AN ANALYSIS OF COLLOQUIAL ENGLISH IN INDONESIA, MALAYSIA AND SINGAPORE BASED ON TRAVEL STORY
(A NARRATIVE INQUIRY APPROACH)

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I)
English Education Department of Teacher Training and Education Faculty
State Institute for Islamic Studies (IAIN) Salatiga

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ATTENTIVE COUNSELOR’S NOTE
Case: Sahrul Laili Fahmi’s graduating paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum wr. wb.

After reading and correcting Sahrul Laili Fahmi’s graduating paper entitled An Analysis of Colloquial English in Indonesia, Malaysia and Singapore Based on Travel Story (A Narrative Inquiry Approach), I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum wr. wb.

Counselor

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MOTTO:

“Eat Failure, and you will know the taste of success”

-Fatahlity-
DEDICATION:

THIS GRADUATING PAPER IS DEDICATED TO:

My Parents...
Who have seriously support me in everything

My brothers, Mas Lutfi, Dek Salis, Dek Fikri...
Who fill my days with love...
ACKNOWLEDGMENT

In the name of Allah, The most gracious and merciful, the Lord of Universe. Because of Him, the writer could finish this graduating paper as one of requirement for Sarjana Pendidikan Islam at English Education Department of Teacher Training and Education Faculty (TTEF) of State Institute for Islamic Studies (IAIN) Salatiga in 2016. Secondly, peace and salutation always be given to our Prophet Muhammad SAW who has guided us from the darkness into the lightness.

However, this success would not be achieved without those supports, guidance, advice, help, and encouragement from individual and institution and I somehow realize that an appropriate moment for me to deepest gratitude for :

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2. Suwardi, M.Pd as the Head of Teacher Training and Education Faculty (TTEF)
3. Noor Malihah Ph.D as the Head of English Education Department.
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Salatiga, January 15 2016
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DECLARATION

In the name of Allah,

Hereby, the writer declares that this graduating paper is written by the writer himself. This paper does not contain any materials which have been published by other people; and it does not cite any other people’s ideas except the information from the references.

This declaration is written by the writer to be understood.

Salatiga, 04/01/06

The writer

Sahrul Laili Fahmi

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A GRADUATING PAPER

AN ANALYSIS OF COLLOQUIAL ENGLISH IN INDONESIA, MALAYSIA
AND SINGAPORE BASED ON TRAVEL STORY
(A NARRATIVE INQUIRY APPROACH)

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ABSTRACT


Keywords: English In southeast Asian Countries, Colloquial English, Narrative Inquiry

English is an international language, spoken in many countries both as a native and as a second language. As English has constantly been spreading around the world as a global language, it is no longer a language restricted to countries where it is spoken as the first language (mother tongue). Its spread is obviously seen in Indonesia, Malaysia and Singapore, countries in Southeast Asia which includes multiethnic, multicultural and multilingual communities. In the region, English can be classified into two groups: as a second language such as Malaysia (Manglish) and Singapore (Singlish), or as a foreign Language such as Indonesia. The purposes of his study are to analyze the Colloquial English found in Indonesia, Malaysia and Singapore, and to know the grammar forms of Colloquial English in Indonesia, Malaysia and Singapore. The writer chose to use a Narrative Inquiry method as this method appeared to be the most suitable for the purpose of his study. The writer restory his experiences of colloquial English used in Indonesia, Malaysia and Singapore to get the data. The writer found vocabularies and grammar forms of colloquial English used in Indonesia, Malaysia and Singapore. At the end, it can be concluded that Manglish is markedly more influenced by the Malay language than Chinese dialect while Singlish is more influenced by Chinese dialect than Malay language. In Indonesia English is influenced by Indonesian Language.
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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language, spoken in many countries both as a native and as a second or foreign language. It is taught in schools in almost every country on this earth. It is a living and vibrant language spoken by over 300 million people as their native language. Millions more speak English as an additional language.

English is spoken habitually in the United States, the British Isles, Ireland, Canada, Australia, New Zealand, the Republic of South Africa, Liberia, and many territories under the United Kingdom and the United States of America. It is estimated that 300 million people speak English as a second language, and an additional 100 million people use it fluently as a foreign language. As a rough estimate, 1000 million or one billion people around the world have some knowledge of English, either as a native language, as a second language, or as a foreign language (Thirumalai, 2002:1).

As English has constantly been spreading around the world as a global language, it is no longer a language restricted to countries where it is spoken as the first language (mother tongue). According to Bolton (2006: 380) in Vu (2012: 8) “English is no longer the possession of the British, or even the British and the Americans”, and Kachru’s opinion (1988: 1) in Vu (2012:8) “The English language now belongs to all those who use it”. Its increasingly
widespread use has resulted in the fact that there are now more non-native speakers of English than native ones (Siregar, 2010). Its spread is obviously seen in Southeast Asia, a subregion of Asia which includes eleven multiethnic, multicultural and multilingual countries. In the region, English can be classified into two groups: as a second language in the countries that were once colonies or protectorates of an English-speaking power (Malaysia, Singapore, Brunei, and Philippines); or as a foreign language in the rest of the region. Particularly, English has developed into new varieties called “New Englishes” (Kachru, 1984; Mc Arthur, 1987) in Vu (2012) such as Singapore English, Brunei English, Philippine English, and Malaysian English.

Southeast Asia, a term used since World War II, is an area geographically situated east of the Indian subcontinent, south of China, west of New Guinea and north of Australia, between the Indian Ocean in the west and the Pacific Ocean in the east. The region spreads over 4,506,600 km2, which is made up of two distinct regions, the mainland peninsula, and an island or maritime zone. The mainland which is an extension of the Asian continent includes Myanmar (Burma), Thailand, Laos, Cambodia, and Vietnam. Island or maritime Southeast Asia comprises Malaysia, Singapore, Indonesia, the Philippines, Brunei, and the new nation of East Timor, formerly part of Indonesia. (Harme, 2009; Vu, 2012).
In addition to its ethnic, cultural and political diversity with an extremely rich ancient and contemporary history, Southeast Asia has a large variety of languages. It is home for thousands of languages.

Bilingualism, perhaps in the national language and a regional language or dialect, is extremely common in the region. In rural areas, it is not surprising to see many people speaking anything from three to seven languages with little difficulty. Among the foreign languages, Chinese, Indian and Malay languages are the Asian languages the most widely spoken. It is the result of the immigration of the Chinese and Indians.
It is important to note that the majority of English speakers in the world are not native speakers of English, but use the language either as a second language or as a foreign language (Kachru, 1985) in Vu (2012). Malaysia and Singapore use English as a second Language while in Indonesia English use as a foreign language.

It's well known that because of English already spread in Indonesia, Malaysia and Singapore, It influences the local language. We can find Unique English in these Countries. When The writer came to the Market in Singapore, He heard some unique language such as: “five dollar three, Can?”, “hhhmmm... Can, Lah... come come”, those conversation is very interesting for the writer to make a study about unique colloquial English entries in some countries in Southeast Asia (Indonesia, Malaysia and Singapore).

In this Study, the writer will analyze the unique of colloquial English entries based on his experience while visiting some Countries in Southeast Asia countries (Malaysia, Singapore and Indonesia). The writer is really motivated to conduct a study entitled AN ANALYSIS OF COLLOQUIAL ENGLISH IN INDONESIA, MALAYSIA AND SINGAPORE BASED ON TRAVEL STORY (A NARRATIVE INQUIRY APPROACH)

B. Limitation of the Study

The writer has restricted his study to analyze of English Entries (Colloquial English) in Indonesia, Malaysia and Singapore based on his travel story. The subjects of his study are street vendors, taxi drivers, customer
servicers, waiters and merchandise sellers that having interaction with the writer, Daniel Muhammad, Johnston Lim, Andrew, member of social media facebook ‘kursus gratis bahasa inggris’, Bailamos dance school staff and students. This study is a starting point of future study.

C. Problems of the Study

Based on the background of the study above, the writer formulates the formulation of the study problems as follow:

1. What are the Colloquial English found in Indonesia, Malaysia and Singapore based on the writer travel story?
2. How is the Grammar form of Colloquial English of Indonesia, Malaysia and Singapore based on the writer travel story?

D. Purposes of the Study

Based on the above problems, the writer formulates the purposes of the study as follows:

1. To analyze the colloquial English found in Indonesia, Malaysia and Singapore based on the writer travel story.
2. To know the grammar forms in colloquial English found in Indonesia, Malaysia and Singapore based on the writer travel story.

E. Benefit of the Study

1. Academic Benefits
   a. The writer is able to use this graduating paper as an additional source to develop his understanding about Colloquial language.
b. The readers are able to use this graduating paper as and additional information about Colloquial English.

2. Practical Benefits:
   a. This research can be English Department student’s additional information of Colloquial English in Southeast Asian Countries (Indonesia, Malaysia and Singapore).
   b. The reader is able to improve their knowledge about Southeast Asian countries (Indonesia, Malaysia and Singapore)

F. Previous Study

The Study of Colloquial English is interesting since they become important tools in communication, either spoken or written. The phenomenon of English entries has been long examined by scholars. One of them was done by Phuong Tra Vu in 2012. Phuong Tra Vu conducted a research with the title “English in Southeast Asian Countries”. As English has constantly been spreading around the world as a global language, it is no longer a language restricted to countries where it is spoken as the first language (mother tongue). Its spread is obviously seen in Southeast Asia, a subregion of Asia which includes eleven multiethnic, multicultural and multilingual countries. In the region, English can be classified into two groups: as a second language, or as a foreign language. Particularly, English has developed into new varieties called “New Englishes” such as Singapore English, Brunei English, Philippine English, and Malaysian English. The objectives of his study are to provide overviews of the worldwide spread of English, Braj Kachru’s three
circle model which describes this spread, and how the eleven countries fit into this model. It also focuses on New Englishes and their characteristics. Finally, the future of English in Southeast Asia is speculated basing on its future in the world and on the current language situation of the region.

The writer is interested to conduct another study related to English in Southeast asian countries. In his research, the writer focus on the colloquial English in Indonesia, Malaysia and Singapore.

G. Clarification of Key Terms

1. Colloquial English Entries

Colloquial English Entries in this study can be identified as informal language. Informal language (or colloquial language) is the language of private conversation, of personal letters, etc. It is the first form of language that a native speaking child becomes familiar with. Because it is generally easier to understand than formal English, it is often used nowadays in public communication of a popular kind; for example, advertisements and popular newspapers mainly employ colloquial or informal style (Leech and Svartvik, 1975).

2. South East Asian Countries

Southeast Asia, a term used since World War II, is an area geographically situated east of the Indian subcontinent, south of China, west of New Guinea and north of Australia, between the Indian Ocean in the west and the Pacific Ocean in the east. The region spreads over
4,506,600 km², which is made up of two distinct regions, the mainland peninsula, and an island or maritime zone. The mainland which is an extension of the Asian continent includes Myanmar (Burma), Thailand, Laos, Cambodia, and Vietnam. Island or maritime Southeast Asia comprises Malaysia Singapore, Indonesia, the Philippines, Brunei, and the new nation of East Timor, formerly part of Indonesia. (Harme, 2009; cited in Vu, 2012:8).

II. Outline of the Paper

CHAPTER I is Introduction. This chapter presents the background of the study, limitation of the Problem, problems of the study, purposes of the study, limitation of the problem, the benefits of the study, report of the previous study, clarification of key term and outline of the paper. CHAPTER II is review of underlying theories. This chapter presents the discussion some theories about Colloquial English and Southeast Asian English. CHAPTER III is Method of the study. This chapter presents the Methods using in data findings. CHAPTER IV is Analysis and Discussion. This chapter analyses the colloquial English found in Indonesia, Malaysia and Singapore based on travel story. CHAPTER V is Closure. The last chapter is Referrences and appendices.
CHAPTER II
REVIEW OF UNDERLYING THEORIES

In this chapter, a number of theories and relevant background knowledge are presented to support the analysis of unique colloquial English in Southeast Asian Countries. The chapter is divided into 6 main topics as follows:

1. Informal Language (Colloquial English) and Standard English
2. The Acquisition-Learning Hypotheses
3. English as a second Language and English as a foreign Language
4. English in Southeast Asian Countries (Indonesia, Malaysia and Singapore)
5. Linguistics Features
6. World Englishes: Braj Kachru’s “Three Circle” of English Model

A. Informal Language (Colloquial English) and Standard English

1. Informal Language (Colloquial English)

Informal language (or colloquial language) is the language of private conversation, of personal letters, etc. It is the first form of language that a native speaking child becomes familiar with. Because it is generally easier to understand than formal English, it is often used nowadays in public communication of a popular kind; for example, advertisements and popular newspapers mainly employ colloquial or informal style (Leech and Svartvik 12). It is different from slang because slang is not universally recognized and no limitation. Colloquial language recognized only within a culture or sub culture.
2. **Standard English**

   A standard Language is developed as a result of sociopolitical process. It is not entirely the same as the formal variety of a language. A standard variety of language includes both formal and informal or colloquial variety.

   *Standard English is that variety of English which is usually used in print, and which normally taught in schools and non native speakers learning the language. It is also the variety which is normally spoken by educated people and used in news broadcast and other similar situations. (Peter Trudgill, 1987) cited in Risdianto (2012:30)*

   (Kerswill, 2006) has avoided trying to define standard English. This is because the way this notion (or lay externalisations of it such as ‘correct’ or ‘good’ English) is understood is closely related to the perspective of particular language user or commentator.

B. **Language acquisition and Language Learning (The Acquisition-Learning Hypotheses)**

   *The Acquisition- Learning Hypotheses* is one of five hypotheses summarize current theory on Second language acquisition in Krashen (2002:1). There are two ways or models of second language development. Subsconscious language acquisition and conscious language learning.
Language acquisition occurs subconsciously. While it is happening, children and adults are not aware that it is happening. They think they are having a conversation, reading a book, watching a movie. Also, they have acquired something, they are not usually aware that anything has happened, the knowledge is stored in their brains subconsciously. The research strongly supports the view that both children and adults can subconsciously acquire language. Also, both oral and written language can be acquired.

Language learning is a conscious process. When children and adults are learning, they know that they are learning and they are trying to learn. Language learning is what they did in school, in everyday language, when they talk about “rules” and “grammar”, they are talking about “learning”.

C. English as a second language (ESL) and English as a foreign language (EFL)

In the middle-to-later years of the twentieth century, it became apparent to the English language teaching profession that situations of ‘non native’ users of English around the world were not all the same. A clear distinction was to be made, for example, between students of English in Africa or Asia, who already had other languages at their disposal, and were learning English for limited purposes, and immigrants into the US, Canada, etc., who were taking up English as their language for all necessary business and most if not all social interaction, to the point that the language of ‘the old country’ was set aside, with children not being encouraged to learn it, or even being
forbidden to do so. Thus, the distinction between English as a second language (ESL) for immigrants to the Inner Circle and as a foreign language (EFL) for learners world-wide in their own contexts arose to account in some broad ways for differences between situations of acquisition (learning) and use of English in various contexts.

EFL (English of Foreign language) users were those who learned English at a distance from any ‘native’ speakers and for limited utility, e.g., for reading knowledge to keep up with Western science and technology. ESL (English as a second language) users studied the language more intensely and intimately, and they could speak it, which the EFL (English as a foreign language) person was not necessarily expected to be able to do. There was an implicit association of proficiency-level and comparison, which made EFL something less than ESL. Most departments, programmes, and textbooks use ‘ESL’ as a generic inclusive label for teaching English to those who already speak other languages, though sometimes the EFL/ESL distinction is made explicit, as in the title of of Celce Murcia’s *Teaching English as a Second or Foreign Language* (1991).

This is one view of the EFL/ESL dichotomy among non-native speakers. Strevens (1992: 35-7) in Kachru and Nelson (2006) expressed a more sophisticated view in which he distinguished between *primary* and *secondary languages*. For someone who grew up in an English-speaking household, neighbourhood, or larger community, English was the ‘primary’
language. Wherever a language was acquired or learned for purposes of business, diplomacy, education, etc., it was ‘secondary’. Then, among users for whom English was a secondary language, those in communities, countries or region in which English was not a medium of formal public instruction, not an accepted code for administration, medium of education, legal affairs, broadcasting, print media, public and private discourse, and so forth, it was a foreign language.

