



**FACTORS AFFECTING THE LANGUAGE USE IN *SEPET*: A SOCIOLINGUISTIC  
PERSPECTIVE**

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**UALZ 3023 - FYP2 REPORT**

**SUBMITTED IN  
PARTIAL FULFILMENT OF THE REQUIREMENTS  
FOR BACHELOR OF ARTS (HONS) ENGLISH LANGUAGE  
FACULTY OF ARTS AND SOCIAL SCIENCE**

**JANUARY TRIMESTER 2024**

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Thank you, Dr. Tan.

FONG BAO RU

**APPROVAL SHEET**

This research paper attached hereto, entitled **Factors Affecting the Language Use in *Sepet*: A Sociolinguistic Perspective** prepared and submitted by **Fong Bao Ru** in partial fulfilment of the requirements for the Bachelor of Arts (Hons) **English Language** is hereby accepted.

\_\_\_\_\_  
Supervisor

Date

Supervisor's name: Dr. Tan Swee Mee

**ABSTRACT**

This research aims to analyse the sociolinguistic factors that affect the language use in the movie, *Sepet*. The objective of this research is to investigate the sociolinguistic elements found in the language use of *Sepet* and to explore how linguistic factors reflect the cultural diversity of Malaysia. The implication of this research is to emphasise the importance of environment, culture and language in shaping the language use in a multicultural society. The findings show that environment, culture and language plays an inevitable role in language use because of the multicultural diversity in Malaysia. Findings proved that these sociolinguistic factors contribute to the dynamic linguistic that is being observed in *Sepet* in which the movie characters code-switch and code-mix languages persistently and that the ability to code-switch and code-mix highlights the inclusivity of Malaysian culture that emphasise on the importance of linguistic diversity in Malaysian context.

***Keyword: Language use and Sociolinguistic Factors***

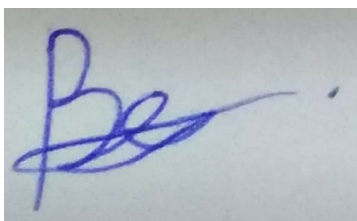
**DECLARATION**

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

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Signature:

A photograph of a handwritten signature in blue ink on a light-colored surface. The signature is stylized and appears to be 'FBR'.

Date: 1 May 2024

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## CHAPTER 1: INTRODUCTION

### 1.1. Introduction

The title for this research is “Factors Affecting the Language Use in *Sepet*: A Sociolinguistic Perspective”. “*Sepet*” is a Malaysian movie directed by Yasmin Ahmad. The theme found in the movie is love. The love theme in this movie is presented in different cultural differences, different social classes, ethnicity, taboos and so on. This research analyses the factors that affect the usage of language use in the selected movie from a sociolinguistic perspective which is “*Sepet*” that is based in Malaysia.

### 1.2. Background of Malaysian English

The rules in sentence formation in Malaysian English are non-identical to British English even though both of the languages are English. This is because there are a lot of differences in terms of the sociolinguistic factors in both of the countries. For instance, the environment, ethnicity, common language used in the country, mother language, different religion norms and practices. To make the picture clearer, one can look into the language used in that particular country, for example, the languages that is most commonly used in Malaysia is Malay, Chinese, English and Tamil while the languages used in United Kingdom (UK) or British is English, Scots and Welsh (Cactus, n.d.). However, the unique sociolinguistic factors like the environment, language used, religion is said to be listed as one of the factors that cause differences in the language use. This is because sociolinguistic factors play a very significant role in sentence formation. For example, in Malaysia, the sentence formation is affected by the language used which also results in a mixture of several languages in a sentence

To illustrate, when an individual goes to a store to buy something, he/she says: “Lou Ban, I want to tabao satu nasi goreng”. In this sentence, we can notice that there is a mixture of several languages which are Cantonese, English and Malay. If this sentence is being translated in English, it would be “Boss, I'd like to order a takeaway for one fried rice, please.”. The translated version will be a more formal way in ordering food while the previous version will be the type of sentences that a local individual uses in ordering food. By looking at this example, it was clearly shown that language is one of the sociolinguistic factors in Malaysia as the formation of the sentence in the example is being affected by its social background.

Malaysia is a multicultural country as there are Chinese, Malay, Indians and other ethnicities living together under the same roof. English is taken as the second language for most Malaysians. During the post-colonial period, the English Language played a significant role in the development of the country. This is because the English Language is the main language that is used in different sectors such as education and business. English Language is widely used as the medium of instruction in education for a period of time. Moreover, English was chosen to be the language used in business at that time. Thus, the English Language played an important role in Malaysia during that time.

### **1.3. Problem statement**

The specific problem that is being addressed in this research is the factors affecting language use of Malaysian English that focus on how the sociolinguistic factors such as the environment, ethnicity, common language used in the country, mother language, different religion norms and practices are going to affect the language use of Malaysian English. Although there is a lot of existing research that also focuses on the linguistic features of the varieties of English, the research that focuses on language use which is influenced by the multilingual and multicultural context is very limited. As a result, this study focuses on the

general features of English Language with a limited depth in analysing the sociolinguistic factors that affect the usage of Malaysian English.

The current state of the issue based on existing research is that there is an increasing demand for a more detailed analysis of the language in Malaysian English. Moreover, getting to know the factors affecting the language use of Malaysian English can help one to be conscious of the unique features of Malaysia's English given that Malaysia's English coexist with the other languages like Chinese, Indian and Malay language. In short, there is a need to conduct a more detailed analysis which focuses on the factors affecting the language use of *Sepet* with the aim to fill the research gap on the inadequate studies of these features in Malaysian English. An in-depth analysis in Malaysian English from the Malaysian movie “*Sepet*” which focuses on the language use and sociolinguistics factors serves as the key and base of the research. Therefore, the research addresses the research gap which aims to offer valuable insights for the learners, linguists and educators about factors affecting the language use of Malaysian English.

#### **1.4. Research Objectives**

1. To investigate sociolinguistic elements found in the language used in *Sepet*.
2. To explore how linguistic factors reflect the cultural diversity of Malaysia.

#### **1.5. Research Questions**

1. What are the sociolinguistic elements found in the script of *Sepet*?
2. How does the language used in the script of *Sepet* reveal the cultural diversity of Malaysia?

### **1.6. Significance of study**

The research, “Factors Affecting the Language Use in *Sepet*: A Sociolinguistic Perspective” is an important area to do research because English is a language that is widely used all around the world. English is also regarded as one of the most important languages that an individual must learn as it serves as a foundation for an individual to be employed in the working industry nowadays. Apart from that, people can also gain knowledge and increase their language proficiency by watching movies. In short, movies are beneficial as they contribute to the learning of young people. Besides, movies are also a genre that young people love nowadays. Apart from increasing knowledge and increasing language proficiency, movies also lead to cultural exposure. This is because from the movie, the culture of the country will be shown in the movie. For example, the culture of Malaysia is being shown in the movie, “*Sepet*”. Thus, by watching “*Sepet*”, the audience will be exposed to Malaysian culture.

### **1.7. Limitation of study**

The first limitation of study in this research is time frame. This is because the time given to complete Chapter 1, 2 and 3 is in 7 weeks. 7 weeks’ time is not adequate for the student to complete 3 chapters of the Final Year Project which is also known as FYP as students’ needs to review a number of past research, do research on the data collection, select the framework to be applied in the research and so on. All these steps mentioned require to be completed in a longer time as a university student still has other courses to cope with. To illustrate, a student might have enough time if he/she only takes a course which is Project 1 which consists of Chapter 1, 2 and 3 in 7 weeks. However, it is said to be impossible for a student to take only one course in a semester as students are required to rearrange their programme structure and the courses that need to be taken in each semester if he/she wishes to take a course in the semester. Besides, he/she might also request to prolong their academic year with the aim to

complete all their courses. So, it is said that this method is not favoured by most of the students as most of them do not wish to prolong their study year which led to the second condition in which students need to cope with several courses in a single semester.

### 1.8. Key Terms in the Research

- Language use
- Sociolinguistic factors

The first key term is **language use**. Language use refers to the way people make use of words, phrases and sentences to communicate with one another (British Council, n.d.).

Moving on, the second key term is **sociolinguistic factors**. Sociolinguistic factors are the study of the sociological aspects of the language, for instance, class, age, gender, ethnicity and geographical location that can affect the use of the language and the acquisition of the language to a person that lived in that context. British English plays an important role in Malaysian English. This is because Malaysian English originated from British English during the colonial period in Malaysia back in the 18th century.

### 1.9. Conclusion

To conclude, this chapter summarizes all the content or information that will be included in this research with the aim to provide a better picture of the structure of this research to the reader. In addition, this chapter also highlights the key terms in this research which are language use and sociolinguistic factors. The sociolinguistic factors that may affect the language use in a country are the environment, ethnicity, common language used in the country, mother language, different religion norms and practices.

## CHAPTER 2: LITERATURE REVIEW

### 2.1. Introduction

“Factors Affecting the Language Use in *Sepet*: A Sociolinguistic Perspective” is the title of this research. This chapter reviews the historical background of sociolinguistics, the general language use in the movies and lastly the past research on sociolinguistics.

### 2.2. Sociolinguistics

Sociolinguistics can be broken down into two parts, which is the word “socio” that can be related to the society and “linguistics” that can be related with the language or language used (Nisa, 2019). In simple words, sociolinguistics is a branch in linguistics which focuses on the study of the use of language that is related to society. To illustrate, the use of language is related to society, and they cannot be separated as they are connected with each other.

Melvina (2015) found that there are three main factors that affect the level of English proficiency among the students which are the learner, culture and environment. The first factor, learner can be further discussed in the learners’ will to learn English Language, learners’ basic knowledge in English, learners’ goal, the integrative motivation to learn English and so on. The second factor, culture can be looked deeper into the cultural settings and differences in the society the students are in while the last factor, environment can be discussed from the aspect of the support that a family provides and also the environment of the school. All these factors mentioned above are the possible sociolinguistic factors that will affect the development of students’ English Proficiency in both countries, British and Malaysia.



### **2.3. Movies as a type of entertainments in general**

According to Hare (2020), people are active in choosing and finding their media preferences. Hare (2020) also mentioned that gender played a crucial role in selecting media in which women are more likely to search for communal themed entertainment that focus on people and relationships. For instance, romance movies, family movies, talk shows and reality shows. In contrast, men are more likely to search for dark themed entertainment which is more thrilling and that mostly focuses on the horror and adventure genre. In addition, men are also drawn to cerebral entertainment in which this kind of entertainment is centered in different kinds of information like documentaries, news, television shows that discuss the economy and finance. Besides, Hare (2020) also found that women preferred romance and dramatic movies while the men preferred violence films and science fiction which makes the two genders to be in different points of view.

### **2.4. Language use in the movie**

The selected movies are relevant to the scope of the research which focuses on analysing the how sociolinguistics factors affect the language use in the movie that show the interaction and conversation between the characters in the movies. Besides, most of the movies portray the real documentation of society. Hence, the selected movie, *Sepet* plays an important role in showing the factors affecting language use in *Sepet* from a sociolinguistic perspective. As mentioned above, the selected movies project the real-life situation like the interaction between a couple, the way they speak to each other and so on. The languages used in “*Sepet*” are Malay, English, Chinese and Cantonese. The English proficiency in the Malaysia movie, “*Sepet*” as the accent and words pronunciation add authenticity to the setting of the movie. On the other hand, the use of Malay language in the movie “*Sepet*” shows the cultural context of Malaysia in which Malay is the official language of Malaysia.

## 2.5. Past Research on Sociolinguistics

Toma (2018) aims to investigate how the students think about the sociolinguistic factors about age, social class, gender and ethnicity affect the student's motivation and attitude about second language acquisition in Swedish upper secondary school. This research explains how sociolinguistic factors affect the usage of language in different environments. The research is to conduct a study on the effect of the sociolinguistic factors regarding students' attitude on English Second Language Learning. The researcher conducts a questionnaire which consists of both qualitative and quantitative questions. The goal of the questionnaire is to examine the student's motivation and attitude regarding English as a second language. In this research, the researcher found out that the influential or the sociolinguistic factors that affect the student are age, gender and ethnicity. However, from the result of the questionnaire, the researcher found out that most of the participants do not agree with the influence of the social class of an individual on second language learning.

In "Multilingual Upbringing: Sociolinguistic factors affecting English language acquisition", Kolari (2023) mentioned that English Language is one of the important language in the world and many younger experience a multilingual upbringing as they are exposed to different kind of languages in their society, family members and other factors which can be linked to the current research that is how sociolinguistic factors affect the usage of language in different environment. The goal of the research is to find how the existence of other languages (refers to two/less than two languages and three/more languages) affect the English Language Proficiency either positively or negatively. Apart from that, the research also aims to find other possible factors that might affect the English Language Proficiency either positively or negatively. All the questions mentioned are to be answered by getting primary data in a three step process and also to connect the data with the past studies/research. The three step process included in the research are:

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1. Conduct a survey about multilingual upbringing and English Language Acquisition (ELA) on 51 upper secondary school people.
2. Data collection and survey analysis.
3. Interview 3 people that have been eliminated based on their results of the survey.

Following that, the results are then revealed that the English Proficiency for three/more languages during their upbringing stage is higher than the two/less than two languages. In the research, the researcher was not able to find out the positive factors that could affect ELA. However, the negative factors that affect ELA were identified to be ‘language confidence’, ‘usage and exposure to English’, ‘attitude of the English learner’ and ‘upbringing or motivation of the language’. In addition, the researcher also found out that the exposure of the affecting factor is ‘linguistic identity’, but the researcher cannot determine and locate this factor under positive or negative factors. To sum up, the researcher concludes the results of the study as contradictory due to the potential flaws and limitations of the study. It is also proven in this research that sociolinguistic factors will affect language use.

Jahromi and Mobaraki (2019) conducted a study about the “The Effects of Sociolinguistics Factors on Learning English: A Case Study” back in the year 2019. In the research, the researchers mentioned that the factors such as psychological, educational and sociolinguistics affects the learning of the second language. The researchers selected age, parents, job and gender as three sociolinguistic factors that affect the Iranian students in learning English as a second language. The researchers examine the three factors by selecting a statistical population of all the secondary school students in one of the cities in Iran named Shiraz. For the population of the research, the researchers select ninety boys and girls to be the participants of the investigation. Apart from that, the researchers designed a questionnaire which consisted of fifteen elements to collect the data. For the data analysis, the Pearson Product Moment Correlation statistics, one way Analysis of Variance (ANOVA), t-test were applied in analysing

the data. The results of the research shows that the age and gender did not show a significant effect on the use of English Language among the Iranian students. However, the results of the research shows that the parents' occupation plays an important role in the students' use of the English language in secondary school. Hence, the researcher concludes that the families with lower occupational and social status should provide their children with different kinds of motivations in order to increase their child's interest in learning English in school.

In addition, Mahmud and Dini (2021) conducted a study on the “Sociocultural Factors that Determine Language Choice in A Multilingual Society” which is based on sociolinguistic study at Tanjungsari Market located in Sumedang Regency. This research aims to illustrate the sociolinguistic factors that determine the use of language in the Tanjungsari Market, Sumedang Regency (TSMR) speech community. This study utilizes ethnographic qualitative methods by using a sociolinguistic theoretical approach. The number of participants involved in this study were 100 participants and the data were collected from the use of TSMR speech which refers to Indonesian, Javanese and Sundanese. The findings of the study shows that there were five factors in determining the use of language. The five factors were speech norms, participants including speakers, subject matter, purpose of the speech and situation of the speech. The factors of the speech participants include the speakers, speech partner and lastly third speaker. Moreover, there were age, gender and education level in the speaker's reason while the intimacy level and social status were being found in the reason of the speech partner. Next, the purpose of the presence of the third participant is to prevent language conflict. Thus, the code switching from Sundanese to Indonesian is found in the third participant. The results show that the situation of the speech in TSMR among the social, work and family domain is relaxed. The topic of selling, buying and traditional topics were found in the matter of the subject. In addition to that, the results also show a shift in some remarks in the social norm in TSMR in the context of speech norms. The shift is known as the choice of a Sundanese familiar code with other

people, family members and older people. To sum up, the findings of this study concludes that the TSMR speech community is either multilingual or bilingual which depends on the choice of Indonesian, Sundanese and Javanese. It is also proved that the language is being affected by the surroundings of an individual.

