpose;
1.12 give an informed personal response to the text; and
1.13 dramatize texts and role play characters;
APPENDIX A (continued)

2.0 Reading

Students should be able to:
2.1 read aloud poetry and prose with correct stress, intonation, pronunciation and expression;
2.2 read and understand poetry and prose;
2.3 follow sequence of events;
2.4 read and describe plot, character, setting and author's point of view;
2.5 compare and contrast characters;
2.6 read and give the meaning of a poem as they understand it within context;
2.7 identify themes in stories, and messages in poems;
2.8 relate events, characters, values and messages in texts to one's own life;
2.9 draw values and lessons from the text;
2.10 make inferences and draw conclusions about theme, message, characters, and author's point of view;
2.11 recognise and understand how a poet / author uses language to achieve a particular purpose; and
2.12 read and dramatize texts.

3. Writing

Students should be able to:
3.1 write out the sequence of events in texts;
3.2 describe plot, character, setting and author's point of view;
3.3 compare and contrast characters;
3.4 explain themes and messages in stories and poems;
3.5 relate events, characters, values and messages in texts to one's own life;
3.6 paraphrase poems;
3.7 summarise the text briefly;
3.8 give a personal response to the text; and
3.9 compose short poems and write brief stories.
APPENDIX B : List of the Selected Literary Texts for the
Literature in English Component

**SENARAI KARYA BAGI PROGRAM PENGUKUHAN KOMPONEN KEBUSASTERAAN DALAM
MATA PELAJARAN BAHASA INGGERIS SEKOLAH MENENGAH**

### NOVEL

<table>
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<th>Tingkatan 3</th>
<th>Tingkatan 4 &amp; 5</th>
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### CEREPEN

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<th>Tingkatan 4 &amp; 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tiada cerpen dan puisi, hanya novel</td>
<td>Tiada cerpen dan puisi, hanya novel</td>
<td>1. <em>The Lotus Eater</em> (Somerset Maugham)</td>
</tr>
<tr>
<td>1. <em>The Pencil</em> (All Majid) - translation</td>
<td></td>
<td></td>
<td>2. <em>The Necklace</em> (Guy de Maupassant)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>5. <em>Looking for a Rain God</em> (Beasie Head)</td>
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</tbody>
</table>

### PUISI

<table>
<thead>
<tr>
<th>Tingkatan 1</th>
<th>Tingkatan 2</th>
<th>Tingkatan 3</th>
<th>Tingkatan 4 &amp; 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiada cerpen dan puisi, hanya novel</td>
<td>Tiada cerpen dan puisi, hanya novel</td>
<td>1. <em>If</em> (Rudyard Kipling)</td>
<td></td>
</tr>
<tr>
<td>3. <em>The Lake Isle of Innisfree</em> (W.B Yeats)</td>
<td></td>
<td></td>
<td>4. <em>Monsoon History</em> (Shirley Lim)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. <em>The Road Not Taken</em> (Robert Frost)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. <em>There’s been a death in the house opposite</em> (Emily Dickinson)</td>
</tr>
</tbody>
</table>
APPENDIX C: Sketch Maps of S.M.K. Jaya’s

Geographical Location and Physical Layout

S.M.K. Jaya’s Geographical Location:

A - Commercial Centre

B - Middle to Upper Class Residential Area

C - Commercial Centre

D - Middle to Upper Class Residential Area

E - Squatter Settlement

F - Expressway

S.M.K. Jaya’s Physical Layout:

Blocks A, B, C, D, E and F,
the Living Skills’ Workshop
and Canteen.
APPENDIX D : Semi-Structured Questions for Teachers' and Students' Journal Entries

1. What was / were your main objective(s) for teaching the text in today's lesson?

2. Which part of the lesson do you feel your students enjoyed / loved most? Why do you say so?

3. Which part of the lesson do you feel your students disliked most? Why do you say so?

4. How did they react to the text?

5. What do you think they have learnt at the end of today's lesson?

6. Which aspect of the teaching and learning of literature did your students find most problematic today?

7. Do you feel that your students can relate to the characters, places and events / experiences that are presented in the text? Why?

*Please feel free to write your responses in the diary in any length, and do feel free too to write about ANY OTHER aspects or observations on today's teaching and learning which you feel strongly about, but is not covered by the structured questions. They are just there as a guide... Thanks for spending some time to write!!*
APPENDIX D (continued)

Hi there! Are you ready to write in your Diary?! Now remember this:
Tell me EVERYTHING. Tell me the TRUTH. I promise I will not tell anyone.
You can write in Bahasa Melayu or in English, it is up to you!
You can write a lot, or you can write a little!
You can even write about things the questions have not asked.
I’m here to listen. I want to know.