In ESL countries such as those of South Asia, Southeast Asia and Anglophone Africa the secondary language is not ‘just another language’; it has special standing as a language of education and of other officially designated functions. In this case, the usage of the community necessarily comes into the picture, since by definition the individual users are strongly influenced by the language as they hear and read it in their sociolinguistics environment. The increased use of the language in education eventually leads to its use in the private domains and in creative literature. A great deal of the divided thinking in the English language teaching profession may have been caused by this failure to accept the fact that the models and norms for learners’ English were quite different in EFL and ESL situations, with a consequent insistence on ‘native’ English norms in both types of situation. The foreign language/second language designation makes, or should indicate, a significant difference in the status and nature of English in a given context. Strevens in Kachru and Nelson (2006) sums it up:
[The EFL/ESL distinction] affects the extent of the learner’s prior familiarity with English, ... the learner’s expectations of success, and ... both the average level of attainment ... (higher overall in ESL than in EFL countries) and the ultimate norms or goals for success which learners and teachers set themselves (aspiring to L1-like in EFL countries, aspiring rather to an NNS target in ESL countries). (strevens, 1992 :36-7)

D. English in Southeast Asian Countries (Historical Background)

It is important to note that the majority of English speakers in the world are not native speakers of English (i.e. not members of the “Inner Circle”), but use the language either as a second language (in the “Outer Circle”) or as a foreign language (in the “Expanding Circle”) (Kachru, 1985 in Tra vu, 2012). Kachru went on to point out that English was spreading rapidly in non-Western countries as an “additional language” and “alternative language” in such multilingual societies as Southeast Asian countries, in response to the demands of modernization and technology, as well as by other sociopolitical and sociolinguistic dynamics.

According to Kachru’s “three-circle model” classification, Southeast Asian countries fall into two distinct categories. Singapore and Malaysia, can be classified as “Outer Circle” countries, where, because of their colonial past, English continues to play a major role. In this respect, it is possible to talk about Malaysian and Singaporean varieties of English. On the other hand,
Indonesia belongs to the Expanding Circle where English is gradually acquiring the dominant position as the first foreign language used by their people.

1. **Indonesia**

   Indonesia was a colony of The Netherlands for four centuries before it declared its independence in 1945. During the colonial period, Dutch was the main language of education, but for practical reasons, since The Netherlands was a small country surrounded by powerful countries such as Britain, France and Germany. English, French and German were also taught at the high school level. European-style education, however, was confined to a small minority of Indonesians, so that the people of the 16.000 islands, speaking more than 500 languages, had no common language. Malay, as the lingua franca in the domain of commerce, was used widely in Southeast Asia. Though only about ten million Indonesians were familiar with Malay, it was known all over the Islands, as opposed to Javanese, which has more numerous speakers as a first language, but is confined to Java. In 1928 the Indonesian rallied around the slogan of *one country, one nation and one language* and adopted Malay as an Indonesian Language. During the occupation by the Japanese (1942-45), the use of Dutch was forbidden, and as the Japanese could not introduce their language immediately, the national Indonesian language, Malay, gained around. After
independence, Bahasa Indonesia or the Indonesian language became the sole national and official language of the country. English was introduced as a compulsory second language at the junior and senior high school levels in place of Dutch, which is still taught as a foreign language, as are French, German, etc.

2. **Malaysia**

The colonial history of Peninsular Malaysia begins with the acquisition of Penang by the East India Company in 1786. Subsequently, Stamford Raffles established a trading settlement in Singapore on behalf of the Company in 1819, and the Straits Settlements became established by 1826. Thus began the colonial rule that lasted almost 140 years, with the brief interlude of the Japanese occupation (1942-45). In 1946 the Malaya Federation was set up, while Singapore remained a separate Crown colony. The Malaya Federation gained independence in 1957, and Singapore gained self-government in 1959. It merged with the Malaya Federation in 1963, but later became an independent republic in 1965.

Education in English was introduced into the Straits Settlements from the early nineteenth century. But the British experience in India, where the spread of English education led to the rise of nationalism, resulted in the British being cautious in introducing English education widely in Malaysia. The policy resulted in four types
of schools; Chinese in the Chinese-majority regions, Traditional Arabic (for religious instruction only) and Malay schools in the Malay areas, Tamil in the South Asian majority areas, and English-medium schools for the rich and the elite of the Malaysian society. After independence, Malay or Bahasa Malaysia emerged as the national Language of the new nation.

According to the National Education policy implemented in 1982, Malay is the medium of education up to the secondary level in all national schools (earlier English- and Malay-medium schools), and Malay is taught obligatory in national-type primary schools (earlier Chinese- and Tamil-medium schools). At the secondary level, all schools employ Malay as the medium of instruction so that all students completing high school can move to the university level. Ethnic language schools are required to provide for instruction in pupils’ own languages also (Chinese, Tamil, etc.). English is taught obligatory in all schools. There are private English-medium schools with links to universities in the UK, USA, Australia and Canada. At the university level, most courses are taught in the national language, i.e., Malay, except for some courses in medicine, engineering and various courses at the Institute of Advanced Studies and postgraduate(i.e., graduate) courses in Various faculties and centres (Asmah Haji Omar, 1992).
3. **Singapore**

At independence in 1965, Singapore adopted a policy of education in which all four official languages – English, Malay, mandarin and Tamil - were given equal status in the education system. All four were used as media of education at the primary and secondary levels; in addition, all four language were made available as a second language in all schools (Tay, 1993b). This policy was revised in 1987, when English was made the sole medium of instruction at the primary and secondary levels for the purposes of national intergration and international competitiveness in the economic sphere, while instruction in the other three languages also continued for the maintenance.

### E. Linguistics features

Tra vu (2012) states it is widely accepted that living languages change over time and space. English used in environments different from its origin, as discussed earlier, adjusts and changes to suit its new environments. Looking back at the history of English, it is important to note that the contact with other languages has always been the major cause of linguistic change in English. Kirkpatrick (2012: 6) claims that, it has never been “untouched” by other languages. For example, Classical Greek, Latin, French, and many other languages have left their mark on English. The language has, as stated by Crystal (2004: 128), “married with other local languages: living in new houses, wearing new clothes, eating exotic foods”. The New Englishes in
Southeast Asia is not an exception. In the region, English is often used in two forms: standard English and colloquial English. While the former is not much different from British English or American English and therefore is not the subject discussed in this thesis, the latter (called Singlish, Manglish, Taglish, and Colloquial Brunei English) is distinctly different with respect to lexis, syntax, and discourse.

1. **Grammar of Standard Southeast Asian English**

   According to Tra Vu (2012) The grammar of standard Southeast Asian English is not different from that of other versions of Standard English around the world. Whereas, the grammar of informal varieties in the region differs from the standard form quite markedly so it is of more central concern of extensive studies.

   Alsagoff and Ho (1998, cited in Bautista and Gonzalez, 2006) present the following features of Colloquial Singapore English grammar:

**Features connected with the verb:**

1. Past tense and present tense not morphologically marked;

   Example:

   Singlish : She eat rice yesterday

   Standard English : She ate rice yesterday
2. Copula dropped to describe states;

Example:

Singlish: That what they said about Singaporean

Standard English: That is what they said about Singaporean

3. Adverbials preferred to morphological marking of aspect;

Example:

Singlish: He this morning arrived

Standard English: He arrived this morning

4. Progressive aspect marked with -ing, sometimes with still;

Example:

Singlish: He still studying right now

Standard English: He is studying right now

5. Habitual aspect marked with always.

Example:

Singlish: My Father always exercise everyday

Standard English: My Father exercises everyday
Features connected with the noun:

1. Non-count nouns treated as count;

   Example:

   Singlish : I bought some furnitures for my new room
   Standard English : I bought some furniture for my new room

2. Indefinite article dropped;

   Example:

   Singlish : Malay language is my dominant language
   Standard English : The Malay language is my dominant language

3. Relative clause with different word order and one.

   Example:

   Singlish : Certain medicine we don’t stock in our dispensary
   Standard English : We don’t stock certain medicine in our dispensary

Features of sentence structure:

1. Subject and sometimes object dropping (PRO-drop);

   Example:
Singlish: Will inform you if anything happens

Standard English: I will inform you if anything happens

2. Conjunction dropping;

Example:

Singlish: He told me you were in the hospital

Standard English: He told me that you were in the hospital

3. Use of or not;

Example:

Singlish: Can I bring this food inside the ballroom or not?

Standard English: Can I bring this food inside the ballroom?

4. Use of tag question is it?

Example:

Singlish: This picture very big, is it?

Standard English: This picture is very big, isn’t it?
Concerning informal Malaysian English, the grammatical features have been characterized (McArthur, 1998; Schneider, 2003/2004, cited in Bautista and Gonzalez, 2006) as follows:

1. Missing noun inflectional endings (mostly the plural -s and sometimes the genitive -s);

   Example:
   
   Malay English: Cats are good pet
   
   Standard English: Cats are good pets

2. Missing sentence constituents (object, subject, auxiliary verb, copula, preposition) giving the impression of phrasal “telegraphic” speech;

   Example:
   
   Malay English: leave on doorstep
   
   Standard English: Leave (your package) on (the front) doorstep

3. Variant complementation patterns following verbs;

   Example: That noise make me crazy

4. Wrong concord in noun phrases;

   Example:
Malaysian English : Those people is not listening

Standard English : Those people are not listening

5. Innovations in phrasal verbs;

Example :

Malaysian English : She go down from the bus

Standard English : She go out from the bus

6. The use of reflexive pronouns to form emphatic pronouns.

Example : I will kill you myself.

2. Discourse

According to Bautista and Gonzalez (2006), analysis of discourse features of Southeast Asian English is just starting. One important feature found in the recent studies is the wide use of particles. Speakers tend to use a large number of clause-final discourse particles in their communication. Leimgruber (2011) provides a list of such particles used in Singapore English:

Ah : tentative marker, continuation marker

Hah : question marker

Hor : attempts to garner support for a proposition
Lah : mood marker, appeals for accommodation
Leh : marks a tentative suggestion/request
Lor : indicates obviousness or resignation
Mah : marks information as obvious
what/wot : marks obviousness and contradiction
meh : indicates scepticism
ya : conveys (weak) emphasis and uncontroversiality

These particles often stand at the end of sentences and are added to the utterance in order to derive speakers’ different meanings. Take “lah” for example, in Malay, ‘lah’ is used to change a verb into a command or to soften its tone, particularly when usage of the verb may seem impolite. Similarly, ‘lah’ is frequently used with imperatives in Singlish:

Ex: Drink lah! – Just drink!

Code-switching, the case in which people may change between two or even three languages within a speech act, is another common and natural feature in multilingual communities like those of Southeast Asia. In such multilingual societies where English has a place alongside other local languages, according to Graddol (1997: 12), speakers often code-switch. While the first language may be a sign of solidarity or intimacy, English
carries overtones of social distance, formality, or officialdom. Where two people know two languages, they may switch-code as part of a negotiation of their relationship. Such change in language is necessitated also by the lack of appropriate vocabulary or other expressions in local languages, or because the topic under discussion belongs to a domain that is better suited to a particular language, or even merely because speakers feel comfortable when communicating in two or more languages.

3. **Lexis**

According to Leimgruber (2011), most adaptations in New Englishes in Southeast Asia, concerns vocabulary, which shows substantial creativity among their users. Since English arrived in the region, new cultures and new needs have led to the creation of a wide range of new words that represent the required meanings more adequately. Local places, things and objects for which terms are absent in English also have to be created. As a result, large-scale borrowing has happened. Bautista and Gonzalez (2006) suggest that adaptation is the most obviously apparent in loanwords, which can be seen in the following examples:

<table>
<thead>
<tr>
<th>Singapore English</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abang</td>
<td>elder brother; male cousin</td>
</tr>
<tr>
<td>Bodoh</td>
<td>dull, unintelligent</td>
</tr>
</tbody>
</table>
Loan translation, a form of borrowing from one language to another whereby the semantic components of a given term are literally translated into their equivalents in the borrowing language, is also a very common feature in Southeast Asian Englishes. For example:

<table>
<thead>
<tr>
<th><strong>Malaysian English</strong></th>
<th><strong>Loan Translation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>red packet</td>
<td>a sum of money folded inside red paper and given at the Chinese New Year to unmarried younger relatives.</td>
</tr>
<tr>
<td>spring roll</td>
<td>dish consisting of a savoury mixture of vegetables and meat rolled up in a thin pancake and fried</td>
</tr>
</tbody>
</table>

4. **Vocabulary**

Southeast Asian Englishes also have lexical resources that extend the range of the American or British English of their historical inheritance. These fall into several categories, such as neologisms, borrowing, new compounds, etc. Examples include:
Singapore English: actsy ‘show off’, missy ‘nurse’, chop ‘rubber stamp’, Marina kids ‘youngsters who spend their leisure time at or around Marina square, a shopping centre’, graduate mothers ‘graduate (well-educated) married women, encouraged to have more children and accorded certain privileges in Singapore, as compared to non-graduate mothers’ (cited in pakir, 1992b).

Malaysian English: antilog ‘a male hated by a girl’, popcorn ‘a loquacious person’, kachang ‘peanuts, easy’, slamber ‘relax’, red spot, open shelf ‘girls who are popular and those who are not’, day bugs ‘those who come to attend school but do not live in residence halls’ (said and Ng, 2000).

According to Y kachru (2006), The borrowings from local languages make English more relevant to local contexts; they also serve ideological purposes.

5. Interference

Language transfer (also known as L1 interference, linguistic interference, and cross meaning) refers to speakers or writers applying knowledge from their native language to a second language. Dulay et al (1982) define interference as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language. Lott (1983: 256) defines interference as ‘errors in the learner’s use of the foreign language that can be traced back to the mother tongue’. Ellis
(1997: 51) refers to interference as ‘transfer’, which he says is ‘the influence that the learner’s L1 exerts over the acquisition of an L2’

F. **World Englishes : Braj Kachru’s “Three Circles” of English Model**

B. Kachru (1985) in Kachru and Nelson (2006) introduced the three circles concept of world Englishes. It is an interpretation that rests not only on a valid historical view of the spread of English, but also on sociolinguistically viable interpretation of the status and functions of English in its many contexts. In some ways, the circles overlap former notions of native speaker/ non native speaker and English as a foreign language/ English as a second language, but they serve explanatory needs better in research and in pedagogy. The three circles are a conception of the status and functions of Englishes, including their identity-conferring capacities, that is dynamic and not presumed to be controllable by any agency or group, ‘native’ or otherwise.
The Inner Circle refers to English as it originally took shape and later was spread across the world in its first diaspora. In this transplantation of English, speakers from England carried the language to Australia, New Zealand, and North America, as well as to the extended British Isles or UK. In the countries of this mnemonically apt Inner circle, English was the primary, indeed, with the exception of Canada, the Sole language of education, of officialdom, and of society at large. Its stability in this position is a matter of fact, to the point that, for example, the US constitution made no mention of it as an ‘official language’ to the exclusion of any other: the status of English simply did not have to be mentioned.

The Outer Circle of Englishes was produced by the second diaspora of English, which spread the language though colonization in Asia and Africa. This was accomplished via a relatively small number of users sent to parts of
the world far removed from the societies where English was the medium of daily use. Yet, because of the imposed economic, political and military realities, English became the additional language for many indigenous residents of countries such as India and Nigeria. The British Empire later Crumbled away, but English did not: it had made itself indispensable. In the multilingual and multicultur nations and region which were its newer homes, English took on functions which other languages had not performed. For example, in some places English became a medium of higher education which was available to young people from all sub-regions, no matter what their first, or home, languages were. English became for many people the primary language, in streven’s term, in certain domains. Outer-Circle countries and regions such as the Caribbean, India, Nigeria, Pakistan, the Philippines, and Singapore are now routinely characterized as ‘English-using’, and it is a surprise to a visitor when a resident cannot speak at least some English, rather than the reverse. It is in these countries and regions that a vibrant tradition of literary creativity flourishes and many writers have been awarded prestigious literary prizes, including the Nobel Prize, for their creative works in English.

The Expanding Circle represents the further diffusion of English propelled by the political and economic influence of Britain and the USA in East Asia, Middle East and Latin America, in addition to Europe and the island nations of the world. In the nations of the Expanding Circle, English has limited roles in the public life, basically in higher education in science and technology, and very restricted functions in the personal domain. This,
however, may be changing as more and more nations in Europe and Asia are adopting the policy of introducing English at early stages of schooling to compete in the global technology and service-oriented market.

