

**ENGLISH NOMINALIZATION IN ARGUMENTATIVE TEXT BY
ENGLISH EDUCATION STUDY PROGRAM STUDENTS AT IAIN
PALANGKA RAYA**

THESIS



**BY:
NENENG TRININGSIH
NIM 1401120948**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION LANGUAGE
EDUCATION DEPARTMENT STUDY PROGRAM OF ENGLISH
EDUCATION
1439 H/2018 M**

**ENGLISH NOMINALIZATION IN ARGUMENTATIVE TEXT BY
ENGLISH EDUCATION STUDY PROGRAM STUDENTS AT IAIN
PALANGKA RAYA**

THESIS

*Presented to
State Islamic Institute Palangka Raya in Partial Fulfillment of the
Requirements for the Degree of Sarjana in English Language Education*



**IAIN
PALANGKARAYA**

**BY:
NENENG TRININGSIH
NIM. 1401120948**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION LANGUAGE
EDUCATION DEPARTMENT STUDY PROGRAM OF ENGLISH
EDUCATION
1439 H/2018 M**

ADVISOR APPROVAL

Thesis Title : English Nominalization in Argumentative Text
by English Education Study Program Students
of IAIN Palangka Raya
Name : Neneng Triningsih
SRN : 1401120948
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/ *Munaqosah* by the Board of Examiners of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, 5 September 2018

Advisor I,

Advisor II,



Hj. Apni Ranti, M.Hum.
ORN. 198101182008012013



Akhmad Ali Mirza, M.Pd.
ORN. 198406222015031003

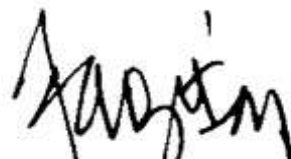
Acknowledged by:

Vice Dean in Academic Affairs,

Chair of Language Education
Department,



Dra. Hj. Rodhatul Jennah, M.Pd.
ORN. 196710031993032001



Santi Erliana, M.Pd.
ORN. 198012052006042003

PERSETUJUAN PEMBIMBING

Judul Skripsi : Nominalisasi Bahasa Inggris di dalam Teks
Argumentatif oleh Mahasiswa Program Studi
Bahasa Inggris di IAIN Palangka Raya
Nama : Neneng Triningsih
NIM : 1401120948
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa
Program Studi : Tadris Bahasa Inggris

Menyatakan bahwa skripsi telah disetujui oleh kedua pembimbing untuk sidang skripsi/munaqosah yang dilaksanakan oleh Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya.


Palangka Raya, 5 September 2018

Pembimbing I,

Pembimbing II,



Hj. Apni Ranti, M.Hum.
NIP. 198101182008012013



Akhmad Ali Mirza, M.Pd.
NIP. 198406222015031003

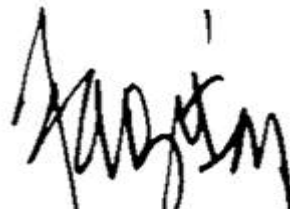
Mengetahui,

Wakil Dekan Bidang Akademik,

Ketua Jurusan Pendidikan Bahasa,



Dra. Hj. Rodhatul Jannah, M.Pd.
NIP. 196710031993032001



Santi Erliana, M.Pd.
NIP. 198012052006042003

THESIS APPROVAL

Thesis Title : English Nominalization in Argumentative Text by English Education Study Program Students of IAIN Palangka Raya
Name : Neneng Triningsih
SRN : 1401120948
Faculty : Teacher Training and Education
Department : Language Department
Study Program : English Study Program

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/*Munaqasyah* on:

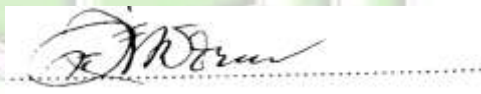
Day : Wednesday
Date : 5 September 2018

BOARD OF EXAMINERS


Sabarun, M.Pd.
(Main / Examiner)



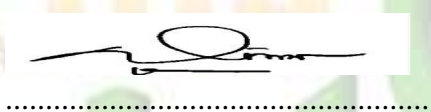
Dr. Imam Qalyubi, S.S., M.Hum.
(Main Examiner)



Hj. Apni Ranti, M. Hum.
(Examiner)



Akhmad Ali Mirza, M.Pd.
(Secretary / Examiner)



Approved by:
Dean, Faculty of Teacher Training
and Education,



Drs. Fahmi, M.Pd.
ORN.196105201999031003

OFFICIAL NOTE

Palangka Raya, 5 September 2018

**Cases : Examination of
Neneng Triningsih's Thesis**

To
The Dean of Faculty of
Teacher Training and
Education of State Islamic
Institute of Palangka Raya
In-
Palangka Raya

Assalamualaikum Wr. Wb.

