Syntactic Functions and Pragmatic Aspects of Preposition Stranding and Preposition Pied-Piping with *wh*-Relativizers: Perspectives from English Novels

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Abstract

This study examines syntactic functions and pragmatic aspects of preposition stranding (PS) and preposition pied-piping (PP) with *wh*-relativizers as used in English novels. While previous studies focusing on the syntactic functions and pragmatic aspects of PS and PP with *wh*-relativizers selected the data from international corpora and academic research articles, this study contributes to the perspectives of English novels. The materials in this study were gathered from nine best-seller English novels (www.amazon.com). They are *The Power of One* (Courteney, 2007), *Naked Lunch* (Burroughs, 2016), *Tenant of Wildfell Hall* (Brontë, 2016), *Middlemarch* (Eliot, 2019), *A Class of Kings* (Martin, 2019), *The Nature of Middle-Earth* (Tolkien, 2021), *Moby Dick* (Melville, 2020), *The Promise* (Galgut, 2022) and *Far from the Madding Crown* (Hardy, 2022). Approximately 450,000 words of English novels provided 51 tokens, referring to sentences. The data analysis of PS and PP with *wh*-relativizers follows Radford's (2009) g*enerative grammar*. The results in this study show that PP with *wh*-relativizers occurs at 92.16 percent, whilst the occurrences of PS in this study are only 7.84 percent. The syntactic functions of PP with *wh*-relativizers are always used as adjuncts. The higher frequency of PP with *wh*-relativizers in English novels is explained by markedness theory and standard English, whereas the lower frequency of PS is due to archaic form and spoken register. It is hoped that the results in this study will be useful for learners of English as a Second Language (ESL) and learners of English as a Foreign Language (EFL) in terms of applying the use of PS and PP with *wh*-relativizers in writing English novels and writing English short stories accurately and appropriately.
Keywords: Syntactic functions, Pragmatic aspects, Preposition stranding, Preposition pied-piping, English novels

Introduction

Preposition stranding (PS) and preposition pied-piping (PP) with *wh*-relativizers in English, as in (1) have been known as a controversial issue in English grammatical structures.

(1) (a) ***On which day*** the accident happened.   (Preposition pied-piping)

(b) ***Which day*** the accident happened ***on***.   (Preposition stranding)

Despite having the same meaning between examples (1a) and (1b), the major difference of examples (1) is their syntactic positions of the preposition *on*. To further explain this, the prepositional phrase *on* as in (1a) is colligated with the relativizer *which,* as in *on which*. When the structure is used accordingly, it is syntactically called *preposition pied-piping* (PP) (Radford, 2009). On the contrary, the preposition phrase *on*, as in (1b), is situ or stranded at the end, technically known as *preposition stranding* (PS) or *orphanage* (Radford, 2009). Based upon examples (1), since the semantic denotations of the two sentences are the same, this study does not put a focus on the study on the semantic denotations between PS and PP with *wh*-relativizers. However, issues that need studying and discussing are their different syntactic functions and pragmatic aspects. With these different placements of prepositional phrase, it is questioned as to when and why one variant is used over the other (Hoffmann, 2007).

It is believed that different text varieties of English are likely to have their own preferences of different grammatical use. In other words, different grammatical features have a tendency to be used in different situations, such as government, business, political, education and medical domains. For example, passive voice is preferred in medical texts as in *a patient is prescribed to take Esidep 1.0 milligram a day*. Using passive voice instead of active voice in medical texts helps conceal the doctor's name to avoid being sued when something wrong happened.

Different registers, such as spoken and written registers are likely to have their own preferences of grammatical use. Even though the issue that written register is more formal than spoken register is an ongoing controversial issue (Kearns, 2011), it is inevitable to accept that both written and spoken language have their own grammatical preferences with different syntactic functions, as in (2).

(2) (a) With the first process, two teaspoons of olive oil should be added into the pan.

(b) Add two teaspoons of olive oil.

Both examples occur in the same context of the cooking domain and examples (2) are the same semantically. Nevertheless, example (2a) looks as if it is the written text in English cookbooks, whereas (2b) has a tendency to be spoken language in a cooking TV show. Accordingly, these exemplifications represent the differences of pragmatic aspects between written and spoken modes of communication in the English language.

Although spoken and written languages are heterogenous in various perspectives, especially in English grammatical usage (Swan 2016), they could acquire grammar by several approaches, such as explicit learning of grammar and implicit learning of grammar. According to Green and Hecht (1992), explicit learning of grammar refers to learning the rules of grammar

explicitly. For example, the morphological form *-ed* is explicitly taught in English classrooms as a regular form of the past tense. The *-ed* form was, therefore, taken to be studied separately with lexical words, as in *learned*, *walked* and *worked*. This learning approach is considered suitable to the beginner level (Green & Hecht, 1992). Alternatively, learners of the English language could acquire grammar and build their grammatical competence via an implicit approach through reading authentic texts, such as English magazines, newspapers and novels. So, one of the authentic texts which are particularly suitable and practical for everyone to read is English novels, which can be used as outside reading materials. As mentioned by Cesteros (2019), EFL learners showed their huge confusion regarding the grammaticality of preposition stranding and pied-piping preposition with *wh*-relativizers in English. With their confusion, the researcher contributed to the field by gathering more examples of PP and PS for them to learn when and why one variant should be used over the other. Moreover, this topic of the study is considered useful for Thai EFL learners to know. Whilst English allows prepositions to be stranded at the final position and it is acceptable in certain situations, especially in spoken language and world Englishes, the Thai language does not allow this feature to be used. Therefore, this becomes a significant linguistic point for them to know in order to apply language effectively and appropriately. This information leads to the following research questions.