The concept of Circles, as B. Kachru (1985) in Kachru and Nelson (2006) makes it clear, does not grant any central status to the Inner Circle and does not put the Outer and Expanding Circles in the periphery, in spite of the criticism of the notion levelled by scholars such as Mufwene (2001b: 139). The labels merely indicate the historical contexts of the varieties – their original habitat and later spread, and the population movements vs. Other factors that were responsible for their further development.
CHAPTER III

METHOD OF THE STUDY

Among various data collection methods in study, The writer chose to use a Narrative Inquiry method as this method appeared to be the most suitable for the purpose of his study. “Narrative inquiries almost always are about people’s lives, their interests, concerns, and passions” (Phillion, 2002:17) in Cavendish (2011).

The Chapter is divided to 7 sub chapter as follow :

1. Narrative Inquiry
2. First Reading
3. Data Analysis
4. Respondents
5. Findings
6. Reporting
7. Coding

A. Narrative Inquiry

Narrative inquiry brings storytelling and research together either by using stories as research data or by using story telling as a tool for data analysis or presentation of findings. Narrative inquiry is an established umbrella term for research involving stories; Narrative inquiry is also the title of the major cross-disciplinary journal in the field. Narrative research and narrative study are sometimes used as alternative terms. Following
Polkinghorne (1995), “analysis of narratives” refers to research in which stories are used as data, while “narrative analysis” refers to research in which storytelling is used as a means of analyzing data and presenting findings.

1. Types of narrative inquiry

   Barkhuizen, Benson and Chik (2014) introduce some of the studies they draw on later in the book, grouping them into five broad categories according to the overall approach to narrative and narrative inquiry.

   a. Language memoirs

      Language memoirs are informally written accounts of language learning experiences, often written for non-academic readers. Language memoirs are autobiographical, by definition, and involve narrative analysis (rather than analysis of narrative), because the work that goes into them mainly consists in the construction of the narratives.

   b. Studies of language memoirs

      Studies of language memoirs fall clearly into the domains of biography and analysis of narratives, because the researchers play no part in the writing of the narratives studied and usually apply non-narrative methods to their analysis. Authors typically take one or more published memoirs and analyze them thematically.
c. Autobiographical case studies

Autobiographical case studies of learners’ and teachers’ experiences are similar to memoirs in many ways, but differ in being written for academic readers and involving both narrative analysis and analysis of narratives. Diary studies, such as Campbell’s (1996) study of her experience of studying abroad in Mexico are a particular form of autobiographical study, in which the data are collected concurrently with the experience investigated and later reviewed and analyzed. The fact that autobiographical studies typically involve additional analysis of the autobiographical narrative seems to make them more readily accepted as research studies.

d. Biographical case studies

Biographical case studies are studies of individuals, in which the researchers elicit data from the participant and write them up as narratives, possibly for further analysis. Tsui (2007) cited in Barkhuizen, Benson and chik (2014) is an example of a biographical case study of an EFL teacher’s career in China. The findings of the paper take the form of a narrative of the teacher’s career, followed by an analysis of the data based on Wenger’s (1998) theory of identity formation. It is also in studies of this kind that we are most likely to find co-construction of narratives.
and co-authorship with participants. So and Dominguez’s (2004) study of emotion processes in language learning emerged from conversations between the first and second authors, which were recorded and formed the basis for the co-constructed narrative.

e. Studies of multiple narratives

Studies of multiple narratives are similar to biographical case studies, with the main difference being the number of participants, which can vary from two to several hundred.

2. Forms of Narrative Data

There are three main forms of narrative data introduced by Barkhuizen, Benson and Chik (2014). Oral Narratives, written narratives and multimodal narratives.

a. Oral Narratives

In narratives inquiry, interviews are mainly used to elicit oral accounts of language and learning experienced. Kvale and Brinkmann (2009:102) cited in Barkhuizen, Benson and Chik (2014:15) divide interview inquiry into seven stages: thematizing, designing, interviewing, transcribing, analyzing, verifying, and reporting. Many narrative-based studies do not use interviewing as the only data collection method; interviews are frequently accompanied by other data collection methods.
b. Written Narratives

Written narrative data may be collected in the form of diaries, language learning histories, reflective journals and narratives frames.

c. Multimodal Narratives

Multimodal narratives may include visual components, such as photographs or drawings, which can be used as both a subject or a tool in a particular study.

B. First Reading

After deciding that the researcher wanted to conduct his project about Colloquial English in Indonesia, Malaysia and Singapore, he began reading on the topic and review underlying theories. From a Narrative instance, He began reading on the topic related to narrative inquiry. Perhaps it should have been the other way round, but he was so impressed with the few narrative studies he had already read. He make that decision and stick to it. He began with Creswell in *Five Qualitative Approaches* and Barkhuizen, Benson and Chik (2014) *Narrative Inquiry In Language Teaching and Language Learning.*

C. Data Analysis

Data analysis in qualitative research is said to be iterative, emergent and interpretive. Because narrative inquiry is a form of qualitative research, narrative studies often employ the same approaches to data analysis that are
used in other types of qualitative research. There are three key terms discussed by Barkhuizen, Benson and Chik (2014) *Iterative, emergent* and *interpretive*. They are used in Dornyei’s (2007) chapter on qualitative research in order to establish a broad framework for the data analysis strategies outlined later.

*Iterative*: Dornyei (2007:243) contrasts the “orderly” patterns of quantitative research, where there is a clear break between data collection and data analysis, with the iterative, or “zigzag”, patterns of qualitative research, where researchers often “move back and forth between data collection, data analysis and data interpretation”. Iterative data analysis stops at the point of “saturation”, when further data collection, analysis, or interpretation is unlikely to yield addictiveal insight or more practically, when a piece of work needs to be completed and written up.

*Emergent*: Iteration implies an emergent research design, in which “a study is kept open and fluid so that it can respond in a flexible way to new details or openings” (Dornyei, 2007:37). This often means that research findings are teased out during repeated rounds of data analysis. Qualitative research may also begin with open-ended aims and objectives, so that research questions, as well as the answers to them, may emerge during data analysis.

*Interpretive*: Qualitative research is “fundamentally interpretive”, in the sense that the research outcome is ultimately the product of the researcher’s subjective interpretation of the data” (dornyei, 2007:37). When
researchers write that findings “emerged”, it sometimes seems as if they climbed out of the data by themselves! In fact, findings only emerge as a result of hard, and often creative, interpretive work by the researchers.

Data analysis can begin at any point in a study and an early start is often advisable because preliminary analyses may help refine data collection strategies. Data analysis strategies are also best applied with the word “iterative”, “emergent”, and “interpretive” in mind. In many narrative studies, the basic approach is to read, discuss and write about the data repeatedly and with an open mind. More specific strategies help make this basic approach more relevant to the form of the data than it might otherwise be. They also make data analysis more systematic or rigorous. They are intended, however, to aid, not replace, subjective interpretation.

1. **Procedures for Conducting Narratives Research**

   Using the approach taken by Clandinin and Connelly (2000) cited in Creswell (p.55) as a general procedural guide, the methods of conducting a narrative study do not follow a lock-step approach, but instead represent an informal collection of topics.

   a. Determine if the research problem or question best fits narrative research. Narrative research is best for capturing the detailed stories of life experiences of a single life or the lives of a small number of individuals.

   b. Select one or more individuals who have stories or life experiences to tell, and spend considerable time with them
gathering their stories through multiples types of information. Clandinin and Connelly (2000) in Craswell (p.55) refer to the stories as “field texts.” Research participants may record their stories in a journal or diary, or the researcher might observe the individuals and record field-notes. Researchers may also collect letters sent by individuals; assemble stories about the individuals from family members; gather documents such as memos or official correspondence about the individual; or obtain photographs, memory boxes (collection of items that trigger memories), and other personal-family-social artifacts. After examining these sources, the researcher records the individuals’ life experiences.

c. Collect information about the context of these stories. Narrative researchers situate individual stories within participants’ personal experiences (their jobs, their homes), their culture (racial or ethnic), and their historical contexts (time and place)

b. Analyze the participant’s stories, and then “restory” them into a framework that makes sense. Restorying is the process of reorganizing the stories into some general type of framework. This framework may consist of gathering stories, analyzing them for key elements of the story (e.g., time, place, plot and scene), and then rewriting the stories to place them within a chronological sequence (Ollerenshaw and Creswell, 2000). Often when
individuals tell their stories, they do not present them in a chronological sequence. During the process of restorying, the researcher provides a casual link among ideas. Cortazzi (1993) in Creswell (p.56) suggest that the chronology of narratives research, with an emphasis on sequence, sets narrative apart from other genres of research. One aspect of the chronology is that the stories have a beginning, a middle, and an end. Similar to basic elements found in good novels, these aspect involve a predicament is resolved in some fashion (carter, 1993). A chronology further may consist of past, present, and future ideas (Clandinin and Connelly, 2000), based on the assumption that time has a unilinear direction (polkinghorne, 1995). In a more general sense, the story might include other elements typically found in novels, such as time, place and scene (Connelly and Clandiman, 1990). The plot, or story line, may also include Clandinin and Connelly’s (2000) three dimensional narrative inquiry space:

1. The personal and social (the interaction)
2. The past, present and future (continuity)
3. The place (Situation)

This story line may include information about the setting or context of the participants’ experiences. Beyond the chronology, researcher might detail themes that arise from the story to provide
a more detailed discussion of the meaning of the story (Huber and Whelan, 1999). Thus, the qualitative data analysis may be a description of both the story and themes that emerge from it. A postmodern narrative writer, such as Czarniawska (2004), would add another element to the analysis: the deconstruction of the stories, an unmaking of them by such analytic strategies as exposing dichotomies, examining silences, and attending to disruptions and contractions.

c. Collaborate with participants by actively involving them in the research (Clandinin and Connelly, 2000). As a researcher collect stories, they negotiate relationships, smooth transitions, and provide ways to be useful to the participants. In narrative research, a key theme has been the turn toward the relationship between the researcher and the researched in which both parties will learn and change in the encounter (Pinnegar and Daynes, 2006). In this process, the parties negotiate the meaning of the stories, adding a validation check to the analysis (Creswell and Miller, 2000). Within the participant’s story may also be an interwoven story of the researcher gaining insight into her or his own life (Huber and Whelan, 1999). Also, within the story may be epiphanies or turning points in which the story line changes direction dramatically. In the end, the narrative study tells the story of individuals unfolding in a chronology of their
experiences, set within their personal, social and historical context, and including the important themes in those lived experiences. “Narrative inquiry is stories lived and told,” said Clandinin and Connolly (2000,p.20).

2. Research Process

a. Developing the topic of the study and the relevant research question

The writer developing his knowledge about Southeast Asian English (Indonesia, Malaysia and Singapore) by reading some books, journals and articles about English in southeast Asian countries. It brings the writer in formulating the research questions about his research in Indonesia, Malaysia and Singapore. He decide to concerned about vocabulary and grammar of Southeast asian English (Indonesia, Malaysia and Singapore.

b. Relating research question to established theories and literature.

c. Choosing a suitable methodological approach and designing the methods of data collection and analysis.

The writer need to work with a research that would allow him be “in the picture” as he doesn’t want to remove himself from the “research puzzle” to be investigated. The writer chose to use a Narrative Inquiry method as this method appeared to be the most suitable for the purpose of his study. He adopted and adapted
a Narrative inquiry methodology to learn about Colloquial English and life experiences when he was visiting Indonesia, Malaysia and Singapore.

d. Collecting and Analyzing data

In collecting data the writer using Written Narrative (based on diaries), and Multimodal Narrative (Picture). These steps involves examining raw data, and the writer identifying, organizing and sequencing data found.

e. Determining the findings or results

In this step the writer will retell and restory all data findings. He will retelling a story of his background, his life as an undergraduate student who decided to approach his research project from a narrative inquiry stance and of course his experiences when visiting Southeast Asian Countries (Indonesia, Malaysia and Singapore).

f. Interpreting the findings in relation to established theory and literature.

The writer interpret the data findings in relation to established theory and literature into Narrative form on Analysis and discussion. The writer discuss the findings on the story.

g. Drawing conclusions and producing implications
D. Respondents

The respondents on the writer study are street vendors, customer services, waiters, merchandise sellers that having interaction with the writer during his travel in Malaysia and Singapore, Daniel Mohammed, Johnston Lim and Andrew. The writer chose staff and students of Bailamos dance school and Member of Facebook group ‘Kursus gratis bahasa inggris’ as respondents in Indonesia.

E. Findings

When it comes to the “findings” of narrative inquiry studies, they are hardly ever “objective” because they do not offer statements or hypotheses that are backed up by evidence of statistical significance. On the contrary, there is often an explicit acknowledgement that they are necessarily “subjective” and “interpretive” (Barkhuizen, Benson and Chik, 2014:88). Barkhuizen, Benson and Chik say that in narrative research, they are not looking for “objective” or “reliable” findings, but for a well-crafted, subjective interpretation of data, whether it comes in the form of a paradigmatic argument based on thematic or discourse analysis or in the form of a narrative written by researcher (2014:89). To cite Clandinin and Connelly (2000:42) on this: ‘The narrative inquirer does not prescribe general applications and uses but rather creates texts that, when well done, offer readers a place to imagine their own uses and applications’.

Well, with that being said, it is not surprising that there are no standard formats when reporting narrative studies. However, one still has to be mindful
of ethical issues not only in the data analysis processes but also in the presentation of the research outcomes (Barkhuizen, Benson and Chik, 2014)

F. Reporting

When reporting the process and findings of a narrative inquiry project, Barkhuizen, Benson and Chik say that researchers should ask themselves questions ‘to do with the complex interrelationships among the following six variables: the participant(s), the topic of the research, the researcher(s), the audience, the purpose of the research, and the form of the report because it is their interrelationship that will shape ‘the final report’ (Barkhuize, Benson and Chik, 2014:96)

Bridges (2006:93), on the other hand, says that decisions about the nature of this reporting process are influenced by the values, preferences, skills and assumptions of the researcher.

As the writer said before, apparently there is no standard format when it comes to presenting one’s findings in narrative studies, as there is no “recipe” for conducting a narrative study.

G. Coding

The writer organized the data of colloquial English and Grammar of Colloquial English by coding the data. The colloquial English found in Malaysia is marked with (A), colloquial English found in Singapore is marked with (C), and colloquial English found in Indonesia is marked with (E). Grammar of Colloquial Malaysian English is marked with (B), Grammar of
Colloquial Malaysian English is marked with (D) and Grammar of Colloquial English in Indonesia is marked with (F). The writer added numbers after the alphabet code according to the order of data.

Examples:

**Colloquial English found in Singaporean English**

Wa boy... you are so handsome *ma* (C6) → **Code: (C6)**

(C) is marked of Colloquial English found in Singaporean English;

(6) is marked that the data is listed in number 6 of the Colloquial English found in Singaporean English.

**Grammar of colloquial Malaysian English**

This (;) my name card (B1) → **Code: (B1)**

(B) is marked of Grammar of colloquial Malaysian English;

(1) is marked that the data is listed in number 1 of the grammar of colloquial Malaysian English
CHAPTER IV

ANALYSIS AND DISCUSSION

In this Chapter, I would like to share parts of my story, that of an Undergraduate student of English Department of IAIN Salatiga who decided to make an approach towards his research project from narrative inquiry perspective. I will draw on the experiences of my self to illustrate some of the aspects of narrative inquiry which I have been thinking about. Firstly I would like to tell a bit about my self as I feel it is relevant to my research topic about colloquial English in Indonesia, Malaysia and Singapore, and to my reasons for choosing narrative inquiry as a research methodology.

I was born in Salatiga to a Javanese Family. I have 3 brothers and I am the second child in my family. My father works in State Electricity Company (PLN) and my mother is a teacher. I am an undergraduate student of English for education in Salatiga State Islamic Institute. As an English Major student I made my self stick to English. I Joined with CEC (Communicative English Club) of IAIN Salatiga, as a member in 2008. I was a secretary of CEC in 2009, and Vice president in 2010. By Joining CEC, I could really stick to English. As an Activist in CEC I started to think of joining another organisation. In 2010, I worked in IIWC (Indonesia International work camp) and my position in that company was a contact person for Volunteer from Germany who stayed in the Orphanage in Salatiga. This Job insisted me to speak English in any condition. I was connecting the volunteer to the local partner.
Beside my activities related to my English Improvement, I was active in some communities. After I had chosen as the 1st runner up of Mas Duta Wisata (Tourism Ambassador) of Salatiga in 2009, I started to work in many activities in Salatiga. As a tourism ambassador I had chances to use my English in any occasions. I worked with The tourism and cultural affairs, The education affairs, The Art affairs and many more. Working as a tourism ambassador made the door of chances opened widely. I have worked with LTC (Language training center) of Satya wacana Christian University as a tour leader for 30 Australian students.

