REPRESENTATION OF THE VIEWS OF INDIVIDUAL AUTHORITIES AND PRESSURE GROUPS ON PPSMI IN MALAYSIAN ENGLISH NEWSPAPERS

AMJAD RAJI BIN JUSOH

DISSERTATION SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ENGLISH AS SECOND LANGUAGE

FACULTY OF LANGUAGES AND LINGUISTICS

UNIVERSITY OF MALAYA

KUALA LUMPUR

2011

UNIVERSITI MALAYA

ORIGINAL LITERARY WORK DECLARATION

Name of Candidate: AMJAD RAJI BIN JUSOH (I.C/Passport No: 660120035851)

Registration/Matric No: TGB080032

Name of Degree: MESL

Title of ~~Project Paper/Research Report/Dissertation/Thesis~~ ("this Work"):
A REPRESENTATION OF THE VIEWS OF INDIVIDUAL AUTHORITIES AND PRESSURE GROUPS ON PPSMI IN MALAYSIAN ENGLISH NEWSPAPERS

Field of Study:

I do solemnly and sincerely declare that:

(1) I am the sole author/writer of this Work;
(2) This Work is original;
(3) Any use of any work in which copyright exists was done by way of fair dealing and for permitted purposes and any excerpt or extract from, or reference to or reproduction of any copyright work has been disclosed expressly and sufficiently and the title of the Work and its authorship have been acknowledged in this Work;
(4) I do not have any actual knowledge nor do I ought reasonably to know that the making of this work constitutes an infringement of any copyright work;
(5) I hereby assign all and every rights in the copyright to this Work to the University of Malaya ("UM"), who henceforth shall be owner of the copyright in this Work and that any reproduction or use in any form or by any means whatsoever is prohibited without the written consent of UM having been first had and obtained;
(6) I am fully aware that if in the course of making this Work I have infringed any copyright whether intentionally or otherwise, I may be subject to legal action or any other action as may be determined by UM.

Candidate's Signature Date 15-4-2011

Subscribed and solemnly declared before,

Witness's Signature Date 15-4-2011

Name: Dr. Mahmood Hasan Khan
Designation: Supervisor.

TO MY FAMILY, FRIENDS AND EVERYONE WHO HAD GIVEN ME MOTIVATIONS.

ABSTRACT

This study is aimed at analysing the discursive construction ofcontroversy about the medium of instruction (MOI) for schoolsin the news media discourse in Malaysia. The data were collected from two mainstream English newspapers, *The Star* and *The New Straits Times* (January 2009 – June 2010). In Malaysia, national schools at the primary and secondary levels; and vernacular (Chinese and Tamil) schools at the primary level use English, instead of the national language, *Bahasa Malaysia* (BM), to teach Mathematics and Science, upon a directive issued by the Education Ministry in 2003. The policy is popularly known as PPSMI (*PengajarandanPembelajaranSainsdanMatematikDalamBahasaInggeris*, tr., Teaching of Mathematics and Science in English). However, in 2009, the Ministry decided to reverse the PPSMI policy and revert to BMas the medium of instruction. The reversal of the policy was discussed widely including in the space of the media. This study looked into how the English print media, specially, the two mainstream newspapers, *The Star* and *The New Straits Time*, covered the issue through the genres of news reports, editorials and opinion editorials. More specifically, the study aimed at analysing how different individuals and pressure groups in the country co-constructed and negotiated the issue as their voices were mediated by the columns of the editorials or news reporters. The analysis involved an exploration of the contents, linguistic means of realization (i.e., description of linguistic items and interpretation of the linguistic items), and an analysis of the stances based on the discourse-historical approach (DHA)constructed by Reisigl and Wodak(2001),Wodak et al. (2001), Wodak (2009) within the paradigm of critical discourse analysis (CDA) which involved national language, culture, constitution and education in Malaysia. The analysis shows that the authors of the texts used 'selective' mention of individuals and authorities, which ultimately facilitated a particular reading of the texts.

