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Tarikh : Oktober 2006

Semua Pengarah Pelajaran Negeri

Y.Bhg. Dato'/Tuan/Puan,

SURAT SIARAN:

SUKATAN PELAJARAN DAN SENARAI KARYA BARU UNTUK MATA PELAJARAN ELEKTIF KESUSASTERAAAN DALAM BAHASA INGGERIS SEKOLAH MENENGAH ATAS MULAI TAHUN 2007 BAGI PELAJAR TINGKATAN 4.

Surat siaran ini bertujuan memaklumkan mengenai penggunaan sukatan pelajaran dan senarai karya baru bagi mata pelajaran elektif Kesusasteraan dalam Bahasa Inggeris untuk pelajar Tingkatan 4.

2. Sukatan pelajaran dan senarai karya baru ini akan digunakan mulai sesi persekolahan tahun 2007. Sukatan pelajaran tersebut bertujuan untuk meningkatkan penghayatan dan apresiasi pelajar terhadap karya-karya sastera yang telah dipilih serta untuk mengukuhkan pembelajaran dan penguasaan bahasa Inggeris. Sehubungan itu, dimaklumkan bahawa senarai karya baru yang digunakan adalah untuk tempoh sekurang - kurangnya tiga tahun akan datang.

3. Pelajar-pelajar Tingkatan 4 pada tahun 2007 yang memilih mata pelajaran elektif ini akan menduduki peperiksaan Sijil Pelajaran Malaysia (SPM) untuk mata pelajaran tersebut pada tahun 2008.

4. Pusat Perkembangan Kurikulum (PPK) akan membekalkan kumpulan cerpen dan puisi ke sekolah-sekolah manakala pihak sekolah dikehendaki membeli karya novel dan drama seperti yang disenaraikan di Lampiran 2 dari kedai-kedai buku. Pihak PPK akan juga menjalankan latihan pelaksanaan mata pelajaran elektif ini pada awal tahun 2007.

5. Sebagai panduan pelaksanaan bersama-sama ini disertakan perkara-perkara berikut:

- i. Sukatan Pelajaran (semakan semula) bagi mata pelajaran Kesusasteraan dalam Bahasa Inggeris untuk sekolah menengah. **(Lampiran 1)**
- ii. Senarai karya baru yang telah ditetapkan. **(Lampiran 2)**
- iii. Susunan kumpulan cerpen dan puisi bagi mata pelajaran Kesusasteraan dalam Bahasa Inggeris untuk sekolah menengah. **(Lampiran 3)**
- iv. Syarat-syarat peperiksaan SPM bagi Kertas Kesusasteraan dalam Bahasa Inggeris untuk sekolah menengah. **(Lampiran 4)**

6. Kerjasama Y.Bhg. Dato'/Tuan/Puan adalah dipohon untuk memaklumkan perkara di atas kepada semua pengetua di negeri masing-masing.

Sekian, terima kasih.

”BERKHIDMAT UNTUK NEGARA”

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7. Timbalan-timbalan Ketua Pengarah Pelajaran, Kementerian
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8. Ketua - ketua Bahagian, Kementerian Pelajaran
9. Ketua Nazir Sekolah, Kementerian Pelajaran
10. Penasihat Undang-undang, Kementerian Pelajaran
11. Pegawai Perhubungan Awam, Kementerian Pelajaran

1.0 INTRODUCTION

The aims of the Integrated Curriculum for Secondary Schools in Malaysia are to further develop the potential of the individual in a holistic, balanced and integrated manner encompassing the intellectual, spiritual, emotional and physical aspects in order to create a balanced and harmonious human being with high social standards.

The Literature in English programme in the Integrated Curriculum for Secondary Schools (KBSM) is offered as an elective subject for study at the upper secondary school level. Literature in English refers to literary works in English including translated works. The literary works offered for study in the programme are drawn from short story, novel, poetry as well as drama.

The study of literature also allows students to engage with relationships, ideas, places, times and events. This will lead them to a better understanding of themselves, of the people around them and of the world at large.

The syllabus in the Literature in English programme is organised in terms of Aims, Objectives, Learning Outcomes and Educational Emphases. The Aims outline the general goals of the programme while the Objectives define what students should achieve by the end of the programme. The Learning Outcomes describe the skills, attitudes and knowledge that students will acquire through the study of selected texts. The Contents provide further specifications of Learning Outcomes and constitutes basic guidelines which teachers need to take note while preparing their lessons. In addition, current developments in education are included in the Educational Emphases that include Learning How to Learn Skills, Information and Communications Technology (ICT) Skills, Thinking Skills, Multiple Intelligences and Values and Citizenship.

