

**An Analysis of English Department Students' Ability in Using
Nominalization in Academic Writing at State University of Padang**

THESIS

*Submitted as Partial Fulfillment of the Requirements to
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By:

YULIANTI

2007/83476

Advisors

- 1. Dr. Refnaldi, S.Pd, M.litt.**
- 2. Rusdi Noor Rosa, S.S, M.Hum.**

**ENGLISH DEPARTMENT
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HALAMAN PERSETUJUAN

SKRIPSI

Judul : An Analysis of English Department Students'
Ability in Using Nominalization in Academic
Writing at State University of Padang

Nama : Yulianti

TM/NIM : 2007/83476

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

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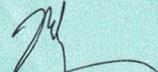
Disetujui oleh :

Pembimbing I



Dr. Refnaldi, S.Pd, M.Litt.
NIP.19680301 199403 1 003

Pembimbing II



Rusdi Noor Rosa, S.S, M.Hum.
NIP.19770818 200312 1 001

Ketua Jurusan



Dr. Kurnia Ningsih, M.A.
NIP 19540626 198203 2 001

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

**Nama : Yulianti
NIM : 83476**

**Dinyatakan Lulus Setelah Mempertahankan Skripsi di Depan Tim Penguji
Program Studi Pendidikan Bahasa dan Sastra Inggris
Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni
Universitas Negeri Padang**

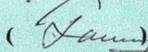
**AN ANALYSIS OF ENGLISH DEPARTMENT STUDENTS' ABILITY IN
USING NOMINALIZATION IN ACADEMIC WRITING AT STATE
UNIVERSITY OF PADANG**

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Tim Penguji

Tanda Tangan

1. Ketua : Dr. Refnaldi, S.Pd., M.Litt.
2. Sekretaris : Rusdi Noor Rosa, S.S., M.Hum.
3. Anggota : Drs. Saunir Saun, M.Pd.
4. Anggota : Dr. Ratmanida, M.Ed., TEFL.
5. Anggota : Muhd. Al Hafizh, S.S., M.A.

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ABSTRAK

Yulianti. 2014. An Analysis of English Department Students Ability in Using Nominalization in Academic Writing at State University of Padang. Jurusan Pendidikan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Pembimbing : **1. Dr. Refnaldi, S.Pd., M.litt.**
2. Rusdi Noor Rosa, S.S., M.Hum.

Nominalisasi merupakan salah satu karakteristik dalam bahasa Inggris yang sering muncul dalam teks akademik. Sangat penting bagi mahasiswa jurusan Bahasa Inggris untuk mampu menguasai dan menggunakan nominalisasi karena pengetahuan ini berguna ketika mereka akan menulis dan membaca teks-teks bergenre akademik. Penelitian ini dilakukan dengan tujuan untuk mengetahui kemampuan mahasiswa dalam menggunakan nominalisasi dengan memberikan tes menulis kepada tiga puluh empat mahasiswa tahun keempat jurusan Bahasa Inggris Universitas Negeri Padang. Bentuk tes menulis yang diberikan yaitu siswa merubah denominalized teks ke dalam versi nominalisasi. Hasil jawaban siswa dinilai dengan menggunakan metode kuantitatif yang berpatokan pada scoring rubrik tentang nominalisasi, dan kesalahan – kesalahan yang muncul dalam jawaban siswa kemudian dianalisis dengan menggunakan metode kualitatif. Hasil penelitian ini mengungkapkan bahwa kemampuan siswa dalam menggunakan nominalisasi masih rendah yang ditunjukkan dengan rata-rata Mean pada angka 52,05. Masalah yang muncul ketika jawaban siswa dianalisis adalah ketidakmampuan siswa dalam merubah bentuk kata kerja dan kata sifat ke dalam bentuk kata benda dan ketidakmampuan siswa dalam memahami informasi dalam versi denominalized teks sehingga hasil jawaban siswa dalam versi nominalisasi sulit dipahami.

