



**UNIVERSITI PUTRA MALAYSIA**

***A CORPUS-BASED STUDY ON THE USE OF PREPOSITIONS IN  
MALAYSIAN SECONDARY SCHOOL ENGLISH LANGUAGE TEXTBOOKS***

**NORWATI ROSLIM @ ROSLIND**

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**By**

**NORWATI ROSLIM @ ROSLIND**

**This Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,  
in Fulfilment of the Requirements for the Degree of Doctor of Philosophy**

**September 2013**

## DEDICATION

Dedicated to my late father, Haji Roslim Bin Omar, my beloved mother, Hajjah Halimah Binti Abdul Hamid, my loving and supportive husband, Yahaya Bin Rahmat and my lovely children, Rabiatus Saniah, Shamsinar Ain, Nabilah Shahiqah, Muhammad Shahril Haziq and Muhammad Qddly Irfan.



Abstract of thesis presented to the Senate of University Putra Malaysia in fulfilment of the requirement for the degree of Doctor of Philosophy

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**Chairman : Professor Jayakaran Mukundan, PhD**

**Faculty : Educational Studies**

Malaysian learners are observed to have some difficulties in the use of English prepositions. This study, thus, investigated the presentation of English prepositions in the KBSM syllabus (Ministry of Education, 2003) and the Malaysian Secondary School English language textbook corpus of Forms 1 to 5 (Mukundan & Anealka, 2007). The aims of the study were to investigate: (1) the list of prepositions outlined in the KBSM syllabus and compared to the British National Corpus (BNC), (2) the descriptions of prepositions offered by the linguists and grammarians and compared to the descriptions of prepositions in the KBSM syllabus and the Malaysian Secondary School English

language textbooks, (3) the distribution patterns of prepositions in Malaysian Secondary School English language textbooks, (4) the ways in which the teaching of prepositions were presented in the Malaysian Secondary School English language textbooks. These were addressed in five research questions and the research design comprised a qualitative content analysis. The research findings of this study have shown several valuable insights.

Firstly, the findings showed that there were words which were categorized as prepositions in the syllabus did not appear in the list of prepositions in the BNC such as 'so that' and 'in order to'. This study also revealed that the order for certain prepositions outlined in the syllabus did not quite agree with the frequency list found in the BNC. Additionally, this study discovered that not all the prepositions stipulated in the syllabus were presented in the Malaysian Secondary School English language textbooks of Forms 1 – 5. Secondly, it was found that the descriptions of prepositions in the syllabus and textbooks were very limited. Thirdly, the distribution patterns of prepositions in the Malaysian Secondary English language textbooks showed that there were prepositions being presented less than seven times within and across the textbooks. Fourthly, the presentation of the teaching of prepositions in the Malaysian Secondary English language textbooks focused more on the semantic functions of prepositions and minimal attention was given to the collocations of prepositions and forms or the phrase structure of prepositions. Some prepositions were not mentioned in any way and when prepositions were presented in the textbooks, they were usually given a page or less and

they were not actually explained in any detail. Finally, the types of tasks presented in the Malaysian Secondary English language textbooks of Forms 1 – 5 lacked variations and they were unevenly distributed.

It was concluded that there were some inadequacies in the syllabus as well as the Malaysian Secondary English language textbooks of Forms 1 – 5 and the inadequacies found could have led to the problems encountered by the ESL students in using English prepositions. In order to tackle the inadequacies found in the syllabus and the Malaysian Secondary English language textbooks of Forms 1 – 5 and to further improve the teaching and learning of prepositions among ESL learners, several recommendations were proposed. These include reviewing the syllabus and the contents of textbooks and incorporating some pedagogical aspects that would help teachers and learners in the teaching and learning of English prepositions.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk Ijazah Doktor Falsafah.

**SEBUAH KAJIAN KORPUS BERDASARKAN PENGGUNAAN  
KATA HUBUNG DI DALAM BUKU TEKS  
BAHASA INGGERIS SEKOLAH MENENGAH DI MALAYSIA**

Oleh

**NORWATI ROSLIM @ ROSLIND**

**September 2013**

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**FAKULTI : Pengajian Pendidikan**