The Literature in English programme is based upon the study of some prescribed works. The selected works convey the values as well as the interests of the students. Apart from these prescribed texts, teachers can draw upon other literary works to widen the knowledge and experience of their students.

Literature in the classroom should be approached through a range of strategies which promote learner involvement in response to a range of texts. Strategies employed for teaching should be student-centred. Student responses should be encouraged through activities such as dramatising, the recitation of poems, and the writing of skits, stories and poems.

2.0 AIMS OF THE PROGRAMME

The Literature in English programme aims to develop in students an ability to enjoy the experience of reading literature, understand and respond to literary texts in different periods and cultures through an exploration of areas of

human concerns as depicted in the selection of short story, novel, poetry and drama. At the same time, an appreciation of literature and ability to use language effectively will enhance students' opportunities to become responsible, contributing citizens and lifelong learners while experiencing success and fulfilment in life. Students will also experience literature's contribution to aesthetic, imaginative and intellectual growth. All of these would contribute to their becoming balanced and harmonious individuals as envisioned in the National Education Philosophy.

The programme also serves as an initial preparation for students who intend to study literature at higher levels. In addition, the programme through the study of selected literary works in English, seeks to enrich students' knowledge of the English language so as to enable them to engage in further post-secondary school pursuits.

3.0 OBJECTIVES OF THE PROGRAMME

The objectives of this programme are to encourage and develop students' ability to:

- ❖ enjoy reading literary works;
- ❖ explore the contribution of literature to human concerns, and human relationships;
- ❖ appreciate values which would enhance an understanding of themselves and their relationships with others;
- ❖ understand and respond to literary texts in different forms and from different periods and cultures and;
- ❖ experience literature's contribution to aesthetic, imaginative and intellectual growth; and
- ❖ awareness of how language is used for different purposes.

4.0 LEARNING OUTCOMES

The Learning Outcomes are the expected attainment targets for students at the end of the programme. They include skills, experiences, attitudes or knowledge that students are to acquire at the end of Form 5. The Learning Outcomes presented here are to aid towards understanding and appreciation of the text. Teachers can modify and expand upon these Learning Outcomes and they may also deal with them in greater depth. It is not imperative that they be taught in the order presented here but it is important that they be taught in an integrated manner.

5.0 LITERARY TEXTS

Literary texts are studied for close reading to enable students to read, understand and respond to various types of literary texts and appreciate the ways in which the language is used. Literary texts for the Literature in English programme comprise the short story, novel, drama and poetry.

5.1 SHORT STORY

Short story refers to continuous pieces of writing which comprise works of fiction. In short story, the writer seeks through the creative use of language to highlight and explore issues and concerns of human interest from which readers may draw lessons by way of comparison and contrast.

No.	Learning Outcomes	Contents
i	To construct meaning from text and context;	<ul style="list-style-type: none"> - story / texts - use of prior knowledge - use reference strategies and technologies with the help of the internet
ii	To recognise and discuss issues of life in the text;	<ul style="list-style-type: none"> - issues of universal concern i.e. time and space, gender and culture, love and sacrifice.
iii	To identify and interpret themes and messages in the text;	<ul style="list-style-type: none"> - explicit meaning - implicit meaning
iv	To analyse and understand plot in the text;	<ul style="list-style-type: none"> - main and sub-plots - sequence of events - reasons for events - results of these events - relationship between events
v	To describe characters and interpret their interactions and relationships with one another;	<ul style="list-style-type: none"> - physical attributes - social position - attitudes and beliefs - personality - kinds of relationship - actions and reactions - interactions with one another - character development - roles and functions in developing the story
vi	To understand, interpret and analyse the contribution of	<ul style="list-style-type: none"> - nature of the setting

	setting (place and time) in the texts;	<ul style="list-style-type: none"> - atmosphere and mood created by the setting on: <ul style="list-style-type: none"> a. character/s b. text c. readers
vii	To understand point of view;	<ul style="list-style-type: none"> - narrator's point of view
viii	To identify and interpret literary devices in texts;	<ul style="list-style-type: none"> - figures of speech - figurative language
ix	To communicate an informed personal response to the texts; and	<ul style="list-style-type: none"> - reasons to support one's response to the text - relate the story to one's own feelings and experiences
x	To produce a piece of work (verbal / visual) in response to texts.	<ul style="list-style-type: none"> - essays - dialogues - comic strips - caricatures - paintings - mimes - speech

5.2 NOVEL

Novel refers to continuous pieces of writing which comprise works of fiction. In novels, the writer seeks through the creative use of language to highlight and explore issues and concerns of human interest from which readers may draw lessons by way of comparison and contrast. This, in turn, leads to a further understanding of themselves and the world around them.