Kata Kunci : Nominalisasi, Denominalized Texts, Nominalized Texts, Teks Akademik

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TABLE OF CONTENTS

	Page
ABSTRAK	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	v
LIST OF APPENDICES	vi
CHAPTER I : INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	4
C. Limitation of the Problem.....	4
D. Research Questions	4
E. Purpose of the Research.....	5
F. Significance of the Research.....	5
G. Definition of Key Terms.....	6
CHAPTER II : REVIEW OF RELATED LITERATURE	
A. The Concept of Nominalization	7
B. Classification of Nominalization	9
C. Nominalization in Academic Writing.....	10
D. Analyzing the Students Problems in Nominalization in terms of Grammatical Shift, Nominal Group and the Nominalized Structural Adjustment, and Meaning Consistency of the Text	12
E. Previous Related Studies	18
F. Theoretical Framework.....	19
CHAPTER III : RESEARCH METHODOLOGY	
A. Type of the Research	20
B. Research Participant	20
C. Research Instrument	21
D. Technique of Data Collection	23
E. Technique of Data Analysis	24

CHAPTER IV : FINDINGS AND DISCUSSION

A. Data Description 27
B. Data Analysis 28
C. Findings 34
D. Discussion 36
E. The Limitation of the Research 39

CHAPTER V : CONCLUSION AND SUGGESTIONS

A. Conclusion 41
B. Suggestion 41

BIBLIOGRAPHY 43

APPENDICES 45

LIST OF THE TABLES

Table 1. Grammatical Shift as the Result of Nominalization	12
Table 2. Scoring Format of The Studnets' Skill on Nominalization	22
Table 3. The Students' Level of Ability.....	24
Table 4. List of Verbs in Denominalized Clauses and the Noun Forms Predominantly Written by the Students in Nominalizing the Clauses	28
Table 5. The Spread of the Students's Scores	30
Table 6. the mean of the first and the second scorer	32
Table 7. The Result of Students' Ability Level on Nominalization	32

LIST OF THE APPENDICES

Appendix 1 Instrument	44
Appendix 2. The Students' Mark in Nominalization Scored by the First Rater	48
Appendix 3. The Students' Mark in Nominalization Scored by the Second rater	49
Appendix 4. Example of the Students' Writing Whose Mark are in Poor and Very Poor Level	50
Appendix 5. Suggested Answer of the Test	51
Appendix 6. The Example of Clauses Contained Wrong Noun Forms Written by the Students	53
Appendix 7. The Examples of Scoring Process of The Students Writing	56

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of important skills that have to be mastered by English university students. It is imperative for them to be able to perform at good writing comprehension. As a matter of fact, at the end of the study the students are required to write a research report as a requirement to get the degree. However most of university students seem to face difficulty in fulfilling this requirement and need a hard time to finish it.

One of the studies pointed out the problems students encountered in writing academic genre was done by Schleppegrell. Schleppegrell (cited in Ravelli and Ellis:172) commented on their wording (conciness) and informality (register), interfaced by second language and inappropriateness use of lexicogrammatical resource to construe meaning. Students are often required to rephrase or use a more appropriate style in such written work.

Gerot and Wignell (1994:158) noted that written language is relatively more complex than spoken language. Written language has longer words, it is lexically is more dense and it has more varied vocabulary. It uses more noun-based phrases than verb-based phrases. Written language has more grammatical complexity, including more subordinate clauses and more passives.

Due to the facts, writing becomes challenging for English university students compared with speaking. Based on the researcher preliminary

research at the English students' writing assignment on the third year 2012 – 2013 academic year at State University of Padang, were found many spoken styles in their works as the subsequent examples. First, they use personal pronouns (*I, we, our, you*). Second, they use ambiguous references, for example, the reference *they* in the sentence *teachers and students waste time arguing. They should just give up some of their authority* is ambiguous (who should give up their authority? Students or teachers). Third, the message spread out over a number of clauses. Although academic writing is more structure and more formal, these examples show that the students often fall into the conversational English usage category in educational situation. They have been taught for several years in the university, yet they still display insufficiency in writing in academic contexts.

One of the ways English writers could do to keep away from spoken style in academic writing is nominalization. With the increase of nominalization in written text, more and more information tends to become packed into nominal groups within a clause rather than distributed over a number of clauses. Information becomes more condensed, more tightly packed. Let us look at the following sentences "*Germany invanded Poland in 1939. This was the immediate cause of the second world war breaking out* (cited in Givon: 1993)." The sentences will be more formal if the information is packed into clauses "*Germany's invantion of Poland 1939 was the immediate cause of the outbreak of the Second World War* (cited in Givon: 1993)."

Yet English university students at State University of Padang seem hard to nominalise in writing as illustrated in these sentences taken from their writing assignment assigned by the lecturer.