Hasanah et al. (2019) conducted a study on the sociological influence in the use of English as a Second Language (ESL) classroom from OGO's perspective. The aim of the paper is to give a simple review and overview of the research conducted by the Ofodu Graceful Onovughe (OGO). The title of the research conducted by OGO is "Sociolinguistic input and English as a Second Language Classrooms" which was published by the Canadian centre for science and education. Apart from that, the paper also aims to give a review of the use of the second language in the class which is based on the sociolinguistic influences. This study used qualitative descriptive analysis to investigate the survey used in OGO's research within the population of the middle school students in Nigeria. Besides, the findings of the study revealed that the occupation of the parents is an important influence on the use of English Language among the students, which is later followed by the gender, age, classes and religion. In short, the results of the study reveal the strengths, flaws and weaknesses of the research and the family background plays an effect in the sociolinguistic factors.

Paquette-Smith et al. (2023) investigate how sociolinguistic factors shape the subjective impressions of children on the teacher's quality. Paquette-Smith et al. (2023) mentioned that the student's evaluation of a teacher is affected by the demographic characteristics of the teacher, for example, gender, race and language background which can be related to current study. For example, how the sociolinguistic factors in the movie "Sepet" affects the language use among the characters in the movie. These influences can negatively affect the teachers in certain groups and also hinder efforts to bring more diversification in higher education. The researchers begin to address these questions by conducting a simple activity with teachers who

speak Canadian accent and other accents. In this activity, students are required to rate a 5-point scale based on their preferences. The results showed that the children preferred teachers who speak a Canadian accent in comparison to the teachers who speak other accents such as Dutch or French. In addition, students also found that teachers who speak with a Canadian accent are more favourable. Other than accent, the gender between the teachers and students also impacts the ratings. Thus, this study reveals accent biases are already formed among the students.

## **2.6. Movies from sociolinguistic view**

Shinta Ayu Pertiwi et al. (2022) conducted a study to analyse the syntactic structure for the movie “The Hobbit: An Unexpected Journey”. The goal of the study is to investigate the sentence structure used in each plot of the movie. This study selected a mixed method approach to answer the sentence structure used in each plot and also the tree diagram that is being portrayed in the movie. The researcher collects the data from the movie by using listening and writing. The collected data was then examined using a syntactic approach in each plot as depicted in the tree diagram and calculated using the Bungin formula to sort out the percentage of different types of sentences in the movie. The type of sentences found from the movie are compound sentences, complex sentences, compound-complex sentences and simple sentences. The results show that the movie has 1298 sentences in which 24 percent or 304 sentences are compound sentences, 10 percent or 125 sentences are complex sentences, 4 percent or 56 sentences are compound-complex sentences and lastly 62 percent or 809 sentences are simple sentences. Furthermore, the tree diagram of the movie shows that each sentence is made up of several phrases, for example, noun, adjective, preposition and so on. To sum up, the movie used different types of sentences to make the movie more interesting and easier to understand.

Maharani (2019) conducted a study in conducting a sociolinguistics analysis of the language style in the movie, “Wild Child”. The research focuses on analysing the language used

by all the characters in the movie. The researcher uses a qualitative method by collecting data while watching the movie and sorting out sentences that contain language style. The written data is collected from the dialogue of the movie by the researcher. The researcher only focuses on the dialogue containing 5 types of language which are casual style, frozen style, consultative style, intimate style and frozen style. The researcher concluded the research with the results of four language styles as the frozen style was not found from the dialogue of the movie.

## **2.7. Conclusion**

To conclude, this chapter provides a brief discussion or information about sociolinguistics and how society affects the use of language in daily life. Besides, this chapter also discusses the research that has been done in the past that is related to sociolinguistics and how the researcher did their research on sociolinguistics.

## CHAPTER 3: METHODOLOGY

### 3.1. Introduction

This chapter discusses the research design, data selection, data description and a review on the sociolinguistic factors selected for this research. Besides, this chapter also provides more details about how the researcher selects and analyses the movie text. Other than that, a synopsis of “Sepet” is included in this chapter to let readers know the plot of the movies.

### 3.2. Research Design

Qualitative research aims to explore and provide a deeper insight of the real-world problem to the reader by analysing the collected data. Tenny et al. (2022) mentioned that qualitative research is a type of research that focuses on the analysis of data instead of just collecting numerical data like what is being done in quantitative research. Qualitative research justifies how and the reason about the analysed topic. For instance, how sociolinguistic factors affect the language in Malaysia? On the other hand, quantitative research shows the data in numerical form such as how much and how many. For example, how many sociolinguistic factors affect the language use in Malaysia? By looking at the examples provided, it is shown that qualitative research focuses more on the factors or reason that the analysed topic while quantitative research puts more focus on the numerical data of the research.

Qualitative research is suitable for this research because qualitative research provides a deeper exploration into the topic. Besides, qualitative research also allows the researcher to analyse the hidden meaning of the movies and understand the meaning from another aspect. This research design allows the researcher to have an in-depth conversation for both of the selected movies. Apart from that, this research design provides a detailed exploration and



examination to the linguistic details of the movies. In short, quantitative research is not suitable for this research as it is not able to provide a rich analysis as qualitative research.

### **3.3. Data Selection**

The theme that is found in the movie “Sepet” is romance and love. Nowadays, it is said that most people are more interested in everything that is related to romance. Furthermore, the main character in the movie comes from a different background, grows in a different environment and family, receives different kinds of education and many more. All these sociolinguistic factors in the movie give rise to different plots in the movie when the two people from different backgrounds meet each other. The spark that the couple raise in each movie is different from one another which attracts the attention of the audience to be curious and to continue watching the main characters' love story. This is because most of the people wish that they can get or experience the romantic love story as the main characters in the movies. Thus, the research aims to analyse the language that is being used in the movie, “Sepet” and the sociolinguistic factors affect the language use in Malaysian context.

The second reason the researcher chooses to analyse movies instead of other sources like short stories and novels is that one can get exposure to new vocabulary, words and phrases from the movies. Besides, one can also increase their knowledge by watching movies. For instance, an individual can pick up geographical knowledge when one watches films or movies related to geography. This is because most of the information provided or shown in the movie is based on the profession. For example, for movies that are based on medical aspects, then the information provided on the movie is going to be based on the professional viewpoint of the professional people like doctors or professors.

Furthermore, the sampling method for this research is criterion-sampling which is based on the selection of the pre-identified factors which refers to the sociolinguistic factors that are being selected to analyse the data. Other than criterion-sampling method, there are several more sampling methods which are purposive sampling, extreme case sampling, snowball sampling, convenience sampling and typical case sampling. Purposive sampling refers to the selection of data/participants based on the judgement of the researcher. Following that, extreme case sampling refers to the selection of rare cases in the research. Snowball sampling is a method that refers to existing participants to assist the researcher to refer or find new participants. This method is known as the snowball sampling method because the sample of the data will grow larger and larger as it collects more snow (refers to the participants). In addition, convenience sampling refers to the selection based on the accessibility of the population where the typical case sampling refers to the selection in terms of a representative from the participants of a larger group.

The first research question of this research is “What are the sociolinguistic elements found in the script of *Sepet*?”. To answer this research question, the researcher analyses the language used in the movie and lists out the sociolinguistic elements that affect the language use in *Sepet*. Besides, the researcher needs to put focus on sorting out the sociolinguistic factors from the movie and categorise each linguistic element under each factor. After sorting or selecting the factors that suits the context of this research, the researcher analyses the sentences in the movie script of “*Sepet*” and categories each elements under relevant sociolinguistic factors with the aim to provide a clearer picture to the readers about how the sociolinguistic factors affect the language in *Sepet*.

The second question in this research is “How does the language used in the script of *Sepet* reveal the cultural diversity of Malaysia?”. In order to answer this research question, the researcher analyses language use in the movie script. Following that, the researcher finds out how the sociolinguistic factors affect the language use in the movie, “*Sepet*”.

### 3.4. Data Description

Title	Sepet
Year of casting	2004
Duration of the movie	1 hour 44 minutes
Country of origin	Malaysia
Director	Yasmin Ahmad
Theme	Love
Main character	<p><b>Ah Loong/Jason (male lead)</b>                      – played by Ng Choo Seong</p> <p><b>Orked (female lead)</b>                      – played by Sharifah Armani</p>
Story setting	City

The title of the Malaysian movie “*Sepet*” also brings a hidden meaning. The word ‘*Sepet*’ is usually used to describe people with small or slit eyes which are commonly used to describe Chinese in Malaysian context. Small or slit eyes is a stereotype that people used to have on Asians especially for the Chinese which refers to single folded eyelids, small and dull eyes. Following that, the main characters in Malaysian Movie “*Sepet*” are Ah Loong or Jason played by Ng Choo Seung and Orked played by Sharifah Amani.

### 3.5. Synopsis of the movie

The movie, “*Sepet*” is a romance movie that involves a couple from different races. The male protagonist is called Ah Loong or Jason played by Ng Choo Seong and the female protagonist is called Orked played by Sharifah Armani. Ah Loong and Orked are SPM graduate students that are still waiting for their results. Two of them met each other at a morning market which refers to ‘pasar pagi’ in Malaysia. These two characters faced different kinds of obstacles such as the resistance of Orked’s father who is not comfortable about their association. On the other hand, the mother of the two kids, Orked’s mother (Mak Inom) and Ah Loong’s mother (Ma) both accept their relationship with each other. However, Ah Loong made a big mistake to make Maggie (sister of the head of a gangster in the society) pregnant. Ah Loong had no choice but to take his responsibility on Maggie due to his brother’s power. Orked was disappointed by the news, and she decided to break up with Ah Loong.

The climax of the movie is reached when Ah Loong wrote a letter to confess his feelings to Orked before she went to pursue her studies in England. Orked did not open the letter even though the letter is being sent for a long time because she is still angry about Ah Loong for his act. But she opens the letter during her trip to the airport as her mother encourages her to read the letter written by Ah Loong because Orked’s mother is touched with Ah Loong’s sincerity. At the end of the movie, Ah Loong was found lying on the road covered with blood when he was rushing to the airport to retrieve Orked. The last scene shows the conversation of Orked and Ah Loong through a cell phone that signifies that the two will meet each other again one day (Shukri & Abdullah, 2018).

### **3.6. Sociolinguistic factors**

- Environment
- Culture
- Language

#### **3.6.1. Environment**

The first sociolinguistic factor is the environment. The first reason that environment is a sociolinguistic factor is because school is the place where most people study when they are in primary, secondary or tertiary education. Thus, a comfortable school environment is very important as it might affect the students. Apart from that, the school environment also refers to the teaching and learning process. Teachers play a crucial role in teaching and learning of the students as they have the power to affect the students mind by teaching them with different kinds of knowledge. The research shows that the attitude of the teachers on the language might affect the performance of the students (Melvina, 2015).

On the other hand, teachers that put effort in creating a positive learning environment give a huge impact to the students' performance. Furthermore, a positive and friendly learning environment also contributes to both teacher and students to feel secure and engage with each other which increases the learning process. In the Malaysian context, the learning environment is more serious as compared to the natives' learning environment.

### **3.6.2. Culture**

Following that, culture is also listed as one of the sociolinguistic factors that causes syntactic differences in a country. Culture is an essential part of every learner and culture could be reflected through the use of language. Besides, each culture has its own perspective on the importance or the use of language which results in different views and interest in learning English. In the British context, most of the residents learn English because English is their mother language. Moreover, English is the language that they use in their daily communication. Thus, most of the people in the British have learned English since they were small. On the other hand, in Malaysia, the context is different when compared to the British. This is because Malaysians learn English as a second language. To illustrate, the mother language of Malay people is Bahasa Melayu, the mother language for Chinese is Mandarin or Cantonese and the mother language for Indian is Tamil. Thus, different ethnicities have different perceptions in learning English as a second language which causes differences in language use.

### **3.6.3. Language**

The last sociolinguistic factor is the use of language. This is because most second language users like Malaysians tend to translate the words, phrases and sentences directly from the other language. For instance, Malay and Chinese languages. As a multicultural country, Malaysians like to use a mixture of several languages or translate the sentence directly from another language which results in the arrangement of the phrases in the sentences which appear to be weird. For example, “*Saya ialah buah hati ibuku*”. The meaning of this sentence is “I am the beloved of my mother”. But when the Malay sentence is translated directly into English, then it will be “I am the fruit of my mother”. From the sentence, it is shown that the language use of the sentences is weird. Thus, the language used in a country is a sociolinguistic factor that might affect the structure of a sentence.

### 3.7. Research Procedure

The data collection of this research is divided into 3 stages. The first stage is to transcribe the complete movie script for the movie, “Sepet”. Moving on, the second stage is to analyse the sentences in the movie script and categorise the relevant sentences under each sociolinguistic factor. The last stage is to summarise the findings and results in a table and present the data. These three stages would lead the readers to understand how the researcher answers the research question. By looking at the analysed data, readers can understand how the use of English Language is being affected in Malaysian context. In this research, a syntactic analysis of the selected movie from a sociolinguistic perspective is done. The differences of these two movies are further analysed and divided into smaller pieces. The procedure in analysing the data is as listed below:

1. Transcribing the script (the conversations between the movie characters are numbered as line 1, line 2 and so on).
2. Coding the data.
3. Categorising data into different sociolinguistic factors.
4. Tabulating the findings.
5. Analysing findings pertaining to research questions.

### **3.8. Conclusion**

To conclude, this chapter provides a deeper view and thought to the reader about the research design selected and how the researcher analyses the language use of the script of the selected movie. Besides, “Sepet” gives a general thought to the reader of why the movies are selected to be analysed in this research. The synopsis of the movie provided in this chapter provides the reader with the plot of the movie, “Sepet”. Furthermore, the sociolinguistic factors that are discussed in this chapter also provides a deeper thought to the readers about how the sociolinguistic factors in the environment affects the language use in Malaysian English. Lastly, the framework introduced by the researcher in this chapter also aims to provide a clearer picture or show the reader about how sociolinguistic factors in the environment affects the language use in Malaysian English.



## CHAPTER 4: FINDINGS & ANALYSIS

### 4.1. Introduction

This chapter discusses the usage of language in different Malaysian contexts as shown in the movie “*Sepet*”. The scenes that are selected from the movie “*Sepet*” are scenes of pasar pagi, house, and school. The lines of the movie script (hereafter ‘the line’) is being analysed upon the selection of three scenes which includes Pasar Pagi (morning market) scene, house scene which includes Ah Loong’s and Orked’s house and the last scene is the school scene. The conversations between the movie characters are numbered as line 1, line 2 and so on. The lines from the scene selected are categorised according to the language used by the characters in the movie with the aim to show how sociolinguistic factors affect the usage of language use in the movie. The objective of this chapter is to answer the research questions of this study. This research only focuses on analysing the selected scenes. All the examples from the movie are listed in a table based on their categories, which are the language used, code-switching, code-mixing and discourse particles. The code-switching and code-mixing is focused on a sentence in the conversation with the ease in tabulating the data.