No.	Learning Outcomes	Contents
i	To construct meaning from texts and context;	<ul style="list-style-type: none"> - story / texts - use of prior knowledge - use reference strategies and technologies
ii	To recognise and discuss issues of life as presented in texts;	<ul style="list-style-type: none"> - issues of universal concern i.e. time and space, gender and culture, love and sacrifice.
iii	To identify and interpret themes and messages in texts;	<ul style="list-style-type: none"> - explicit meaning - implicit meaning

iv	To analyse and understand plot in texts;	<ul style="list-style-type: none"> - main and sub-plots - sequence of events - reasons for events - results of these events - relationship between events - significance and impact of events in texts
v	To describe characters and interpret their interactions and relationships with one another;	<ul style="list-style-type: none"> - physical attributes - social position - attitudes and beliefs - personality - kinds of relationship - actions and reactions - interactions with one another - character development - roles and functions in developing the story
vi	To communicate an informed personal response to the texts;	<ul style="list-style-type: none"> - reasons to support one's response to texts - relate the story to one's own feelings and experiences
vii	To identify and analyse techniques used by the author in conveying his / her character/s to the reader;	<ul style="list-style-type: none"> - observations - character/s thoughts - use of contrast / juxtaposition
viii	To understand, interpret and analyse the contribution of setting (place and time) in the texts;	<ul style="list-style-type: none"> - nature of the setting - atmosphere and mood created by the setting on: <ul style="list-style-type: none"> a. character/s b. texts c. readers - significance of changes in setting and / or atmosphere in texts
ix	To understand point of view;	<ul style="list-style-type: none"> - assuming omniscience - demonstrate an awareness of both male and female voices within texts
x	To identify and interpret language and literary devices in texts;	<ul style="list-style-type: none"> - diction - sentence structure and syntax - figures of speech - figurative language
		<ul style="list-style-type: none"> - reasons to support one's

xi	To make a personal respond and	response to texts - relate the story to one's own feelings or opinions, experiences, cultural and societal influences, values and beliefs
xii	To produce verbal or visual production in response to text.	- illustrations - graphics - dialogues - simulations } Through varieties of medium, media and technology

5.3 DRAMA

Drama is a story of life and action represented by actors to be represented on stage. A play, therefore, is intended not merely to be read but to be performed. The impact of the play lies in the dramatic effect created. Students need to be sensitized to the playwright's use of dramatic devices and stage craft to create the overall effect through which they understand and appreciate the intended message.

No.	Learning Outcomes	Contents
i	To construct meaning from plays;	- story / texts - use of prior knowledge - use reference strategies and technologies
ii	To recognise and discuss issues of life as depicted in plays	- issues of universal concern - for example: human relationships, oppression, devotion
iii	To understand themes and messages in plays;	- explicit meaning - implicit meaning
iv	To analyse and understand the plot in plays;	- sequence of events - main and sub-plots - reasons for events - results of these events - relationship between events
v	To describe characters and interpret their interactions and relationships with one another	- physical appearance - social position - attitudes and beliefs - personality

		<ul style="list-style-type: none"> - kinds of relationship - actions and reactions - interactions with other characters - character development - roles and functions in plays
vi	To understand and interpret the contribution of setting (place and time) to plays;	<ul style="list-style-type: none"> - type and nature of setting - atmosphere and mood created by setting on: <ul style="list-style-type: none"> a. character b. plot c. audience
vii	To understand point of view;	
viii	To identify common dramatic devices that playwrights employ to achieve their effects;	<ul style="list-style-type: none"> - for example: dramatic irony, soliloquy, comic relief
ix	To communicate an informed personal response to plays;	<ul style="list-style-type: none"> - reasons to support one's response to the text - relating the story to one's own feelings and experiences
x	To understand directorial notes or in plays and	<ul style="list-style-type: none"> - how time is shown in the stage direction - some words are in different print such as block letters, italics and in brackets
xi	To dramatize simple plays.	<ul style="list-style-type: none"> - scenes from a play, one-act plays, students' own scripts - full personal involvement - appropriateness of voice and body language.