Research questions

1. What are the syntactic functions of preposition stranding and preposition pied-piping with *wh*-relativizers in English novels?

2. What are the pragmatic aspects of preposition stranding and preposition pied-piping with *wh*-relativizers in English novels?

Literature review

This section presents the concept of generative grammar. Generative linguists believe that language is systemic (Radford, 2009) or each language has its own system to be used. In order to acquire language, having patterns and systems allow us to acquire and understand language effectively. In addition, the concept of complements and adjuncts are clarified. Finally, previous studies of PP and PS with wh-relativizers will be reviewed subsequently.

Generative grammar

PS is a linguistic phenomenon in many languages around the world, such as Danish, English, Norwegian and Swedish. In English, leaving a preposition alone at the end without having its complements, as in *which house you stay in,* could be regarded as ungrammatical or unacceptable in standard English (Coopmans & Schippers, 2008; Radford, 2009). So, the prepositional phrase *in* must be pied-piped with its complement. In this case, the prepositional

phrase PP *in* is the head, while *which house you stay* is the complementizer phrase (CP) (Radford, 2009). So, leaving the head at the end without its complement can result in ungrammaticality.

While PS is impossible in Roman Languages, such Italian and French, PP is a controversial issue and it is the phenomenon in Scandinavian languages, such as Norwegian, Swedish and Danish.

(3) (a) Waar heb je dat boek **op** gelegd?   (Danish)

(b) 'Where did you put the book **on**?'   (English)

(Beermann & Hellan, 2005, p. 21)

In (3), the preposition *op* in Danish or *on* in English is left at the end of the sentence. In addition, this is a well-known construction between Dutch and English.

Wh-Relativizers and Syntactic Functions of Complement and Adjunct

This section provides the definitions of complement and adjunct. *Complement* is grammatically required in a sentence such as *drinking coffee* as in *Mary enjoys drinking coffee*. Omitting the complement *drinking coffee* of the transitive verb *enjoy* leads to ungrammaticality of a sentence. In contrast, the concept of *adjunct* refers to additional information, such as place, manner and time. Omitting adjuncts does not affect grammaticality of the sentence. For example, *I will get to church tomorrow*. The word *tomorrow* is an adjunct indicating time.

Relativizers interchangeably known as *relative pronouns* are *wh*-expressions, such as *which*, *who* and *what* (Swan, 2016). They are used to introduce relative clauses, as in (4).

(4) (a) Mary, *who is a smart girl in this class*, won the government scholarship in Japan.

(b)   Mary bought this house, *which is made up of three bedrooms, one kitchen and one living room.*

The relativizers *who* and *which* are the complementizer heads. They are used as the heads of relative clauses to introduce supplementary or additional information. In other words, it is known as non-restrictive relative clauses where the information could be omitted without affecting the grammaticality of sentence (Radford, 2009). They are considered as supplementary or additional information regarding the characteristics of the head noun and arithmetic numbers of the head noun. This explanation could be exemplified in example (4a), which it is supplementary information about subjectivity or personal comment. In (4b), the relative clause is used to provide additional information about the numerical data. Some may ask a question as to why PP and PS should be studied with relative clauses. The answer is provided by Mailing and Zaenen (1985) in that there is a higher tendency for PP and PS to occur with relative clauses more than other constructions.

The principles of complements and adjuncts are unavoidable to know in the study of syntax. Being able to classify them helps us judge which piece of information is required grammatically. Consider the sentences below in order to understand how complements and adjuncts are analyzed.

(5) French etiquette was ***the issue she talked about***.

The issue she talked about in example (5) represents the complement of the copular *be*, technically known as *subjective complement* or additional information about the subject. Lacking this information results in ungrammaticality of the sentence (Radford, 2009). Whilst the complement is compulsorily required, adjuncts are optional information, as in (6).

(6) Peter and his friends went back to the tree ***under which they had stayed.***

The preposition phrase (PP) *under which they had stayed* as in (6) is syntactically interpreted as adjunct or supplementary information. So, omitting this piece of information, as in *Peter and his friends went back to the tree,* does not affect the grammaticality of the sentence.

Pragmatic aspects of PS and PP with *wh*-relativizers

While PP was explained above, PP and PS are thought to be pragmatically explained by principle of formality, markedness theory and idiom.

Principle of formality

One of the pragmatic aspects of PS and PP with *wh*-relativizers are either formal or informal register (Ursini, 2014). The type of texts selected to be studied can have an influence on the frequency of PS and PP with *wh*-relativizers. For example, academic articles are likely to have an occurrence of PP higher than PS (Hoffmann, 2011; Rezai, 2006). On the other hand, PS is more common in press.

Markedness theory

According to markedness theory, unmarked pattern is a common form of the language feature and it usually gains a higher frequency in language use. On the other hand, a marked pattern of a language is an uncommon pattern and the frequency of the marked pattern is usually lower than the unmarked pattern. This theory could be illustrated via example (7).

(7) (a) […] ***in which house*** you stay.