The factors affecting language use in the movie *Sepet* from a sociolinguistic perspective are environment, culture and language.

## 4.2. Environment

The movie *Sepet* illustrates how the sociolinguistic elements, environment shape the language used in the movie which give rise to the linguistic variations that demonstrate the requirement of adaptability in a multicultural society. The scenes that are selected from the movie that are being analysed in this research are pasar pagi, house and school. These three scenes are analysed and arranged in accordance to the following sociolinguistic factors which are environment, language and culture. One of the factors that distinguish Malaysian English from the native English is the environment. This is because the environment plays an important role which influences and causes differences in terms of the English Language Proficiency among Malaysian speakers. Moving on, the environment that an individual was situated plays a huge effect on the language usage. For example, an individual that lives in Malaysia will have a higher probability to develop the ability to master several languages other than his/her mother tongue. For example, a Malay or Indian that studies in a Chinese vernacular school will have the ability to master the Chinese language. From the example, it was clearly shown that the school context is one of the reasons or factors that cause differences in terms of mastering a language.

Another reason that causes differences in the proficiency level is the mother tongue. The reason for this is that the mother tongue for a native speaker is English while the mother tongue for a Chinese is Mandarin or Cantonese language, Indian is Tamil language and Malay language for the Malays. Thus, the majority of Malaysians learn English as their second language which gives rise to the differences that distinguish native speakers and Malaysian speakers (Melvina, 2015). In short, environment is one of the sociolinguistic factors that contribute to the differences of language use in Malaysian English.

#### 4.2.1. Pasar Pagi Scene – Morning market

The first scene selected is in the pasar pagi which refers to the morning market in English. Pasar pagi or morning market is a type of traditional market that can be found in Malaysian context. Morning market is also known as wet market as it sells a variety of things ranging from food, seafood, vegetables, daily necessities, clothes, deserts and so on in which it opens every day or once a week typically in the morning. In this scene, Orked and her friend, Lin went to the morning market together with Orked’s mother. After agreeing that they will meet in the same place after 30 minutes, Orked and Lin walk into the market. The two of them were discussing their favourite films during their walk through the market and they reached a stall that sells video cd (vcd). In the stall, they meet the male protagonist of the movie known as Ah Loong or Jason and they have a series of communication in this scene.

The findings from the Pasar Pagi Scene were detected and tabulated as shown in Table 1, Table 2 and Table 3. A total of 72 lines which describe the scene taken in the pasar pagi. Upon the 72 lines of language use, there were different types of language in use between the conversation and interaction among the movie characters. Besides, code-mixing and code-switching were detected in this scene as the movie characters mainly code-mix and code-switch using Cantonese, Malay, English Languages to communicate with each other.

Language used in a sentence	Total Lines
Cantonese	3
Malay	13
English	46
Code-mixing in a sentence	
English & Malay	2
Malay & Cantonese	1

English & Cantonese	1
English & Malay & Cantonese	1
<b>Code-switching in a sentence</b>	
English → Malay	3
Malay → English	1
Cantonese → English	1
English → Cantonese	1

Table 1 – Language used in the pasar pagi (morning market) setting

The movie characters involved in this scene are Ah Loong, Orked and Lin. These three movie characters interact with each other when Orked and Lin went to a vcd stall and met Ah Loong who sells vcd in the morning market. The character’s interaction can be identified from line 100 to line 186 in the movie script. Among the 72 lines in this pasar pagi scene (morning market), the lines is being categorise according to the language used by the movie characters, Ah Loong, Orked and Lin which includes Cantonese, Malay, English and code-mixing in a sentence or line such as English & Malay, Malay & Cantonese, English & Cantonese and English, Malay & Cantonese as shown in Table 1. Apart from code-mixing, code-switching is also found from the lines of the movie script which include code-switching from English to Malay, Malay to English, Cantonese to English and lastly English to Cantonese. The examples of code-mixing and code-switching in the scene are being tabulated in Table 2 and Table 3.

Line No.	Examples	Code-Mixing
104	I think dalam banyak banyak actor, dialah paling handsome (I think he’s the most handsome of all)	English + Malay

133	You jangan dengar cakap ini perempuan, chee sin (You ignore this woman's words, she's crazy)	English + Malay + Cantonese
134	Apa "chee sin" ni? (What "chee sin"?)	Malay + Cantonese
157	Um, aku got (Um, I have)	Malay + English
174	Miss, miss, lei giu meh meng (Miss, miss, what's your name?)	English + Cantonese

Table 2 - Examples of code-mixing in the pasar pagi (morning market) scene

Line No.	Examples	Code-switching
131	No, I actually want to beli kasut (No, actually I'm looking to buy shoes)	English → Malay
137	Jangan panggil aku 'bos', my name is Jason. (Don't call me boss, my name is Jason)	Malay → English
151	Lo jek Yes and no sir (Take a piece of Yes and No sir)	Cantonese → English
153	Don't want, tak ada duit (Don't want, no money)	English → Malay
158	Thank you. Wu goi (thank you)	English → Cantonese
163	Cute lah, tapi sepet sikit mata dia (Cute but his eyes is a bit squinty)	English → Malay

Table 3 – Examples of code-switching in the pasar pagi (morning market) scene

#### 4.2.2. House Scene

Another scene that is selected is the house scene. This reason for this scene to be selected is because the home is one of the environments that will affect the usage of language (Melvina, 2015). Melvina (2015) also mentioned that parental influence is very important as it will determine their children's language performance. This is because research shows that families who spend time to discuss the target for language development together with their children result in the success in acquiring higher proficiency in the language.

##### 4.2.2.1. Ah Loong's House

The movie characters that are involved in this scene are Ah Loong and Ah Loong's mother. In this scene, Ah Loong and his mother are sitting in the living room of their house. Ah Loong is narrating a Chinese poem to his mother from a book. The two movie characters have an interaction to discuss the writer of the poem which is an Indian. The languages used by the movie characters in this scene are mainly Malay, Chinese and Cantonese as shown in Table 4. From the table, it is shown that Ah Loong and his mother mainly use Malay and Cantonese to communicate with each other as his mother is a *peranakan* (Baba Nyonya).

The findings from Ah Loong's House were detected and tabulated in Table 4. A total of 35 lines which describe the scene taken in Ah Loong's House. Upon the 35 lines of language use, different types of language use were detected between the conversation and interaction among the movie characters.

Language used in a sentence	Total Lines
Malay	16
Chinese	11
Cantonese	6

Code-mixing in a sentence	
English & Malay	2

Table 4 – Language used in house scene (Ah Loong’s house)

By analysing the findings, it is found that in an Chinese-Malay family, the language that is being used will be Malay and Cantonese instead of English which proves that the sociolinguistic factor, environment and the language used act as a factor that might affect the language proficiency of an individual.

Apart from that, code-mixing is identified from the conversation between Ah Loong and his mother in this scene. The identified code-mixing examples are being tabulated in Table 5. For instance, in line 12 and 28, the sentence “**Ah boy, ma suka pantun ni la**” (Ah boy, I really like this one) and “**Handsome juga**” (Handsome also) shows the existence of code-mixing in this scene. This is because these two sentences use two different languages in the conversations.

Line No.	Examples	Code-Mixing
12	Ah boy, <b>ma suka pantun ni la</b> (Ah boy, I really like this one).	English + Malay
28	Handsome <b>juga</b> (Handsome also).	English + Malay

Table 5 – Examples of code-mixing in the house scene (Ah Loong’s house)

#### 4.2.2.2. Orked’s House

The second house scene selected is Orked’s house. The movie characters that are involved in this scene are Orked, Lin and Kak Yam (Orked’s house servant). After Orked and Lin went back home from the pasar pagi (morning market), Lin lay down on Orked’s bed reading a book about the coloniser and she asked Orked to explain the book to her. After that, both of them go downstairs as Orked wants to find her hairbrush. They move downstairs to Kak Yam’s room to find the hairbrush. After reaching Kak Yam’s room, Orked helps Kak Yam to

brush her hair as her hair is being stuck at the comb. Moving on, both of them move upstairs and lay down on the bed to continue their topic on the penjajah (the colonisers).

The findings from Orked’s House were spotted and tabulated in Table 6. There are a total of 52 lines which describe the scene taken in Orked’s House. Upon the 52 lines of language use, the usage of Malay and English Language were detected between the conversation and interaction among the movie characters. In this scene, among the 52 lines of the conversation, it is found that there are a total of 11 lines that are solely spoken in Malay and 26 lines spoken in English with no mixture of other languages. Next, there are a total of 15 lines of code-mixing detected in this scene. The example of the code-mixing scene is being shown in Table 7.

Language used in a sentence	Total Lines
Malay	11
English	26
Code-mixing in a sentence	
English & Malay	15

Table 6 – Language used in house scene (Orked’s house)

Line No.	Examples	Code-Mixing
191	Buku tu susah sikit nak <b>explain na</b> (That book is kind of hard to explain).	Malay + English
192	Basically... it’s about... the psychological effect... the <b>penjajah</b> has (the coloniser has)... on the <b>penjajah</b> (on the colonised).	English + Malay



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194	Mana <b>hairbrush</b> ku? (Where did I put my hairbrush?).	Malay + English
196	Oh, I left it in <b>Kak Yam's</b> room.	English + Malay
209	Kan saya dah kata, guna <b>conditioner</b> (Didn't I tell you to use a conditioner?).	Malay + English
210	<b>Conditioner</b> Orked beli telah habis (The conditioner you bought or me has finished).	English + Malay
217	I think maybe the writer just over simplified the <b>penjajah</b> and the <b>dijajah</b> .	English + Malay
219	<b>Sampai sekarang pun</b> the British <b>dah lama tau</b> (The British led ages ago), but we still believed that anything western is good.	Malay + English
220	I mean you saw it <b>kan</b> (I mean you saw it right), <b>bila anak</b> Mrs Tan <b>beranak</b> , all the relatives gather around then like said: "Woah, so fair ah, some more the nose also so sharp, but I'm sorry to say ah the eyes are a bit <b>sepet</b> ".	English + Malay
221	I mean what's that all about, <b>macam</b> youlah, all the actors that you like about <b>semuanya</b> white (I mean what's that all about, like you la, all the actors that you like about, all white).	English + Malay
222	<b>Allah</b> , you ni <b>selalu nak ejek</b> I (Oh, you always teasing me).	Malay + English
223	<b>Allah</b> miss, you ask about the question, you ask about the book, I answered la. But you know the	Malay + English

	black Nigerian writer who wrote that book about condemning the <b>penjajah</b> (coloniser).	
224	Yeah that one, <b>dia pun kahwin</b> white (he also married white).	English + Malay
227	See you like who you like la <b>kan</b> (right)?	English + Malay
234	I was like... like what you say la <b>kan</b> , you like who you like. I mean who cares if that someone likes the other someone because of their race. It's when they hate them, that's the problem.	Malay + English

Table 7 - Examples of code-mixing in the house scene (Orked's house)

### 4.2.3. School Scene

The last scene that is selected from the movie is the school scene. This description of this scene can be identified from line 460 – line 521 in the script. The movie characters that are involved in this scene are Orked, Lin, Lin’s boyfriend, Ah Loong and Orked’s ex-boyfriend, Johari.

In this scene, all the movie characters are going back to school to take their examination results. Orked met Lin and her boyfriend in front of a building in the school after getting her results. At the moment, Orked’s ex-boyfriend is standing in the opposite building observing the conversation that takes place between Orked, Lin and Lin’s boyfriend. After that, Lin’s boyfriend teases Orked for having a relationship with a Chinese boy with a slit eye which results in an argument to rise between the two of them. After the argument, Orked walked out from a room in the school and then she met Ah Loong. Following that, they have a simple conversation.

The findings in this scene are being tabulated in Table 8. As shown in table 8, the languages used in this scene are Malay and English Language. Among the 57 lines in the scene, there are a total 6 lines spoken in Malay and 39 lines spoken in English. In addition, code-mixing and code-switching is also detected in this scene. The total lines of code-mixing of Malay & English and English & Hokkien found in this scene are 9 lines and 1 line respectively. Moreover, there are 2 lines of code-switching found in this scene.

Language used in a sentence	Total Lines
Malay	6
English	39
Code-mixing in a sentence	
Malay & English	9

English & Hokkien	1
<b>Code-switching in a sentence</b>	
Malay → English	2

Table 8 – Language used in the school setting

Although most of the Malaysian schools use Malay and English Language as a medium of transmission, it is observed that the movie characters use a combination of languages in their conversation as shown in Table 9 and Table 10.

Line No.	Examples	Code-Mixing
474	I'm not the one who smells like <b>Char Kuey Teow</b> (Chinese fried noodles).	English + Hokkien
475	Sudahlah Lin, jomlah kita baliklah, <b>I</b> dah beli vcd baru, kisah mengenai orang yang bermata sepet macam ni. (That's it Lin, let's go back, I've bought a new vcd, a story about people with narrow eyes like this).	Malay + English
476	Kenapa hal ah? Cakap macam orang tak berpelajaran langsung! Ah... <b>One day it's gonna take you into trouble</b> baru padan muka kau (What is that? Talk like an uneducated person! Ah one day it's gonna take you into trouble just like you deserve).	Malay + English
479	You know how many of our friends are talking about you and your stupid <b>mata sepet</b> (narrow eyes) boyfriend thinks I'm gonna get into trouble.	English + Malay

483	<b>Dahlah</b> (That's it) ok, I've already talked to him about that.	Malay + English
484	Eh, you know what's wrong with you ah, you're just one of those stupid Malay girls you think are too good for your own race. Hanging around hard rocks and nouveau, hoping to land a <b>Mat Salleh</b> (white man). You shorty!	English + Malay
485	Hello! One, I never go to clubs. Two, I don't find <b>Mat Salleh</b> (white man), I don't fancy <b>Mat Salleh</b> (white man), like your girlfriend does. You know who you are! A substitute <b>Mat Salleh</b> (white man) who only got a <b>Mat Salleh</b> (white man) face but failed his English exam. It's pathetic. Ok!	English + Malay
489	Who dumped Johari, ha! He's <b>poyo</b> (local slang used when someone is overreacting characteristic. He thought he's the handsomest boy in this school, where else he's the biggest wanken hole of Ipoh. Why don't you ask Lin what he tried to do on me? Grabbing here, squeezing there).	English + Malay
509	Cannot la <b>sayang</b> , I scared my dad pick up the phone number but I'll call you okay, don't worry.	English + Malay
515	Yeah, I'm glad you came <b>sayang</b> .	English + Malay

Table 9 – Examples of code-mixing in the school scene

Line No.	Examples	Code-switching
480	Siapa boyfriend aku? Who's my boyfriend?	Malay → English
482	<p>Aku keluar dengan dia sekali je, so you went all over school telling people about us. What's your problem!</p> <p>(I only went out with him once, so you went all over school telling people about us. What's your problem!).</p>	Malay → English

Table 10 – Examples of code-switching in the school scene

### 4.3. Culture

Culture is essential in every individual as it could reflect one's culture through the language use. In Malaysia, the language learning process is deeply affected by culture. This is because Malaysia is a multicultural country where every race and ethnic have their own set of norms, culture and beliefs. Thus, cultural diversity in Malaysia context causes people to have different reasoning towards language that leads to differences in language proficiency (Melvina, 2015). Therefore, culture is the third sociolinguistic factor identified in *Sepet*. The points discussed below are some of the culture that can be observed from the movie.

