

**STUCTURE AND USE OF AFFIRMATIVE AND NEGATIVE  
CONSTRUCTIONS  
IN MALAYSIAN ENGLISH TEXT BOOKS**

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### ABSTRACT

Textbook is a key component in most language programs. In Malaysia, textbooks serve as the basis for much of the language input learners receive and the language practice that takes place in the classroom. In some situations, the textbook may function as a supplement to the teachers' instruction in the ESL teaching and learning process. For most teachers, textbooks provide the foundation for the content of lessons, the balance of the skills taught, as well as the kind of language practice the students engage in during their classroom activities. To date, many studies focused on the behaviour of English grammatical structures in various national textbooks and questioned the authenticity of the language and grammar presented in these textbooks. This study aims to analyse the structure and use of affirmative and negative constructions in Malaysian English language textbooks and other issues related to it. Thus study is to compare the ways in which affirmative and negative structures are presented in these textbooks and real language use. This was addressed in one of research questions and the design applied was qualitative content corpus analysis. The findings reveal that there are differences in the relative frequency in the use of the affirmative and negative structures. The affirmative structures have higher frequency compared to the negative structures in Malaysian English language textbooks (Forms 3-5). The result of the study also reveals that secondary school learners are not really exposed to many structures and use of different types of negative constructions.

## ABSTRAK

Buku teks adalah satu komponen penting dalam program-program bahasa. Di Malaysia, buku teks menjadi asas bagi kebanyakan pelajar menerima input bahasa dan amalan bahasa yang berlaku dalam bilik darjah. Dalam sesetengah situasi, buku teks boleh berfungsi sebagai tambahan kepada arahan guru dalam proses pengajaran dan pembelajaran Bahasa Inggeris sebagai Bahasa ke dua. Bagi kebanyakan guru, buku teks menyediakan asas bagi kandungan pelajaran, kemahiran yang diajar, serta jenis latihan bahasa bagi pelajar-pelajar melibatkan diri dalam aktiviti-aktiviti semasa di dalam kelas. Sehingga kini, banyak kajian yang memberi tumpuan kepada kelakuan struktur tatabahasa bahasa Inggeris dalam pelbagai buku teks kebangsaan dan mempersoalkan kesahihan bahasa dan tatabahasa yang dikemukakan dalam buku teks. Kajian ini bertujuan untuk menganalisis struktur dan penggunaan pembinaan afirmatif dan negatif di dalam buku teks Bahasa Inggeris di Malaysia dan isu-isu lain yang berkaitan dengan itu, kajian ini berbanding cara yang afirmatif struktur dan negatif dibentangkan dalam buku teks dan penggunaan bahasa sebenar. Ini telah dibincangkan dalam satu soalan penyelidikan dan reka bentuk yang digunakan ialah kandungan kualitatif analisis corpus. Kajian ini menunjukkan bahawa jelas, terdapat perbezaan yang sangat besar dalam kekerapan relatif penggunaan struktur afirmatif dan negatif di mana afirmatif dan negatif boleh berlaku dalam bahasa sebenar dan orang-orang yang di dalam buku teks Bahasa Inggeris di Malaysia (Tingkatan 3-5). Hasil kajian juga menunjukkan bahawa pelajar sekolah menengah tidak cukup terdedah kepada semua struktur dan penggunaan dan pembinaan pelbagai jenis ayat negatif.

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