(b) […] ***which house*** you stay ***in.***

In (7), if the PP *in which house* occurs with a higher frequency, it could be interpreted as an unmarked pattern. On the other hand, if the PS as illustrated in (7b) occurs with a lower frequency, it is syntactically interpreted as a marked form or uncommon pattern.

Three-word verbs and formulaic patterns

While it is possible for PS to occur with informal or spoken register, another possibility for the use of PS is due to three-word verbs. This could be exemplified with the examples of *put up with*, *get rid of* and *face up to*. These examples are three-word verbs and they must be co-occurred together in an adjacent area in order to gain their own meaning (Bergh & Seppanen, 2000).

Isolating one word from the other or substituting one word by the other could result in semantic shift (Bergh & Seppanen, 2000).

Previous studies on PP and PS with *wh*-relativizers

This section reviews previous studies on PS and PP with *wh*-relativizers. In regard to history and the development of the English language, the prevalent use of PS started in Middle English (ME) at the 14th century (Matsumoto, 2013). With this beginning, numerous scholars became interested in studying the use of PS and PP with *wh*-relativizers. Ripoll & Gómez (2016) investigated the choices between PS and PP with *wh*-relativizers in academic writing and press reportage from the International Corpus of English (ICE), as in (8).

(8) One objection made by the opposition was the haste ***with which the government went ahead.***

(Ripoll & Gómez, 2016, p. 10)

The results clearly show that the syntactic patterns of PP and PS in academic writing are 96.08 percent and 3.92 percent, respectively. On the other hand, the syntactic patterns of PP and PS in press reportage are 69.23 percent and 30.77 percent. According to the results in Ripoll & Gómez's (2016) study, the pragmatic aspects of formality and informality of texts has an influence on the selections PP and PS in English.

Levin & Lindquist (2007) used British English newspapers as in *The Times of London*, *Today* and *The Sun* to examine their use of PS in English, as in (9).

(9) Joan Crawford would have loved a part like this, one ***which*** Ms, Kidman apparently fought tooth and painted nail ***for.***

(Levin & Lindquist, 2007, p. 18)

Example (9) represents PS, whereby the preposition *for* is placed at the final position of the sentence. In Levin & Lindquist's (2007) study, the preposition phrase *which* in *The Times of London*, *Today* and *The Sun* were 2,972 tokens, 1,943 tokens and 1,308 tokens, respectively. The preposition phase *with* and *for* are frequently used with the relativizer *which* as in *for which* and *with which*. However, there are different frequencies in the use of the preposition *which* regarding being pied-piped and stranded as in Table 1.

Table 1 Frequencies of the Use of the Prepositional Phrase *which* between PS and PP with *wh-*relativizers

Preposition	*The Sun* (Percentage)		*Today* (Percentage)		*Times* (Percentage)	
	pied-piped	stranded	pied-piped	stranded	pied-piped	stranded
for	65	35	79	21	78	22
with	70	30	88	12	91	9

Source: Levin and Lindquist (2007)

Table 1 shows the different frequencies of the use of the prepositional phrase with PS and PP. Based upon the percentages above, both tabloids and broadsheets in British English newspapers also apply both uses of PS and PP. However, PP are significantly more common.

In addition, Lammintausta (2021) used International Corpus of Learner English of native Swedish speakers to study their use of PS and PP. The results show that the PP and PS as produced by native Swedish speakers are 51.52 and 48.48 percent, respectively. It can be seen that the percentage of PP and PS appear at similar frequencies. Lammintausta (2021) explained this phenomenon that the pragmatic aspect of PS is less formal.

In the scope of investigating EFL's learners, Hum (2013) investigated the use of PS and preposition PP with *wh-*relativizers by EFL Indonesian students whose major was English. Their level of English proficiency was elementary. They were instructed to complete a test involving PS and PP. The results of PP and PS appeared similarly at 22 tokens and 15 tokens, respectively. With these results, it was explained that elementary level of English proficiency is not the appropriate stage to acquire PP and PS. The stage of acquiring PP and PS is intermediate or upper intermediate (Hum 2013).

Cesteros (2019) investigated Spanish native speakers' judgement on PS and PP with *wh-*relativizers via Acceptability Judgement Tasks (AJT). This group of participants were university students. They applied Likert scale of a judgement task which was divided into four different scales, including *absolutely incorrect*, *wrong*, *correct* and *perfectly correct*. The participants in this study were asked to judge the sentence, as in (10).

(10) This is one of the worst illnesses ***which* a person can suffer *from*.**

(Cesteros, 2019 p. 39)

The scales of *absolutely incorrect* and *wrong* were included in the degree of unacceptability, whereas the scales of *correct* and *perfectly correct* were included in the degree of acceptability. The results in Cesteros's (2019) study show that the percentages of acceptability and unacceptability in PS appear to be 63.19 percent and 36.80 percent, respectively. On the other

hand, the percentage of acceptability and unacceptability of PP appears at 36.81 percent and 63.2 percent, respectively.