ABSTRACT

Kajianinibertujuanuntukmenganalisiskontroversiwacanapenggunaan medium arahan(MOI) dalamwacana media massa di Malaysia. Data yang dikumpulkanadalahdaripadaduasuratkhabarberbahasaInggeris yang utama, iaituThe Star dan The New Straits Times (Januari 2009 - Jun 2010). Di Malaysia, sekolah-sekolahkebangsaan di peringkatrendahdanmenengah, dansekolahvernakular (Cinadan Tamil) padaperingkatsekolahrendahmenggunakanbahasaInggeris, bukanbahasakebangsaan, iaituBahasa Malaysia (BM), untukmengajarMatematikdanSains, atasarahan yang dikeluarkanolehKementerianPelajaranpadatahun 2003. Dasarinidikenalisebagai PPSMI (PengajarandanPembelajaranSainsdanMatematikdalamBahasaInggeris).Namun, pada 2009, KementerianPelajaranmemutuskanuntukmenghapuskandasar PPSMI dankembalikeBahasaMalaysiasebagai media pengajarandanpembelajaran.Pembalikandasaritudibahassecarameluastermasuk di dalamruangan media.Kajianinimelihatsecaramendalambagaimana media cetakyang berbahasaInggeris, khususnya, duasuratkhabarutama, The New Straits Timesdan The Star, meliputimasalahmelalui genrelaporanberita, editorial dancadangankepada editorial. Lebihkhusus, kajianinibertujuanuntukmenganalisisbagaimanaindividu yang berbezadankumpulanpenekan di negarainibekerjasamadanmerundingkanisudanmenjadikan media sebagaiperantarakepadasuaramereka.Analisisinimelibatkaneksplorasiisi, kebenarandarisudutlinguistik (iaitu, keterangan item linguistikdantafsiran item linguistik), dansebuahanalisissikapberdasarkanpendekatanwacana-sejarah (DHA) yang telahdipraktikkanolehReisigl and Wodak (2001), Wodak et al. (2001), Wodak (2009) dalamparadigmaanalisiswacanakritis (CDA) yang manamelibatkanbahasakebangsaan, budaya, undang-undangdanpendidikan di

Malaysia.

Analisismenunjukkanbahawapenulistekssuratkhabarmenggunakansecara ‘selektif’untukmerakam kata-kataindividudanpihakberkuasa, yang akhirnyamemudahkanpembacaantertentudariteks.

ACKNOWLEDGEMENTS

I would like to take this valuable opportunity to thank all those who have contributed and assisted in any way, shape or form to the completion of this project report. The motivations, advices and supports, ideas and critics and also their precious time spent for keeping me on the track.

On the first day I have made my decision to take this course with the 6 +1 option, what comes to my mind at that time was that I wanted to produce a quality paper. But how can I produce a script that is really high quality, preferred by the readers, arousing, gives rise to a deep impact, and sense of touch. I was lack of capability to do so.

My days were packed because I teach in SekolahKebangsaan Kulim, PasirPuteh, Kelantan. The days were solid enough to learn to write and produce a dissertation, so this is a gift and a blessing in disguise for me to learn from my supervisors, Doctor Mahmud Hasan Khan andAssociate Professor Doctor KamilaGhazali, how to survive the world of writing.

I really felt how hard to write a dissertation which is most importantly for my own understanding of what is discussed in it, before other people understand what it is all about. In completion of this dissertation, I am still unsure that the paragraphs which are sources of ideas and which are among the paragraphs, which can represent the central idea that the fabric for the fabric which would satisfy my readers.

The ideas were often sound easy to go around with, however, so heavy rolling and sometimes when I want to take a pen and a notebook, but so to have a pen and notebook in hand, what I wanted to pour all of the ideas and inspiration

had gone, disappeared. Finally the numerous ideas I had would only just dissolved in my neurons.

Well I now have written and presented a dissertation which shared numerous ideas from the other authors of the famous experts in the field in order to strengthen my stands.

The topic I discussed in this study was very interesting, but I apologize if my writing unable to engender interest to you as my readers.