1. Which part of the literature lesson did you enjoy most? Why?

Nyatakan ketika mana di dalam kelas "literature" tadi, yang anda benar-benar merasa seronok, jika ada. Mengapa anda merasa demikian?

2. Which part of the literature lesson did you dislike most? Why?

Nyatakan ketika mana di dalam kelas literature tadi, yang anda benar-benar merasa tidak atau kurang seronok, jika ada. Mengapa anda berasa demikian?

3. How did you find the literature text?

Bagaimana pandangan anda terhadap teks yang digunakan di dalam kelas "literature"?

4. What have you learnt at the end of today’s literature lesson?

Apa yang anda rasa, anda telah pelajari di dalam kelas "literature" pada hari ini?

5. What is the biggest problem you faced in literature class today?

Apakah masalah yang paling besar (atau apa-apa masalah) yang telah anda hadapi di dalam kelas "literature" pada hari ini?

6. Can you feel any personal connections with the characters, events, places, feelings / experiences that are presented in the text? How so and why?

Dapatkan anda merasakan sesuatu kaitan antara diri atau pengalaman anda, dengan watak, peristiwa, tempat atau perasaan yang dirasai oleh watak-watak di dalam teks yang sedang / telah dibaca? Bagaimana dan mengapa demikian?

Thank you for your time and honesty! 

Mrs. Zul.
APPENDIX E : Semi-Structured Questions for Teachers' and Students' Interview

Warming up questions.
1. How long have you been teaching?
2. Are you a fully trained TESL teacher?
3. Have you taught or been trained to teach literature before?

General Lead-In Questions.
1. Which short story do you think your students enjoyed reading the most and the least? (Why?)
2. Which poem do you think your students enjoyed reading the most and the least? (Why?)

Students' Background Knowledge and the Texts.
1. How familiar/unfamiliar are the characters, atmosphere and setting in each of the short story to your students? Please elaborate.
2. Which short story do you think is closest to the students' daily experience? (Why?)
3. Do you think they can imagine the atmosphere, setting and feelings in each of the poem?
4. Which poem can your students relate to the most? (Why?)
5. Do you feel the selection should include more or less literary works by local writers? (Why?)

Suitability of the Themes of the Literary Texts.
1. For short stories, what theme(s) would your students find interesting and boring? (Why?)
2. For poems, what theme(s) would your students find interesting and boring? (Why?)

Suitability of the Language of the Literary Texts.
1. How challenging is the language used in each of the short story to your students' ability?
2. How much, in your opinion, have they understood the short stories?
3. What is the most common linguistic problem faced by your students when reading the short stories?
4. How challenging is the language used in each of the poem to your students' ability?
5. How much, in your opinion, have they understood the poems?
6. What is the most common linguistic problem faced by your students when reading the poems?
7. Which did they enjoy reading more, the short stories or the poems? (Why?)
8. Which language aspect is the main focus of your concern when teaching literature?

Perceptions of the Literature Lessons.
1. Which activity did your students enjoy the most and the least? (Why?)
2. Which activity did you ask your students to carry out the most in class? (Why?)
3. Which activity do you wish you could ask your students to carry out more in class? Why have you not been able to carry it out?
4. What factors influence you the most in your selection of activity for your students?

Perceptions of the Implementation of the Literature Component.
1. What are the main aims of the new Literature in English Component?
2. What are some of the benefits students stand to gain under the component?
3. What are some of the main problems you face in implementing the component thus far?
4. What is your opinion of a standard reading test?
5. Which form of support do you need most to implement the component more effectively at classroom level? Describe.
APPENDIX E (continued)

Warming up questions.

1. Do you like reading?
2. Why do you like reading?
3. What do you usually read in your free time?

General Lead-In Questions.

1. Which short story you enjoyed the most? Why?
2. Which short story you enjoyed the least? Why?
3. Which poem you enjoyed reading most? Why?
4. Which poem you enjoyed reading most? Why?

Student's Background Knowledge and the Texts.

1. How familiar or unfamiliar are the characters, atmosphere and setting in each of the short stories?
2. Which short story is closest to your experience? Why?
3. Can you imagine the atmosphere, feelings and setting in the poems?
4. Which poem is closest to your experience? Why?

Suitability of Themes of the Literary Texts.

1. Stories on what themes do you find interesting? Why?
2. Stories on what theme do you find boring? Why?
3. Poems on what themes do you find interesting? Why?
4. Poems on what themes do you find boring? Why?