#### 4.3.1. Mata *Sepet* (Slanted Eyes)

The title of the Malaysian based movie, “*Sepet*” serves as a representation for Chinese in Asia. The word “*sepet*” means slanted or slit eyes in English. Slanted or slit eyes is a stereotype that people hold in society as this feature mostly refers to the Chinese. For example, this “slant eye” is considered to be the most common stereotype that the Western countries carry towards Asians. This is because most of the Western like to use the term “slanted eyes” to refer to Asians, especially Chinese, by naturalizing the high slanted eye as the discriminatory look (Wang, 2023).

In the movie, the Malay’s usually describe the Chinese as **mata sepet** or have slanted eyes. For example, in line 479, in the school scene, Lin’s boyfriend tease Orked for having a Chinese boyfriend: “You know how many of our friends are talking about you and your stupid **mata sepet** (narrow eyes) boyfriend think I’m gonna get into trouble.” The phrase “**mata sepet**” in this sentence refers to Ah Loong who is a Chinese boy. Another example is in line 220, in a scene where Orked when climbing up the stairs together with Lin in her house. “I mean you saw it kan (I mean you saw it right), bila anak Mrs Tan beranak, all the relatives gather around then like said: “Woah, so fair ah, some more the nose also so sharp, but I’m sorry to say ah the eyes are a bit **sepet**”. From this example, it is shown that people tend to have the

typical stereotype that all Chinese have slanted and small eyes. But in fact, not all Chinese have small and slanted eyes.

#### 4.3.2. Names

The second trait of Malaysian culture is in terms of names. According to Kow (2008), a name is one of the things that give people or individuals an identity which also serves as a tool that helps others to identify the identity of a person. For example, an individual's identity can be proven with the help of an identity card. To further illustrate, an identity card is needed when an individual wants to make a police report, open a bank account and apply for jobs which shows the importance of having a name.

**Disclaimer:** Some of the examples provided in this section are based on the common names used in the Malaysian community as the movie *Sepet* does not provide the full name of all the movie characters.

##### 4.3.2.1. Chinese Names

Besides, Kow (2008) also mentioned the factors that might affect the things mentioned above including the race, culture, language, nationality and so on. As an illustration, every Chinese family holds the same surname over the generations because of the tradition that was passed from one generation to one generation. For example, the name of the main character in *Sepet* is called Jason Lee Seow Loong. From his name, it is observed that his family surname is "Lee" that Ah Loong inherited from his father. That is to say, this surname will be passed from one generation to one generation based on Chinese tradition which means that Ah Loong's child is going to take the same surname, "Lee" as well. In addition, the reason Chinese maintain the same surname over the generations is to maintain the patriarchal system that ensures the lineage of the male in the family as male is the backbone and the heirs of the family.



#### **4.3.2.2. Malay Names**

On the contrary, the Malay naming system is different from the Chinese naming system owing to the fact that they do not have surnames. Most of the Malay use the prophet “Muhammad” in their naming system instead of using surnames as Chinese. Nevertheless, a special feature in Malay names is that Malays do indicate their gender in their names in which the word “Bin” signifies male and “Binti” signifies female.

Although the Malays do not use surnames in their naming system, they also maintain the patriarchal feature in their name system as they put their father’s name at the end of their name. As an illustration, “Muhammad Ali bin Razak”, which means that the individual’s name is “Muhammad Ali” and his father is called Razak. Next, the effects of religion also show in the naming system of the Malays. Reason for this is that the Malays that complete their journey to the religion’s sacred place, Mecca, a female will carry Hajjah while male will carry Haji in his and her name as an indication that they complete their pilgrimage (Kow, 2008). For example, Haji Muhammad Ali bin Razak.

#### **4.3.3. Clothing**

From the movie, it is observed that most of the Malay movie characters in the movie wear their traditional clothing which is Baju Kurung while most of the Chinese movie characters wear clothes according to their own preferences. For example, all the Chinese male movie characters in the movie mostly wear t-shirts along with long pants while the Chinese female movie characters mostly wear skirts, t-shirts, tank tops and long pants as shown in Figure 1, Figure 2, Figure 3 and Figure 4. The examples of the clothing of the movie characters are attached in the appendix.

#### **4.4. Language**

English and Malay language is the main language for every race in Malaysia to communicate with one another. However, Malaysians also speak and learn the English language, the main reason that distinguishes Malaysians from the native speakers is the environment which causes differences in the proficiency level. This is because the language used in the environment between native speakers and Malaysians is different. Native speakers live in an environment that uses English as the main medium to communicate while Malaysian speakers mainly use Malay to communicate as Malay is the national language of Malaysia. Apart from Malay, Malaysians also use a combination of languages to communicate. For instance, most Malaysians use code-mixing and code-switching of several languages in the conversation.

##### **4.4.1. Code-Switching & Code-Mixing**

From the analysis done for the three selected scenes, it is shown that one of the special traits of language speaking for Malaysians is the code-mixing and code switching practices in communication. The reason for this is that Malaysia is a multiracial country and that people in the country usually master 2 to 3 languages with the aim to communicate with people from the other race or ethnicity. Language acts as a medium for people to have social interaction and communication with each other. Malaysia has a complex linguistic context that results in people to select and make use of different languages to communicate in the society, either consciously or unconsciously according to their needs. As a result, code-switching and code-mixing has become a common phenomenon and traits that can be found among Malaysians (Shalini et al., 2019).

#### 4.4.2. Discourse Particles

Another trait of language speaking for Malaysians is the usage of discourse particles like “La”, “Ah”, “Oh”, “Eh” and etc. This is because the discourse particles are being used frequently in the movie. To illustrate, there is a frequent usage of discourse particles among the movie characters in the movie as shown below in Table 11 based on three selected settings which includes morning market scene, house scene and school scene. Discourse particles are widely used in Malaysian society with the purpose to express the speaker's feelings and attitude (Tay et al., 2016).

The findings in this scene are being tabulated in Table 11. From Table 11, it is shown that there are a total 20 lines detected to have the usage of discourse particles in the pasar pagi (morning market) scene, 21 lines in the house scene and 16 lines in the school scene.

Scenes	Discourse Particles Identified	Total Lines
Pasar pagi (morning market)	“Uh”, “La”, “Eh”, “Oh”, “Um”, “Ye” & “One”	20
Ah Loong’s house	“La”, “Ah” & “Ye”	8
Orked’s house	“Na”, “Uh”, “La” & “Ah”	13
School	“Ceh”, “Uh”, “La”, “Eh”, “Ah”, “Oh” & “Ha”	16

Table 11 – Total Lines of Discourse Particles Identified from the morning market, house and school scene

Apart from that, discourse particles also include the intention of the speaker to guide the hearer to the intended meaning of the speech. However, most of the discourse particles do not affect the structure of the sentence as it is usually added at the end of the sentence. For example, in line 12, “Ah Boy, Ma suka pantun ni **la**” and in line 106, “Of course, no **la**”. All the examples of the discourse particles in each scene are listed in Table 12 , Table 13, Table 14 and Table 15.

No.	Lines	Examples
1.	103	<b>Uh</b> , I see you here in half an hour.
2.	104	I think dalam banyak banyak actor, dia <b>lah</b> paling handsome (I think he's the most handsome of all).
3.	106	Of course, no <b>la</b> .
4.	114	<b>Eh, eh</b> . Where we going?.
5.	118	Banyaknya orang hari <b>ni</b> (There's many people today).
6.	119	Orked ke mana <b>ni</b> (Orchid, where are we going).
7.	123	<b>Oh</b> , ni <b>ye</b> ? (Oh, This one?).
8.	126	<b>Oh</b> , tanyalah (Oh, you ask la).
9.	138	<b>Eh</b> , got London name also <b>ah</b> you.
10.	139	<b>Uh</b> , Jason. Do you have films with Takeshi Kaneshiro?
11.	142	<b>Um</b> , Fallen Angels I've seen, can I have Yes and No sir please?
12.	144	<b>Uh</b> No, I'll buy later <b>la</b> , no money today Jason.
13.	146	Orked, I want this <b>eh</b> .
14.	147	<b>Um</b> .
15.	150	<b>Um</b> , sorry.
16.	152	<b>Uh</b> , nak yang ni (refer to ini - this) <b>ye</b> .
17.	157	<b>Um</b> , aku got.
18.	163	Cute <b>la</b> , tapi sepet sikit mata dia (Cute but his eyes are a bit squinty).

19.	167	Miss, you take Chungking Express first, you watch it, if you don't like it, you can return it. No need to pay <b>one</b> .
20.	186	Orked, wait <b>la</b> .

Table 12 – Examples of Discourse Particles in the Pasar Pagi (Morning Market)

No.	Lines	Examples
1.	12	Ah boy! ma suka pantun ni <b>la</b> (Ah boy! I really like this one).
2.	15	Cakap <b>lah</b> (You say la).
3.	17	Tak tau <b>lah</b> (Don't know lah).
4.	20	Tak tau <b>lah</b> , siapa tulis? (Don't know lah, who wrote it?)
5.	25	Yalah (Yeah la).
6.	32	Tapi hairan <b>ye</b> . Bangsa lain, Bahasa lain (Strange. Different culture, different language).
7.	33	Tapi isi hati, kita boleh faham <b>ye</b> (And yet we can feel what was in his heart).
8.	34	Berapa umur dia <b>ah</b> (How old is he?).

Table 13 – Examples of Discourse Particles in the House Scene (Ah Loong's House)

No.	Lines	Examples
1.	191	Buku tu susah sikit nak explain <b>na</b> (That book is kind of hard to explain).
2.	199	<b>Uh</b> , how to explain <b>uh</b> ?
3.	205	I mean tak percaya <b>lah</b> .
4.	211	Guna <b>lah</b> Orked punya ke, mak punya ke? (Why didn't you use mine or mum's?)
5.	214	Suka <b>lah</b> ? (You got a problem with that?)
6.	220	I mean you saw it <b>kan</b> (I mean you saw it right), bila anak Mrs Tan beranak, all the relatives gather around then like said: "Woah, so fair <b>ah</b> , some more the nose also so sharp, but I'm sorry to say <b>ah</b> the eyes are a bit <i>sepet</i> ".

7.	221	I mean what's that all about, macam you <b>lah</b> , all the actors that you like about semuanya white (I mean what's that all about, like you la, all the actors that you like about, all white).
8.	223	Allah miss, you ask about the question, you ask about the book, I answered <b>la</b> . But you know the black Nigerian writer who wrote that book about condemning the penjajah (coloniser).
9.	227	See you like who you like <b>la kan</b> (right).
10.	234	I was like... like what you say <b>la kan</b> , you like who you like. I mean who cares if that someone likes the other someone because of their race. It's when they hate them, that's the problem.
11.	235	I guess you have a point <b>la</b> .
12.	241	Ohh, I'm cool <b>la</b> .
13.	242	Talented <b>la</b> .

Table 14 – Examples of Discourse Particles in the House Scene (Orked's House)

No.	Lines	Examples
1.	468	<b>Ceh</b> , tak macam Leonardo pun?
2.	469	Kurang ajar betul <b>la</b> (It's really rude)
3.	473	<b>Uh</b> , can you please take him away, he's polluting my air.
4.	475	Sudah <b>lah</b> Lin, jomlah kita balik <b>lah</b> , I dah beli vcd baru, kisah mengenai orang yang bermata sepet macam ni (That's it Lin, let's go back, I've bought a new vcd, a story about people with narrow eyes like this).
5.	476	Kenapa hal <b>ah</b> ? Cakap macam orang tak berpelajaran langsung! <b>Ah</b> .. One day it's gonna take you into trouble baru padan muka kau (What is that? Talk like an uneducated person! Ah one day it's gonna take you into trouble just like you deserve).
6.	481	Mata sepet <b>lah</b> (Narrow eyes lah).
7.	483	Dah <b>lah</b> (That's it) ok, I've already talked to him about that.

8.	484	<b>Eh</b> , you know what's wrong with you <b>ah</b> , you're just one of that stupid Malay girl you think you are too good for your own race. Hanging around hard rocks and nouveau, hoping to land a Mat Salleh (white man). You shorty!
9.	487	<b>Eh</b> , you know <b>ah</b> . For generations, Malay men have been marrying men outside their races. Do you understand? It's nothing, just alright. And now a woman wants to do it everyone's flapping.
10.	488	<b>Ohh</b> , so it's all about revenge, then. Is that why you dumped Johari? For revenge?
11.	489	Who dumped Johari, <b>ha</b> ! He's poyo (local slang used when someone is overreacting) overreacting characteristic. He thought he's the handsomest boy in this school, where else he's the biggest wanken hole of Ipoh. Why don't you ask Lin what he tried to do on me? Grabbing here, squeezing there.
12.	500	I don't know how it started <b>lah</b> , yeah let's just go home.
13.	508	<b>Uh</b> , Orked, if you don't wanna go out with me today. Can you give me your house number?
14.	509	Cannot <b>la</b> sayang, I scared my dad pick up the phone number but I'll call you okay, don't worry.
15.	511	<b>Uh</b> , the other day I went to look for tuberoses for you but I couldn't find them. I went all over the town because I know how much you like them, then I found out there's a shop near my video store that sells them. I went everywhere but they are so close to me.
16.	512	<b>Oh</b> , you've got eyelash (on your face).

Table 15 – Examples of Discourse Particles in the School Scene

#### 4.5. Conclusion

To sum, this chapter presents the findings and analysis on the sociolinguistic factors that affect the language use in *Sepet*. Through the findings, it is shown that environment, culture and language are the main factors that affect the language use among the movie characters in *Sepet*.

## CHAPTER 5: DISCUSSION & CONCLUSION

### 5.1. Introduction

From the movie “*Sepet*”, there are a total of 866 lines have been identified in every scene in the movie (including transcription of the details in the movie) as shown in the appendix. For example, the transcription of the details in the morning market are [in the market], [Orked and Lin walking through the crowd in the market], [Orked and Lin arrived at a vcd stall], [Orked and Ah Loong looked at each other] and [Orked and Lin walking...]. Besides, this chapter discuss about the findings and answer the research question as listed below:

1. **What are the sociolinguistic elements found in the script of *Sepet*?**
2. **How does the language used in the script of *Sepet* reveal the cultural diversity of Malaysia?**

The first research question is answered by identifying the sociolinguistic elements found in the movie *Sepet*. The sociolinguistic factors that can be found in the movie are environment, culture and language. This is because the environment, culture and language are the main factors that shape the way people communicate and express themselves. Moreover, the language use is also affected by the environmental context and cultural context as the language use in both environment and cultural context will determine the way people talk. For example, the people in India use Hindi to communicate as most of them only speak Hindi while people in England use English as medium of transmission as they can only speak English and an Indian will use English to communicate with the locals when he/she visits England. The reason for this is because every individual needs to suit themselves in the different context they are in, with the aim to navigate between each other. From the example given, it is shown that the language used in society is deeply affected by the environment. The same situation reflects in this research as the language used in the movie reflects the multicultural diversity of Malaysia. Lastly, language is a factor that affects the language use in the movie due to the bilingual



education system that mainly focuses on Malay and English which results in the character in the movie to code-switch and code-mix seamlessly in their daily conversation.

Moving on to the second question, the code-switching and code-mixing features in *Sepet* reflect the cultural diversity of Malaysia as it consists of a combination of two or more languages. For example, the most common language used in the movie is English, Malay, Chinese, Cantonese and a bit of Hokkien. The frequent use of code-switching and code-mixing reflects the diversity of language use in Malaysia as Malaysia consists of different races and ethnicities that belong to different cultural backgrounds. To illustrate, the character in the movie switches and mixes several languages in a single conversation as shown in the findings proves that Malaysians have a seamless integration of multiple cultures and languages. Apart from that, code-switching and code-mixing also shows how the languages from each race are being integrated into daily life which shows the multicultural spirit of Malaysians in a context where every language is accepted and valued by the Malaysian community.