Adejare (2021) selected Nigerian English academic writing to study the use of PS and PP. The materials were gathered from International Corpus of English Nigeria (ICE-Nigeria). This corpus includes information such as *Academic Writing Humanities*, *Academic Writing Natural Science, Academic Writing Social Science, and Academic Writing Technical.*

Table 2 Data of academic writing in Adejare's (2021) study

Databases	Preposition Pied-Piping	Preposition Stranding
Academic Writing Humanities	21	11
Academic Writing Natural Science	14	15
Academic Writing Social Science	23	1
Academic Writing Technical	16	7

Table 2 represents the data of academic writing in Adejare's (2021) study. The results show a tendency that PP is preferred in academic writing. The top five occurrences of PP are *in which*, *of which*, *from which*, *with which* and *through which*.

Finally, Akarapisit (2009) study the use of preposition among Thai EFL learners. The results show that Thai EFL learners usually omitted the preposition at the end of the sentence. Moreover, they lack of enough knowledge to use preposition as particle of certain word such as *focus on*, *concentrate on* and *participate in*.

Benefits of English novels

While previous studies on PS and PP with *wh-* relativizers focused on academic texts and EFL's learner writing. This study contributes to the field by examining their use in English novels. English novels are a kind of authentic reading materials. They are suitable to everyone, including people from different genders, people from different cultural backgrounds, and people of different ages. They can select English novels which have a level of English that is suitable to their proficiency level to practice reading. Not only can English language learners be entertained by reading English novels, but they can also linguistically learn form, meaning and use at the same time. Moreover, novels are considered as literary materials which could motivate people to love reading (Faraj, 2021).

Methodology
Sources of data

As mentioned above, the selection process of novels in this study is based upon their circulation, referring to the volume of sales (www.amazon.com). The principle behind the

selection process is based upon *purposive sampling method*. The purposive sampling method is based upon the researcher's judgement of choosing the sample to be studied appropriately (Etikan et al., 2016). The effectiveness of purposive sampling method is that it is time effective. Since the sample in this study is English novels and there are millions of English novels in this world, it is impossible to collect them all to study. Accordingly, the researcher chose to study the ones that gained the title of best seller. Moreover, another criterion is that English novels must be written by British, American and South African novelist for the sake of comparison.

Table 3 Datasets of English novels

Novels	Authors	Original years	Authors' Nationality
The Tenant of Wildfell Hall	Brontë (2016)	1848	British Novelist
Middlemarch	Eliot (2019)	1879	British Novelist
Far From the Madding Crown	Hardy (2022)	1874	British Novelist
A Class of Kings	Martin (2019)	1998	American Novelist
Moby Dick	Melville (2020)	1851	American Novelist
Naked Lunch	Burroughs (2016)	1959	American Novelist
The Nature of Middle-Earth	Tolkien (2021)	1973	South African Novelist
The Promise	Galgut (2022)	2021	South African Novelist
The Power of One	Courtenay (2007)	1989	South African Novelist

Table 3 shows that selected novels in this study were written by novelists of inner circle English. Since this current study focuses on written texts in English novels, it is important to gather examples of standard varieties of English. It is commonly known that British English and American English are obviously known as English in the inner circle (Crystal, 2005). So Brontë (2016), Eliot (2019) and Hardy (2022) are famous British novelists, whereas Martin (2019), Melville (2020) and Burroughs (2016) are viewed as renowned American English authors. In addition to that, South African English is classified as English in the inner circle. Courtenay (2007), Tolkien (2021) and Galgut (2021) are internationally accepted as famous South African novelists.

Data collection
The dataset in this study contains approximately 450,000 words, which contain 51 tokens of both PP and PS in English. Each novel contains 50,000 words. So, individual novels provide different frequencies of PP and PS dependent upon their English variety of novels selected. Although this number of data collection is quite limited due to the small scale of the study, this study will be supported by qualitative data. The data in this study were collected based upon a

sentence level, which starts with a capital letter and ends with a full stop. The reason as to why the whole sentence needs collecting is due to the interpretation of syntactic functions of either adjunct or complement. The example of data collection in this study is presented as follows:

> Never could Starbuck forget the old man's aspect, when one night going down into the cabin to mark how the barometer stood, he saw him with closed eyes sitting straight in his floor-screwed chair; the rain and half-melted sleet of the storm *from which he had some time before emerged* **[PREPOSITION PIED-PIPING]**, still slowly dripping from the unremoved hat and coat.

(Melville, 2020, p. 281)

The whole sentence that contains either PS or PP was collected to be studied. This data collection was counted as a token, referring to a sentence.

Data analysis
Syntactic functions

The data analysis of this study follows Radford's (2009) English sentential structures as shown in Table 4. Radford (2009) classified variants of preposition into two types. The first one is called *preposition stranding* where the preposition is left at the edge or the final position. Sometimes, it is called *stranded or orphanage*. Another type is called piped-piping preposition, where the preposition is used adjacent to *wh*-relativizers. Radford (2009) further explained that the use of PP and PS is dependent upon English varieties. This is a reason why Radford's framework is appropriate used to apply with English novels with different variety of English in this study. This study follows Yoon Shin and Chung's (2015) study which Radford's (2009) PP and PS was applied in their study.

Table 4 Data Analysis of preposition stranding and preposition pied-piping

(11)

Variants of Preposition	Examples in English Novels
PS	(a) *"Oh! but this will be quite a family concern- early hours, and nobody here but ourselves, and just the Millwards and Wilson, most of whom you already know, and Mr. Lawrence, your landlord,* **whom you ought to make acquaintance with.***"* (Brontë, 2016, p. 28)
PP	(b) No, not one more! Laughed she, and instantly quitting her seat, she sought refuge at the window **by which I was seated**. (Brontë, 2016, p. 62)

Example (11a) represents PS where the prepositional phrase *with* is left stranded at the final position. On the other hand, the preposition phrase *by,* in (11b)*,* is pied-piped with the preposition

which. Both examples in (11) were interpreted as an adjunct referring to additional information of the sentence. Omitting this information does not impact the grammaticality of the sentence (Radford, 2009).