By reading and analyzing of this thesis, we think the thesis in the name of:

Name : Neneng Triningsih
SRN : 1401120948
Thesis Title : English Nominalization in Argumentative Text by English Education Study Program Students of IAIN Palangka Raya

Can be examined in partial fulfillment of the requirement of the Degree of Sarjana Pendidikan in the study program of English Education of the Language Education of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya. Thank you for your attention.

Wassalamu'alaikum Wr. Wb.

Acknowledged by :

Advisor I,

Advisor II,



Hj. Apni Ranti, M.Hum.
ORN. 198101182008012013



Akhmad Ali Mirza
ORN. 198406222015031003

MOTTO AND DEDICATION

“.....And all (affairs) that small and great are written.....”
(Q.S Al-Qamar (54): 53)



This Thesis is dedicated to:

My beloved Father Subronto(alm), Step Father Sarwono and Mother Jama'atun for their valuable endless prayer, sacrifice, and support. My beloved sisters Diah Ira Wati and Lilis Fitriani.

DECLARATION OF AUTHORSHIP

Name : Neneng Triningsih
NIM : 1401120948
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, 5 September 2018
Yours Faithfully,



Neneng Triningsih
NIM.1401120948

ABSTRACT

Triningsih, N. English Nominalization in argumentative text by English Education Study Program Students at IAIN Palangka Raya. Unpublished Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) Hj. Apni Ranti, M.Hum.; (II) Akhmad Ali Mirza, M.Pd.

Keywords: Nominalization, Argumentative Text, Qualitative Content Analysis

The study was aimed to analyze English Nominalization in argumentative writing by English Education Study Program Students at IAIN Palangka Raya .

The research design was content analysis study in qualitative research method. The data were collected from students' writing products as documentations. The data was analyzed by using coding frame observation as research instrument. The subject was 10 4th semester students of English Education Study Program Students at IAIN Palangka Raya on Academic Year 2017/2018.

In the result findings, researcher found that types of nominalization the applying of suffix in verb was excessively which the rank using was from suffix in verb, gerund, different meaning between verb and noun, nominalization from adjective, and deverbal noun. The construction consist of two main patterns, they were nominalization as modifier and nominalization as head. Nominalization as modifier had 2 patterns and nominalization as head had more many patterns. For the last, in the problematic of students' writings, researcher found problematics in gramatical shift and nominal group and structural adjustment problems. Meanwhile, 4th semester student at IAIN Palangka Raya use little nominalization words that did not related with the lenght of the writing. But, they could properly improve the nominalization with the little problem in their writings. Moreover, they could improve nominalization in complex expressions.

ABSTRAK

Triningsih, N. Nominalisasi Bahasa Inggris di dalam Teks Argumentatif oleh Mahasiswa Program Studi Bahasa Inggris di IAIN Palangka Raya. Skripsi tidak diterbitkan. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) HJ. Apni Ranti, M. Hum.; (II) Akhmad Ali Mirza, M.Pd.

Kata Kunci: Nominalisasi, Teks Argumentatif, Analisis Isi kualitatif

Riset ini bertujuan untuk menganalisa Nominalisasi Bahasa Inggris dalam teks Argumentatif oleh Mahasiswa program studi Pendidikan Bahasa Inggris di IAIN Palangka Raya.

Desain riset ini adalah analisis isi dengan metode kualitatif. Data terkumpul dan dianalisis dari produk menulis mahasiswa sebagai dokumentasi. Data dianalisis dengan menggunakan kerangka pengkodean observasi sebagai instrumen riset. Subjek berasal dari mahasiswa prodi Pendidikan Bahasa Inggris semester 4 IAIN Palangka Raya.