Suitability of Language of the Literary Texts.

1. How do you find the language in the short stories?
2. Can you understand the short stories?
3. How do you find the language in the poems?
4. Can you understand the poems?
5. Which do you enjoy reading more, short stories or poems? Why?

Perceptions of the Literature Lessons.

1. Which activity you enjoyed the most during the literature lessons? Why?
2. Which activity you enjoyed the least during the literature lessons? Why?
3. Which activity would you like to do/see more? Why?
4. What would you like your teacher to do more? Why?
5. Do you enjoy your literature lessons? Why?

Perceptions of the Literature Component.

1. Do you know the aim of the new Literature in English component?
2. Has learning literature benefit you in any way? Describe.
3. How can the programme be improved in the future?
APPENDIX F : Handout of a Suggested Class Activity

Distributed to Teacher Representatives during the Petaling District Level

In-Service Course on the Literature in English Component

<table>
<thead>
<tr>
<th>Character</th>
<th>Character Traits</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Galau</td>
<td>(i) [Character Trait]</td>
<td>His wisdom is as good as another man's strength.</td>
</tr>
<tr>
<td></td>
<td>(ii) [Character Trait]</td>
<td></td>
</tr>
<tr>
<td>Umat</td>
<td>(i) [Character Trait]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(ii) [Character Trait]</td>
<td></td>
</tr>
<tr>
<td>Lutong</td>
<td>(i) [Character Trait]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(ii) [Character Trait]</td>
<td></td>
</tr>
</tbody>
</table>

Choose two character traits of each brother.
Provide evidence to support your answer.

APPENDIX G : Excerpts of Form 1 Ramah's Lesson Transcription

15th August 2000, 1:10-1:40 p.m. (1st period), Form 1 Ramah classroom.

Note: This lesson was a continuation of the previous week's reading of *The Pencil*.

The teacher is eliciting her students' understanding on the paragraph just read.

Teacher (Anis) : Marlia, *apa perasaan Zahid bila Mr. Jamal panggil dia “monster”?*

Marilya : (silent)

Anis : Huh? Marlia?

Marilya : (silent. Looks down)


Bu Khim : (silent)

Anis : Bu Khim?!

Bu Khim : ....Angry ah?

Anis : Yes! Good! Now, Zahid was angry too, yeah. He was very angry. Now, Mohandas, why did Jamal feel angry? Why did he deel so angry at Mr...erm...Jamal? Mohandas?

Mohandas : (stands, looks at his book, scratches his head. Looks at teacher, grins).

Teacher : *Mengapa did, Zahid, merasa begitu geram terhadap Mr. Jamal?*

Mohandas : (looks at partner, Prem and smiles). *Tafaham cher.*

Teacher : *Kenapa itu budaak, Zahid, rasa saaangat marah sama itu Mr. Jamal?* (louder)

Mohandas : *Sebab...(pause)...(smiles at teacher)...cigu dia marah sama dia...*

Teacher : emmm, Syed, is that right? *Betul ke? Betul ke* Mr. Jamal scolded Zahid so Zahid got...was...very angry? What's the main reason? *Apa sebab sebenar Zahid marah?*
APPENDIX H : Karl's Poem

"The Forest"

As I walked into the forest,
An owl upon a branch it lighted.
Humans considered this a treasure chest,
Full of birch, oak, willow and many that faded.

I start to wonder,
Why is man destroying this treasure.
Building highways and self courses,
Decimating every creature.

I bet the animals,
Are ailing and dying:
Cause of man's menacing behaviour,
we can never hear creatures' cause of crying.

Once again, I must preach,
to the denizens of the earth,
for the new generation we must teach,
to guard the treasure of the earth.
APPENDIX I : Excerpts from Form 1 Ceria's Lesson Transcription

21st August 2000, 1:45-2:20 p.m. (2nd period), Form 1 Ceria Classroom

(The teacher is discussing the setting of *The lake Isle of Innesfree* with the class)

Jane : What does the man, the writer talk about in the Lake Isle of Innesfree?

Student 1 : The lake!

Jane : The lake?! Yes, but what's the the main thing he talks about there?

Amer : Peace!

Students : (laughs)

Student 1 : Peace! (shows peace sign with two fingers)

Jane : Now, he talks how nature, right, the trees, the bean rows, the linnet, everything around him gives makes him feel so peaceful, right?

Students : (noises)

Jane : Yes or not, class?

Students : Yesss! (soft) (noises in the background)

Jane : Now, what's a, a, this "linnet"? Who can tell me what a linnet is? Huh?