Pragmatic aspects

The guidelines how to analyze the pragmatic aspects of PS and PP with *wh*-relativizers is given in Table 5.

Table 5 Analysis of pragmatic aspects of PS and PP with *wh*-relativizers.

(12)

Pragmatic Aspects	Examples
Unmarked form	(a) His sister was quite used to the peculiar absence of ceremony ***with which he marked his sense of blood-relationship.*** (Eliot, 2019, p. 91)
Marked form	(b) "Oh! but this will be quite a family concern- early hours, and nobody here but ourselves, and just the Millwards and Wilson, most of whom you already know, and Mr. Lawrence, your landlord, ***whom you ought to make acquaintance with."*** (Brontë, 2016, p. 28)
Spoken register	(c) Before he took leave, Mr. Vincy had given that invitation ***which he had been "in no hurry about."*** (Eliot, 2019, p. 107)
Written register	(d) And whatever they may reveal of the divine love in the Son, the soft, curled, hermaphroditical Italian pictures*, **in which his idea has been most successfully embodied**;* these pictures, so destitute as they are all brawniness, hint nothing of any power. (Melville, 2019, p. 434)
Idiom	(e) Shooting with bows was one of the great sports and pastimes of men; and one ***in which young women also took part.*** (Tolkien, 2021, p. 340)

Unmarked form refers to a common form where the preposition is placed in an adjacent position to a *wh*-relativizer as in (12a). Marked form refers to an uncommon pattern in Standard English where the preposition is placed away from the *wh*-relativizer, such as (12b). The spoken language in English novels is likely to occur with quotation marks as in (12c). When the preposition is placed together with the *wh*-relativizer, it is commonly used in written language (Lammintausta, 2021), such as (12d). three-words verbs refer to the colligation of words. Paraphrasing or changing the position of a word will result in different meaning as in (18e).

Results

       A total of 450,000 words contains 51 tokens of PS and PP with *wh*-relativizers in English novels. This section provides the frequency and percentage of the data in this study.

Percentage of PS and PP in English novels

The percentage of PS and PP in English novels are presented in Table 6.
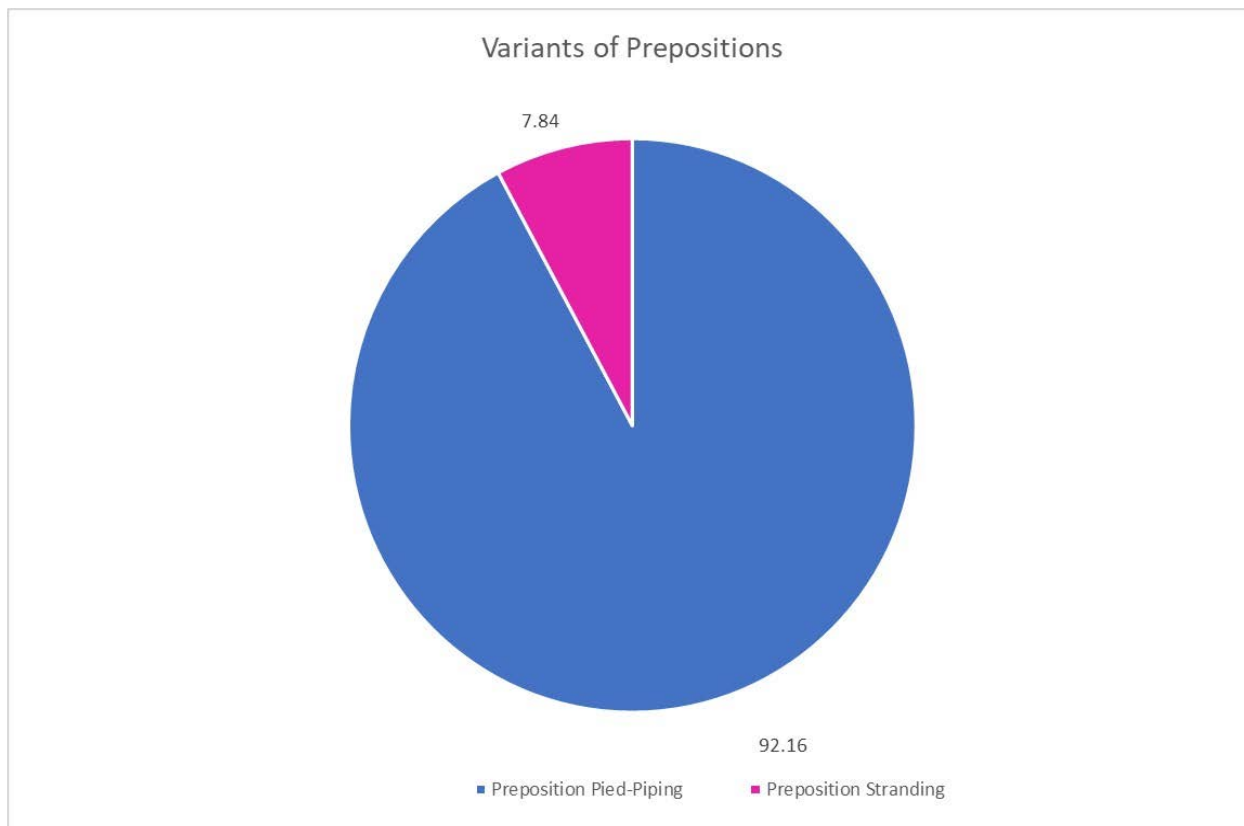