My art blood is flown to my body. Outside of the academic activities, I am a dancesport athlete. I got really loved to this kind of dancing. I worked really hard into it. I have been studying dancing to get my diploma degree in the United Kingdom Alliance (UKA) of teacher dancing. One of my experience related to dancing is when I coached some of student of UKSW who Joined in EASE (East Asia Student Encounter) in 2011. I taught them Ballroom dancing and they performed it in Japan. I got many medals in some National and International Competitions. I could connect to many people around the world by this activities. In my dance class, the main Language is English. I had taught by teacher from Rusia, Australia, UK, Italy, Thailand, Singapore and Malaysia. As an English major student, I awared of the English accent spoke by my teacher, such as Rusian accent, Italian accent, British Accent, Singlish and Manglish accent. Because of this condition I need to be able to speak and understand English well. At the moment, I have been preparing my self as a dancesport athlete who will compete for Pekan
Olahraga Nasional (National Sport Olympic) in 2016 and Asian Games in 2018 represent Indonesia.

My Experiences as an English major Student, Tourism Ambassador and athlete, brought me to this research. Because of my athlete life, I could travel a lot to see another world such as Singapore and Malaysia. Because of my job as a tourism ambassador in 2009 I could get connected to many people, and of course because I am an English major student, I realized of English usage in some countries I’ve been visiting.

A. Malaysia

There are so much to say about my trip in Malaysia. I have been visiting Malaysia five times in two years. I have been visiting Kuala Lumpur three times, Johor Bahru and Seremban.

The main three ethnic cultures of Malay, Chinese and Indians were all living in harmony whether it be in religion, food or culture. They speak their native Malay language but I heard each one of them also speaking in their own native tongues. Not to mention that they speak Malay and English fluently, so travelling as Indonesian in Malaysia is pretty easy.

Malay Language is the official language in Malaysia. Mandarin Chinese is widely spoken by the chinese community, Similarly for Tamil by the Indian Community. Almost everyone I met in Malaysia speak English. I found that their English is influenced by their native tongue. Of course, that is what I know as Manglish (Malaysian English). They are unique. For Example when my fourth visiting to Malaysia and my friend said “Bring
it, *lah...* bring it, *lah...*”; “see, what?”, obviously, sentences like these totally confuse any visiting foreigners, but to Malaysian they somehow make perfect sense.

*Kuala Lumpur, March 15, 2014*

Kuala Lumpur, the national capital and most populous global city in Malaysia. I was so excited because it was my first time visiting Malaysia and of course Kuala Lumpur. After flight arrived in LCCT Kuala Lumpur airport, I went to taxi service to get a taxi.

A Chinese Man came to me and checked my ticket. He took my Luggage into the taxi. We had a lot of conversation during our way to hotel. For me the way he spoke English is quite unique. It was influenced by his native tongue as a chinese Malay. I asked how long our way to the hotel, and he answered “One and a half, *lah...* But may be traffic jam... office over...” I remembered that he said the word *Lah* a lot. Most of his sentences is not correct grammatically as Proper English. Finally after more than an hour on the taxi from LCCT to Berjaya Times Square Hotel, I arrived. The taxi driver took my luggage out. He came to me and said “This my name card, You can call me this number, ah.”

After I have done my Checked in, the Bell boy took me to my room. It was quite nice room with a good bath room and a little pantry. The Hotel is linked to The Mall. I cleaned my self and I went to the mall, tried to take a look and got my dinner. I got my dinner in a Japanese restaurant inside the
Mall. After I had done with my dinner, I saw there was a Stand of Aunty Anne’s inside of the mall. I took my queue and see what is on the food list. I saw a malay woman with veil gave a service to the customer. It was my turn. I order for two Almond pretzel. “You want, a caramel?” she said. I was not hungry at that moment, so I asked whether it was oke to eat later or tomorrow. She said “It’s oke, lah... But eat now lagi sedap...”.

*Kuala lumpur, March 17 2014*

I woke up in the morning, 6AM malaysian time and the sky still in the dark. I Opened the curtain and I saw Kuala Lumpur from my hotel room with a glass of water on my hand. I went to the swimming pool to swim and I had a little exercise to stretch my muscle. I went back to my room and I did my morning routine. I went to the hotel restaurant to get my breakfast. I met my friend There, he is a Malay boy and his name is Muhammad Daniel Muhammed. We had a lot of Conversation that allow me to know more about Malaysian English from my perspectives. “I’m good, I’m good, training everyday, ah?” His answered when I was asking about how his life was going. He often repeats sentences and use particle lah and ah. We had so much fun during our breakfast time. We were talking a lot about our interest.

Coming to Malaysia, One of my interesting point is about the food. It was very exciting when it was time for meal. Nasi lemak, Nasi goreng Mamak, Cark Kwetiaw, Kangkung balacan, Laksa, Milo and Teh Tarik, were kind of food that was come to my mind when I was visiting Malaysia. I went
To Muslim restaurant next to my hotel. It was a buffet style restaurant where I can get any local food. I order iced Milo for my drink. I talked to an Indian waiter for my order. “Regular one, or Jumbo one?”. “You pay to cashier after finish. Thank you”, He gave a bill for me. The way he spoke was different with any other community of Malaysian English speaker.

I went around Berjaya time square mall. I found many snack corner at the first floor of the mall. So many Chinese seller offered their product. I was interested in a snacks corner sold crystallized fruit and mochi. As the seller was knowing me closed to her product, she asked me to come. She was a chinese woman “Hi, come come”. And then I asked for the price. “10 ringgit, 250 gram”. After got the taster I bought some crystallized fruit and Mochi.

Not far from my hotel, I took a walk to Alor street, Bukit Bintang. So many street food and restaurant along the street. The price is quite cheap. Then I go to a restaurant that sold satay. I order for beef satay and teh tarik. I asked whether the satay was spicy or not. “No spicy, But if you want we can make it sedikit spicy, lah”. A Malay woman waiter was explaining my order. I went back to hotel after I was finishing my dinner.

Kuala lumpur, March 17 2014

Last day in Kuala lumpur. I got a text from the taxi driver that I booked last time. He was already waiting. After I have done my checked out, I come in to the taxi. I felt so sleepy and I was not talked much with the driver. He was just asking about my staying in Kuala lumpur. “How kuala lumpur?” and I
said that I didn’t have a lot of time to explore. He suggest me “Next time coming stay longer, lah” I smiled and continue my sleeping.

After for about one and a half our, I arrived to the LCCT airport. I checked my flight in, for flight to Yogyakarta. I saw this airport was crowded. That was why my friend suggest me to add Air Asia red carpet service to my flight book. So I did not need to be worried about long queue or lost my flight. Because I was using a red carpet service. I got a guide to gave me services during my flight waiting. She is a Malay woman. We talked quite a lot about airasia and LCCT airport. She said that LCCT always crowded. “Your first time to LCCT, ah?” she asked me. It was my first time to LCCT airport. She pleased me to the lounge and waiting for flight. “ Anything I can help, kah?”.

After a couple minute in a lounge she took me to the boarding room, brought me to the private car and guide me until I came in to the airplane. I came in to the plane and back to Yogyakarta.

Fact:

- LCCT Airport : (Low Cost Carrier Terminal) was built specifically to cater to the growing number of passengers for low cost airlines, especially Malaysia’s first ‘no-frills’ airline, Air Asia.
- Berjaya Times Square Hotel : Strategically located in the heart of Kuala Lumpur, Malaysia. 1 Jalan Imbi, 55100 Kuala Lumpur Malaysia.
Colloquial English found in Malaysian English

- One and a half, *lah* (A1)
  
The used of particle *lah*

- You can call me ( ) this number, *ah* (A2)
  
  Prepositions dropped and the use of particle *ah*

  Proper English: You can call me on this number.

- It’s OK, *lah* (A3)
  
The use of particle, *Lah*

- *I’m good, I’m good, Training everyday, ah*?(A4)
  
  Repeating word or sentence; The used of particle *ah*

- No spicy, But if you want we can make it *sedikit spicy, lah* (A5)
  
The used of particle *lah*; code mixing *sedikit spicy* = less spicy

  Proper English: It is not spicy, but if you want we can make it less spicy.

- Next time coming stay Longer, *lah* (A6)
  
  Proper English: When you come next time you can stay longer

- Your first time to LCCT, *ah?* (A7)
  
  Questions, the used of particel *ah*

  Proper English: Is it your first time to LCCT?

- Anything I can help, *kah?* (A8)
  
The used of particle *kah*
Grammar of colloquial Malaysian English

- This ( ) my name card. (B1)
  
  Copula dropped to describe states
  
  Proper English: This is my name card.

- You want a caramel? (B2)
  
  Indefinite article dropped and grammatical error
  
  Proper English: Do you want caramel?

- But, eat now lagi sedap (B3)
  
  Code mixing “lagi sedap”= will be nice

- Regular one or Jumbo one? (B4)
  
  Habitual aspect in using the word one

- You pay to cashier after finish, thank you. (B5)
  
  Missing sentence constituents (subject), grammatical error
  
  Proper English: After you are finished, You can paid to the cashier, Thank you.

- Hi, come come (B6)
  
  Repeating the word “come”

- 10 ringgit, 250 gram (B7)
  
  Missing sentence constituents
  
  Proper English: 10 ringgit for 250 gram

- How ( ) Kuala Lumpur? (B8)
  
  Missing sentence constituents (copula dropped)
  
  Proper English: How was Kuala Lumpur?
Kuala Lumpur, March 14 2015

I walked in KLIA2, a new airport terminal for Air Asia. Many things was coming to my mind. It took about 10 minutes walking from the gate into the immigration check. I was so excited about my second visiting to Kuala Lumpur. An Immigration security with unfriendly face was checking my passport. I thought it was normal for them to show that kind of face. I felt even worse when my transit in Abu Dhabi International Airport in 2014. I went to the sim card counter in KLIA2. I asked for the cheapest and the best card for the internet data package. “How long you will stay here?” A Malay woman seller asked me. I would stay in Kuala Lumpur for three days. “This M1, 30 ringgit and I will activate your internet for a week, can? No need to top up again” she explained to me. I agreed to have the M1 and got the internet data service. I went to Taxi service and went to my hotel.

The beautiful sun set scenery in Kuala Lumpur, I was sitting down and enjoyed my evening time around the swimming pool. I went to the restaurant closed to the hotel. I choose to have porridge and char kway for my dinner. When I was walking I met my friend. He is a chinese guy, his name is Andrew “Hey, come come...” I sat down next to him. “What you eat?” he asked what was on my hand. It was a char kwey that I bought in other restaurant. After I had my dinner, I went to Twin Tower in KL sentral. I spent my night time there.
Kuala Lumpur, March 15 2015

I think I am a terrible Tourist. Sometimes I am so lazy and do not really interested in visiting a famous tourism place. Basically, I did not really care about what people suggested about a place I should be visited. Travelling is about people that I met, not a souvenir and photographs. All is depends on my mood that day. I leave my room and I met my friend. I met Muhammad Daniel Mohammed, He is a Malay guy that I have met when I was visiting Malaysia in 2014. He took me in the hotel and we hangout together. We talked so many things, Because we have the same interest in Dancesport. “I eat so many carbs yesterday” he said to me when we are in the restaurant around Bukit Bintang. He tried to avoid much carbohydrate consumption. “I think he have to be aware.” He said when we talk about his brother that has the same interest with us.

Trying to decide where to go, finally we decided to go to china town in Jalan petailing. The colourful chinatown is a well known bargain hunter’s paradise that seemingly never sleep. It is not so different from china town in other place, but it is undoubtedly one of the most popular tourist spot in Malaysia. I said to my friend that in Indonesia, I rarely never did bargain for a small stuff like vegetable or another daily needs in Indonesian street market. I knew they will not take a big profit from what they sold. Some of them are poor old people. “That is a very good reason” he said that. According to
Daniel in China Town you should bargain half price or even less, or I had to pay twice or more.

\textit{Kuala Lumpur, March 16 2015}

I woke up earlier this morning. It was not so different from my last visiting in Kuala Lumpur. I just took a walk around my hotel in the morning and went to the next Mall to buy some stuffs. I took a taxi and I went to the airport. After I checked in my flight and dropped my luggage I looked around the airport. My shopping mood sometimes comes when I am in the airport. KLIA2 is way so much better than LCCT. It was not so crowded like in LCCT that was already closed. I sat in the airport restaurant while I was waiting for my flight. I ordered Milo to an Indian man and I asked to not put iced cube in my drink. “No iced, paid 20 sen more” He explained to me. “Where you sit?” he asked me. An hour before my boarding time, I went to Immigration check and I went to boarding room. The process took half hour because of the long queue in immigration check and 15 minutes walk from immigration check to the boarding gate.

\textbf{Facts :}

- **KLIA2**: KLIA2 is built to cater for the explosive growth in low cost travel in the region and has replaced the former LCCT. KLIA2 started operations on May 2014 and all flight operations at LCCT were moved to KLIA2 by 9 May 2014.
**Char Kwey**: Char kwey (youtiao), also known as the Chinese cruller, Chinese oil stick, Chinese doughnut.

**Grammar of colloquial Malaysian English**

- **How long you will stay here? (B9)**
  
  Wrong concord in questions sentence
  
  Proper English: How long will you stay here?

- **This ( ) M1, 30 ringgit and I will activate your internet for a week. Can? (B10)**
  
  Copula dropped, Subject dropping (pro drop), Grammatical error
  
  Proper English: This is M1, It is 30 ringgit. Can I activate your internet for a week?

- **No need to tup up again.(B11)**
  
  Missing sentence constituents (subject)
  
  Proper English: You don’t need to top up again

- **Hey, come come. (B12)**
  
  Repeating word “come”
  
  Proper English: Hey, come here please.

- **What ( ) you eat? (B13)**
  
  Missing sentence constituent (copula dropped)
  
  Proper English: What are you eating?

- **I eat so many carbs yesterday (B14)**
Past tense is not morphologically marked

Proper English: I ate so many carbs Yesterday

- I think he have to be aware (B16)
  Wrong concord in noun phrase
  Proper English: I think he has to be aware

- That is a very good reason (B17)
  Wrong concord
  Proper English: That is very good reason

- No ice, paid 20 sen more (B18)
  Proper English: Without ice, you must pay 20 sen more

- Where ( ) you sit? (B19)
  Missing sentence constituent (Copula dropped)
  Proper English: Where will you sit?

Skudai, Johor, July 24, 2015

I could see clearly the sky’s overcast and water on the window plane. I arrived in Senai International airport, Johor Bahru from Yogyakarta. It was raining heavily. I looked around at the airport. It was not so far from the airport gate into the immigration checking. So many people spoke Bahasa Indonesia, seems like they are TKI (Indonesian Workers). The immigration check was so crowded. There was a woman speak loudly when she saw a lady that wanted to cut the line in queue. “Tengok tu, in line lah...”. I saw her face so nervous after a women spoke loudly to her. After I had my passport...
checked I went to Taxi service. I ordered for a Taxi to Skudai. “Taxi kecil or big one?” Asked a malay woman in taxi service. I went out and I got my taxi.

It was still raining during my way to Skudai. I found some place in floods. In Johor Bahru, I saw many arabic letter. It was an Arabic Malay letter. The Taxi driver is a chinese old man. We talked about Johor Bahru. He explained me about Johor Bahru, he was surprised I could read the Arabic Malay letter on the street during my way to Skudai. “In Indonesia hujan kah?”. He asked me. I arrived in Skudai district. I asked about Skudai to the driver. “Skudai, ah? Many cafe di sana, tengok eh, nightlife every where.” It was quite nice district, looks like one stop living. Finally I arrived at Here hotel, Skudai.

A chinese guy smile at me when I came in to the hotel for checked in. “You give me 50 ringgit for deposit, I will give you back later when you check out”. A chinese guy explained to me about the hotel deposit after he checked my hotel booked letter, and he gave the key. “This the key” He said.