## **5.2. Summary of Findings**

Environment, culture and language are the factors that affect the language use in the *Sepet* as the movie characters tend to use different language to communicate with each other based on different context. The scenes or environment selected in the movie are the pasar pagi (morning market) scene, house scene that includes Ah Loong's and Orked's house and lastly school scene. From Table 1, Table 4, Table 6 and Table 8 in Chapter 4, it is proved that it is almost impossible for the movie characters to have conversation with one language in all of the selected scenes because of the culture in Malaysia. The reason is that Malaysia is a multicultural country that consists of different racial groups and ethnicities.

From the data, it is shown that Malaysians usually use a combination of several languages to communicate with each other. The languages that are usually used among the Malays in *Sepet* are Malay and English. One of the interesting features found in the findings on

the environment is the usage of Cantonese phrases of the Malay character in *Sepet*, Orked. For example, in line 133, Orked says: “You jangan dengar cakap ini perempuan, **chee sin**” which means “you ignore this woman’s words, she’s **crazy**”. In Cantonese, the phrase “chee sin” means crazy. Most Malaysians find it interesting to use some words and phrases from the other language in their conversation.

On top of that, the findings also show the existence of code-mixing and code-switching among the movie characters in the movie which reflects on the real life situation in the Malaysian community. From the selected scenes, it was proven that language and culture are sociolinguistic factors as it affects the language use among the movie characters.

### **5.3. Limitations**

The first limitation of the research is terms of the scope. This is because this research only focuses on analysing the language use in the movie *Sepet* which shows a limitation of data as it cannot reflect the full spectrum of the language use among different contexts in Malaysia. Moreover, the analysis of the language used in the movie *Sepet* might not represent the complete situation of how these factors affect the language use in the society. In addition, this research only focuses on analysing the selected scenes in *Sepet* which are morning market scene, house scene and school scene. Thus, this can affect the generalization of the data as the data does not represent the language used in all contexts.

The second limitation is that this research lacks comparative data. This is because this research only focuses on one movie which does not include comparison with the native speaker’s movies. Hence, it might be difficult for the researcher to present Malaysian context from a broader view as comparative data can help to provide a more comprehensive view of the study.

The third limitation of the study is the language barriers. This is because *Sepet* is a movie that is based on the Malaysian context. Thus, the analysis of the data will be affected if the researcher is not proficient in all the languages used in the movie. The reason for this is that this could affect the depth and accuracy of the data which can result in misinterpretation and fragmentary findings.

#### **5.4. Recommendations**

The first recommendation for future research is to include a wider range of films and tv shows which can help to provide better insights to understand the language use in Malaysia. This is because including different ranges of films can help to determine the trends of language usage across other contexts.

The second recommendation is to include comparative studies that can portray the unique aspects of the language used in *Sepet* by comparing it with movies or films from different cultural backgrounds and linguistic environments. In short, future studies can include comparative study as it can disclose the special sociolinguistic patterns and offer broader insights to the research.

## 5.5. Conclusion

As a conclusion, the implication of this study is to highlight the importance of environment, culture and language in sculpting the linguistic behaviour in *Sepet*. The study on the sociolinguistic factors affecting the language use in *Sepet* offers insights by reflecting Malaysia's diversity into the interplay between environment, culture and language. Furthermore, the ability to code-switching and code-mixing highlights the inclusivity and adaptability of Malaysian culture that emphasise the importance of linguistic diversity in strengthening the social harmony in the Malaysian context.

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[use#:~:text=Language%20use%20refers%20to%20the,we%20use%20to%20make%20it](https://www.teachingenglish.org.uk/professional-development/teachers/knowing-subject/d-h/language-use#:~:text=Language%20use%20refers%20to%20the,we%20use%20to%20make%20it)

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APPENDIX A

Examples of clothing observed in *Sepet*

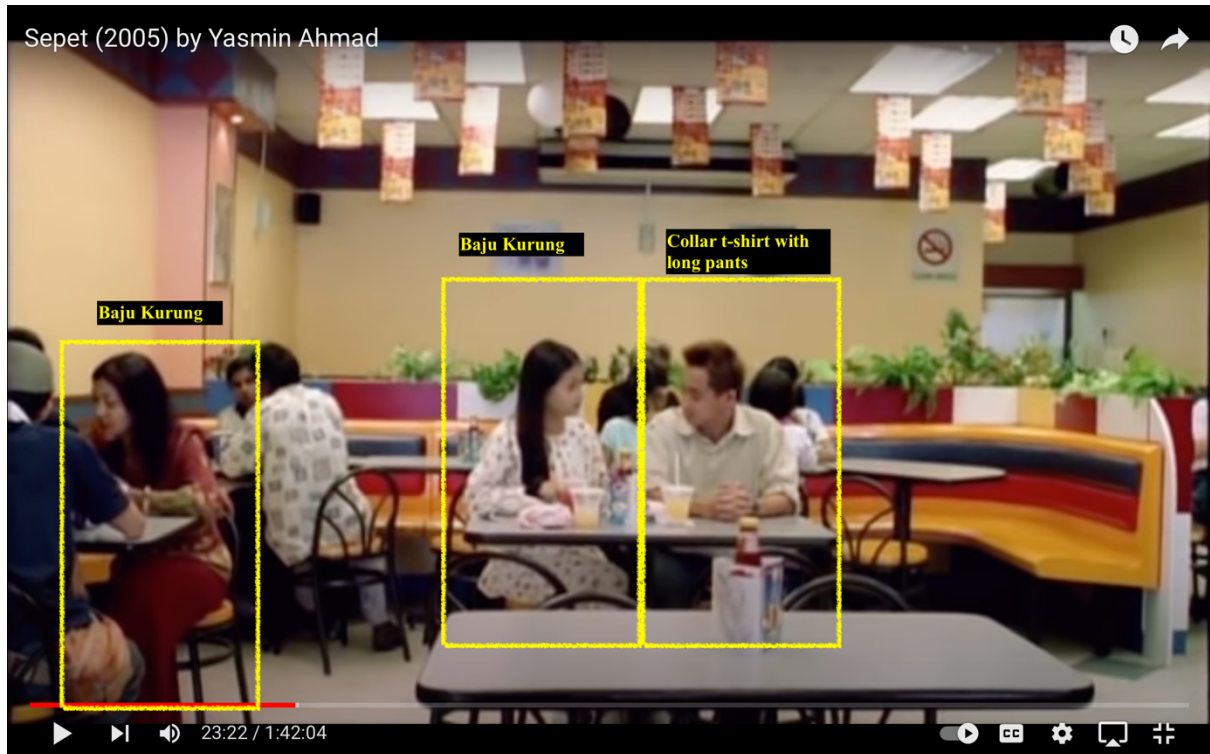


Figure 1

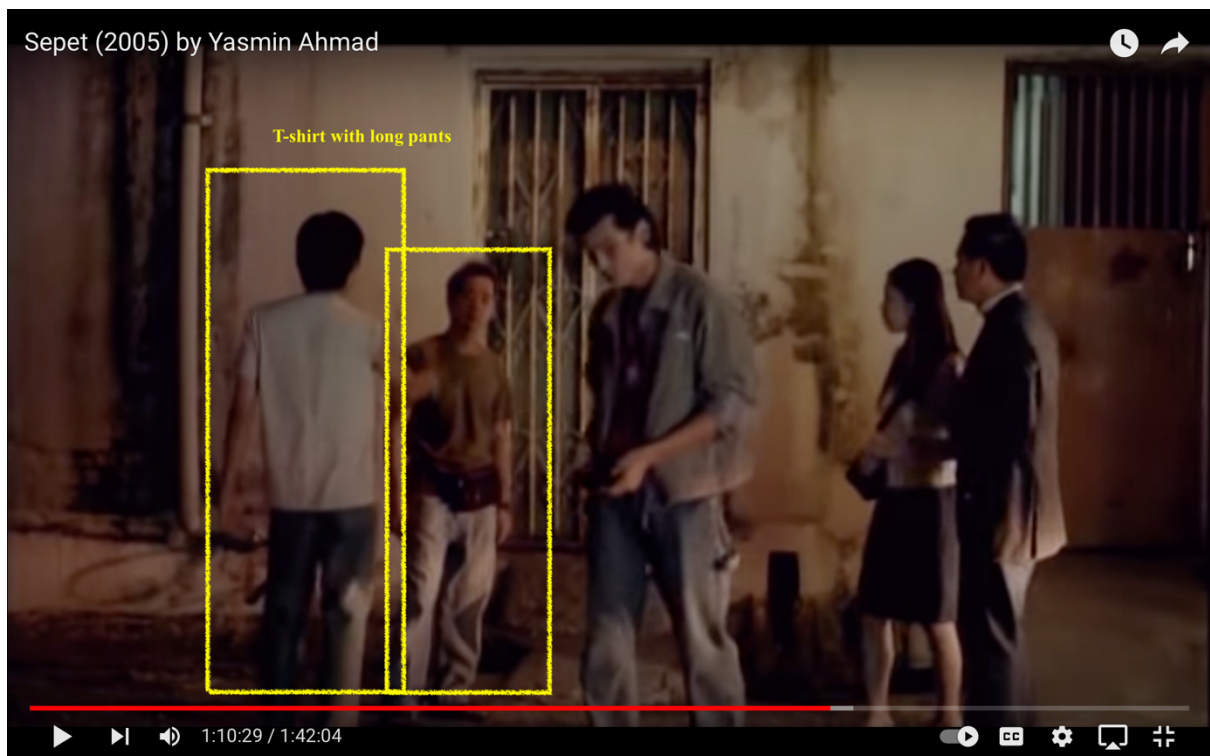


Figure 2



Figure 3

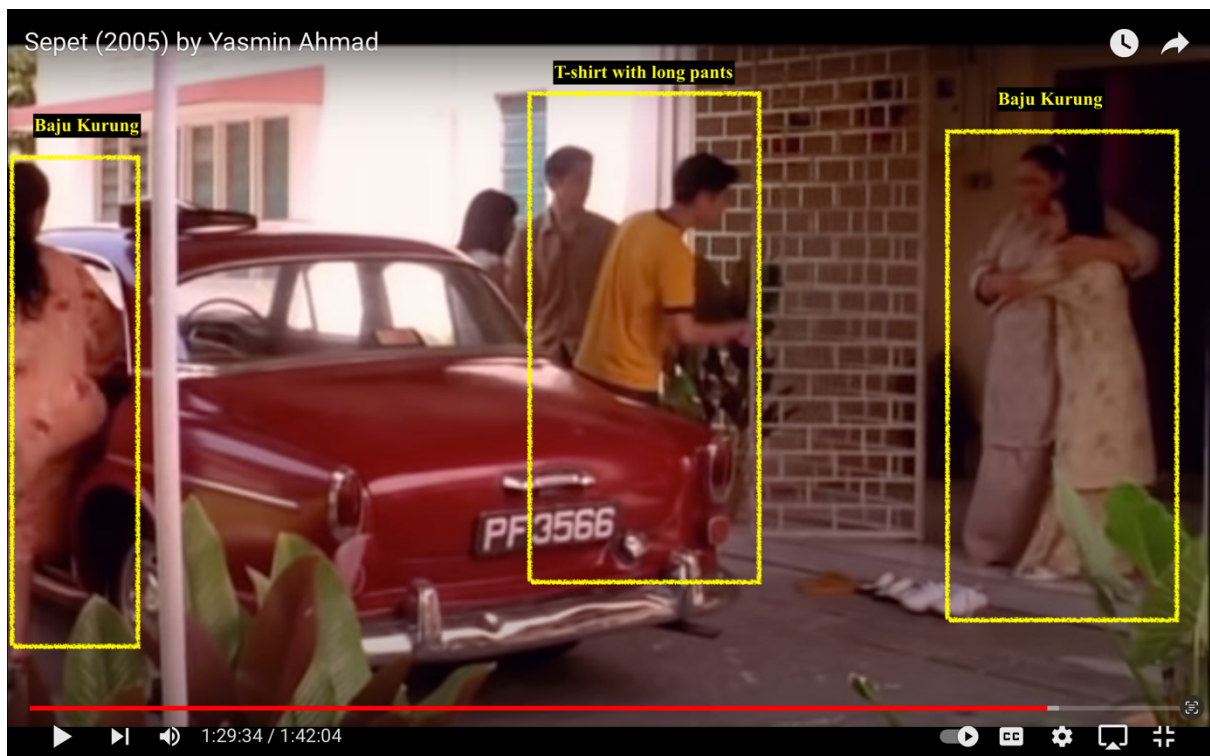


Figure 4

APPENDIX Z

SEPET

1. 随你怎么说, Say of him what you like,
2. 但我清楚孩子的缺点 but I know my child's failings.
3. 我不是因为他好而爱 I do not love him because he is good.
4. 是因为他是我的小孩 but because he is my child.
5. 你怎能知道他有多可爱 How can you know how cute he is.
6. 当你只是企图衡量他的优缺点 when all you do is to measure the good and the bad?
7. 当我必须惩罚他时, When I must punish him
8. 他更加成为我的一部分 he becomes even more a part of me
9. 当我让他流泪时, 我的心与他一同哭泣 When I make him weep, I weep with him
10. 唯独我有权去责骂和管教 I alone have a right to judge him
11. 因为只有爱他的人才能惩罚他 for only he who loves may chastise
12. Ah boy! ma suka pantun ni la (Ah boy! I really like this one)
13. Lei gu ha bin dou yen se ge (Guess where the writer's from)
14. Mana mama tau (I've no idea)
15. Cakaplah (You say la)
16. Gu ha sin (You guess)
17. Tak tau lah (Don't know lah)
18. Siapa? (Who?)
19. Gu ha sin (You guess)
20. Tak tau lah, siapa tulis? (Don't know lah, who write it?)
21. Betul orang dari cina ni (Must be a mainland chinese)
22. Wo ji lei wui gu co (I knew you'd get it wrong)
23. Usik mak lagi (You're always teasing me)
24. Lei tei jiong xiong ha. Yin dou lei ge. You yen fan yik ge zek (You look at this picture. He's from India, Someone translated it)
25. Yalah (Yeah la)
26. Ya ka (True ah)
27. Orang India (Indian people)
28. Handsome juga (Handsome also)
29. Janggut Panjang (Long beard)
30. Macam Amitabha bachan tu (Looks like Amitabha bachan)
31. Tengok rambut cantik dia. Tak macam ni. [touch his son's hair] (Look how decent his hair looks. Unlike yours)
32. Tapi hairan ye. Bangsa lain, Bahasa lain (Strange. Different culture, different language)
33. Tapi isi hati, kita boleh faham ye (And yet we can feel what was in his heart)
34. Berapa umur dia ah (How old is he?)
35. Sei jo lu (He's dead lu)