Figure 1 Frequency and percentage of PS and PP with *wh*-Relativizers in English novels

       Figure 1 represents percentage of PS and PP with wh-relativizer in the selected English novels. The percentage of PP with *wh*-relativizer appears higher at 92.16 percent. On the other hand, the percentage of PS in the selected English novels appears at only 7.84 percent.

Frequency and percentage of PS and PP in each English novel

       Aside from overall results of the study, this section also presents the frequency and percentage of PS and PP as occurred in each English novel.

Table 6 Frequency of PS and PP in each English novel

Novels	Preposition Stranding (Percentage)	Preposition Piping (Percentage)	Total
The Tenant of Wildfell Hall (Brontë, 2016)	1 (12.5)	7 (87.5)	8 (100)
Middlemarch (Eliot, 2019)	3 (17.64)	14 (82.35)	17 (100)
Moby Dick (Melville, 2019)	0 (0)	10 (100)	10 (100)
A Clash of Kings (2019)	0 (0)	0 (0)	0 (100)
The Nature of Middle-Earth (Tolkien, 2021)	0 (100)	10 (100)	10 (100)
The Promise (Galgut, 2022)	0 (0)	1 (100)	1 (100)
Far From the Madding Crown (Hardy, 2022)	0 (0)	3 (100)	3 (100)
Naked Lunch (Burroughs, 2016)	0 (0)	2 (100)	1 (100)
The Power of One (Courtenay, 2007)	0 (0)	0 (0)	0 (100)
Total	4	47	51

Table 6 presents the frequency of PS and PP with *wh*-relativizers in each English novel. The total frequency of PS and PP with *wh*-relativizers in *The Tenant of Wildfell Hall* (Brontë, 2016) occurs eight times, which are 7 times for PP and only one time for PP. In *The Nature of Middle-Earth* (Tolkien, 2021), the use of PP with *wh*-relativizers only occur at 10 times. In *Middlemarch* (Eliot, 2019), the use of PP and PS was found at 14 times and 3 times, respectively. In *Mody Dick* (2019), the frequency of PP occurs at 10 times. There is a possible several reason to explain the disappearance of PP and PS in *A Clash of King* and *The Power of One* in this study. This could be because these two novels are young readers' edition. However, PP and PS are regarded as complex structures in English (Radford, 2009), which might not be appropriate for those levels of younger readers.

Discussion

Syntactic functions

The syntactic function of PP and PS with wh-relativizers is addressed by adjuncts. Moreover, the syntactic function of PS is explained by an archaic form originally rooted from Old English (OE).

PP with *wh*-relativizers as adjuncts

Syntactically, adjuncts refer to additional information, usually referring to place, manner and time. Omitting this information does not affect the grammaticality of a sentence (Radford, 2009). All 100 percent of PP and PS are used in the syntactic function of adjunct, as in (13).

(13)

(a) Running lightly over the grass he returned to the tree ***under which they had camped.***

(Tolkien, 2021, p. 314)

(b) I think it is my duty to suspect him under the peculiar circumstances ***in which I am***

placed.

(Brontë, 2016, p. 309)

(c) If so, it will be because of the great guilt ***over which I cannot pass.***

(Brontë, 2016, p. 406)

In (13), *over under which they had camped* and *in which I am placed* are syntactically interpreted as adjunct, whereby cutting this information do not affect the grammaticality of the sentence (Radford, 2009). Therefore, it is observable that prepositional pied piping is not commonly used as complements. As mentioned by Faraj (2021), providing longer and additional information is one of the characteristics in writing novels which could entertain the readers.

Archaic form

Once dividing the results of PS and PP with *wh*-relativizers into English varieties, one of the distinctive phenomena is allowed to be seen in Table 7.

Table 7 The results of PS as divided by authors' nationalities

	Novels	**Preposition Stranding**
British Novels	*The Tenant of Wildfell Hall* (Brontë, 2016)	4
	Middlemarch (Eliot, 2019)	
	Far From the Madding Crown (Hardy, 2022)	
American Novels	*Moby Dick* (Melville, 2019)	0
	Naked Lunch (Burroughs, 2016)	

	A Clash of Kings (Martin, 2019)	
South African Novels	*The Nature of Middle-Earth* (Tolkien, 2021)	0
	The Power of One (Courtenay, 2007)	
	The Promise (Galgut, 2022)	

According to Table 7, it is amazing to see that PS only appear in novels as written by British novelists. It is true that the data is quite small. However, this phenomenon allows us to see that PS is a distinctive grammatical feature as preferred in British varieties of English. To support this, history and development of the English language can explain this phenomenon. Between the end of 8th century and the 9th century, the British Isles was faced with Scandinavian invasion. This is a time when the use of placement of preposition in British English was strongly impacted via language contact. Scandinavian already had the grammatical feature of PS in its own usage. Once the British Isles had been invaded, this feature was adopted in British English (Allen, 1997). Accordingly, the only occurrence of PS is due to its archaic form as preserved in UK since Old English (OE).