Skudai, Johor, July 25 2015

An Indian man was making a dough for Canai. Restaurant Islam 24 hours next to my hotel was already busy in the morning. I decided to go there to get my breakfast because breakfast was not included in the hotel. I ordered two chanai. “You want sauce kacang or curry sauce?” An Indian guy served me well. I choose Chanai with curry sauce and Milo. Finishing my breakfast, I paid to the cashier and I asked where Sutera mall was. “Just go that way,
Sutera Mall after park.” He explained me the way to Sutera mall. I walked to the Mall. The way to the mall, I could see many things just in a district. The park, restaurant, and many attractive place in one area. So I decided just went around this area that day.

After I was exploring Skudai area, I went to Sutera Mall. One of the best attractive place in this area. Sometimes going to the mall can be very boring. But, actually there was so many things we could do in one area. I did a little shopping at the mall and some unique food. I bought a chocolate crepes at the mall. “Ada 20 sen? I give you 1 ringgit” said the seller. I looked around the mall. I heard many people speak loudly offered their product “Boss, order!” Malaysian like to call customer or people with “Boss”. It was dinner time “Half portion also can” the seller answered after I asked noodle in half portion.

*Johor Bahru, July 26 2015*

That day was not running so well. It was raining heavily when I came out from the hotel. My plan was visiting legoland, The most famous theme park in Johor Bahru. I decided to go to Johor Bahru sentral. I opened the tripadvisor application and try to find the best place to be visiting that day. I went to Johor Bahru City square. It was very nice when you’re in the Taxi and the taxi driver explained you alot about the city. I felt like I have a free tour guide. He told me about Sultan in Johor Bahru and the society. He played the local radio on the taxi and sing. I said to him that he can sing any kind of
song. “Malaysian song, Mandarin song, English song... Everything I sing, ah... only Indian song I don’t know to sing, ah.” He is a chinese man and he often mix and switch his language. He could speak malay. His chinese dialect also influenced on his English. I arrived at the Johor Bahru City Square and we made an appointment that he would took me back to hotel. Johor Bahru city square is the biggest mall in Johor Bahru.

On my way back the taxi driver brought me passing the woodland, where Johor and malaysia just separated by a bridge. I could see clearly many tall building across the sea, It is The Singapore. “That Singapore, Tall building. Johor so close to Singapore. Orang fini work di Singapore, some go to singapore with motorcycle.” He also explained about the dollar influenced in Malaysia. “Singapore is expensive and here semuanya murah. Ringgit Jatuh ah... dollar naik. I heard that Malaysian ringgit was really influenced by the dollar Inflation.

Johor Bahru, Johor, July 27 2015

Early in the morning I took my breakfast at restaurant Islam. The Chanai was taste so good. They made it really different from what I had seen mostly in Indonesia. I ordered for chanai again for my breakfast. I went to the park behind the restaurant. I backed to Hotel and prepared my stuff for checked out. I have a different feeling in Johor Bahru then My last visiting to Kuala Lumpur. I took a Taxi. I went to Senai International airport Johor Bahru for flight To yogyakarta. “You go to legoland?” asked the Taxi driver when
he saw me I was so quite. I canceled my plan to go to Lego land. “You have
to go there, ma... Legoland very famous here...” He said. I just smiled and
laughed. I thought I got many information about the fact of this country by
some taxi driver that I’ve met. Arrived in Senai Airport, I checked my flight
in and I was having my lunch before my boarding time.

**Facts:**

- TKI : Indonesian workers in other countries.
- Arabic Malay Letter : Malay language that is wrote in Arabic letter.
- Skudai : Skudai is a suburb of Johor Bahru, the largest city in and
  the capital of the state of Johor in Southern Malaysia.
- Here Hotel : located at 43 & 45, Jalan Sutera Tanjung 8/2, Taman
  Sutera Utama 81300 Skudai.
- Sutera Mall : Mall located In Sutera Utama Skudai

**Colloquial English found in Malaysian English**

- Tengok tu, In line *lah*... *(A9)*
  
  Code mixing “tengok tu = don’t you see?; particle *lah*
  
  Proper English : Don’t you see? In line please.

- In Indonesia *Hujan kah*? *(A10)*
  
  Code mixing “Hujan” = Rain; The used of particle *lah*
  
  Proper English: Is it rain in Indonesia?
**Skudai ah? Many cafe di sana, tengok eh, night life everywhere.**

*(A11)*

Grammatical Error; The used of particel *ah* and *eh*

Proper English: Skudai where you can find many cafes and nightlife there.

**Boss order!** *(A12)*

Boss: this is the way Malaysian call the customer

Proper English: Please order sir!

**Malaysian song, mandarin song, English song, everything we sing, ah...** *(A13)*

The use of particle *ah*; Grammatical Error

Proper English: We sing every kind of song, Malaysian song, Mandarin Song and English song

**Only Indian song ( ) we don’t know to sing ah...** *(A14)*

The use of particle *ah*; Conjunction dropping; grammatical Error

Proper English: Only Indian song that we don’t know how to sing

**You have to go there, ma** *(A15)*

The used of particle *ma*

**Grammar of Colloquial Malaysian English**

**Taxi kecil or big one** *(B20)*

Code mixing “kecil” = Small; habitual aspects using the word *one*;

Missing sentence constituent

Proper English: Do you want small taxi or big taxi?
- You give me 50 ringgit for deposit, I will give you back later when you check out. (B21)

  Missing sentence constituent; Grammatically not correct according to proper English.

  Proper English: Could you give me 50 ringgit for deposit? I will give the money back later when you do your check out.

- This ( ) your key (B22)

  Missing sentence constituent (Copula dropped)

  Proper English: This is your key.

- You want sauce kacang or curry sauce? (B23)

  Missing sentence constituent; Code mixing “Kacang”= Peanut

  Proper English: Do you want to have peanut sauce or curry sauce?

- Just go that way, Sutera Mall after ( ) park (B24)

  Indefinite article dropped; Grammatically incorrect according to Proper English

  Proper English: You can go that direction and sutera mall next to the park

- Ada 20 sen? I give you 1 ringgit. (B25)

  Code mixing “Ada”= Is there; Missing sentence constituent

  Proper English: Is there 20 sen? I will give you 1 ringgit.

- Half portion also can. (B26)

  Habitual aspect in using the word “can”; grammatically incorrect according to Proper English
You are able to have half portion

- **That ( ) Singapore, Tall building. (B27)**
  
  Missing sentence constituent (copula dropped); conjunction dropping
  
  Proper English : That is Singapore that has Tall building

- **Johor ( ) so close to singapore. (B28)**
  
  Missing sentence constituent (Copula dropped)
  
  Proper English : Johor is so close to Singapore

- **( ) you go to legoland? (B29)**
  
  Yes/No question dropping
  
  Proper English : Did you go to legoland?

- **Legoland ( ) very famous here. (B30)**
  
  Missing sentence constituent (Copula dropped)
  
  Proper English : Legoland is very famous here

Kuala Lumpur, August 29 2015

Since my very first visiting to Kuala Lumpur and another trip to Malaysia and Singapore, I felt like Kuala Lumpur was still part of Indonesia. The immigration process just needed a couple minutes, they asked some questions and I felt I understood all questions. That day I had headache. I was so hungry until I decided to took Subway in the main building at KLIA2. Basically Subway is kind of place where you can get any kind of sandwiches.
“What sauce you want?” A malay woman offered me to choose the sauce and I asked her to make my sandwich with the best sauce she could make. I also asked her to give me a lemonade water. “regular cup? Medium cup?” Asked her. I wanted regular cup of lemonade. I couldn’t think too much and felt so dizzy. I took a taxi to my Hotel and I was sleeping during my way to the Hotel.

I went to a chinese restaurant at the Mall after I have taken a rest and got shower in my Hotel. A chinese lady waiter served me very nice. I thought my friend will come that night but he couldn’t. It’s time for me to back to hotel. My way was full of seller offered their product. I was interested to a souvenir in front of the Supermarket. A chinese old man come to me. “This very good, lah... discount discount if you, buy two”. He was very actived to offer his merchandise. I knew that was typically of chinese vendor. I backed to the Hotel. I would meet my friend the next day to bring me looking around the city.

Kuala Lumpur, August 30 2015

I don’t like to be in a rush in the morning. I was not staying in my own home. I opened the window, I saw from the 42 level, the sun rise and the city was still look slow. I love to see a city life from above. It always makes me think that I am nothing in this world. Usually I go to a certain place without a fix planning. After finishing all my morning routine, My friend Daniel was come. We went around the city, we went to KL Sentral, Petronas
Twin Tower and Bukit bintang. We caught the street vendor who sold some merchandise. “You buy me this because you cheating” He asked me to buy a merchandise for him because last time I was cheating in our card game. “Bring it lah, bring it lah” I wanted him to bring my bag when I choosed some merchandise. We were like brother. We ate at Jalan Alor in Bukit Bintang. I saw a street vendor sold satay, I pointed out to the satay and asked Daniel to see. “See what?” he said. “No need, lah” He paid the bill. We had so much fun during that day. “You are kidding, isn’t it? He wondered when I told about crazy story.

Kuala Lumpur, August 31 2015

The taxi corner next to the hotel look so busy gave services to the customer. A chinese woman explained the taxi rate to the airport. “Small taxi 130 ringgit, ah...” she said. I agreed with that price. A chinese driver took my luggage to the taxi. “I take you to airport, ah?” He asked. The taxi driver offered me to visit a Cocoa boutique in Kuala Lumpur. “Best, chocolate in Malaysia over there... we go there,can?” I Passed the Indonesian Embassy in Kuala lumpur and some of Foreign Embassy next to it. I took a picture of Indonesian Embassy because I felt excited to see it.

Facts :
- Cocoa Boutique : Malaysia largest chocolate paradise located at 26, Jalan Kemuning 55100 Kuala lumpur
Colloquial English found in Malaysian English

- This ( ) very good, *lah* (A16)
  Copula dropped; The used of particle *lah*
  Proper English: This is very good

- **Bring it** *lah* Bring it *lah* (A17)
  Repeating words; The used of particle *lah*
  Proper English: Bring it!

- This food is nice, *ah* (A18)
  The used of particle *ah*

- **I take you to ( ) airport, ah** (A19)
  Indefinite article dropped
  Proper English: I take you to the airport

Grammar of Colloquial Malaysian English

- **What sauce you want?** (B31)
  Missing sentence constituent (Yes/No questions dropping)
  Proper English: What kind of sauce do you want?

- **Regular cup? Medium cup?** (B32)
  Missing sentence constituent
  Proper English: Do you want regular cup or medium cup?
- Discount discount if you buy two. (B33)  
  Repeating the word ‘discount’; Missing sentence constituent  
  Proper English: Get discount if you buy two

- You buy me this because you cheating (B34)  
  Grammatically incorrect according to Proper English  
  Proper English: You buy this for me because you were cheating

- See what? (B35)  
  Missing sentence constituent (WH questions dropped)  
  Proper English: What can I see?

- No need, lah (B36)  
  Grammatically incorrect according to Proper English, The used of particle 'lah'  
  Proper English : You don’t need to.

- You are kidding, isn’t it? (B37)  
  Use of tag question 'is it'?  
  Proper English: You are kidding, aren’t you?

- Refil sir? (B38)  
  Grammatically incorrect according to proper English  
  Proper English : Do you want to refil sir?

- Small taxi ( ) 130 ringgit, ah (B39)  
  The used of particle 'ah'; missing sentence constituent (Copula dropped)  
  Proper English : Small taxi is 130 ringgit
An Indian man was waiting at the arrival gate of KLIA2. He was a taxi driver we booked to Seremban city. That time I went to Seremban city, Negri sembilan with our dancesport team. We would have an International Competition. “Seremban not big city lah... Di sana lebih cultural” said the taxi driver. I saw many traditional house on my way to Seremban. Then, I can imagine how actually the “UPIN & IPIN” serial looks like in a real life. I thought it was not so different when I was on my way to another small town in Indonesia.

An old buildings and traditional houses took my attention on my way to hotel. The taxi moved slowly because of the traffic in the city. Arrived at the hotel my eyes looked to a big pool in front of the Hotel. I stayed at the Carlton star hotel Seremban. It was a small Hotel in the central of the city. In the late of the night i went to the gas station near the hotel. I top up my phone
credit. “Top up, Berapa?” Asked a malay man at the gas station small shop. I gave my number to him and asked whether my sim card was still actived or not. “Your card you buy last time, ah?... Then he checked my phone. “Oke can lah can lah. I activated my internet data. I usually just using an internet data service during my trip to other countries.

Seremban city, Negri Sembilan September 19 2015

I went to Royale Bintang Hotel by taxi from Carlton star. It took about 10 minute. I asked a recommendation from a taxi driver on my way to Royale Bintang Hotel about the food there. “You harus coba chilly crab lah, Sedap...” He said. “Royale bintang very good lah 5 star” he talked about royale bintang. I saw some funny named place there. I was laughing when I saw board named “Lencongan”. In Salatiga lencong means chicken shit. I arrived in Royale Bintang. I met Adam, He is Daniel Brother. “Alamak, How are you?” He met me and surprised I was there. I asked him about the competitor from his company. “Not so many, lah”. Adam went to Seremban with his Family by car. It tooks 3 hours from Kuala Lumpur to Seremban city. “Not so far from KL, we go by car yesterday”. He was quite nice boy.

Seremban city, Negri Sembilan september 20 2015

I thought I got my self more experienced after my visiting to Seremban. I found the life there is more simple from the life I found in Kuala Lumpur. Of course because it was a small town and capital city of Wilayah Negri Sembilan. Again, I got many information from the taxi driver on my way
backed to the KLIA2 Airport. I found him very informative and talked actively. He talked about the history about the place. How was Malay, chinese and Indian coming to that place. “Tak payah buat I crazy” He scream when there was a Ferrari cut his way on the highway to KLIA2. He said he has been to Yogyakarta, He said Yogyakarta is clean. I smiled when he said that. “Di Jogja ada Jerebu juga? Smoke smoke” I didn’t understand what Jerebu is, so he said smoke. On my way I saw a Malay wedding party blocked part of the street. “Ni orang kampong always buat kacau”. He thought that a malay kampong always blocked the road when they were having a wedding party. It was exactly the same as in Indonesia. Indonesia sometimes blocks the street when they have a wedding party. Arrived in the airport, I felt He was very nice as a taxi driver. When they talked about girl, about economic and about history in Malaysia. A lot of things I could say about him. He gave me name his name card. He wanted me to called him on my next visiting. “Nanti next time coming, This my name card”.

**Facts :**

- UPIN & IPIN : A Malaysian serial animation of Twin Brothers. It was very famous in Indonesia.
- Carlton star Hotel : located in 47, Jalan Dato sheikh ahmad, 70000 Seremban, Negeri Sembilan, Malaysia
- Royale Bintang Hotel : Located in Jalan Dati A.S Dawood, 70100 Seremban, Negeri Sembilan, Malaysia
Colloquial English found in Malaysian English

- Seremban ( ) not big city *lah* (A20)
  Copula dropped
  Proper English: Seremban is not big city

- Your card ( ) you buy last time *ah*? (A21)
  Conjunction dropping: the used of particle *ah*
  Proper English: Your card that you bought last time

- You *harus coba* chilly crab *lah, sedap.* (A22)
  Code mixing ‘*harus coba* chilly crab *lah, sedap*= ‘have to try chilly crab, it is yummy’
  Proper English: You must try Chilly crab, it is yummy.

- Royal bintang ( ) very good, *lah... 5 star* (A23)
  Copula Dropped; the used of particle *lah*
  Proper English: Royal Bintang is very good, it is 5 star.

- *Alamak*, How are you? (A24)
  Code mixing ‘*Alamak*= ‘Oh my God’

- Not so many *lah* (A25)
  The used of particle *lah*

Grammar of Colloquial Malaysian English

- *Di sana lebih* cultural (B42)
  Code mixing ‘*Disana*= there ‘*lebih*= more
  Proper English: More cultural over there

- Top up *berapa*? (B43)
Code mixing ‘berapa’= how much

Proper English : How much do you want for top up?

- Oke, can lah can lah (B44)
  
  Grammatical incorrect according to Proper English; The used of particle lah; repeating the words ‘can’
  
  Proper English: Oke, You can

- Not so far from KL, we go by car yesterday (B45)
  
  Missing sentence constituent; past tense and present tense not morphologically marked.