36. [Chanting sutras]
37. Orked! Orked! (Orchid! Orchid!)
38. Ya mak (Yes mother)
39. Turun makan (come down for dinner)
40. Coming
41. [Into of the movie]
42. Oi qin ne (Oi, where's the money)
43. Sam bak men bei jimmy, sam bak men bei tiu yau geh. Dai lou dok dai hok (300 to jimmy, 300 for your brother's college fees)
44. Le dit ye zi gei lei gau mei dek lo (Don't mess with Jimmy's money)
45. Cam med wo tei dou ah, bei yen da dou ah (Yesterday he wasted a guy who messed with his girl)
46. Gei him ah dit loi hmm wun dek ga (dangerous, this kind of money cannot earn one)
47. [Ah Loong dancing]
48. [Silence, Jimmy and a gang of people come and a boy from Ah Loong's gang was raised to the wall]
49. Lei dei dou hei wie jo qian je (You guys come for money only, right)
50. [Jimmy take the money and push Ah Loong away]
51. [Count the money]
52. Li dou sam bak men jek wo (There's only 300 here)
53. Dong dong dou bei lok bak men (everyone knows it's 600 a week)
54. Jong yau sam bak men, gen kui gui (300 more, follow the rules)
55. Tei lei dei yet go er go gam leng lui, bei do yet go lei bai lei (But since you girls are so pretty, I'll give you another week)
56. [Jimmy threatening Ah Loong]
57. Seng ding dit a (Wise up ah)
58. Zau! (Go!)
59. [The gang left]
60. [Ah Loong take the mic]
61. Jimmy, lei oi qin hei ma, giu yen hoi zou gei ah (Jimmy, if you're desperate or money, sell your sister)
62. [Jimmy and the gang comes in the room]
63. Ni apa ni (What's this)
64. Handbag
65. Kalau tak ada ni macam mana kamu nak beli sayur dengan ikan semua (If you don't have this, how you're going to buy vegetables, fish and all those things)
66. Nasib baik benda lain tu melekat, kalua tidak bertelabur kat situ (Luckily you have that thing permanently attached. Or else, you'll lose that too)
67. Maaf mak encik (Sorry madam)
68. Eh, kak Yam bukan orang gaji mak you kan? (Isn't Yam your mom's family servant?)
69. Memandulah baik baik (Drive carefully)
70. Ya mak encik (Yes madam)
71. Assalamualaikum (Greetings)
72. Walaikummusalam (Greetings)

73. Berani dia cakap macam tu (She's brave to say like that)
74. Oi, don't ever let my mum hear you say kak Yam orang gaji ok (Don't you ever refer Yam as a 'servant' in front of my mother)
75. [silence]
76. [Ah Loong back home, and he walked silently into the kitchen]
77. Eh, eh! abang oi. Pergi mana ni? (Oi, you! Where do you think you're going?)
78. Cong liong ah (Bathe ah)
79. Lepas tu, lari lagi la tu (After that, you're going out again la, I suppose)
80. Zou gong e ma (I have to go to work)
81. Kerja sama dengan samseng vcd tu, panggil kerja? (You call selling vcd's with rogues work, do you?)
82. [Ah Loong drinking water]
83. I only ever see your back of you these days
84. Chi dou la (I'm late)
85. Malam nanti balik makan tak? (Are you coming home for dinner later?)
86. Oi, mak cakap dengan tembok?
87. Malam nanti balik makan tak? (Are you coming home for dinner later?)
88. Lei ju meh? (What you cook?)
89. Lu makan apa (What do you want to eat?)
90. Lei ji wo zong yi sek meh ga, dan hei ah bah wu zong yi ge ma (You know what I like to eat, but will father like that too)
91. Biarkan bak you la (Who cares what your father like)
92. I masak itik Thim ah, you balik makan ah (I'll make your favourite, Thim duck, come back and eat ah)
93. Tengoklah rambut you ni (Look at your silly hair)
94. Panjang la, potong sikit la (Your hair is long, cut a bit la)
95. So leng leng hoi (I'll comb it nicely)
96. And trim the hair around the navel
97. Ni pun dah panjang (Get it trimmed)
98. Be quiet, I'm trying to sleep
99. Hai, shut up la lu (Hai, you shut up la you)
100. [In the market]
101. Ok bye
102. Maaaa (Motherrrr)
103. Uh, I see you here in half an hour
104. I think dalam banyak banyak actor, dialah paling handsome (I think he's the most handsome of all)
105. Siapa? Takeshi Kaneshiro? (Who? Takeshi Kaneshiro?)
106. Of course, no la
107. I know who you like
108. The what, Leonardo DiCaprio
109. Any idea how boring it is to like Leonardo DiCaprio
110. I mean every woman even her daughter scared like DiCaprio ok
111. Yes because they all seen his films

112. On the other hand, you haven't see Takeshi in fallen angels  
113. I've seen his poster in your toilet and that was enough for me  
114. Eh, eh. Where we going?  
115. Ikut je (Just follow)  
116. [Orked and Lin walking through the crowd in the market]  
117. Excuse me  
118. Banyaknya orang hari ni (There's many people today)  
119. Orked ke mana ni (Orchid, where are we going)  
120. Kejap je (Just a while)  
121. [Orked and Lin arrived at a vcd stall]  
122. [Orked and Lin choosing vcd at the stall]  
123. Oh, ni ye? (Oh. This one?)  
124. No, I'm looking for the Chinese movies  
125. Where is it?  
126. Oh, tanyalah (oh, you ask la)  
127. Excuse me, excuse me hello  
128. [Orked and Ah Loong look at each other in the eyes]  
129. Hello  
130. Mau beli video? (Want to buy some videos?)  
131. No, I actually want to beli kasut (No, actually I'm looking to buy shoes)  
132. Saya ni saiz enam dia saiz lima (I'm 6 and she's 5)  
133. You jangan dengar cakap ini perempuan, chee sin (You ignore this woman's words, she's crazy)  
134. Apa "chee sin" ni? (What "chee sin"?)  
135. Tak ada, aku cakap ku baik hati suka campur dengan bangsa lain (It means you're a nice person and like to mingle with members with other races)  
136. Boss, you got vcd with Takeshi Kaneshiro's movies?  
137. Jangan panggil aku 'boss', my name is Jason. (Don't call me boss, my name is Jason)  
138. Eh, got London name also ah you  
139. Uh, Jason. Do you have films with Takeshi Kaneshiro?  
140. Got  
141. You want Fallen Angels, Chungking Express or Yes and No sir?  
142. Um, Fallen Angels I've seen, can I have Yes and No sir please?  
143. You don't want Chungking Express?  
144. Uh No, I'll buy later la, no money today Jason  
145. Hey Jason, you look nothing like Takeshi Kanena... whatever his name is also  
146. Orked, I want this eh  
147. Um  
148. [Orked looking at Jason]  
149. CD  
150. Um, sorry  
151. Lo jek Yes and no sir (Take a piece of Yes and No sir)  
152. Uh, nak yang ni e



153. Don't want, tak ada duit (Don't want, no money)  
154. How much?  
155. Five  
156. Nak duit eh? (Want money?)  
157. Um, aku got  
158. Thank you. Wu goi (thank you)  
159. Wu sai (You're welcome)  
160. [Orked leaving and Ah Loong looking at Orked and Lin]  
161. [Orked and Lin walking...]  
162. He's so cute  
163. Cute lah, tapu sepet silit mata dia (Cute but his eyes is a bit squinty)  
164. Sepetlah best (Squinty is the best)  
165. You don't really know my taste is it?  
166. [Ah Loong running to Orked and Lin]  
167. Miss, you take Chungking Express first, you watch it, if you don't like it, you can return it. No need to pay one.  
168. Are you sure?  
169. [Ah Loong nod his head]  
170. Zen ge (Really)  
171. Zen ge (Really)  
172. Ok thank you  
173. [Orked and Lin smiling at Ah Loong's act]  
174. Miss, miss, lei giu meh meng (Miss, miss, what's your name?)  
175. Orked  
176. [Ah Loong nod his head happily]  
177. Bye bye Orked [Ah Loong wave at Orked]  
178. Bye bye Jason  
179. Bye bye Takeshi  
180. [Ah Loong colleague teasing Jason – Jason smile happily]  
181. [Orked and Lin walking away]  
182. He likes you  
183. No, he doesn't  
184. He doesn't know me well enough to like me  
185. But he's enough to be....  
186. Orked, wait la  
187. [Orked and Lin backed home]  
188. Orked, yes sa  
189. Orked, yes saya  
190. Buku tu (That book?)  
191. Buku tu susah sikit nak explain na (That book kind of hard to explain)  
192. Basically... it's about... the psychological effect... the penjajah has (the coloniser has)... on the penjajah (on the colonised)  
193. So... what kind of effect?  
194. Mana hairbrush ku? (Where did I put my hairbrush?)

195. [Orked finding her hairbrush in the drawer]  
196. Oh, I left it in Kak Yam's room  
197. [Orked walking out of the bedroom following by Lin]  
198. Hello... miss, what psychological effect  
199. Uh, how to explain uh?  
200. Ok, you see, when the French conquered Algeria, they deliberately make the natives believe that they were inferior to the French. So they brainwashed them and make the natives believe that they were inferior to the French in the end. As a result, the black preferred to marry the browns, and the browns preferred the white. It was sort of imaginary upgrading of status.  
201. [Orked and Lin walking to the dining space]  
202. Ya ke?  
203. Can one race affect the another one that much?  
204. Kak Yam  
205. I mean tak percayalah  
206. Kak Yam [Orked shouting]  
207. Oii  
208. [Kak Yam groaning in pain, her hair was stuck at the comb]  
209. Kan saya dah kata, guna conditioner (Didn't I tell you to use a conditioner?)  
210. Conditioner Orked beli telah habis (The conditioner you bought or me has finished)  
211. Gunalah Orked punya ke, mak punya ke? (Why didn't you use mine or mum's?)  
212. Apa ni? Huh? Lagu Siam? (What's this? Huh? Siamese Music?)  
213. Kak Yam dengar lagu Siam (Sis Yam listen to Siamese Music)  
214. Sukalah? (You got a problem with that?)  
215. [Lin feed Orked with food]  
216. Sikat  
217. I think maybe the writer just over simplified the penjajah and the dijajah  
218. That might be true but there may be some truth in the mental  
219. Sampai sekarang pun the British dah lama jau (The British left ages ago), but we still believed that anything western is good.  
220. I mean you saw it kan (I mean you saw it right), bila anak Mrs Tan beranak, all the relatives gather around then like said: "Woah, so fair ah, some more the nose also so sharp, but I'm sorry to say ah the eyes are a bit sepet".  
221. I mean what's that all about, macam youlah, all the actors that you like about semuanya white (I mean what's that all about, like you la, all the actors that you like about, all white)  
222. Allah, you ni selalu nak ejek I (Oh, you always teasing me)  
223. Allah miss, you ask about the question, you ask about the book, I answered la. But you know the black Nigerian writer who wrote that book about condemning the penjajah (coloniser)  
224. Yeah that one, dia pun kahwin white (he also married white)  
225. Serious?



226. Un hmm
227. See you like who you like la kan (right)?
228. Well, I guess that is true but we were south with you
229. What?
230. Why you are always like everything Chinese?
231. Actually I do not like everything Chinese
232. Yeah, you do
233. No, I don't ok
234. I was like... like what you say la kan, you like who you like. I mean who cares if that like someone likes the other someone because of their race. It's when they hate them, that's the problem.
235. I guess you have a point la
236. Can you pass me the CD please?
237. [Lin wake up and bent down to take the CD]
238. I can stand a giraffe on my face. Brilliant
239. Check it out! Check it out!
240. [Orked balancing a giraffe on her face]
241. Ohh, I'm cool la
242. Talented la
243. Oh my god, Orked. I think you better look at this
244. What?
245. Oh my god, that guy?
246. Ohh my godddd! Ahhhhhhh! [Orked shouting]
247. [Ah Loong and his family eating dinner]
248. Ting yet yiu mai zi ge le, go soi zai gam hou sei gen o dei sek fan
249. Dia bukan hari hari balik makan ma, jangan bising la lu, meleteh meleteh meleteh
250. [All family members talking simultaneously]
251. Apa lu orang Singapore tau? (What do you know bloody Singaporean?)
252. Look! your hair also looks like forest people
253. Jason? Tak adalah! Tak ada Jason! Ini rumah Cina (Jason? No! No Jason here! We're a Chinese family)
254. [Jason takes the phone]
255. Your mother said I look like a Orang Utan
256. Who is it?
257. Don't know. Feels like a Malay girl
258. [Scene changed to a restaurant]
259. Terima kasih abang (Thank you brother)
260. Do you like beef burgers?
261. Yeah. Do you?
262. No, not really
263. Actually me too
264. [Orked nod her head]
265. Lin loves a fish burger

266. Oh yeah  
267. I like their French fries  
268. I think they made the best French fries here  
269. Do you like French Fries?  
270. Um, no  
271. No  
272. Yes  
273. Yes or no  
274. No, but their French fries are the best definitely  
275. Definitely  
276. I like your hair  
277. Thanks  
278. Where did you get it done?  
279. Bisexual hair salon  
280. Ah, I think you mean unisex salon  
281. Yeah, unisex  
282. I know you like movies  
283. I do, how do you know?  
284. Because you bought my videos  
285. Oh yes, of course  
286. You're the first Malay person to buy Chinese video movies  
287. Really? Isn't that strange ?  
288. Yeah  
289. How come you watch Chinese movies?  
290. I don't know. I guess it's like because my mom and her best friend watch Chinese soaps on TV all day long and so I have no choice but to sit with them and I picked up the language here and there but now I loved Genre films  
291. My best friend Keong is crazy about Genre films  
292. My best friend Keong  
293. Keong ohh right  
294. [Ah Loong nod his head]  
295. But I told him he can see violence in this town  
296. Yeah  
297. You don't have to see a movie  
298. That's true  
299. It's funny that you like genre films  
300. Why?  
301. Because most Chinese girls have like don't like  
302. Really?  
303. They prefer love stories  
304. Yuck  
305. You don't like love stories  
306. Um  
307. Do you like love stories?

308. Yeah  
309. Uh, hahaha.... Oppsie  
310. Can I ask you something?  
311. Yes  
312. Please don't be angry with me  
313. No, go ahead  
314. What happened to Malay movies?  
315. What do you mean?  
316. No because long time ago Malay movies used to be very good  
317. Um [Orked nod in agreement]  
318. My mother loves to watch all P Ramly movies on TV  
319. They're the best  
320. But the new Malay movies are  
321. Hou cha hei mei (very bad right). Uh, I know what you mean  
322. My mother also like all P Ramlee songs  
323. Yeah, they're the best  
324. She has many many old records in the cupboard  
325. She can really listen to them when my father goes out  
326. Why?  
327. She hates Malay songs  
328. Ho ho  
329. Nowadays she can't listen, because my father does not go out anymore  
330. Why?  
331. After he got knocked down by a motorbike. You know when they fight, my mother always asked him to get knocked down by a lorry  
332. Ay yo!  
333. So that she can listen to the P Ramlee songs  
334. Woah, hou dok ah (Woah, so devil ah)  
335. No la, she just say it to make him angry  
336. Before my father got knocked down by the motorbike, he use to give my mother a hard time  
337. [Ah Loong's father beating her wife, Ah Loong's mother for going against his words]  
338. When he was younger, he had many mistresses... broke my mother's heart many many times. My brother even ran away from home because tak tahan (cannot stand my father. He zau (ran) to Singapore. Anyway now my brother is back and my father is in a wheelchair  
339. Everyday men zang (angry) but my mother is not afraid of him anymore  
340. That's good  
341. Do you need any flowers?  
342. No no no please don't, ah no thank you uncle  
  
343. Aaa, I don't really like flowers like that but it was sweet that you wanted to really thanks

344. I thought girls like boys to give them flowers  
345. Not me. Although my auntie got take me to the Royal Ipoh Club once and they had Tuberoses there. Do you know them? Tuberoses  
346. Noo  
347. Allah, long green stems with little flower all around... smell like... like magic... like angels... you know  
348. Tuber...  
349. Roses... Tuberoses. You thought girls like flowers. You must give a lot of girls flowers. Do you have a girlfriend?  
350. [Lin calling Orked]  
351. What?  
352. Jomlah cepatlah we got to balik pukul two  
353. Who's party?  
354. Miss Wan's  
355. Oh, do I have to go?  
356. Yeah, you promise me already  
357. Please...  
358. I have to go  
359. [Ah Loong nod his head]  
360. Thank you  
361. Jomlah (Let's go)  
362. Bye  
363. Bye.... Orked, will you see me again? I have many things to ask and to tell you. Will you call me?  
364. Of course  
365. I..you know wait for your call... Orked  
366. Yeah  
367. Was your father a teacher?  
368. Yeah, how do you know?  
369. Um... nothing, never mind  
370. Bye  
371. [Ah Loong wave at Orked]  
372. Tuberoses  
373. [Orked sit with a boy front door at the party]  
374. Having a good time  
375. Yeah  
376. Yeah, you look really good tonight yeah  
377. [Lin calling Orked from afar ]  
378. Yeah  
379. Let's go. Come come  
380. Where are we going?  
381. Let's run away from Lin  
382. [The boy brings Orked to other place]  
383. Where are we going?