5.4 POETRY

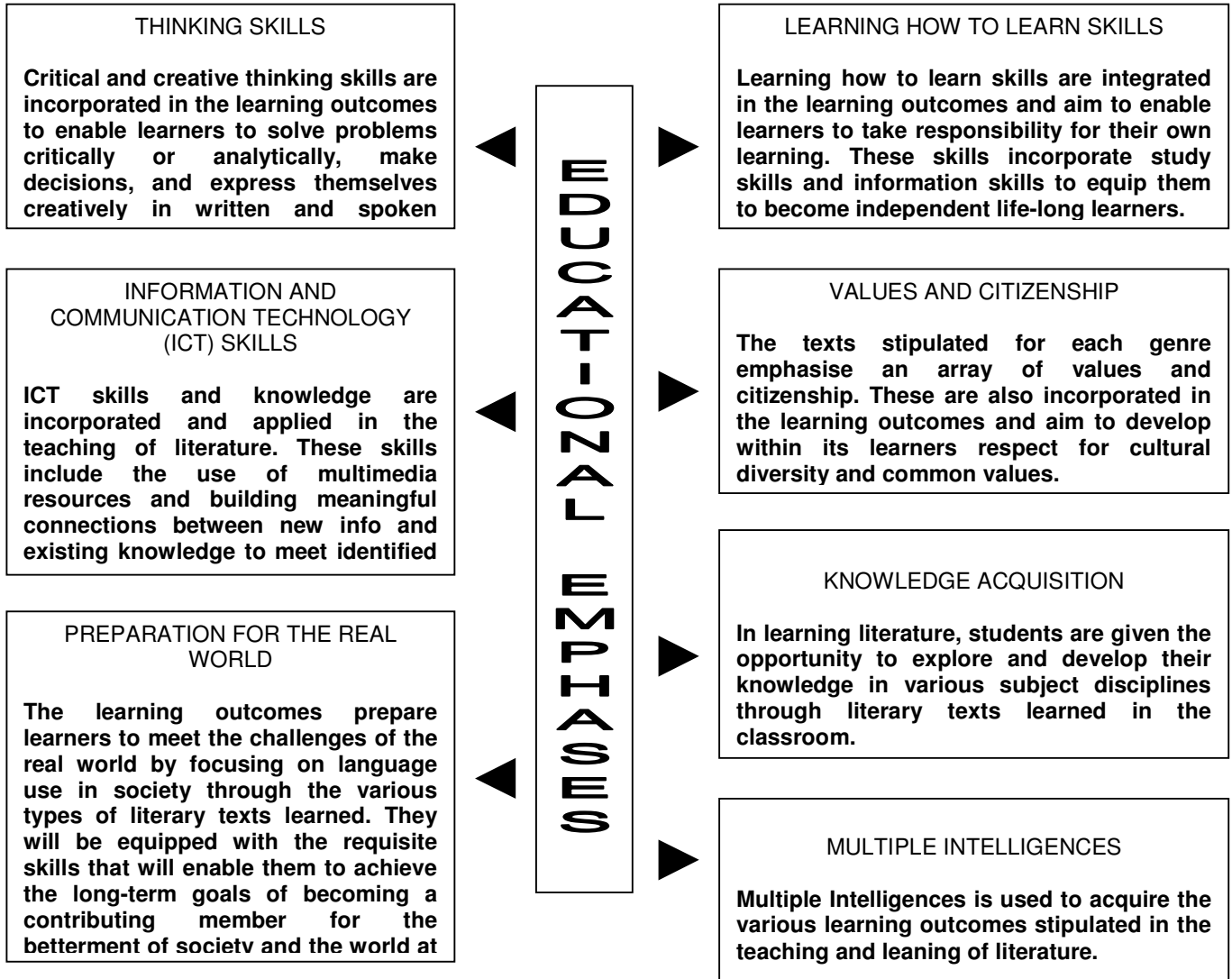
Poems are compositions designed to convey a vivid and imaginative sense of experience, written with an intensity of feeling. Poets employ various poetic devices to heighten and highlight the messages they intend to convey. Rhythm is an essential part of the total fabric of the poem and coupled with rhyme, they serve to increase one's pleasure in reading the poem. Readers gain sharper and deeper insights and

perceptions into life through their imaginative and emotional responses to the poem.