Pada penemuan hasil, peneliti menemukan bahwa nominalisasi jenis suffix in verb adalah yang paling banyak muncul dengan urutannya mulai dari suffix in verb, gerund, nominalisasi perbedaan makna antara kata kerja dan noun, nominalisasi dari kata sifat, dan deverbal noun. Kontruksi dari nominalisasi terdiri atas 2 rumus utama, yaitu nominalisasi sebagai pelengkap dan nominalisasi sebagai kepala frasa. Nominalisasi sebagai pelengkap memiliki 2 rumus dan nominalisasi sebagai kepala frasa memiliki lebih banyak rumus. Dan yang terakhir, hasil dari analisis permasalahan menulis telah ditemukan masalah pada pergeseran tata bahasa dan masalah ungkapan dalam pengelompokan nominal dan pengaturan struktur. Meskipun, mahasiswa semester 4 IAIN Palangka Raya menggunakan sedikit kata-kata nominalisasi yang mana tidak sesuai dengan panjang dari tulisannya. Akam tetapi, mereka dapat mengaplikasikannya dalam ekspresi yang kompleks.

ACKNOWLEDGMENTS

The researcher would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. Sholawat and salam always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. Her beloved parents, Sarwono and Jama'atun, for their moral support and endless prayer so that she is able to finish her study. May Allah SWT bless them all. *Aamiin*.
2. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Drs. Fahmi, M. Pd., for his invaluable assistance both in academic and administrative matters.
3. Vice Dean in Academic Affairs, Dra. Hj. Raudhatul Jennah, M. Pd., for her invaluable assistance both in academic and administrative matters.
4. Chair of Language Department, Santi Erliana, M. Pd., for her invaluable assistance both in academic and administrative matters.
5. Chair of English Study Program, M. Zaini Miftah, M. Pd., for his invaluable assistance both in academic and administrative matters.
6. Her thesis advisors, Hj. Apni Ranti, M. Hum., and Akhmad Ali Mirza, M.Pd., for their generous advice, valuable guidance and elaborated correction during the completion of her thesis.

7. Both the members of the board of examiners, for their corrections, comments and suggestions which are profitable to the accomplishing of this thesis.
8. All lecturers of Study Program of English Education from whom she got in-depth knowledge of English and English teaching.
9. The principal of TBI students in the Fourth Semester for their participants to complete her research at IAIN Palangka Raya.
10. Her classmates of Study Program of English Education, especially the 2014 period, for the support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish her study.