384. Hiding from Lin  
385. Buat apa?  
386. We can be alone, you know. Just the two of us  
387. Uh okk...  
388. Oh, what are you doing?  
389. [Orked father and mother sitting on the sofa in the living room]  
390. Ling  
391. Huh?  
392. [Father take a long breathe]  
393. I bimbang ah Orked pergo keluar ni party party  
394. Allah si Lin kan ada , lagipun la tengok si budak Johari tu pun macam baik je  
395. [Silence]  
396. [Ah Loong walking outside of the restaurant and he take a peek of the restaurant through the window of the restaurant... Ah Loong walk inside the restaurant]  
397. Excuse me sir  
398. Yes hello. Can I help you please?  
399. This one tuberoses ah? [pointing at the greenery in the restaurant]  
400. Yes  
401. Thank you. Thank you sir  
402. [Ah Loong finding flower shop using motorbike]  
403. Boss lady, did you sell tuberoses?  
404. Uh, no  
405. Do you know where did sell tuberoses?  
406. I don't know  
407. Never mind thank you  
408. [Ah Loong continue finding flower shop using motorbike]  
409. [Ah Loong went inside a flower shop... went out]  
410. Auntie, how much for this?  
411. 12 ringgit  
412. 12 ringgit ah  
413. This one leh?  
414. 10 ringgit  
415. 10 ringgit ah... 12 ringgit is more expensive  
416. [Ah Loong walk past the girl]  
417. Auntie, you wait for a while  
418. Ah Loong, really you ah  
419. Um  
420. What are you doing here?  
421. What are you doing here?  
422. Looking for rabbit ma... You like rabbit, I was thinking bringing it back home  
423. I'm running errands for my mother  
424. Where are you rushing?  
425. Buying things for my mother

426. What do you buy for your mother?  
427. Fruits. Look, I'm in a hurry. Can I call you later?  
428. That's what you always say, but you never find me  
429. Because I'm busy these days  
430. And I can never get contact with you to your phone  
431. My phone is broken  
432. Your phone's broken. What is this then?  
433. Um, I mean the phone is mine but the card is broken. So I use Ah Keong's phone card  
434. What are you saying? What do you say? You say this phone is yours...  
435. This phone is mine but the phone card is Keong's, I lend it from him because my phone card is broken. I'm really running out of time, I will call you later  
436. Who knows if you're talking the truth?  
437. Miss, trust me. I'll call you tonight  
438. You always said that you will call me but you didn't make it every time. It's not the first time  
439. No I won't, I will definitely call you tonight. I'm in a hurry now. Ok bye bye  
440. Wei, I haven't finish talking  
441. Bye bye  
442. Perhaps I should ask my brother Jimmy to call you then you will listen to me. Is it?  
443. [Orked's father and mother dancing in the living room... Ah Loong walking out of the room quietly and close the door... walk down the stairs slowly]  
444. Ah Loong...  
445. Shhh... Why do you talk so loudly?  
446. Where are you going?  
447. I want to go home  
448. Where are you sneaking when I was asleep?  
449. No la, I want to go home. It's already 4 am  
450. Please don't go. Stay with me with a little while longer  
451. Cannot la, it's too late  
452. Don't la, stay with me with a little while longer. I haven't seen you for a long time  
453. You know your brother doesn't like me  
454. My brother again. Are you dating me or my brother now?  
455. Do you want your elder brother to beat me to death?  
456. Do you really have to go?... Do you really have to go?  
457. I'll call you again tomorrow, ok?  
458. Just go  
459. [Door closing]  
460. [In the school... Lin call Orked]  
461. Orked... Why you so late?  
462. Huh?  
463. Why are you so late?

464. Everyone got their results already  
465. Allah, lambat sikit je (Allah, just a bit slow)  
466. [Orked pinch a boy's face]  
467. Apa dia ... (What the...)  
468. Ceh, tak macam Leonardo pun?  
469. Kurang ajar betul la (It's really rude)  
470. Hey Lin, apa benda yang dia cakap tadi tu? (Hey Lin, what on earth is she talking about?)  
471. Nothing  
472. The sun is yellow today, if he's not careful, how can I fall in love with him  
473. Uh, can you please take him away, he's polluting my air  
474. I'm not the one who smells like Char Kuey Teo (Chinese friend noodles)  
475. Sudahlah Lin, jomlah kita baliklah, I dah beli vcd baru, kisah mengenai orang yang bermata sepet macam ni (That's it Lin, let's go back, I've bought a new vcd, a story about people with narrow eyes like this)  
476. Kenapa hal ah? Cakap macam orang tak berpelajaran langsung! Ah.. One day it's gonna take you into trouble baru padan muka kau (478. Why is that? Talk like an uneducated person! Ah one day it's gonna take you into trouble just like you deserve)  
477. Me... you mean I'm gonna get into trouble  
478. Yes  
479. You know how many of our friends are talking about you and your stupid mata sepet (narrow eyes) boyfriend think I'm gonna get into trouble.  
480. Siapa boyfriend aku? Who's my boyfriend?  
481. Mata sepet lah (Narrow eyes lah)  
482. Aku keluar dengan dia sekali je, so you went all over school telling people about us. What's your problem! (I only went out with him once, so you went all over school telling people about us. What's your problem!)  
483. Dahlah (That's it) ok, I've already talk to him about that  
484. Eh, you know what's wrong with you ah, you're just one of that stupid Malay girl you think you are too good for your own race. Hanging around hard rocks and nouveau, hoping to land a Mat Salleh (white man). You shorty!  
485. Hello! One, I never go to clubs. Two, I don't find Mat Salleh (white man), I don't fancy Mat Salleh (white man), like your girlfriend does. You know who you are! A substitute Mat Salleh (white man) who only got a Mat Salleh (white man) face but failed his English exam. It's pathetic. Ok!  
486. What is she gibberish right now?  
487. Eh, you know ah. For generations, Malay men have been marrying men outside their races. Do you understand? It's nothing, just alright. And now a woman wants to do it everyone's flapping.  
488. Ohh, so it's all about revenge, then. Is that why you dumped Johari? For revenge?  
489. Who dumped Johari, ha! He's poyo (local slang used when someone is

- overreacting characteristic) overreacting characteristic. He thought he's the handsomeest boy in this school, where else he's the biggest wanken hole of Ipoh. Why don't you ask Lin what he tried to do on me? Grabbing here, squeezing there
490. What's wrong with a kiss? Isn't that what girlfriends are for?  
491. He wanted more than a kiss  
492. Oh, why not. You little slut  
493. Big dog from a little man, is it.  
494. Yeah  
495. I'm no slut, but you're a DiCaprio substitute who doesn't even know it. That's the sad part ok!  
496. Orked, where are you going?  
497. I'm going to crunch... we're gonna have a crunch then I'm going for a date with the sun  
498. [Orked kick a ball and wave at Lin]  
499. She's gibbering about Leonardo DiCaprio from earlier  
500. I don't know how it started lah, yeah let's just go home  
501. [Orked walked into a room... childhood Orked walked out from the room and look at a Chinese boy with a similar age]  
502. Hi, what are you doing here? Are we supposed to meet at Chicken King later?  
503. [Ah Loong walks towards Orked]  
504. What's wrong, you look so tired? You didn't sleep are you?  
505. We're got new video stock arrived... I had to check them  
506. Okay  
507. You look tired, go home first and then we go out another time ok  
508. Uh, Orked, if you don't wanna go out with me today. Can you give me your house number?  
509. Cannot la sayang, I scared my dad pick up the phone number but I'll call you okay, don't worry  
510. Bye  
511. Uh, the other day I went to look for tuberoses for you but I couldn't find them. I went all over the town because I know how much you like them, then I found out there's a shop near my video store that sells them. I went everywhere but they are so close to me  
512. Oh, you've got eyelash (on your face)  
513. You said you're gonna get your result first  
514. So I thought I'd come see you here, you don't mind  
515. Yeah, I'm glad you came sayang  
516. Orked  
517. Hmmm  
518. How long do you think it takes to falling love?  
519. A minute  
520. How long did it take you to fall in love with me?  
521. Much less than that



522. [Ah Loong's family eating]  
523. What sick chicken is this? [Ah Loong's father throwing a piece of chicken to Ah Loong's mother]  
524. [Ah Loong's mother get angry... raining... Ah Loong and Orked running to a bus station]  
525. Sayang (My love), I think this is an abandoned bus stop  
526. I liked it better when we were walking out there anyway  
527. Seriously?  
528. [Ah Loong nod his head]  
529. Shall we go?  
530. So? What's the name of that Malay girl in your school?  
531. Don't know  
532. I was too young and too shy to ask  
533. So I'm just a substitute?  
534. No lah, it's 缘分 (destiny)  
535. Hmm?  
536. It's the Mandarin word for destiny  
537. The Malay girl is destiny's way for preparing me for Orked  
538. [Orked laugh]  
539. Excuse me... We're closing sir  
540. [Ah Loong and Orked walk out from Chicken King restaurant]  
541. Looks like it's going to rain again  
542. I hope so  
543. [Ah Loong and Orked walk away... Orked stick his and Ah Loong's photo on the door of her cupboard... Phone ringing]  
544. It's late, who could that be?  
545. It's her boyfriend  
546. How could you keep so cool about it?  
547. What's there to panic about?  
548. Must be Johari. Finally going steady with Orked  
549. It's not Johari. It's a Chinese guy  
550. A Chinese dyke, did you say?  
551. Ahh?  
552. Dyke  
553. I said a Chinese guy, not a Chinese dyke  
554. Last time where got Chinese boyfriend?... Fancy yourself as modern, do you?  
555. How do you know it's a Chinese guy?  
556. Yam told me  
557. How did she know?  
558. Orked told her la  
559. So Yam doesn't keep secrets too well, does she?  
560. Orked knows that Yam tells me everything  
561. Ohhh  
562. So she tells you everything, why didn't she tell you herself?

563. It's her way of telling me without telling me la  
564. I'll never understand you women, even if I live to be a hundred. So pelik (weird), confuse  
565. It's ok, sweetheart. Your job is to love us, not understand us  
566. Is Orked serious in dating with the Chinese guy?  
567. They're getting married next week  
568. So you want me to shut up?  
569. It's late, sweetheart. Let's continue talking tomorrow  
570. [Scene in a Chinese restaurant]  
571. What do you want to eat?  
572. One portion of roast pork, please?  
573. Eh Loong ah, you must introduce us to her meh today?... Don't la Loong, no need to introduce her la, I don't want to meet her. Very funny leh  
574. Haii, relax la... When you meet her you'll know why I like her so much  
575. You've got the same stupid look like Leon Lai had looking at Maggie Cheung in Tien Mi Mi (Chinese song)  
576. [Phone ringing]  
577. Ayy  
578. Wait  
579. Answer your bloody phone na  
580. Eh, anyway you know what our friend say ya, huh?  
581. You know what he say and all of our friend say ah, he say you're are lovesick as a dog already ya... like a... like a somewhat ah. Eh, why you call yourself Jason? What's wrong with your real name?  
582. Don't call me Ah Loong in front of her ok  
583. Why not?  
584. It's not so cool  
585. I don't think Chinese boys should go out with Malay girls. For sure trouble one later. Even you're Chinese also, you'll gonna break your parents heart la, you have to change your name then change your religion. Very mafan (troublesome) one you know. No more roast pork for you anymore. Cannot eat pork. Somewhat they will cut your little brother (refer to sunat)  
586. [Orked walking into the restaurant]  
587. Oi yo, very tasty ah  
588. Sayang (Sweetheart)  
589. Oiii... this is Keong  
590. Keong  
  
591. Waa, Jason said you weren't handsome. He lied. Hai, Orked [Ah Keong and Orked shake hands with each other]  
592. Ling  
593. Oii  
594. What time is it?  
595. Haaa

596. What time is it?  
597. 7:25  
598. Ehh, where's Orked? It's evening praying time. She do not need to pray?  
599. Alamak (Hell), I missed what that women said  
600. It's not as if you understand the language. You're just reading the subtitles  
601. Shhh  
602. You can never understand, how can you watch this so religiously don't even understand the language. And where has Orked gone? Doesn't she pray anymore?  
603. [Yam serve a glass of water to Orked's father]  
604. Orked's got her period, she doesn't need to pray  
605. And what are you two waiting for?  
606. We're having our period, too  
607. It's like a union of having periods. A bloody epidemic  
608. So what's you're excuse? Why aren't you doing your prayers?  
609. Well I'm about to, aren't I?  
610. Oh, what a great put down. How embarrassing for some?  
611. What's this? Who's listening to Siamese music?  
612. That's mine  
613. Yam listen to Siam  
614. Ha... hahahaha  
615. [Ah Keong, Orked and Ah Loong sitting at a food stall]  
616. So how come you speak Chinese?  
617. She doesn't know all the words la. But if you talk to her in Cantonese, you'll she only understand a little bit here and there. Her pronunciation is not bad because she watches a lot of Hong Kong movie program  
618. How you do that ah? Your lips are not moving but I hear an answer coming out  
619. Don't worry, I also don't speak Cantonese very well because my parents are Hokkien  
620. Ohh  
621. I'm sure you speak better Cantonese than Ah Loong... Jason speaks Malay  
622. No, he's actually very good with languages, English and Malay  
623. Because you know why, our friend here reads and write poetry, but in Mandarin la. Still, his poems are far too romantic for me. When I read it, they send shivers up my spine  
  
624. Wow yang (refers to sayang, which means sweetheart in English), I had no idea you wrote poetry. Maybe you can read that to me sometimes. With translations la. But don't miss the romanticness, ok  
625. Sure, I think a world without romance is not worth living in  
626. [Keong coughing]  
627. Hey Keong ah... Keong  
628. What?