TABLE OF CONTENTS

TITLE PAGE **i**

ORIGINAL LITERARY WORK DECLARATION **ii**

DEDICATION **iii**

ABSTRACT **iv**

ABSTRAK **v**

ACKNOWLEDGEMENT **vi**

CHAPTER I: INTRODUCTION

1.0 Background of the study 1

1.1 The Social Agents Referred to in the PPSMI Discourse 7

1.2 Statement of the Problem 8

1.3 The Objectives of the Study 10

1.4 Research Questions 11

1.5 Scope and Limitation 12

1.6 Definition of Terms 15

1.6.1 Critical Discourse Analysis 16

1.6.2 Discourse Historical Approach in Critical Discourse Analysis 16

1.6.3 Discursive Formation 17

1.6.4 Interdiscursivity 20

1.6.5 Interdisciplinary and transdisciplinary 21

1.7 Conclusion 22

CHAPTER II: LITERATURE REVIEW

2.0 Introduction 23

2.1 Previous Related Studies 24

2.2 Critical Discourse Analysis 26

2.2.1 The Facts of the Press 28

2.2.2 Discourse-Historical Approach 34

2.3 Political System in Malaysia 38

2.4 Rights group and civil society in Malaysia 42

2.4.1 Gerakan Mansuhkan PPSMI (GMP) 43

2.4.2 Gabungan Penulis Nasional (Gapena) 44

2.4.3 Persatuan Kebangsaan Pelajar Islam Malaysia (PKPIM) 45

2.4.4 Persatuan Penulis Nasional (Pena) and Persatuan Linguistik Malaysia 45

2.4.5 Pertubuhan Pribumi Perkasa Malaysia (PERKASA) 47

2.4.6 The Parent Action Group for Education (PAGE) 47

2.4.7 The United Chinese School Committees' Association of Malaysia (Dong Zhong) and The United Chinese Teachers' Association of Malaysia (Jiao Zhong) 48

2.4.8 Gabungan Pelajar-pelajar Melayu Semenanjung (GPMS) 48

2.5 Constructing a Platform to Sustain Plurality of Struggles 49

2.6 Language Identity 51

2.7 Education Policy Making Initiatives in Malaysia 52

2.8 Historical Trajectory of Education Reforms in Malaysia 53

2.8.1 Barnes Report (1951) 54
2.8.2 Fenn-Wu Report (1951) 55
2.8.3 Razak Report (1956) 55

2.8.4 Rahman talib Report (1960) 56

2.9 National Philosophy of Education and National Education Policies in Malaysia 58

2.10 Education and National Development Towards 2020 60

2.11 The Issue of Bahasa Malaysia 61

2.12 The Evolution of PPSMI's Issue 63

2.12.1 Political 63

2.12.2 Economical 65

2.12.3 Social and Psychological 68

2.13 Measures Taken to Implement the PPSMI Policy 69

2.14 Newspaper Industry in Malaysia 70

2.15 The Printing Presses, the Regulations and Publications Acts in Malaysia 73

2.15.1 The Era of Borderless World 77

2.16 Conclusion 79

CHAPTER III: METHODOLOGY

3.0 Introduction 80

3.1 Research Design 82

3.2 Theoretical Framework 87

3.2.1 Analysis Process 89

3.2.2 Management and Organisation of Qualitative Data 93

3. 3 Data Selection 94

3.3.1 The New Straits Times 94

3.3.2 The Star 95

3.4 Data Collection 95

3.5 Data Analysis 100

3.6 Conclusion 102

CHAPTER IV: DATA ANALYSIS

4.0 Introduction 103

4.1 The Arguments Produced by the Newspapers: The Contents 103

4.2 Analyses of linguistic means 106

4.2.1 The use of quotes and paraphrasing 106

4.2.1.1 Examples of quotes in news reports in the *New Straits Times* 107

4.2.1.2 Examples of quotes in news reports in *The Star* 108

4.2.1.3 Examples of quotes in opinion editorials in the *New Straits Times* 110

4.2.1.4 Examples of quotes in opinion editorials in *The Star* 111

4.2.2 Rhetorical Figures 112

4.2.3 Emotive Terms 120

4.2.4 The Properties of "Should" 131

4.2.5 Code-switch 132

4.2.6 Pronominal 135

4.2.7 Repetition 147

4.3 Stance analysis 149

4.4 Conclusion 151

CHAPTER V: CONCLUSION

5.1 Introduction 153

5.2 Summary of the Findings 154

5.3 Conclusions 162

5.4 Recommendations 164

5.4.1 Independent and Self-Access Learning 165

5.4.2. Higher Education 167

5.4.3 Future Research 168

APPENDICES 170

APPENDIX A: Table 3.1: List of PPSMI Reports in The STAR 171

APPENDIX B: Table 3.2 List of PPSMI Reports in the New Straits Time 175

APPENDIX C: Table 3.3: Distribution of the reports. 185

APPENDIX D: Table 3.4: Number of articles related to PPSMI in the newspapers (January 2009 to June 2010) 186

APPENDIX E: Copies of Newspaper Reports 175

BIBLIOGRAPHY 404

LIST OF FIGURES

Figure 1.1: Overview of PPSMI policy 406

LIST OF TABLES

Table 2.1: Enrolment of students in Malaysian schools 66

Table 2.2 Number of Teachers in Malaysian schools 67

Table 4.1: Examples of Rhetorical Figures in the Data 113

Table 4.2: Intensifiers 123

Table 4.3: Examples of code-switching 133

Table 4.3: Pronominals to interpellate 143

Table 4.4 Examples of Repetition 148