Stigmatization

Stigmatization refers to insultation when certain linguistic forms in English are uttered. This insultation could be viewed as a lack of or lower education. Those who use this feature could be classified as working class or lower class of people in society. To link this with a classic linguistic study, the pronunciation of /*r*/ in British English such as *car*, *fourth* and *colour* will be insulted as being used by lower class people. As explained by Koronkiewicz (2022), the use of PS in English has been stigmatized since the 18th century. Using this feature in English could be regarded as being used by people staying in lower-class society.

Pragmatic aspects
Preposition PP as written English

Another reasonable reasons to explain the higher frequency of PP with *wh*-relativizers in this study is due to standard English where the common use of example (14) can be explained as follows:

(14) (a) But it was also much affected by the age ***at which marriage began***.

(Tolkien, 2021, p. 30)

(b) The Garth family, which was rather a large one, for Mary had four brothers and one sister, were very fond of their old house ***from which all the best furniture had been sold.***

(Eliot, 2019, p. 196)

(d) Meanwhile, others of the ship's company were tumultuously busy at the masonry of the try-works*, from which the huge pots had been removed*.

(Melville, 2019, p. 560)

This makes preposition piped-piping with wh-relativizers more licit in standard English (Gunther, 2021). The interpretation of PP as a grammatical or acceptable feature in English seems to go along the same line as previous studies that applied a grammatical judgement task with different groups of participants. For example, Lammintausta (2021) used International Corpus of Learner English of native Swedish speakers to study their use of PP and PS. The results show that the PP is produced at 51.52 percent, respectively. Lammintausta's (2021) results of the study go along the same line with this current study in that the feature of preposition stranding is judged as a less formal feature. The pragmatic aspects of preposition pied-piping with *wh*-relativize as a formal feature is also supported by Bergh and Seppanen (2000) who found that 80 percent of PP with *wh*-relativizers is common in written language. With the same syntactic framework of generative grammar, Cesteros (2019) investigated Spanish native speakers' judgement on PP and PS via Acceptability Judgement Tasks (AJT). Cesteros's (2019) study showed that preposition pied-piping with *wh*-relativizers is more acceptable at 63.19 percent. With the support by previous studies and descriptive statistical evidence as found in this study, the pied-piping preposition with *wh*-relativizers are considered as a more acceptable form in English novels.

As mentioned by Gries (2002), written language strongly prefers the use of PP with wh-relativizers. This preference is explained by the reason of processing complexity. As PS requires more efforts because of the existence between the gap between the relativize and its complements.

(15) He saw him with closed eyes sitting straight in his floor-screwed chair; the rain and half-melted sleet of the storm _____$_i$ *which he had some time before emerged from*$_i$.

(Melville, 2019, p. 281)

In (15), it allows us to see the preposition is left at the end. With this gap, Gries (2002) addressed that our brain needs to wait until the end of the sentence so as to process this piece of information, instead of processing immediately with the head of the *wh*-relativizer *which*. Therefore, PS is not common in English novels because it creates discontinuity in reading. In other words, it seems as though an English language teacher read her EFL student's essay and found grammatical error, consequently effecting the smoothness of reading.

Despite having the use of PP with *wh*-relativizers as a standard form, spoken register is one of the phenomena to explain the occurrences of PS in this current study. The results of PS occurring in the selected English novels go along the same lines as the pragmatic aspect of informality as provided in the literature review. As addressed by Bergh and Seppänen (2000) and Ursini (2014), PS is likely to be used in either informal register or spoken register, as in (16).

(16) (a) 'Oh! but this will be quite a family concern- early hours, and nobody here but ourselves, and just the Millwards and Wilson, most of whom you already know, and Mr. Lawrence, your landlord, ***whom you ought to make acquaintance with'***.

(Brontë, 2016, p. 28)

(b) Before he took leave, Mr. Vincy had given that invitation ***which he had been "in no hurry about."***

(Eliot, 2019, p. 107)

Example (16) shows that PS appears with quotation marks "…" or the protagonist's spoken language in English novels.

Three-word verbs and formulaic patterns

Although Bergh and Seppanen (2000) indicated that phrasal verbs and three-word verbs must co-occur together in an adjacent area in order to gain idiomatic meaning, this study found that it is oppositely occur with PP with *wh*-relativizers.

(17) (a) Shooting with bows was one of the great sports and pastimes of men; and one ***in which young women also took part.***

(Tolkien, 2021, p. 340)

(b) An animated alternation ***in which all took part*** ensued among F. O. T. E. I. as to whether the eight or the ninth of March was the correct date of the birth of Ireland's patron saint.

(Joyce, 2022, p. 398)

(c) If so, it will be because of the great guilt ***over which I cannot pass.***

(Brontë, 2016, p. 406)

Examples (17) show that the three-word verbs *took part in* to mean *participate* do not co-occur in this study. However, the prepositions *in* and *over* is pipe-piping with the *wh*-relativizer *which.* This result of study is contradictory to most previous studies stating that the preposition in three-word verbs is usually stranded at the end.