  Proper English : It is not so far from KL, we went by car yesterday

- Tak payah buat I crazy (B46)
  
  Code mixing ‘Tak payah buat’ = ‘doesn’t need to’

  Proper English : He doesn’t need to make me crazy.

- Di jogja ada jerebu juga? Smoke smoke (B47)
  
  Code switching ‘Di Jogja ada jerebu juga’ = ‘Any smoke in Jogja’

  Proper English: Any smoke in Jogja?

- Ni orang kampung always buat kacau. (B48)
  
  Code mixing; habitual aspect marked with always

  Proper English: This villager always makes it messed up.

- Nanti, next time coming, this ( ) my name card. (B49)
  
  Code mixing ‘nanti’= ‘later’; missing sentence constituent (Copula dropped)

  Proper English: Later in your next coming. This is my name card.
B. SINGAPORE

Singapore is a small country in Southeast Asia between Malaysia and Indonesia. During my visit to Singapore as a traveller, student, and athlete, I experienced 3 times visiting of awesomeness. Singapore is a beautiful breathtaking, relaxing and awesome country.

The main three ethnic are Chinese, Malay and Indian. Different from Malaysia, the Chinese formed the majority of the population, followed by the Malays and the Indians.

As the various groups, Singapore began infusing English with other words and grammar. English became the official language, but singlish became the language of the street. I mostly found singlish dialect in the street on my visiting. I saw many similarity of English between Manglish and singlish. Their English is influenced by their native tongue.

*Singapore, July 31, 2014*

Clean and Modern, two words that I could say on my very first trip to Singapore. My first step to Changi airport, I thought I will love this country so much. I would stay here for five days. I walked through the airport, I saw a very good airport design and organized very well. I went to the Immigration check, after that I went out to have a taxi. Taxi in Singapore was quite expensive. I could deal with it because it was my first time. I saw so much different scenery on my way to the hotel. I did not even see a house on my way. Only apartment and another tall building. The street was clean, The
building is organized very well. I arrived to the Oxford hotel in Queen street, Bras Basah. The hotel is just 100 meter from Bras Basah MRT station. I went to Bugis street by walking. It was a shopping place. There are Bugis junction and Bugis street Market. I went to Bugis Market. I saw a lot of people did bargain. Chinese street vendor always speaks very loud ordering their stuff. “Hei, 10 dollar can, lah” a chinese girl next to me try to do bargain. “also not good, ah”. I took a look around the Burgis Market. Many people was come here, it is paradise for a shopper. I went through the Market. “Come come, new model sir”. Little smiled I gave to a chinese woman when she called me to come to her shop. “You go first, lor” a chinese girl in 7eleven pleased me to pay first at the cashier. Only EZ-Link card that I got in 7eleven in Bugis Junction that night. Ez link is a payment card that you can used to pay MRT, Bus, Taxi or any stuff that available. So I thought I would need it so much. I was not really interested to buy something on my first day in Singapore.

I started to Love Singapore since I knew it clean, Modern and very safe. On my way backed to Hotel I passed a Singapore art museum. I saw a man in a white costume playing with flour in a display box. I asked a girl closed to me what the man was doing. “I don’t know what, just people try to show off.” I guessed so, I didn’t know what he was doing. I found there was a food court behind my hotel. I saw in some table there was a tissue, a bottle of water or spoon. It means we cannot used the table because somebody had already took it. “I will chop this tabel” that was the way a girl said to a man when they want to use the table. It was very unique.
Singapore, August 1 2014

I woke up full of energy and curiosity. I leave my hotel quite early after I took my breakfast. A friend from Singapore text me on facebook, he explained me to get to Yishun Avenue where he lived. I took MRT from beras Basah and transfer to Yishun Avenue. Yishun is quite far from Bras basah. It is not located in tourism area. That was why I was so excited to visit my friend. I looked at a group of a youngster using uniform in the the MRT on my way to Yishun. They looked busy made a strategy, I realized they were a first year student who got a misson from their senior. “Wa lau eh, they almost finish” I love to see them so serious made a strategy. I arrived at Yishun MRT station but I was still need to took a bus to my friend flat. I asked a chinese man who sat at the station. “You can take this bus and after two stop you go down”. There was a bus stop in front of Yishun area and I got the bus there.

Yishun is the area in the north of Singapore. Arrived in Yishun block, I saw around the mosque accros the street while I was waiting for my friend. His name is Mark. He was come from philippine and works in Elizabeth hospital as a nurse. He is my closed friend, he loved to sing and sometimes he record his singing in Bahasa Indonesia and sent it to me. He sometimes asks for my comment about his song in Bahasa Indonesia. In his flat he introduce me to his friend. He lived with a chinese singaporean girl. She is very talk active and making a lot of Joke to us. After Mark was taking a shower, He dressed up as a nurse. He had to go to hospital that afternoon. “wa boy.., you are so handsome ma...” she quipped and I was laughing.
He ordered for a taxi by an application. I was so wondered that time how it was working. It was the same like Go-jek and Go Taxi In Indonesia. But it was not exist yet in Indonesia. So I thought it was very good. “my key inside ah...” she said. “Yesterday hor, I go to office and eat that again you know.” We stood in front off the Yishun block while waiting for the taxi. “Ah I know I know”. Her English was really chinese style, I was remember some of the words she said. “No way, you use you use” and “I think cannot lah” those are some words I could hear clearly. After a couple minute the taxi was coming and we went to Orchard road together. We stoped in front of Elizabeth Hospital and we took our own way.

_Singapore, August 2 2014_

Afternoon in Serangoon road, I didn’t know how to get to The closest MRT. The only I know was I could go by bus, and took the MRT to the next Mall. I saw an Indian boy was walking next to a chinese boy. I wanted to get to know the bus that could bring me to the closest MRT. “Next mall? Just wait bus there” the Indian boy was explaining to me how to get to the closest MRT by bus. He asked me for a cigarretes. “You have cigarretes?” I had no cigarrete I was not a smoker. He was an Indian boy who was wearing a scarf on his head. I was still wondering why he asked me for a cigarrete. I took the bus and I went to Serangoon MRT station.

I was not going too far from my hotel. I just walked to Bugis just to refresh my mind. Singapore was celebrating the independence day. The ornament of Singapore independence day was decorated in many place in
Singapore. Red and white the color of Singaporean flag was dominant. I walked through bugis Junction. “cheap price sir, come come” a chinese malay offered her stuff. I bought some chocolate and some merchandise in Bugis Junction. Getting so tired, I walked back to my Hotel. I decided to go to a food court behind my hotel. The food was cheap anyway. I ordered for a chicken noodle there were two choices noodle, served with soup or dried. “You want soup or not?” it was interesting because singaporean like to use “or not” in their conversation when they were offering a choice.

Singapore, August 3 2014

After 3 days in Singapore I left my hotel for exploring Marina Bay sands, Merlion, China Town, Little India and Clarke quay. I Walked to Bras basah MRT station to Marina bay sands. The MRT station is right under of Marina bay sands Mall. Marina Bay sands is an Area where I can see the Mall, Hall, Casino, Tall Building, Hotel and of course The Mascot of Singapore, Merlion. The Area is very big and attractive. I took a lot of photograph there. Marina bay sands hotel, Merlion, Esplanade, Singapore flyer and many attractive place in one Area. I spent my morning until a lunch time in Marina bay sands. I walked around and I tried to reached the closest MRT in Marina bay sand. I asked to a chinese girl where the closest MRT is.”The closest MRT, you go there ah... That traffic light, you go cross the other side”. Singaporean is very helpfull. As my first time visiting Singapore,I felt very save.
I continued my adventure visiting other side of Singapore. I decided to visit China town as one of popular destination. Right after went out from the MRT, I could feel the situation of china town Characteristics. I got hungry and I went to a central of street food in china town. Many kind of street food available here. As a muslim of course I have to be aware in choosing what comes to my body, I always make sure to Have Halal food. I choosed chicken feet noodle as my lunch for that day. A chinese man cooked the food very swift. “Where you sit?” he gave me the Nota. Typically hawker style food, I asked whether I need to be in certain place or not. “No need, No need”. The food was very good.

After china I moved to India. I was visiting Little india. It showed the potrait of life in the street of New Delhi and Mumbai. In Singapore, almost all the information is told in English, chinese, malay and Tamil. In little India MRT station the board information is wrote in English and Tamil. I saw mostly people is Indian. I went out of the MRT. The curry smile, The music, the people, the building are made me feel like I was in India. I came to a little shop to looked around. An Indian man Asked me. “I can help you?” I just need some authentic Indian snack that I could taste. Nothing I bought in Little India. I saw a hindush temple. It was Kuil sri srinivasa perumal.

Night was coming. After having a rest In a hotel, I decided to go to Clarke quay. Clarke quay is famous with the river side view. Having a dinner in Clarke quay is not a bad Idea. I had a spanish food called Paela for my dinner. Paela is kind of spice rice and there is chicken, beef or seafood on top.
“Paela, there seafood, chicken and beef”. A chinese girl write my order.
“Mojito little iced, eh”. I enjoyed my night time in clarke quay.

_Singapore, August 4 2014_

Leaving singapore, I went to changi airport. I dropped my baggage in Terminal 1 of changi airport. For me, I would never get bored in Changi airport even if I had to stay all day long here. So many attractive place that is able to be visiting while waiting for the flight. After I was enjoying some attractive place, I went to a food court in Terminal. A chinese woman served me and she looked so busy preparing the food. “Kaya toast, single, double?” I choosed double Kaya toast.” Kaya toast is very popular in Singapore. Singaporean usually eat kaya toast for their breakfast Menu. It was time to come to the boarding room. I went to a boarding room in hurry. All I could say about my first visiting to Singapore was I had so much new experiences and Very enjoyed my staying there.

_Facts :_

- Changi International Airport : is the primary civilian airport for singapore, and one of the largest transportation hubs in southeast Asia.
- MRT : Mass Rapid Transit
- Kaya Toast : Toasted Bread with Kaya Butter
Colloquial English found in Singaporean English

- **Hei, 10 Dollar can lah (C1)**
  
  Yes/no questions dropped; The used of particle *lah*
  
  Proper English: Hei, Can I have it for 10 dollar?

- **Also not good, ah (C2)**
  
  The used of particle *ah*
  
  Proper English: It is also not good.

- **You go first, lor (C3)**
  
  The used of particle *lor*
  
  Proper English: You could go first.

- **I will chop this table (C4)**
  
  Habitual aspect using word ‘chop’
  
  Proper English: I will mark this table.

- **Wa lau eh, they ( ) almost finish (C5)**
  
  Using ‘wa lau eh’ expression; Missing sentence constituents
  
  Proper English: Oh my God, They are almost finish.

- **Wa boy... you are so handsome ma (C6)**
  
  The used of particle *ma*

- **My key ( ) inside ah (C7)**
  
  Copula dropped; The used of particle *ah*
  
  Proper English: My key is inside

- **Yesterday hor, I go to office and eat that again you know. (C8)**
  
  Past tense not morphologically marked; The used of particle *hor*
Proper English: Yesterday, I went to the office and I ate that again

- **I think cannot, *leh* (C9)**
  The used of particle *lah*
  Proper English: I think it’s not possible.

- **Mojito little iced, *ah* (C10)**
  Different word order; the used of particle *ah*
  Proper English: Mojito less iced.

- **Kaya toast single double? (C11)**
  Missing sentence constituent
  Proper English: Do you want single or double kaya toast?

- **Teh tarik little Iced. (C12)**
  Different word order
  Proper English: Teh tarik Less Iced

**Grammar of colloquial Singaporean English**

- **Come come, new model sir (D1)**
  Repeating word ‘come’
  Please come, It is new model sir.

- **I don’t know what, just people try to show off. (D2)**
  Grammatically incorrect according to proper English
  Proper English: I don’t know what it is, I think it is just people who tries to show off.

- **You can take this bus and after two stop you go down. (D3)**
Innovation in phrasal verbs; grammatically incorrect according to proper English

Proper English: You go with this bus and after twice stop you can go out.

- **Ah I know I know (D4)**
  Repeating word ‘know’

- **No way, you use you use (D5)**
  Grammatically incorrect according to proper english; Repeating words ‘you use’
  Proper English: No way, you can use it.

- **Next Mall? Just wait ( ) bus there. (D6)**
  Indefinite article dropped
  Proper English: Next Mall? Just wait the bus there.

- **( ) You have cigarette? (D7)**
  Missing sentence constituent (copula dropped)
  Proper English: Do you have cigarrete?

- **Cheap price sir, come come! (D8)**
  Subject dropping; repeating word ‘come’
  Proper English: It is cheap price sir, Please come!

- **( ) You want soup or not? (D9)**
  Copula dropped; habitual aspect using or not
  Proper English: Do you want soup or not?
• The closest MRT, you go there *ah*... That traffic light, you go cross the other side.\textsuperscript{(D10)}

Grammatically incorrect according to proper English; the used of particle *ah*

Proper English: The closest MRT, You could go there... on that traffic light, the MRT is across the traffic light.

• Where you sit? \textsuperscript{(D11)}

Missing sentence constituent

Proper English: Where do you sit?

• No need no need \textsuperscript{(D12)}

Repeating words ‘no need’

Proper English: You don’t need to...

• I can help you? \textsuperscript{(D13)}

Grammatically incorrect according to proper English

Proper English: Can I help you?

• Paella, there sea food, chicken and beef \textsuperscript{(D14)}

Subject dropping

Proper English: Paella, it is consist of sea food, chicken and beef.
Singapore, March 28 2015

My plan was changed when the competition was being rescheduled earlier. Mr Lee kuan yew, the first prime minister of Singapore was passed away the week before. He is recognised as the founding father of independent Singapore, with the country being described as transitioning from the “third world to the first world in a single generation” under his leadership. The next day was his funeral so the competition was rescheduled earlier. I had no chance to take my lunch when I arrived at the airport. I went to Changi airport MRT station to Tiong Bahru. We took a taxi there and we went to Great city world Mall. I went to Mc donald and had a lunch. “One regular meals, drink?” A chinese girl repeated many times until I was being understood. Her voice was shril, and she talked so fast. She pleased me to wait to the next counter.”excuse me, wait there a minute”. After couple hour in The Great world city, I went to My hotel in Syech Alwi Road. It is in Little India complex exactly in front of Mustafa Centre. The area where we lived is so crowded, many Indian People in that area. I bought a sim card at the very small counter in Mustafa centre area. “What sim card?” asked the Indian seller man. I have no Idea about the best Sim card there. The only think I know I just wanna have an Internet connection package. “M1, it can actived for a week internet package”. He asked my passpor and scaned it. After I got my number I had a dinner with my friend next to my hotel. It was an Indian restaurant. I asked for Nasi briyani and Milo. “Nasi Briyani and Milo little iced” an Indian waiter confirmed my order. The food was coming, I was
shocked it was a really big portion. Finished with my food, I went to Mustafa Centre. A place that sold almost everything we need and something that is never come to our head.

Singapre, March 29 2015

The situation that morning was so bad. My friend was realised that she lost her Passport and wallet. We asked to the reception and came back to the restaurant where we ate last night. It was horrible feeling we had. The reception asked her to go to police “You can go police for the letter and go to Indonesian embassy”. It was raining, and singapore is on rememberance of Lee Kuan Yew. That day was his funeral. We backed again to the restaurant we ate and I gave my number to the waiter if there was an information. I was overthinking that time, until somebody called me that the passport was found. We were so happy and I could mad at her. I went to china town after the rain stoped. I bought something for my family. “You buy two you get one free, ah” a chinese woman seller talked to me.

I planned to go to garden by the bay, Marina bay sands and Clark quay that night. I went to Bay front MRT station and I walked to Garden by the bay. I always admire at this garden, how beautiful it is. Singapore is very small country but they can make almost anything possible. Almost 50% of singapore is free green area. I interested to go upstairs in the main garden. “The lift closed sir, it’s just raining” a malay girl said to me. So I just took some picture and looked around. Accros Garden by the bay is Marina bay sands
Hotel. I moved from Garden by the bay to Marina bay sands Area. It was such a beautiful night in Marina bay sands. From Marina bay sands, I went to clark quay by a singapore cruise. I could see all the main landmark of Marina bay sands and got a guide on the TV screen. Reaching Clark quay, I went to a Mexican restaurant with my friend. We didn’t have a cash that moment so we asked to use a credit card. “Why must credit card, just 37 ma...” She smiled to us. Many attractive places such as entertainment, restaurant, river side, and many more in clarke quay that we could visit. Mostly visitor was a youngster.