629. Orked has something in common with you  
630. Really meh? What?  
631. She like genre films  
632. Genre films  
633. Which one?  
634. A Better Tomorrow  
635. Good choice  
636. Rightt. Obviously  
637. But why?  
638. Because he's very good with the honour among friends things right. I think he did it the best in "A better tomorrow"  
639. Yeah  
640. Right!  
641. Yeah!  
642. That's right!  
643. And I mean his new Hollywood films looks nicer you know but it's just not the same  
644. That's right!  
645. But his older films is more honest  
646. And John Travolta is not Chow Yuen Fatt right  
647. Yeah, that's right  
648. Sorry  
649. It's ok. You have such soft hands  
650. Yeah, I play piano  
651. Really? Me too!  
652. Really?  
653. Yeah!  
654. You guys are not like what I imagined guys from this area would be like you know? You play the piano, Jason writes poetry  
655. Hey, don't stereotype people here. I mean like not every China man is cheat right, and not every Malay is lazy right  
656. Ah, but that's where you're wrong. Every Malay is lazy  
657. There are lazy Chinese too  
658. You never told me you could play the piano  
659. You know what? Hey, how many years we've been friends and you still don't know I could play a piano  
660. I'm asking you meh, I'm asking her la, moron  
661. [Ah Keong laugh]  
662. No, I played piano at my dad's school right, but then he retired. We couldn't afford a piano  
663. I've a piano in my house, you can play at my house  
664. No, it's ok. I only play by ear  
665. Seriously, I've always admired people who play by ear. And my mother won't mind. And I mean I can even teach you how to read music... for free

666. Okay
667. Nowadays China man gives thing for free
668. Keong ah, Keong, didn't your mother ask you to buy mosquito repellent from 7 eleven?
669. No la, where got my mother ask me to buy?
670. Yeah what, you say she ask you to but what
671. Got meh? No la, you know, my mother buys this mosquito repellents, one shot from 7 eleven 20 boxes
672. Keong, why don't you buy mosquito repellent from 7 eleven?
673. Sorry Orked, I have to go first I get mosquito repellent
674. [Ah Loong ask Orked to leave together]
675. We should wait for Keong, sweetheart
676. Don't worry, he'll catch up
677. Why are you looking at me like that?
678. Will you go inside there with me for a while?
679. What for?
680. Do you trust me? I trust you. I think we've known each other for a long time. I remember you, but I don't remember you. Orked, I think we've met in our previous lives
681. You're crazy, I don't believe in such things
682. [Ah Loong look down]
683. Okay, I trust you
684. [Narrate: I hold her hand and press them to my breast, I try to fill my arms with her loveliness,]
685. To plunder her sweet smile with kisses, to drink her dark glances with my eyes. Ah, but where is it? Who can strain the blue from the sky?
686. Orked, there's something I have to tell you. My name is not really Jason. My real name is Lee Seow Loong. My father named me after this Chinese Kung Fu master, but he never taught me Kung Fu. Do you hate my real name?
687. I love your name, sweetheart. Both your names. I love Jason, and I love Lee Seow Loong. But I think I like Lee Seow Loong better. Bruce... Lee Seow Loong, right?
688. Yes
689. Do you love me?
690. Hmm?
691. I like it when you call me saying (sweetheart). Do you, Orked, love me, Seow Loong?
692. Sorry
693. It's... It's ok. Ah... Ah, I want to go home
694. [Ah Loong and Orked take a taxi... Ah Keong watched them and a red car approach Ah Keong... Orked's father waiting in the living room]
695. Orked... Orked. Are you ok?
696. Yeah, I'm fine. Good night [Orked sobbing]
697. Hey Yam, is that Orked's Chinese boyfriend?

698. Yeah, his name is Jason  
699. Quite handsome ah. Hey daddy, come and see  
700. I've seen him. Looks like the Japan actor Orked put in her toilet  
701. Oh, rubbish. Jason is much handsome than him  
702. They're both ugly  
703. It's funny. Why do fathers never approve of their daughter's boyfriend?  
704. Because they're jealous  
705. Orked's father has forgotten how hard it was for him to get me. My father really thought much of him, you know.  
706. Because he's not handsome  
707. This is a conspiracy  
708. Hey, Chinese handsome  
709. [Yam and Orked's mother singing... Orked's father walk away... Scene in the hospital]  
710. Keong, seriously. I think it's all my fault but I don't understand why you don't want to report it? Keong ah, hey! Say something la. Oii!  
711. [Leong sit straight slowly... Phone ringing]  
712. Oii  
713. Eyyy, answer the phone la  
714. Wait  
715. So? How ah?  
716. Just shut up okay! Look at me, huh. Why are you so stupid? Why can't you understand honour between friends le, huh? Even Orked understands. If you were in my shoes, would you have reported it? You know my mum works at Jimmy's favourite nightclub? Good thing is that Jimmy is in Hong Kong. If not, you would've lost me otherwise  
717. [Ah Loong look sad]  
718. Loong ah, if police get Jimmy when he comes back, my mom's done  
719. You said Jimmy doesn't go after the enemy's family, if he wants to wall up you, he just wall up you. He leaves your family alone because to him family is sacred, you see. Don't worry la, he won't do anything to your mother because you haven't done anything to her family what  
720. But you have done something to his sister  
721. He doesn't know that  
722. Her sister will told him one  
723. She promised me not to tell  
724. How's Orked?  
725. She's okay  
726. How come she didn't come?  
727. She wanted to come la but I told her better not  
728. You're jealous is it?  
729. [Ah Loong smiles]  
730. Let her come la  
731. You know I like her. You know, I will give my right arm to fall in love like

- you're a girl la okay
732. I think give your left arm better, right arm not so pertaining
733. Damn strange la hor, I never really liked the Malays. Actually, it's not that I dislike them, it's just I never really thought about them. But now I do because of Orked. You told your mother yet or not?
734. No, but I think maybe it shouldn't be any problem la because my mother comes from Melaka what
735. What does that mean?
736. My mother come from Melaka so she's Peranakan
737. What the hell does it mean?
738. She's Peranakan la
739. I'm saying about your girlfriend. Why are you telling me about your mother?
740. You know what Peranakan means or not?
741. Baba la
742. Yeah la
743. You know what it means or not?
744. Not really la
745. Ok, I tell you one story la har. I read somewhere ah, hundreds of years ago the emperor of China decided to give his daughter to the sultan of Melaka for the mission to trade la. Sultan's name was Sultan Mansur Shah and the emperor daughter's name was Hang Li Poh
746. Eh, do you know? I heard that Hang Tuah, Hang Jebat, Hang whatever, actually China man
747. You listen to me. So Hang Li Poh arrived in the ship like escorted by about 500 young Chinese men. Listen la. Shut up first. And then, when Hang Li Poh got married, the rest of the 500 men just lived in Melaka with nothing to do, no girlfriend no wife. So that's how the Peranakan people came about la, what I'm trying to say Baba Nyonya. My mother is Nyonya what
748. So because of that you think your mother won't mind la?
749. [Ah Loong sigh]
750. I'm just trying to think positive la, can or not? Otherwise if I think about it also, what can I do? Go crazy what
751. Sure, where did you read that, history books?
752. No
753. Then?
754. It was on the cover of a menu at a Nyonya restaurant in Melaka
755. You're crazy... How come hundreds of years ago it's so easy? But today, when we're supposed to be civilised, it's hard
756. People think too much, they act crazy in groups la I think, hor?
757. Jason, promise me you never let people come, especially not the crazy ones. Young Malay girl wearing red sarong, fuyoh
758. [Orked calling Ah Loong]
759. Hello, hi saying (sweetheart). What you doing?

760. [Ah Loong's friends talking]  
761. Still there... so slow  
762. [A car approaching Ah Loong from his back]  
763. Sayang (sweetheart)? What's going on sweetheart?  
764. [Ah Loong noticed the car behind him]  
765. Don't put down the phone okay? Baby! Saying (sweetheart)!  
766. [A gang of people walk out from the car]  
767. Where are you going, pretty girl?  
768. Sayang (sweetheart)! [Orked shouting in panic] Abah (father)! Abah(father)!  
769. Sister, tell me, is he the one who got you pregnant? Is it? Tell me?  
770. Boss, check it out  
771. Is he the one? Sister?  
772. Yes  
773. [The girl turns and walks away... another gang of people walks in... sound of the gun in background]  
774. Oh good. They're all after our money. The big want, the small also want. Now, it's fewer since they are being shot  
775. [Orked and her father finding Jason by driving in the street and stop their car on the vdc stall that Ah Loong usually works]  
776. Bah (father), stop  
777. Meng ah, have you seen Jason?  
778. Jason ah?  
779. Where is he?  
780. Tak tahu (don't know)  
781. [Orked and her father left... Orked approaching the staff of the Chicken King]  
782. Abang (Brother), excuse me, do you remember me?  
783. Yes, I do  
784. Remember the Chinese boy I came here with?  
785. You mean your boyfriend?  
786. Yes my boyfriend. Did he come here?  
787. No, he didn't  
788. No, you didn't see him  
789. No  
790. Thank you  
791. [Orked scratched her head and left...]
792. Orked, Jason just left. He called earlier, and I asked him to come over. I didn't think you were going to be that long. Finally he had to leave. He said he promised his mother that he'd be home by 5.  
793. [Orked crying]  
794. Oh here, he left you these flowers and a letter  
795. [Orked sitting on her bed sadly and take the letter Jason wrote: "My darling, all my live. I've been waiting for you. You took so long, so many things happened in my life while I was waiting. Some of them will not go away. Orked,



I made a girl pregnant. Her name is Maggie. Please don't ask me why, I have no answer for you. I'm just stupid. As you know, last night I got into trouble. Don't worry. I'm okay. But in the fight, Maggie's brother got hurt and one of his friends got killed. You will not read about this in the newspapers, but believe me, it's true. Maggie's father died 3 years ago when the brother has been taking care of their family, and now he's injured. When he gets better, I think he'll go to jail because he had done so many bad things. Maggie's mother is too old. I have to be responsible and support her and her mother and the baby while his brother is in jail. I've waited for you so long. I'm not going to give up. After the baby is born, I'm going to leave Maggie and be with you forever. It's our destiny, saying (sweetheart)... Jason.”]

796. Orked only scored 5 A's for her exams, but got a scholarship  
797. My god  
798. Jason scored 7 A's  
799. Triple letter score... 9, 10, 11...  
800. What's a 'milf'?  
801. Milf. Mothers I'd like to...  
802. Oh, Queen Yam. What are we having for dinner?  
803. Finish your tea before thinking about dinner  
804. How cruelty you treat me, queen?  
805. You better shut up before I have your head loop off. Drink la  
806. I give you queen just now  
807. [Ah Loong put something into Orked's house mailbox and he left... Ah Loong saw Orked and Johari in a restaurant together with Lin and her boyfriend... Ah Loong went into the restaurant to find Orked but he's being ignored by Orked]  
808. [Ah Loong sitting hopelessly]  
809. Loong... Loong. I know why you're sad. You're in love with a Malay girl, aren't you? Don't worry, son. I'm not angry with you.  
810. [Ah Loong puts his head on his mother's knees]  
811. If your father give you stress about it, tell me. Okay. Last time he also have a Malay girlfriend, you know? A widow with 4 kids. He told me she was a widower. But Loong, I only request you one thing from you. Bring your sweetheart home to meet me. Okay. Don't be sad, Ah Loong. I get lonely when you're sad. You're the only friend I have around here. Okay  
812. When did she find out about the scholarship? When is she leaving?  
813. Tomorrow  
  
814. Has she read my letter?... Please ask her to read my letter. Please tell her I wish her a safe journey. And please tell her that I love her.  
815. Kak Yam  
816. [Ah Keong call Ah Leong]  
817. Eh, where are you ah? Has she spoken to you yet? Hey, she leaves today in about 3 hours. Is she still refusing to see you? Hasn't she read your letter yet?... Oh no, I really hope she'll take you back. It'd be such a waste la, to lose to find

- her and then to lose her like that. You're very lucky her parents are so understanding and your mother, I'm sure she's find with it right? What do you mean you have not told her? Oh man, you are so
818. Stupid, don't call me stupid again okay? Everybody calls me stupid, but you're my best friend
819. Actually I was going to say you're a crazy la but I think now I'll call you stupid la, stupid. Of course la I don't think you're a stupid, stupid. Hey, of all of our friends are, I think uh you're the one to be somebody la. Seriously don't waste it off like you will be somebody one day la
820. I'm sure I wouldn't be famous. I'll do everything to make Orked's parents accept me as their son-in-law one day
821. Wow so romantic ah wey. Loong ah, nobody get married so early nowadays seriously. I mean move in with her first, live together, relax then see what happen la! Hey, be modern a bit la.
822. Hymn, sure. Orked's parents would really like that. Responded anyway, I don't care about Montana
823. Yeah, modern is stupid. Things in the older days were better. But then oh, you know what ah, those old people who always say that we are too modern, they're the ones ah who started the stupid 60, you know the flower power free love ganja thing? They're the ones who did us here okay? Actually ah, I got a point I think that these young people nowadays are better. Seriously la wey, look at the way you treat Orked, there's more love than respect than my mother ever got from my father man
824. You know what I'm going to do? I'm gonna work part-time, save money to go to England to be with Orked. Study there, work part-time, wash dishes, be a waiter or whatever
825. She got scholarship right? She can help you with your tuition fees also ma
826. No. I'll work hard enough so that I can support her. Then I'll persuade her to do part-time work with me, so she can give up her scholarship and give it to those who really really need it
827. Hey, don't try to be a hero la you
828. Listen, Keong. The reason why I call you is to ask you to come to the airport with me okay. Maybe if she sees my face, she'll forgive me.
829. [Orked packing her stuff in her room... Orked's parents and friends putting luggage in the back of the car]
830. Johan...
831. Johari
832. Iswan. Yeah, I know your father. Okay, let's go
833. Orked
834. Orked, coming with me?
835. Oh no, I'll go with my mom and abah (father). See you there!
836. [Orked hug with Yam]
837. Make your parents proud, okay? Take care of yourself and don't be naughty. I'll be right here waiting for you

838. [Orked left... Ah Loong rushing on his motorbike]
839. Orked haven't read the letter yet?
840. [Orked shake her head]
841. Open it, dearest and read it
842. [Orked sigh. She open and read the letter: "My darling Orked, god is answering my prayers, Maggie has decided not to have the baby. She said she won't destroy her future because of one stupid man, I guess that means me. Orked, I don't want to talk about her anymore, I want to talk about us. I tried to write a poem in Mandarin about you, I want to make you understand how I feel. But no matter how hard I try, I couldn't. I tried for days, the more I wrote, the more empty my words sounded. At first, I felt panic, I couldn't sleep for many nights. But then... the panic will go away every time I saw your face or just heard your voice. I used to write poetry because to me it was like writing letters to god to tell someone I couldn't see how I felt inside... then finally god replied. With the poem more beautiful with than anything I have ever written. He gave me you, you are my poetry from god, Orked. Let me hear your voice. Please call me. I'll be waiting, just call me Orked, so I can sleep peacefully again. Your sayang (sweetheart), Jason."]
843. Orked, I don't know any other way to put it. Abah (father) know, making a girl pregnant and whatever.
844. [Orked and her mother crying]
845. I don't know how long I'll be going to be around. When abah's (father's) not here, who's going to look after you huh? I know you're a human being, I have no right to tell you what's good or what's bad. But I truly believe that this boy is not suitable. I'm sorry
846. [Orked and her mother sobbing]
847. What did you just say sayang (sweetheart)?
848. Sorry
849. No no... before that
850. Not suitable? I'm sorry, sayang (sweetheart). Those were my late father's exact words when I told him that I wanted to marry you
851. [Ah Loong speeding with his motorbike]
852. Orked, listen to me. Mom talked to Jason in the phone the last few days, Kak Yam as well. He told us not to tell you. He also said that he doesn't know if you really love him because you never really said so. He's still waiting for your call. My advice would be that if you really love this boy, this will be your last chance to tell him in a very, very long time.
853. [Orked crying]
854. Mom, can I borrow your handphone, please?
855. [Orked's mom take her handphone and hand it over to Orked... Orked call Jason]
856. He's... He's not answer
857. Try again
858. [Phone ringing and Jason was in an accident]

Factors Affecting the Language Use in *Sepet*: A Sociolinguistic Perspective

859. Hello... hello. Hi sayang (sweetheart). Hi, it's me... it's me Orked  
860. I know  
861. There were two things that I didn't do before left. I didn't pay you for Chung  
King Express and I never said I love you  
862. It's ok, I know  
863. I'll call you when I reach there okay, sayang (sweetheart)? I'll miss you  
864. Me too  
865. Okay  
866. Bye sayang (sweetheart)

-The End-