Markedness theory

PS and PP with *wh*-relativizer is explainable by markedness theory. An unmarked feature is a common form, while a marked feature is an uncommon form. The analysis of either unmarked or marked feature is based on the frequency of occurrence where the data is demonstrated, as in (18).

(18) (a) No, not one more! Laughed she, and instantly quitting her seat, she sought refuge at the window ***by which I was seated***.

(Brontë, 2016, p. 28)

(b) 'Oh! but this will be quite a family concern- early hours, and nobody here but ourselves, and just the Millwards and Wilson, most of whom you already know, and Mr. Lawrence, your landlord, ***whom you ought to make acquaintance with'***.

(Brontë, 2016, p. 62)

(c) An animated alternation ***in which all took part*** ensued among F. O. T. E. I. as to whether the eight or the ninth of March was the correct date of the birth of Ireland's patron saint.

(Joyce, 2022, p. 398)

Based upon the frequency in this study, the preposition pied-piping in English novels as in (18a) is interpreted as an unmarked feature or a common form. On the other hand, the preposition stranding as in (18b) and (18c) is interpreted as a marked feature or uncommon feature.

Preposition is classified as closed categories of words. With the lower frequency of the PS, it is interpreted as an uncommon form. Not all preposition can be stranded at the end, such as (19).

(19) (a) *Which vacation did John go to Hawaii ***during***?

(b) *Which literature did you read the book ***concerning***?

(Takao, 1995, p. 54)

Examples (19) allows us to see that there is the limitation of prepositions to be stranded at the end. For example, locative preposition cannot be left stranded when it appears in front of temporal prepositional phrases.

Comparison of PP in English novels with other genres

This section makes a comparison of PP with *wh*-relativizers in Ripoll's (2014) study who selected the texts of academic texts and press. This information will be used to compared with English novels in his study as in Table 8.

Table 8 Comparison of preposition pied-piping in English novels with other genres

Genres	American Texts	British Texts
Academic Texts (Ripoll, 2014)	49	56
Press (Ripoll, 2014)	9	24
Novels	11	35

When comparing the feature of PP with *wh*-relativizers with other gernes, the results reflect that preposition pied-piping is more common in British English. The more formal of the text, the more tendency of the preposition piped-piping with *wh*-relativizers will be used. This comparison obviously shows that PP is commonly used in a formal register.

Conclusion

The use of PS and PP with relativizers in this study occur at 7.84 percent and 92.16 percent respectively. The use of PP with *wh*-relativizers is prevalent in English novels. It is 12 times higher that PS. The results of higher PP with wh-relativizers in English novels comply with Radford's (2009) who stated that leaving preposition at the end of the sentence violate the grammatical rule of orphanage or piping stated. Therefore, leaving the preposition in situ is not a common pattern in writing English novels, narrative writing and short stories. To apply this with generative grammar, PP with wh-relativizers is regarded as being acceptable in English novels.

In addition to the acceptability of PP in English novels, both PS and PP in this study always occur as adjuncts, referring to supplementary information. Although this result is not surprising, adjuncts provide additional information in English novels in order to vivid details where this longer pieced of information helps motivate the reader's imagination and interest in continuing reading to the end of the story. This PP with *wh*-relativizers as adjuncts is used to indicate time and place (i.e., *running lightly over the grass he returned to the tree under which they had camped*).

The lower frequency of syntactic functions of preposition stranding in English novels is explainable by its function of archaic form rooted from Old English (OE). This archaic form of preposition stranding was bought to the British isle by Scandinavia invasion during the end of the eighth century. This invasion results in language contact and adoption of other language features into its own language. The form of preposition stranding was kept or preserved in the British Isles until today. However, people using this form could be stigmatized as lower class. It can be seen that this form was not found to be used in other English varieties in this study, such as American English novels and South African English novels.

Syntactically, the PP is more common with wh-relative clause, which is the feature chose to be examined in this study. However, the PS is frequently used in exclamative and interrogative (*In what bus number do you usually travel to your workplace?)* (Günther, 2021).

The pragmatic aspects of PS and PP in this study is explained by markedness theory. Again, whilst an unmarked feature refers to common form, marked feature refer to uncommon form. Based upon the frequency of the data in this study, the PP with *wh*-relativizers in English novels is interpreted as an unmarked feature or a common form. On the other hand, PS is interpreted as a marked feature.

With regard to markedness theory, the unmarked form links with the pragmatic aspects of standard English whereby the PP with *wh*-relativizer in English novels is a common pattern in written English where the genre of novels is regarded as a semi-formal language. In contrast, the PS in selected English novels are interpreted as a marked form or uncommon form. They are used due to a reason of a spoken language as presented with quotation marks.

Although Bergh and Seppanen (2000) noted that phrasal verbs such as *pass over* and *take part in* are likely to be used with the patterns of PS, these idioms are used as PP with *wh*-relativizers

in this study. In regard to the similarities and differences with text varieties, the percentage of preposition piping in this study is similar to the texts of academic writing as studies by Ripoll and Gómez's (2016). This implies that the kinds of formal and semi-formal text varieties preferred the use of PP writing with *wh*-relativizers.

The results of PS and PP with relativizers in this study can be generalized to only English novels. Generalizing the results of this study into other genres, such as newspapers, magazines and dialogue of conversation may not be applicable to the optimal level. For future research studies, it is recommended that the study of PS and PP in conversation or spoken language would contribute something new to the field.

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