1. *Local economic strategies fail to stimulate and sustain economic growth. This is because of the foreign intervention.* These phrases will sound more formal if it is combined in one clause as a result of nominalisation – *the failure of local economies strategies to sustain and stimulate economic growth resulted in foreign intervention.*
2. *Crime is increasing rapidly and the police are becoming concern.* This sentence is focusing on action rather than on concept. To make the writing sound more abstract and also more formal, the verbs in the sentences should be nominalised – *the rapid increase in crime is causing concern among the police.*

Research reports, scientific, historical, social science and bureaucratic texts tend to nominalise very heavily. Thus the students' skill in nominalization is very crucial in order to be able to write in such written text. They need to be able to differentiate whether it is a spoken language or a written language. They have to be able to shift spoken language into written language or vice versa as well. Meanwhile to nominalise is not an easy work for students. This is because nominalization tends to lead to more abstract text. Concrete participants such as people tend to disappear from the text. They are replaced by abstract participants, derived through nominalization.

Regarding these considerations, the writer would like to find out the fourth year English Department students' ability in applying nominalization.

B. Identification of the Problem

There are some possible problems in this research regard with the English university student' difficulties in writing formally. First, written language is more complex than speaking so that it seems hard for them to express their ideas and thoughts in written than it does in speaking. Second, the students feel difficult to present their idea in written language features in connection with wording, informality, and lexicogrammatical. Third, the students often ignore that there is a movement from utterance to text so that they often use spoken style in academic writing. Fourth, the students did not have enough knowledge how to nominalize in academic writing.

C. Limitation of the Problem

From the list of problems above, this study was limited to find out the English Department students' ability in using nominalization in academic writing. The students' work would be analyzed based on the students' writing problems after doing nominalization that is based on its grammatical shift, nominal group of nominalized clauses and meaning consistency of the clauses written by the students compared to the denominalized version.

D. Research Questions

Referring to the background of the study above, the statement of the problems were formulated as follows:

1. How is the ability of the fourth year English department students in using nominalization in academic writing?
2. How are the students' problems in using nominalization in term of its grammatical shift, nominal group of nominalized clauses and meaning consistency of the texts?

E. Purposes of the Research

In line with the formulation of the problem, this study is to accomplishing the following purposes:

1. To find out the students' ability in using nominalization in academic writing.
2. To analyze the students' writing problem after applying nominalization in term of of its grammatical shift, nominal group of nominalized clauses and meaning consistency of the texts.

F. Significance of the Research

There are some significances of the study as following:

1. Theoretically, the result of this study can be an intellectual contribution to development of composition and communication. Besides, this can also be used as a basis for further researches by educationalist.
2. Practically, the result of this study is expected to provide information for the instructor of English so that they may recognize the English students'

ability to do nominalization in academic writing in the seventh semester academic year 2013 – 2014 at State University of Padang.

G. Definition of Key Terms

1. Nominalization : A noun phrase derived from another word class (verbs, adjectives or modality) the purpose of it is to make a writing sound more formal. It useful in academic writing since it conveys an objective, impersonal tone and makes a text more concise.
2. Nominalized structural adjustment : Ways to produce a nominalized structure consciously
3. Grammatical shift : The shift from verb and adjective into noun as the result of nominalization written by the students
4. Meaning consistency : The meanings contained in the denominalized clauses do not change when the students nominalized them.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The findings of this research indicate that the fourth year English students' ability in using nominalization at State University of Padang is poor. The students' major mistakes are in case of getting the right nominal morphology, and marking of subject and object of denominalized clauses. As the students of English Department, the acquisition of nominalization is important for them. Either the students whose belong to education field or linguistics should not ignore the importance of nominalization, as it is widely used in academic and scientific writing. The student teachers will teach their students later on how to nominalize in academic writing, meanwhile the linguist candidates will applied the knowledge of nominalization in writing academic texts or in translating a scientific article. Furthermore, students who are able to use nominalization will make their writing more coherence, concise, and formal and it benefits them in different ways in academic writing.

B. Suggestions

Regarding to the importance of nominalization for English Department' students, a recommendation for future work need to be considered. The researcher believe that the students' poor performance in using nominalization is not caused by their low intelligence, however it is due to they did not get enough teaching of nominalization. Although the students

have got nine credits of structure course during their study, nevertheless nominalization is not included as one major topic in it. Thus a great deal of attention must be paid by the lectures of English Department at State University of Padang when they design the syllabus.

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