Pelajar di Malaysia didapati mempunyai kesulitan di dalam penggunaan kata hubung Bahasa Inggeris. Kajian ini dijalankan untuk meneliti penggunaan kata hubung Bahasa Inggeris di dalam Huraian Sukatan Pelajaran (Kementerian Pendidikan Malaysia, 2003) dan Korpus Buku Teks Bahasa Inggeris Sekolah Menengah Tingkatan 1 hingga 5 (Mukundan & Anealka, 2007). Kajian ini meneliti: (1) kata hubung yang disenaraikan di dalam Huraian Sukatan Pelajaran dan dibandingkan dengan senarai kata hubung yang terkandung di dalam Korpus Bahasa Inggeris sebenar (BNC), (2) huraian kata hubung yang dijelaskan oleh pakar bahasa dan tatabahasa dan dibandingkan dengan penerangan

kata hubung yang terdapat di dalam Huraian Sukatan Pelajaran Sekolah Menengah dan Korpus Buku Teks Bahasa Inggeris Sekolah Menengah Tingkatan 1 hingga 5, (3) pengagihan kata hubung di dalam Korpus Buku Teks Bahasa Inggeris Sekolah Menengah Tingkatan 1 hingga 5, (4) cara pengajaran kata hubung yang disampaikan di dalam Korpus Buku Teks Bahasa Inggeris Sekolah Menengah Tingkatan 1 hingga 5. Perkara-perkara ini telah dikemukakan di dalam enam soalan kajian dan rekabentuk kajian penyelidikan ini bersifat kualitatif dan dilaksanakan melalui analisis kandungan korpus.

Dapatan daripada kajian ini menunjukkan beberapa penemuan yang sangat bermanfaat. Pertama, hasil kajian menunjukkan terdapat kata hubung yang disenaraikan di dalam Huraian Sukatan Pelajaran Sekolah Menengah tidak terdapat di dalam Korpus Bahasa Inggeris sebenar (BNC). Kajian juga telah menunjukkan bahawa terdapat perbezaan turutan kata hubung jika dibandingkan senarai turutan kata hubung di dalam Huraian Sukatan Pelajaran Sekolah Menengah dan Korpus Bahasa Inggeris sebenar (BNC). Selain itu, kajian juga mendapati terdapat kata hubung yang disenaraikan di dalam Huraian Sukatan Pelajaran Sekolah Menengah tidak terdapat di dalam Korpus Buku Teks Bahasa Inggeris Sekolah Menengah Tingkatan 1 hingga 5. Kedua, huraian kata hubung yang terdapat di dalam Huraian Sukatan Pelajaran Sekolah Menengah dan Korpus Buku Teks Bahasa Inggeris Sekolah Menengah Tingkatan 1 hingga 5 adalah sangat terhad jika dibandingkan dengan huraian kata hubung oleh pakar bahasa dan tatabahasa. Ketiga, pengagihan terhadap kata hubung di dalam Korpus Buku Teks



Bahasa Inggeris Sekolah Menengah Tingkatan 1 hingga 5 didapati ada yang tidak mencukupi iaitu kurang dari tujuh pengagihan. Keempat, (4) cara pengajaran kata hubung yang disampaikan didalam Korpus Buku Teks Bahasa Inggeris Sekolah Menengah Tingkatan 1 hingga 5 lebih tertumpu kepada penggunaan semantic daripada sintaktis. Akhir sekali, persembahan latihan bagi kata hubung di dalam Korpus Buku Teks Bahasa Inggeris Sekolah Menengah Tingkatan 1 hingga 5 kurang variasi dan pengagihan adalah tidak setara.

Sebagai kesimpulan, terdapat kelemahan di dalam Huraian Sukatan Pelajaran Sekolah Menengah dan Buku Teks Bahasa Inggeris Sekolah Menengah Tingkatan 1 hingga 5 yang berkemungkinan telah menyebabkan masalah yang dihadapi oleh pelajar di dalam penggunaan kata hubung. Bagi penambahbaikan Huraian Sukatan Pelajaran Sekolah Menengah dan Buku Teks Bahasa Inggeris Sekolah Menengah Tingkatan 1 hingga 5 dan pengajaran dan pembelajaran kata hubung di kalangan pelajar Bahasa Inggeris sebagai bahasa kedua, beberapa cadangan dikemukakan. Antaranya mengkaji semula Huraian Sukatan Pelajaran Sekolah Menengah dan Buku Teks Bahasa Inggeris Sekolah Menengah Tingkatan 1 hingga 5 dan menambah beberapa aspek pedagogi yang dapat membantu guru dan pelajar di dalam pengajaran dan pembelajaran kata hubung Bahasa Inggeris.

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I certify that a Thesis Examination Committee has met on ... to conduct the final examination of Norwati Binti Roslim @ Roslind her thesis entitled “**A Corpus-based Study on the Use of Prepositions in Malaysian Secondary School English Language Textbooks**” in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U. (A) 106] 15 March 1998. The Committee recommends that the student be awarded the relevant degree of Doctor of Philosophy.

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## DECLARATION

I hereby declare that the thesis is based on my original work except for quotations and citations, which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at Universiti Putra Malaysia or other institutions.

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**NORWATI ROSLIM @ ROSLIND**

Date: 23 September 2013

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