One of my favorite place in Singapore.

Singapore, March 30 2015

I didn’t find any difficulties on my second visiting. I was so excited because I got a moment I called “The rememberance in silence for MR lee kuan yew.” I still remembered when I was in orchard road. The sound of sirine rang so loud in almost all area in Singapore. Everyone was standing when the sirine was being rung. I could feel the sadness of many Singaporean. Some of them brought a singapore flag. They were so proud as Singaporean and love their first prime minister. They stood in the side of the street although it was raining to gave the last honor. That day was my last day in Singapore. I went to Farrer park MRT station to go to Changi airport. A Malay woman gave me direction how to get to changi. “You stop in Tanah merah, and transfer to changi eh...”. I arrived to changi and I bought some stuff there. The flight was delayed so I had more time to explore the airport.
Facts:

- Great world city: It is a shopping mall in Singapore, located in 1 kim seng road, promenade

Colloquial English found in Singaporean English

- *Nasi briyani* and milo little iced *(C13)*

  Different word order; Code Mixing ‘Nasi briyani’

  Proper English: Nasi briyani and Milo less iced.

- Why must credit card, just 37 ma... *(C14)*

  Missing sentence constituent; grammatically incorrect according to proper English

  Proper English: Why do you must use credit card, it is just 37 dollar.

Grammar of colloquial Singaporean English

- One regular meals, drink? *(D15)*

  Missing sentence constituent

  Proper English: One regular meals, and what dou you for drink?

- What sim card? *(D16)*

  Grammatically incorrect according to proper English

  Proper Kind: What sim card do you want?

- M1, it can ( ) activated for a week internet package *(D17)*

  Missing auxiliary verb; grammatical error;
Proper English : M1, it can be activated for a week internet package

- You can go police for the letter and go to Indonesian embassy (D18)
  Grammatically incorrect according to proper English
  Proper English : You can got to police to get a letter, and after that you go to Indonesian embassy.

- You buy two you get one free, lah (D19)
  Missing sentence constituent; The used of particle lah
  Proper English : If you buy two you will get one more for free

- The lift ( ) closed sir. It’s just raining. (D20)
  Copula dropped
  Proper English : The lift is closed sir. It’s just raining.

- You stop in tanah merah, and transfer to changi (D21)
  Different word order; the used of particle eh
  Proper English : You can transfer in Tanah merah to Changi.

Singapore, August 21 2015

The sun was shine so bright in the afternoon. I walked through Orchard road. With so many Malls and boutiques, Orchard road becomes a paradise for a shopaholic. I was not typically a shopaholic. I loved to get to know what was going on this road. There must be something for everyone, for any class, for any need and for any budget we had. One thing that I must eat when I went to orchard road is Orchard Ice cream. It was also known as one dollar Ice cream. I bought a different ice cream flavour that I used to have. An old
chinese man offered rasberry flavour. “This very good, lah”. The ice cream
taste so good.

Japanese restaurant was chosen as a menu for my late lunch. “It is a
very big portions” a chinese girl next to my table was shocked to see her food.
So did my food, I got a big portion of Chicken katsu rice. I was not be able to
finish my food. Finished with my lunch I went to the digi counter. Digi was
one of sim card provider in Singapore. I asked for the price to activate the
internet. “All minimum 20 dollar to activate the sim card and use internet
package”. Then a chinese girl scanned my passport to activate my sim card.

Singapore, August 22 2015

11 PM Singapore Time in Oxford Hotel. The noise was coming from
my friend room. We were playing cards and some funny games that night.
One of my friend in that room is a chinese guy named Johnston Liem. She is
Singaporean but had just moved to Malaysia. We had so much fun all night
long. He explained one of the game called ‘police and murderer’, “It’s very
easy ma”. I had played that game with some of my German friends couple
years ago. Irvan is my friend from semarang, he is very funny. He often fights
with Johnston. “Listen to what?” said Johnston when Irvan asked him to
listen. Irvan is stupid sometimes, he often does mistakes. “You do it again,
leh!.” “You don’t know, I also don’t know, lah” Johnston made a Joke of
Irvan. One of the rule in the game was when you were killed by a murderer
you have to said ‘I’m died’. Irvan did not said it when he became a villager
and Johnston as murderer. “wa lau eh, I kill you, you don’t say I’m died”. We were all just laughing. “Kiasu man, ah...” In Singapore, Kiasu man means a man who doesn’t want to miss the opportunity. Usually it was spoken by a Chinese community.

**Singapore, August 23 2015**

A very helpful Chinese man guide me from the Bus Stop to the Closest MRT in Serangoon. “You go with this bus and later go down to next mall” He explained to me about the way to get to the Serangoon MRT. Most Singaporean is very helpful. I didn’t ask the bus, but he knew I look confused. We went out from the bus and he showed me the MRT station. “you can go to MRT over there.” He pointed to the MRT Station.

After having a rest for a couple minute. I went out to Clarke Quay. I did not do much thing in Clarke Quay that time. Just Sat down in front of the Singapore Slingshot while enjoying my Turkish Ice cream that I bought in Clarke quay. I had my own time in the river side. The only thing that made me really want to come back to Singapore is the night view. I sat quite long in the river side. It was 11.30 PM and I need to come back to My Hotel. I run to MRT because i was worrying if I didn’t get The MRT. It was not the last train, but I waited longer than usual. There was only me and Indian guy at the station. I asked whether it was the last train. “If last train they will tell in the screen”. Thank you God, I could go back by MRT.
Singapore, 24 August 2015

Last day in Singapore. Sometimes I wish I could live and work in Singapore. The country is clean, modern, accessible and safe. But I was start thinking that some of Singaporean might be really bored of this country. So everywhere I would be, I will always Thank to the God. I went to the reception for check out process. “check out already, thank you sir”. The checkd out process was finished. I walk bring my luggage to Bras Basah MRT station. I felt little bit hard brought had a luggage with me. I need to transfer to other MRT line. “wait, careful” A malay woman pleased me to come in to the MRT, because she knew I brought a luggage. It was Monday morning. The MRT was looked so full of worker in the Morning. Arrived in Changi airport and I backed to Yogyakarta.

**Facts :**

- Orchard Ice cream : It is one dollar ice cream, usually sell by a street vendor a long Orchard road.

**Colloquial English found in Singaporean English**

- This ( ) very good *lah* (C15)
  Copula dropped; the used of particle *lah*
  Proper English : This is very good

- It’s very easy *ma..* (C16)
  The used of particle *ma.*
• You do it again *leh* (C17)
  The used of particle *leh*

• You don’t know, I also don’t know *lah* (C18)
  Grammatical Error; the used of particle *lah*
  Proper English : You don’t know, so do I

• *Wa lau eh, I kill you, you don’t say I’m died* (C19)
  The used of expression ‘wa lau eh’; Grammatical Error
  Proper English : Oh God, I had killed you, but you didn’t say “I’m Died”

• *Kiasu man, ah* (C20)
  Singaporean Slang

**Grammar of colloquial Singaporean English**

• It is *a very big portion* (D22)
  Wrong order
  Proper English : It is very big portion

• All minimum 20 dollar to activate the sim card and use internet package (D23)
  Grammatical incorrect according to proper English
  Proper English : To activate all the sim card and using internet package is 20 dollar Minimum.

• *Listen to what?* (D24)
  Grammatically incorrect according to proper English
  Proper English : What Do I need to listen?
- You go with this bus and later go down to ( ) next mall (D25)
  indefinite article dropped; grammatically incorrect according to proper English
  Proper English: You go with this bus and then You go out to the next mall.

- You can go to MRT over there (D26)
  Grammatically incorrect according to proper English
  Proper English: You go to MRT over there

- If ( ) last train they will tell in the screen (D27)
  Subject dropping; grammatically incorrect according to proper English
  Proper English: If it is the last train they will be told on the screen

- Check out already, thank you sir. (D28)
  Wrong concord
  Proper English: Checked out already, thank you sir

- Wait, ( ) careful. (D29)
  Missing sentence constituent
  Proper English: Wait, please be careful.

C. **Indonesia**

It is Known that English is the official Language in Singapore and Malaysia. Different from Singapore and Malaysia, In Indonesia, English is a foreign language. I found that Indonesian Learner often refer to Bahasa
Indonesia (First language) when they produce English sentences or utterance. I found some of Vocabularies and Grammatical error of English used by Indonesian. As an English Education student, to find a new English style is interesting. I found some of example of Colloquial English in Indonesia by social media Facebook, conversation and English written form that I found on the street in Yogyakarta and Salatiga.

**Why English is used in Indonesia**

I feel that one way to begin to address the issue is to analyze why English is used in Indonesia. Lauder (2008:12) explain that the current status of English as an international or global language is underpinned by its wide use in a range of fields such as politics, diplomacy, international trade and industry, commerce, science and technology, education, the media, information technology and popular culture. It is quite common today to find shopping centres, offices, institutions, movies and so on, in English, rather than in Bahasa Indonesia. Many people are used to inserting English expressions in their conversation. I observed the used of English in my conversation with my friends in Bailamos Dance school and in Social media. Most of them are aware that they often insert English in their conversation. I assumed there are several reasons why they use English in such a way. I often hear the words or expressions such as: *Thanks, sorry, Oh my God.* They know how to use it contextually since it is similar in Indonesian context. English words and expression such as: *download, online, chatting, laundry, Handphone, creambath, email, keyboard, moisturizer, snack, loading* are
better put in English since the terms are not familiar in Bahasa Indonesia. Many are already familiar with abbreviations of ‘u’ (you), ‘tq/thx’ (thank you/thank), ‘b’ (be), ‘4’ (for), ‘otw’ (on the way). They used them especially used in sms and email.

Some Indonesian agree that it is more prestigious and they think people will appreciate more if they use English. It shows that they sound or look educated. I also found when I was active as an English Major student, that many of my friends tried to practice English outside the classroom. They believe it will help improve their English Skill.

**Grammatical Error**

I have been using Social media *facebook* since 2008. This media was extremely booming. I was staying connected with my friends by *facebook*. As I was conducting my research about colloquial English in Southeast Asian Countries, I decided to collect some data from *facebook*. I observed a *facebook* group named *Gratis kursus Bahasa Inggris* (Free English Lesson). It is a public group that has thousands member. This group shared many tips about English Lesson, Scholarship, discussion and many stuff related to English Improvement. I saw many posting on the Group in English. I observed the ‘English posting’ From October 2015 until Desember 2015. Fahita Advani posted in October 20 on the group wall. She said “… who here enjoys reading as much as I do?” The words ‘who here enjoys reading’ is influenced by Indonesian Context in produce English sentence. Many similarities English on the facebook wall in this group that influenced by
Indonesian context, such as “for you who lives in Semarang...” posted by Uswatun Hasanah in October 23 and “... We will also have pronunciation lesson...” posted by MissMirna on December 16.

Not only Influenced by Indonesian context but also the Grammatical Error Made by the member as well. I saw Auxiliary verb Errors in Fahita Advani Posting on october 20, “What are your favourite book”. The word ‘are’ is wrong according to proper English. It should be ‘is’. The same error also found in Sukrisno Nino in his posting on October 20 “How using gerund after to?” and Choirul Anam on December 6, “how the solution...”

The error related to the verb found in An Huda posting on October 27, “I’m tire..” it supposed to be I’m tired... According to proper English. The subject-verb agreement Error also found in Aulia lutfi posting on October 31, “... my friend always invite me...” and “I always failed to ...”. Past participle was found in Tri Wandi Januar posting on December 2 “I’ve send a message to them...”. It is known that past participle always followed by past participle v3.

**Vocabularies:**

*Spontaneity*

- Thanks *(E1)*
- Sorry *(E2)*
- Oh my God *(E3)*

Inability to find Indonesian equivalence

- Download *(E4)*
• Online (E5)
• Chatting (E6)
• Laundry (E7)
• Handphone (E8)
• Creambath (E9)
• Email (E10)
• Keyboard (E11)
• Moisturizer (E12)
• Snack (E13)
• Loading (E14)

**Practicality**

• U (you) (E15)
• Tq/thx (thank you/ thanks) (E16)
• B (be) (E17)
• 4 (for) (E18)
• Otw (on the way) (E19)

**Grammar :**

Indonesian context in produce English sentence

• *Who here* enjoys reading (F1)

  Proper English : Who does enjoy reading?

• For you who lives in Semarang... (F2)

• *We will also have* pronunciation lesson... (F3)
Proper English: We will have pronunciation lesson

Grammatical Error

- What are your favourite book (F4)
  Proper English: What is your favourite book

- How using gerund after to? (F5)
  Proper English: How to use gerunds after to?

- ... How the solution (F6)
  Proper English: How is the solution

- I’m tire... (F7)
  Proper English: I’m tired

- ... my friend always invite me... (F8)
  Proper English: my friend always invites me

- I always failed to (F9)
  Proper English: I always fail to...

- I’ve send a message to them (F10)
  Proper English: I’ve sent a message to them

D. Discussion

1. Colloquial English found in Indonesia, Malaysia and Singapore

- One and a half, lah (A1)
- You can call me ( ) this number, ah (A2)
- It’s OK, lah (A3)
- I’m good, I’m good, Training everyday, ah? (A4)
• No spicy. But if you want we can make it sedikit spicy, lah (A5)
• Next time coming stay Longer, lah (A6)
• Your first time to LCCT, ah? (A7)
• Anything I can help, kah? (A8)
• Tengok tu, In line lah... (A9)
• In Indonesia Hujan kah? (A10)
• Skudai ah? Many cafe di sana, tengok eh, night life everywhere. (A11)
• Boss order! (A12)
• Malaysian song, mandarin song, English song, everything we sing, ah... (A13)
• Only Indian song () we don’t know to sing ah... (A14)
• You have to go there, ma (A15)
• This () very good, lah (A16)
• Bring it lah Bring it lah (A17)
• This food is nice, ah (A18)
• I take you to () airport, ah (A19)
• Seremban () not big city lah (A20)
• Your card () you buy last time ah? (A21)
• You harus coba chilly crab lah, sedap. (A22)
• Royal bintang () very good, lah... 5 star (A23)
• Alamak, How are you? (A24)
• Not so many lah (A25)
- Hei, 10 Dollar can lah (C1)
- Also not good, ah (C2)
- You go first, lor (C3)
- I will chop this table (C4)
- Wa lau eh, they almost finish (C5)
- Wa boy... you are so handsome ma (C6)
- My key inside ah (C7)
- Yesterday hor, I go to office and eat that again you know. (C8)
- I think cannot, leh (C9)
- Mojito little iced, ah (C10)
- Kaya toast single double? (C11)
- Teh tarik little Iced. (C12)
- Nasi briyani and milo little iced (C13)
- Why must credit card, just 37 ma... (C14)
- This very good lah (C15)
- It’s very easy ma. (C16)
- You do it again leh (C17)
- You don’t know, I also don’t know lah (C18)
- Wa lau eh, I kill you, you don’t say I’m died (C19)
- Kiasu man, ah (C20)
- Thanks (E1)
- Sorry (E2)
- Oh my God (E3)
• Download (E4)
• Online (E5)
• Chatting (E6)
• Laundry (E7)
• Handphone (E8)
• Creambath (E9)
• Email (E10)
• Keyboard (E11)
• Moisturizer (E12)
• Snack (E13)
• Loading (E14)
• U (you) (E15)
• Tq/thx (thank you/ thanks) (E16)
• B (be) (E17)
• 4 (for) (E18)
• Otw (on the way) (E19)

2. Grammar of Colloquial English in Indonesia, Malaysia and Singapore.

• This ( ) my name card. (B1)
  Copula dropped to describe states
  Proper English : This is my name card.
• You want a caramel? (B2)
  Indefinite article dropped and grammatical error
Proper English: Do you want caramel?

- But, eat now lagi sedap (B3)
  Code mixing “lagi sedap”= will be nice

- Regular one or Jumbo one? (B4)
  Habitual aspect in using the word one

- You pay to cashier after finish, thank you. (B5)
  Missing sentence constituents (subject), grammatical error
  Proper English: After you are finished, You can paid to the cashier, Thank you.

- Hi, come come (B6)
  Repeating the word “come”

- 10 ringgit, 250 gram (B7)
  Missing sentence constituents
  Proper English: 10 ringgit for 250 gram

- How ( ) Kuala Lumpur? (B8)
  Missing sentence constituents (copula dropped)
  Proper English: How was Kuala Lumpur?