Students : (mumbles)

Veronica : Insect!

Jane : Is it an insect, class?

Students : (mumbles) (noises in the background)

Jane : No, right? No, linnet is a...who can tell me? Huh? Anyone? (pause) Well, it's actually a bird, huh, a small bird. Now, is the lake, is it in the urban area or rural area? Huh? Urban side or rural side? Class?

Students : Countryside!

Jane : Countryside is in where? Huh? Urban or rural? Rural, right, the lake is in? In where? Huh? A? A rural area, right? Right, class?
SETTING

Setting may tell you something about a story that you may not have noticed.

*It refers not only to place but also to time.* Setting is to help the reader gain insights into characters who populate the story into moods that run through the story and into the meaning that underlies the tale.

After you finish reading a story, answer the following questions.

a) When and where did the story happen?

b) Could the story have happened somewhere else? At another time?

c) How long a period a time is encompassed by the events of the story?

d) Is the setting important to the story? Why or why not?

e) Does the setting help create a particular mood? Is that mood essential to the story?
APPENDIX K : Excerpts from Form 1 Ceria's Lesson Transcription

14th August 2000, 1:45-2:20 p.m. (second period), Form 1 Ceria Classroom.

Jane is teaching setting through comparison of four texts that have been previously read and discussed in class.

Jane : Class? Can you tell me what poems we've read?

Students : (mumbles)

Student 1 : *Life's Brief Candle*, *The Dead Crow*, *The Lake Isle of Innisfree*...

Jane : Yes, good! Now, today, class, we're gonna look at... uhh... the setting for... uh of what we've read, okay? Now, who can tell me the setting for... the... *The Pencil*?

Students : (silent) (mumbles)

Jane : What is the setting like? In *The Pencil*? (pause) Now let's look at *The Pencil* class! (picks up text, flips to the page) Now, what does the setting involve?

Students : (mumbles) (noises)

Jane : Now, how does... a... group of people (starts writing this on board)... or place, and... circumstances... influence the mood of of the story? Class?

Students : (mumbles)

Jane : Right, now... setting involves all these, right? The group of people, place, circumstances, now, all these comes under setting, okay? Now, how do all these... the people, the place, huh, the circumstances, influence, contribute, huh, contribute to the atmosphere or mood of the story. *The Pencil*?

Students : (mumbles)

Jane : Do you understand, class? How does it contribute to the atmosphere?!

Students : (mumbles) (noises)

Jane : Are you paying attention or not uh?!! (raise voice)

Students : Yesss! (chorus)

Jane : Good. Now. Who can tell me? How does it all contribute to the atmosphere?

Students : (silent)
APPENDIX K (continued)

Harish : It was in a classroom.

Jane : Good, it was in a classroom, so what can you tell me about the atmosphere?

(Jane continues to elicit classroom setting and the storyline)

Jane : Now, let's say we change the setting. Let's say, the writer totally changed the setting... let's say emmm for example, right class, Zahid uhh Dolah steals the pencil from a, a, supermarket, he took the pencil from a supermarket, right. Now, would the story be, be the same?

Students : (silent)

Student 2 : Maybe.

Jane : Okay, now, would the... do you think the story would be as effective if let's say the setting changes? What if the atmosphere changes?

Students : (silent)

Jane : Well, it depends on the author to make, make it interesting. He can either make The Pencil as interesting... or he can make it... less interesting, okay class? It can go either way, right or not? It all depends. Okay class?

Students : Yessss (soft)

Jane : Understand or not?!

Students : Yesss !! (loud)

(Jane continues with the discussion on setting with Of Bunga Telur and Bally Shoes)
APPENDIX L : Excerpts of Form I Ceria’s Lesson Transcription

21st August 2000, 1:45 p.m. (2nd period), Form I Ceria’s classroom.

Note: This lesson was a continuation of the previous week’s lesson on setting. These exchanges took place towards the very end of the period.

Teacher (Jane): Right, now that we’ve gone through the two poems, huh, take out your books now and…and copy down this, the box on the board. We’ve got five minutes more! Class! Come on!
Take out your books!

(noises of students chatting and keeping or taking out books) (teacher draws box on the board, taken from the Setia Emas Workbook, page 80).

Jane: Now, class, I want you to go home, right, and and write down the name of places where you can find peace, right, and why why you think you find can find peace there. Huh? It can be any where, right? Where can you find peace?

Alex: Forest!

Jek Hui: River!

Linda: Mountain!

Addi: Toilet, cher!

Jane: Why forest uh?

Students: Green! Quiet! Got animals! Cool! (in chorus)

Jane: Why river?

