

Abstract

This study attempts to study the perceptions of ESL teachers and postgraduate students on the Malaysian English (ME) lexicalization in blogs. Hence, this study looks at the Malaysian English lexis which seems to be different in meaning and usage from standard British lexicalisation. 45 samples of English resembling ME were selected from 10 blogs and identified with Oxford Advance Learner's dictionary. These samples were then analysed with lexico-semantic categories adopted from Menon's (2003) framework of 13 lexico-semantic categories.

This study aims to determine how these lexical features of ME found in blogs are used differently or carry a different meaning from standard British English. This study also examines the perceptions of ESL teachers and students on the variety of these selected samples of English which resemble ME. Then, the types of contexts in which these samples have been encountered and the context of usage will be studied in relation to the perceptions of the variety to investigate if they are consistent. Subsequently, the teachers and students' perceptions in terms of identification of types of English and context of usage will be studied collectively to verify the variety of the English used in blogs.

This study comprises two sets of data and employs the quantitative and qualitative methods. The first source of data is blog entries written by ten Malaysian bloggers dated from August to September 2010. The other source of data is questionnaires which distributed to 20 ESL teachers and 20 ESL postgraduate students.

First, the researcher requested for the consent from the 10 bloggers to study their blogs. After the consents were obtained, the researcher went through their blog entries and analyse the samples of English resembling ME by adopting Menon's (2003) framework of 13 lexico-semantic categories. The findings show that the 45 samples collected from blogs could only fit into 9 categories of Menon's (2003) framework. The 45 samples of English resembling ME from the blogs were adopted as the data for questionnaire. The questionnaires were then distributed to 20 ESL teachers and 20 postgraduates to elicit their responses towards the samples extracted.

The use of questionnaire as instrument has two main purposes. First, it is to study the perceptions of ESL teachers and postgraduates on samples of English extracted from blogs which resemble ME, as to whether they are Standard British English, Standard ME or non-standard ME. Meanwhile, it studies the respondents' encountering and usage of the samples of English. Besides, it is to reconfirm whether the researcher's perception of the English used in blogs as being ME is accurate.

The responses from respondents show that most of the samples extracted from blogs are perceived as ME and this indicates that the researcher's perception of them being ME is accurate. Besides, the findings also show that most of the samples of English are non-standard ME, as they are always encountered and being used in the informal situations.

Abstrak

Kajian ini ingin mengkaji persepsi guru-guru dan mahasiswa-mahasiswi ESL terhadap leksikologi dalam blog. Oleh itu, kajian ini melihat pada Lekxis Bahasa Inggeris Malaysia (Malaysian English) yang seolah-olah berbeza dari Standard English dari segi pengertian dan penggunaan. 45 sampel Bahasa Inggeris yang dianggap sebagai Bahasa Inggeris Malaysia (ME) telah dipilih daripada 10 blog dan kemudian dikenalpastikan dengan kamus Oxford Advance Learner. Sampel-sample kemudian dianalisis dengan kategori yang diambil daripada rangka kerja Menon (2003) yang bernama 13 kategori lexico-semantic.

Kajian ini bertujuan untuk menentukan bagaimana ciri-ciri leksikal ME yang ditemui di dalam blog berbeza atau membawa maksud yang berlainan daripada Standard British English. Kajian ini juga mengkaji persepsi responden terhadap variasi sampel bahasa Inggeris yang dianggap sebagai ME oleh pengaji. Kemudian, jenis konteks di mana sampel ini telah ditemui dan konteks penggunaannya akan dikaji dan dikaitkan dengan variasinya untuk mengkaji jika mereka adalah konsisten. Selepas itu, persepsi guru-guru dan pelajar dari segi pengenalan variasi bahasa Inggeris dan konteks penggunaan akan dikaji secara kolektif untuk mengesahkan pelbagai bahasa Inggeris yang digunakan dalam blog.

Kajian ini mempunyai dua set data dan menggunakan kaedah kuantitatif dan kualitatif. Sumber utama data adalah daripada blog bertarikh dari Ogos hingga September 2010 yang ditulis oleh sepuluh blogger Malaysia yang muda. Sumber data yang kedua ialah soal selidik yang diedarkan kepada 20 guru dan 20 pelajar pascasiswazah ESL.

Pertama, penyelidik meminta keizinan dari 10 blogger untuk mengkaji blog mereka. Selepas persetujuan diperolehi, penyelidik mengkaji blog mereka dan menganalisis sampel Bahasa Inggeris yang dianggap sebagai ME dengan mengguna rangka kerja Menon (2003) yang bernama 13 kategori lexico-semantik. Data menunjukkan bahawa hanya 9 kategori Menon (2003) telah dijumpai dalam 10 blog terpilih dan seterusnya 45 sampel Bahasa Inggeris yang diekstrak dari blog tersebut telah digunakan sebagai data untuk soal selidik. Soal selidik kemudiannya diagihkan kepada 20 guru dan 20 pasca siswazah ESL untuk mendapatkan respons mereka terhadap sampel yang diekstrak.

Menggunakan soal selidik sebagai instrumen mempunyai dua tujuan utama. Pertama, ia adalah untuk mengkaji persepsi guru-guru dan pasca siswazah ESL pada sampel-sampel Bahasa Inggeris yang dianggap sebagai ME dan diekstrak daripada blog, sama ada mereka Standard British English, Standard ME atau non-standard ME. Sementara itu, ia mengkaji penemuan dan penggunaan sampel-sampel Bahasa Inggeris oleh responden. Selain itu, ia adalah untuk mengesahkan sama ada persepsi penyelidik bahawa bahasa Inggeris yang digunakan dalam blog-blog sebagai ME adalah tepat.

Keputusan dari responden menunjukkan bahawa kebanyakan sampel yang diekstrak dari blog dianggap sebagai ME dan ini menunjukkan bahawa persepsi penyelidik terhadap bahasa inggeris dalam blog sebagai ME adalah tepat. Selain itu, keputusan menunjukkan bahawa kebanyakan sampel Bahasa Inggeris adalah non-standard ME, dan mereka sentiasa ditemui dan digunakan dalam situasi tidak formal.

Acknowledgement

I would like to express my heartfelt gratitude to my supervisor, Dr. Devikamani Menon for her invaluable guidance, advice, and patience throughout the process of writing this research paper. Her constant encouragement and constructive supervision are deeply appreciated. I appreciate that Dr. Devikamani had pointed out the weakness of my research and had given me many insights and suggestions. I am grateful that with her patience guidance, I am able to complete this research.

Besides, I would like to thank the ten Malaysians bloggers who had given me the approval to study and to have access of their blogs as my data. I am also grateful to my friends who have been very helpful and had given me insights on my research. Besides, I would like to thank my friends who have helped to check my work and improve my study. A special note of thank to Vera who had helped me with the guidelines on the project paper submission requirements.

Last but not least, I want to thank my parents who encouraged me to enrol into the master's programme. I am grateful that I have a lovely family who always support and encourage me through my studies in University of Malaya. I will always owe them my deepest love.