- How long you will stay here? (B9)
  Wrong concord in questions sentence
  Proper English: How long will you stay here?

- This ( ) M1, 30 ringgit and I will activate your internet for a week. Can? (B10)
  Copula dropped, Subject dropping (pro drop), Grammatical error
Proper English: This is M1, It is 30 ringgit. Can I activate your internet for a week?

- **No need** to top up again. *(B11)*
  Missing sentence constituents (subject)
  Proper English: You don’t need to top up again

- **Hey, come come.** *(B12)*
  Repeating word “come”
  Proper English: Hey, come here please.

- **What ( ) you eat?** *(B13)*
  Missing sentence constituent (copula dropped)
  Proper English: What are you eating?

- **I eat so many carbs yesterday** *(B14)*
  Past tense is not morphologically marked
  Proper English: I ate so many carbs Yesterday

- **I think he have to be aware** *(B16)*
  Wrong concord in noun phrase
  Proper English: I think he has to be aware

- **That is a very good reason** *(B17)*
  Wrong concord
  Proper English: That is very good reason

- **No ice, paid 20 sen more** *(B18)*
  Proper English: Without ice, you must pay 20 sen more

- **Where ( ) you sit?** *(B19)*
Missing sentence constituent (Copula dropped)

Proper English: Where will you sit?

- **Taxi kecil or big one (B20)**

  Code mixing “kecil” = Small; habitual aspects using the word *one*; Missing sentence constituent

  Proper English: Do you want small taxi or big taxi?

- **You give me 50 ringgit for deposit, I will give you back later when you check out. (B21)**

  Missing sentence constituent; Grammatically not correct according to proper English.

  Proper English: Could you give me 50 ringgit for deposit? I will give the money back later when you do your check out.

- **This ( )your key (B22)**

  Missing Sentence constituent (Copula dropped)

  Proper English: This is your key.

- **You want sauce kacang or curry sauce? (B23)**

  Missing sentence constituent; Code mixing “Kacang”= Peanut

  Proper English: Do you want to have peanut sauce or curry sauce?

- **Just go that way, Sutera Mall after ( ) park (B24)**

  Indefinite article dropped; Grammatically incorrect according to proper English.
Proper English: You can go that direction and Sutera Mall next to the park

- *Ada 20 sen? I give you 1 ringgit.* (B25)
  Code mixing “Ada”= Is there; Missing sentence constituent
  Proper English: Is there 20 sen? I will give you 1 ringgit.

- *Half portion also can.* (B26)
  Habitual aspect in using the word “can”; grammatically incorrect
  According to Proper English
  You are able to have half portion

- *That ( ) Singapore, Tall building.* (B27)
  Missing sentence constituent (copula dropped); conjunction dropping
  Proper English: That is Singapore that has Tall building

- *Johor ( ) so close to Singapore.* (B28)
  Missing sentence constituent (copula dropped)
  Proper English: Johor is so close to Singapore

- *(*) you go to Legoland?* (B29)
  Yes/No question dropping
  Proper English: Did you go to Legoland?

- *Legoland ( ) very famous here.* (B30)
  Missing sentence constituent (copula dropped)
  Proper English: Legoland is very famous here

- *What sauce you want?* (B31)
Missing sentence constituent (Yes/No questions dropping)

Proper English: What kind of sauce do you want?

- Regular cup? Medium cup? (B32)

Missing sentence constituent

Proper English: Do you want regular cup or medium cup?

- Discount discount if you buy two. (B33)

Repeating the word ‘discount’; Missing sentence constituent

Proper English: Get discount if you buy two

- You buy me this because you cheating (B34)

Grammatically incorrect according to Proper English

Proper English: You buy this for me because you were cheating

- See what? (B35)

Missing sentence constituent (WH questions dropped)

Proper English: What can I see?

- No need, lah (B36)

Grammatically incorrect according to Proper English, The used of particle lah

Proper English: You don’t need to.

- You are kidding, isn’t it? (B37)

Use of tag question is it?

Proper English: You are kidding, aren’t you?

- Refil sir? (B38)

Grammatically incorrect according to proper English
Proper English: Do you want to refil sir?

- Small taxi ( ) 130 ringgit, ah (B39)
  The used of particle *ah*; missing sentence constituent (Copula dropped)
  Proper English: Small taxi is 130 ringgit

- ( ) best chocolate in Malaysia ( ) over there, (B40)
  Indefinite article dropped; grammatically incorrect according to proper English; missing sentence constituent (copula dropped)
  Proper English: The best chocolate in Malaysia is over there.

- We go there, can? (B41)
  Grammatically incorrect according to proper English;
  Proper English: Can we go there?

- *Di sana lebih* cultural (B42)
  Code mixing ‘Disana’= there ‘lebih’= more
  Proper English: More cultural over there

- *Top up berapa?* (B43)
  Code mixing ‘berapa’= how much
  Proper English: How much do you want for top up?

- Oke, can *lah* can *lah* (B44)
  Grammatical incorrect according to Proper English; The used of particle *lah*; repeating the words ‘can’
  Proper English: Oke, You can

- Not so far from KL, we go by car yesterday (B45)
Missing sentence constituent; past tense and present tense not morphologically marked.

Proper English: It is not so far from KL, we went by car yesterday

- *Tak payah buat I crazy* (B46)
  
  Code mixing ‘Tak payah buat’ = ‘doesn’t need to’

  Proper English: He doesn’t need to make me crazy.

- *Di jogja ada jerebu juga? Smoke smoke* (B47)
  
  Code switching ‘Di Jogja ada jerebu juga’ = ‘Any smoke in Jogja’

  Proper English: Any smoke in Jogja?

- *Ni orang kampung always buat kacau.* (B48)
  
  Code mixing; habitual aspect marked with always

  Proper English: This villager always makes it messed up.

- *Nanti, next time coming, this () my name card.* (B49)
  
  Code mixing ‘nanti’= ‘later’; missing sentence constituent (Copula dropped)

  Proper English: Later in your next coming. This is my name card.

- *One regular meals, drink?* (D15)
  
  Missing sentence constituent

  Proper English: One regular meals, and what do you for drink?

- *What sim card?* (D16)
  
  Grammatically incorrect according to proper English

  Proper English: What kind of sim card do you want?

- *M1, it can () activated for a week internet package* (D17)
Missing auxiliary verb; grammatical error;
Proper English: M1, it can be activated for a week internet package

- You can go police for the letter and go to Indonesian embassy (D18)
  Grammatically incorrect according to proper English
  Proper English: You can go to police to get a letter, and after that you go to Indonesian embassy.

- You buy two you get one free, lah (D19)
  Missing sentence constituent; The used of particle lah
  Proper English: If you buy two you will get one more for free

- The lift ( ) closed sir. It’s just raining. (D20)
  Copula dropped
  Proper English: The lift is closed sir. It’s just raining.

- You stop in tanah merah, and transfer to changi (D21)
  Different word order; the used of particle eh
  Proper English: You can transfer in Tanah merah to Changi.

- It is a very big portion (D22)
  Wrong order
  Proper English: It is very big portion

- All minimum 20 dollar to activate the sim card and use internet package (D23)
  Grammatical incorrect according to proper English
Proper English: To activate all the sim card and using internet package is 20 dollar Minimum.

- **Listen to what? (D24)**
  Grammatically incorrect according to proper English
  Proper English: What Do I need to listen?

- **You go with this bus and later go down to ( ) next mall (D25)**
  indefinite article dropped; grammatically incorrect according to proper English
  Proper English: You go with this bus and then You go out to the next mall.

- **You can go to MRT over there (D26)**
  Grammatically incorrect according to proper English
  Proper English: You go to MRT over there

- **If ( ) last train they will tell in the screen (D27)**
  Subject dropping; grammatically incorrect according to proper English
  Proper English: If it is the last train they will be told on the screen

- **Check out already, thank you sir. (D28)**
  Wrong concord
  Proper English: Checked out already, thank you sir

- **Wait, ( ) careful. (D29)**
  Missing sentence constituent
  Proper English: Wait, please be careful.
• *Who here* enjoys reading *(F1)*

  Proper English: Who does enjoy reading?

• *For you* who lives in Semarang... *(F2)*

• *We will also have pronunciation lesson*... *(F3)*

  Proper English: We will have pronunciation lesson

• *What are your favourite book* *(F4)*

  Proper English: What is your favourite book

• *How using gerund after to?* *(F5)*

  Proper English: How to use gerunds after to?

• *... How the solution* *(F6)*

  Proper English: How is the solution

• *I’m tire...* *(F7)*

  Proper English: I’m tired

• *... my friend always invite me...* *(F8)*

  Proper English: my friend always invites me

• *I always failed to* *(F9)*

  Proper English: I always fail to...

• *I’ve send a message to them* *(F10)*

  Proper English: I’ve sent a message to them
CHAPTER V

CLOSURE

1. CONCLUSIONS

Conclussion will be told in this chapter by referring to the research Analysis and Discussion in Chapter IV. The writer organize the data analysis by making codes in data finding. The colloquial English found In Indonesia (E1-E19), Malaysia (A1-A26), Singapore (C1-C20) and the grammar form in Indonesia (F1-F10), Malaysia (B1-B49) and Singapore (D1-D29).

1. Colloquial English Found In Indonesia, Malaysia and Singapore

In the research Analysis and discussion, The writer found some Colloquial English in Indonesia, Malaysia and Singapore. According to Leimgruber (2011), most adaptations in New Englishes in Southeast Asia, concerns vocabulary which shows substantion creativity among their users.

**Malaysian English :**

- Boss: The way to call customer. (A12)
- Chilly Crab: Dish of Crab with red sauce (A23)
- Alamak: Oh my God in Malay (A25)

**Singaporean English :**

- Chop: To leave mark (C4)
Wa lau eh       Oh My God (originally from Hokkien Language)       (C5)

Kaya toast      Kaya (coconut Jam), Bread toasted with Kaya Jam.       (C11)

Teh Tarik      “Pulled tea”, made by cooling a brew of hot tea and milk through the process of pouring and “pulling”. (C12)

Nasi Briyani    Wholesome rice-based dish prepared with spices, rice (eg basmati) and meat, fish, eggs and vegetables. (C13)

Kiasu          Afraid to lose (Originally from Hokkien language)       (C20)

**Indonesian English:**

**Spontaneity**

Thanks (E1), Sorry (E2), Oh my God (E3)

**Inability to find Indonesian equivalent**

Download (E4), Online (E5), Chatting (E6), Laundry (E7), Handphone (E8), Creambath (E9), Email (E10), Keyboard (E11), Moisturizer (E12), Snack (E13), Loading (E14)
Practicality

U (you) (E15), Tq/thx (Thank you/ thanks) (E16), B (be) (E17), 4 (for) (E18), otw (On the way) (E19).

One important feature found in this research is the wide use of particles. Speakers tend to use a large number of particles in their communication.

Malaysian Particle used:

Lah (A1), Ah (A2), Kah (A8), eh (A11), ma (A15)

Singaporean particle used:

Lah (C1), ah (C2), lor (C3), ma (C6), hor (C8), leh (C9), eh (C10)

2. The grammar formed of Colloquial English of Indonesia, Malaysia and Singapore

Malaysian English:

The grammar of Manglish has been heavily influenced by other languages in the region such as Malay and chinese.

This ( ) my name card (Copula missing) (B1)

Hi, come come (Repeating word) (B6)

( ) best chocolate in Malaysia over there (Indefinite article dropped (B29)

( ) you go to legoland? (B41)
**Singapore English:**

The grammar of Singlish has been heavily influenced by other languages in the region, such as Malay and Chinese, with some structures being identical to ones in Mandarin and other Chinese varieties. As a result, Singlish has acquired some unique features.

*Come come, new model sir (Repeating word) (D1)*

*I don't know what, just people try to show off (D2)*

**English In Indonesia:**

*Who here enjoys reading (Indonesian context influenced in producing English sentences) (F1)*

*I always failed to... (Grammatical Error) (F6)*

The difference between Manglish and Singlish is very hard to distinguish even among the locals. However, Manglish is markedly more influenced by the Malay language, which is the majority populations in Malaysia. While singlish is more influenced by Hokkien dialect or Mandarin chinese, with the majority population being the ethnic chinese. In Indonesia English is Influenced by Bahasa Indonesia.
2. **SUGGESTIONS**

Suggestion for further writer, that this study is just a starting point. This study will be stronger when the writer got more objective data and documentations.

In the account of the readers of this study, the report of this study only takes a little picture of Colloquial English in Indonesia, Malaysia and Singapore. It is expected that the readers do not consider the report of this study as an absolute outcome though this report might be useful to be a reference for both reader and other writer.
REFERENCES


Leimgruber, Jakob R.E (2011) *Singapore English*. Language and Linguistics Compass 5.1


APPENDICES
Facebook GRATIS Kursus inggris October 2015 – December 2015

Uswatun Hasanah
October 23
Hello guys,
For you who lives in Semarang, you may join this group
Semarang English Club
https://m.facebook.com/groups/14717752664655587

Sukrisno Nino
October 20
How using gerund after to?

An Huda
October 27
I’m tired...

Miftachuddin Arjuna with Uswatun Hasanah.
October 27
Meet up, Semarang English Community. It is time to inspire others. Keep fighting guys!
2. Everyone is a teacher. We use PEER TEACHING METHOD2 in this group. Every member teaches other
members by posting, sharing, commenting, revising, or suggesting something.
3. Everyone may post any updates.
4. Everyone may comment freely.
5. Everyone must considerate others. Rep...

Aulia Lutfi
November 30
Tok Tok, anybody home?
Guess, I have friend who has two friends from Germany
and Japan. Both of them are international volunteer in
Saltalia. Actually my friend always invite me to help
her to handle them. Almost 5 times I met them, picked
up them and I just speak a little. What should I do? I
want speak a lot, but I don’t know how to get their
attention... I always failed to make a conversation with
them. Huhuhu if I want to be warm friend with them...
But I’m quite when I was standing with them. Any tips
for me?

5 Likes 10 Comments

Sukrisno Nino

Choirul Anam
December 6 at 12:20 PM
Peace be upon you, and Allah mercy and blessings.
I want to improve my English. I want to study abroad,
but I am confused. English in the English academic
lectures, different from the common English language.
Nah, according to all of you how the solution... Because
English is the common course I was very
minimal especially academic English language.

3 Likes

Mittachudin Arjuna
December 3 at 1:27 PM
It is the time for Semarang, you join?

Attachment Unavailable
This attachment may have been removed or the person
who shared it may not have permission to share it with you.

Tri Wandi Januar
December 2 at 11:02 PM
#Ask #GlobalUgrad2015 #Aminef #Fulbright
#USScholarship #StudentExchange

I'm an english literature student in Open University
(Universitas Terbuka / UT). As we know, UT has
distance learning programs. So, we don’t have to go
to campus everyday like students in conventional
campus. We just need learn by online lecture and
reading modules. We rarely go to campus (we call
UPRU).

Accordingly, am i eligible to apply the Global Ugrad
Scholarship?
I've send a message to them since early the opening
of registration, and up to this moment there is no
reply message from them.

1 Like 3 Comments

Uswatun Hasanah with Endang Krsnita
LaEy and 4 others.
December 19 at 7:57 AM
Happy holiday, my friends...
Hmm, maybe it will be our last meeting in this year.

As usual, Semarang English Club’s weekly activities.
Date: Saturday, Dec 19th, 2015.
Time: 9-12 a.m
Venue: Rumah Alibi, Alfamart 2nd floor, Jl. Ahmad
Dahlan Samping 5. (Near Tlogorejo hospital)

Activities:
-TOEFL (listening)
-Sharing Scholarships
-Games

What are you waiting for. mates. 😊😊
Happy holiday, my friends... Hmm, maybe it will be our last meeting in this year.
😊😊😊

As usual, Semarang English Club's weekly activities.

Date: Saturday, Dec 19th, 2015.
Time: 9-12 a.m.
Venue: Rumah Abi, Alfamart 2nd floor, Jl. Ahmad Dahlan Simpang 5. (Near tlogorejo hospital)

Activities:
- TOEFL (listening)
- Sharing Scholarships
- Games

What are you waiting for, mates. 😊😊
Singapore
The situation before funeral Ceremony: Rememberance in Silence of Lee Kwan Yew 1st Prime Minister of Singapore (From Orchard Rd, March 29 2015)