Sofea: The sound! Nice and quiet!

Students: Can just sit down and relax!

Jane: Okay, okay, now, I want you to write the places here (points at a column) huh, and the the why you find peace here (points at next column).

Students: (noises of students chatting)
Nature's gift

The forest is where animals live,
It is also mother nature's gift,
It is where birds fly freely,
where tigers rule their territory,

But people destroy them for money,
They don't think carefully,
They destroy trees where birds live,
Now the forest have become cities,

We should stop this wastage,
Because it is going to kill the peace,
Of the great forest !!!
“Earth, sweet home?”

The man covered his mouth.
The street he walked on was dirty and rough.
and to breathe he found it tough.
Flora and fauna disappeared,
The place looked deserted,
and the air was being polluted.

Let our forests live in harmony,
and let the animals grow.
Destroy pollution,
So that the entire population
May live with dignity now and always.
A Place

Tomorrow I will awake and go to a place
And a small cabin build there, with flowers and animals
Roam the place freely
Nine stables will I have there
Living alone in the woods of nature.

And I shall have some peace, for peace is dropping slowly
Dropping from the trees where the birds once sang
There is midnight's all glimmer, and a morning for sun's ray
And evening full off stars shining brightly.

I will arise and go now, for always there will be night and day
I hear the water gushing from the hilltop
While I stand on a grey pavement on the road way
I hear this voice...

-neo-

DJ's ZeNiTh
APPENDIX O : Excerpts of the Group Interview with Form 1 Ramah Students

Interview 1.

(The researcher just finished asking them how many story books they read in a year.)

Researcher : So, in class, Puan Anis, erm your teacher only had time to read one short story with you?

Boy 1 : No. Two. *The Pencil* and (pause) ... the ... the ... (laughs)

Boy 2 : *Crow-la* (laughs) ... *The Crow*, teacher.

Researcher : No, no, not poem. Short story.

Boys : (silent, looking at each other, smiling)

Researcher : STO-RY. SHORT STO-RY.

Boys : Oohh, yes.

Boy 1 : *The Pencil*, teacher.

Researcher : Now, do you prefer reading poems or you prefer reading short stories?

Boys : (silent, smiling and looking at each other.)

Researcher : Huh?

Boy 2 : *The Pencil*.

Researcher : Why?

Boy 2 : Because it is interesting.

Researcher : So why don't you like reading poems?

Boys : (silent)

Boy 3 : Teacher what's po-erm again?

Researcher : Poem is 'Sajak'. Short stories are...erm...stories, 'Cerita'!

Interview 2.

Researcher : Did you enjoy reading the poem?

Girl 1 : "Best"! I like it. The story's interesting.

Researcher : *The Pencil*?

Girls 1 & 2 : Yeah.

Researcher : No, no, I want to know [about] the poem...erm, you like *The DeadCrow*?

Girl 3 : *The Crow-la*!

Girls 1 & 2 : Oooh ... (laughs) (pause)...okay-la.

Girl 3 : Difficult, teacher!
APPENDIX Q : Literature Section from S.M.K. Jaya’s English Language

Final Examination Paper for Form 1
Passage : 4
Questions : 22 – 24

The Dead Crow
He saw a dead crow
in a drain
near the post office.
He saw an old man
gasping for air...
and a baby
barely able to breathe
in a crowded morning clinic
This land is so rich.
Why should we suffer like this?

I want clean air
For my grandchildren
I want the damned fools
To leave the forest alone
I want the trees to grow,
The rivers run free,
And the earth covered with grass.
Let the politicians plan
How we may live with dignity,
Now and always.

A. Samad Said

22. What did someone spot near the post office?
   A. Death.
   B. A dead crow.
   C. Drain.
   D. An old man.

23. What did the old man and the baby have difficulty in?
   A. Gasping
   B. Suffering
   C. Breathing
   D. Seeing

24. The poet desires all these except
   A. clean air to breathe
   B. politicians to be free
   C. trees to grow
   D. rivers to run free
25. The poet wants _______ to live in dignity.
   A. men
   B. babies
   C. grandchildren
   D. politicians

26. How can politicians help us live a good life?
   A. By living well.
   B. By planning well.
   C. By letting us plan.
   D. By letting us breathe.

27. At what time do you think the poet saw the old man and the baby?
   A. 12 a.m.
   B. 12 p.m.
   C. 11 a.m.
   D. 11 p.m.

28. Why do you think the old man and the baby were at the clinic?
   A. They were related.
   B. They were having flu.
   C. They were having breathing difficulties.
   D. They were buying pills.