No.	Learning Outcomes	Contents
i	To identify the subject of poems;	<ul style="list-style-type: none"> - what the poem is about - summary of poem
ii	To understand and appreciate textual forms and elements	<ul style="list-style-type: none"> - denotative meaning - connotative meanings - choice of words (diction) - stylistics techniques - rhetorical devices
iii	To understand point of view;	<ul style="list-style-type: none"> - assuming omniscience
iv	To recognise, identify and understand the tone and mood of poems;	
v	To identify poetic devices and its effects in poems;	<ul style="list-style-type: none"> - for example: imagery - relating sounds to meanings (onomatopoeia) - patterns of sounds (alliteration)
vi	To understand the structure of poems;	<ul style="list-style-type: none"> - rhyme pattern - blank verse - free verse - meter and rhythm - stanza
vii	To communicate an informed personal response to poems;	<ul style="list-style-type: none"> - reasons to support one's responses to poems - relating the contents of poems to one's own feelings and experiences
viii	To recite poems and	<ul style="list-style-type: none"> - choral recitation - students write and perform songs that describe a character, a scene or their feelings.
ix	To write poems	<ul style="list-style-type: none"> - for example: limericks

6 EDUCATIONAL EMPHASES

These are the outline of current developments in education that will help learners prepare for the real world. In this respect, all these skills will contribute towards the building of a modern, creative and progressive society. This is enhanced through the four genres used in the literature syllabus.



7 TEXTS SELECTION

The criteria for the selection of texts for study are an important consideration of the Literature in English programme. Texts selected should be accessible to a good percentage of students in terms of language use, concepts, ideas, cultural references made and also be in keeping with the values and aspirations of the culture and norms of Malaysian society.

Selections should be based on specific themes that cater to the interests and maturity level of students. Examples of such themes are human relationships, the process of growing up, issues of life, nature, patriotism, war, adventure and science. Texts should comprise a selection of classics, contemporary works and Malaysian literary works. Texts selected must be original and unabridged works and also be of reasonable length.

SENARAI KARYA BARU MATA PELAJARAN ELEKTIF KESUSASTERAAN BAHASA INGGERIS

POEM		SHORT STORY	NOVEL	DRAMA
1. <i>Tonight I Can Write</i> – Pablo Neruda	R E L A T I O N S H I P S	1. <i>Naukar</i> – Anya Sitaram	1. <i>Fahrenheit 451</i> - Ray Bradbury	1. <i>Julius Caesar</i> - William Shakespeare
2. <i>Ways of Love</i> – Chung Yee Chong		2. <i>Cinderella Girl</i> – Vivien Alcock	2. <i>Fasting, Feasting</i> - Anita Desai	2. <i>The Lion and the Jewel</i> – Wole Soyinka
3. <i>A Prayer for My Daughter</i> – William Butler Yeats		3. <i>The Landlady</i> - Roald Dahl	3. <i>Holes</i> - Louis Sachar	3. <i>An Inspector Calls</i> - J.B. Priestly
4. <i>The Way Things Are</i> – Roger McGough		4. <i>Neighbours</i> – Robert Raymer		
5. <i>For my old amah</i> – Wong Phui Nam		5. <i>Harrison Bergeron</i> – Kurt Vonnegut, Jr		
6. <i>How do I love thee? Let me count the ways.(Sonnet 43)</i> - Elizabeth Barrett Browning				
7. <i>Birches</i> – Robert Frost	P E R C E P T I O N S O F S E L F			
8. <i>I Am</i> – John Clare				
9. <i>This Is A Photograph Of Me</i> – Margaret Atwood				
10. <i>Waiting to Go On</i> – Hugo Williams				
11. <i>Daring Tears</i> – Craig Romkema				
12. <i>The Traveller</i> – Muhammad Hj Salleh				

13. <i>Dulce Et Decorum Est</i> – Wilfred Owen	C O N F L I C T S			
14. <i>The Man He Killed</i> – Thomas Hardy				
15. <i>Death of a Rainforest</i> – Cecil Rajendra				
16. <i>The War against the Trees</i> – Stanley Kunitz				
17. <i>A Quarrel between Day and Night</i> – Omar Mohd Noor				
18. <i>“Crabbed age and youth cannot live together”</i> – William Shakespeare				