Palangka Raya, 5 September 2018

The researcher,



Neneng Triningsih

NIM. 1401120948

CONTENTS

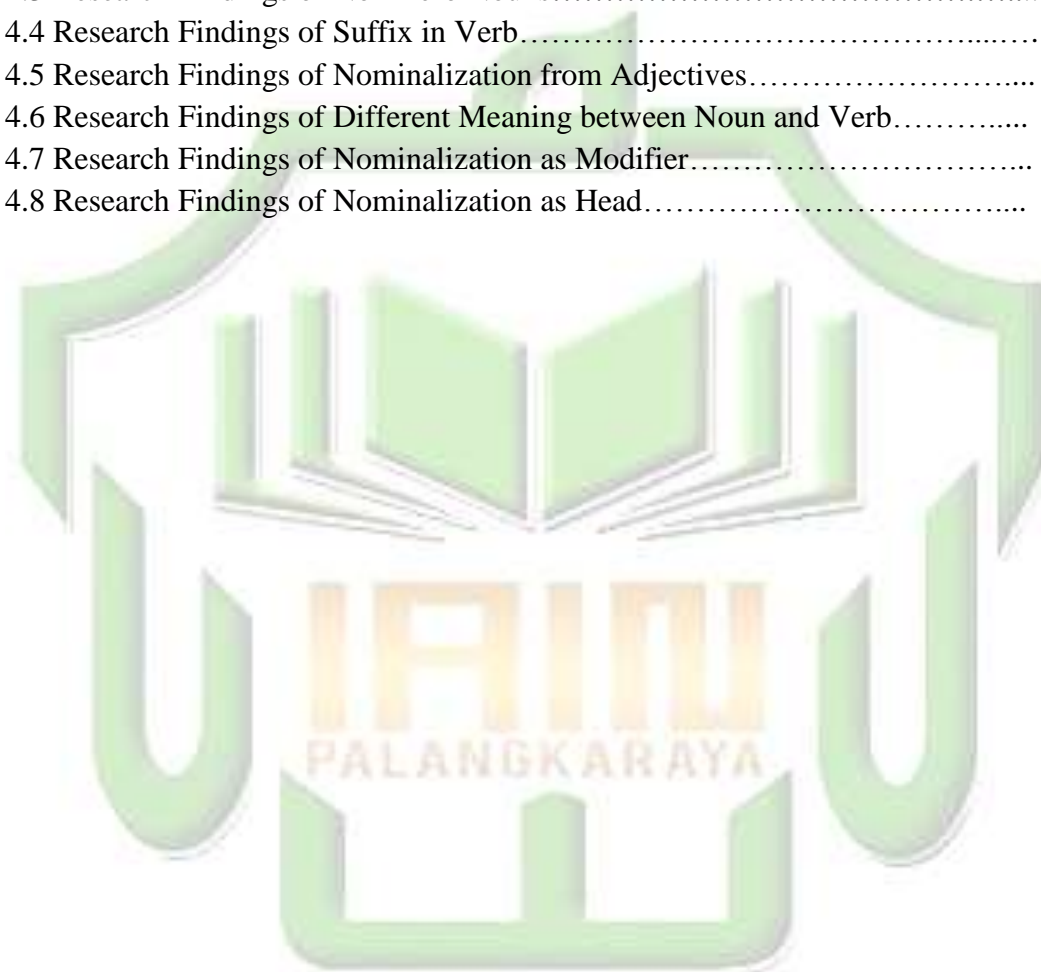
COVER	i
ADVISOR APPROVAL	ii
PERSETUJUAN PEMBIMBING	iii
THESIS APPROVAL	iv
OFFICIAL NOTE.....	v
MOTTO AND DEDICATION.....	vi
DECLARATION OF AUTHORSHIP	vii
ABSTRACT.....	viii
ABSTRAK	ix
ACKNOWLEDGMENTS	x
CONTENTS.....	xii
LIST OF TABLE	xv
LIST OF ABBREVIATION.....	xvi
LIST OF APPENDICES	xvii
CHAPTER I.....	1
A. Background of the Study	1
B. Research Problem.....	5
C. Objective of the Study	5
D. Scope and Limitation of the Study.....	6
E. Significance of the Study.....	6
1. Theoretically.....	6
2. Practically.....	7
F. Definition of Key Terms.....	7
1. Nominalization	7
2. Argumentative Text.....	7
3. Content Analysis (Philipp Mayring Model)	7
CHAPTER II.....	9
A. Previous Study	9
B. Nominalization.....	11

1.	Definition of Nominalization	12
2.	Principles of Nominalization.....	15
3.	Scientific Register and Nominalization.....	16
4.	Types of Nominalization	18
5.	Nominalization Construction in Scientific Writing.....	22
6.	The Problematic in Nominalization Constructions	27
C.	Argumentative Text	28
1.	The Nature of Argumentative Text	28
2.	Types of Argumentative Text.....	29
3.	Structural Elements of Argumentative Text.....	31
D.	Content Analysis.....	32
1.	Definition of Content Analysis.....	33
2.	Qualitative Content Analysis.....	34
3.	Qualitative Content Analysis Procedure	35
4.	Content Analysis of Linguistic.....	36
CHAPTER III	38
A.	Research design	38
B.	Subject of Study.....	39
C.	Source of Data.....	40
D.	The research instrument.....	41
1.	Documentation	41
2.	Coding Frame Observation	42
E.	Data collection Procedure.....	43
F.	Data Analysis Procedure.....	43
1.	Data Collection.....	44
2.	Data Reduction	44
3.	Data Display	44
4.	Conclusion	44
G.	Data Endorsement.....	44

1. Credibility.....	44
2. Transferbility	46
3. Dependability	46
4. Confirmability	46
CHAPTER IV.....	48
A. Data Presentation	48
B. Research Findings	50
1. Types of Nominalization	50
2. Nominalization Construction	61
3. The Problem of Nominalization Constructions.....	67
C. Discussion.....	74
CHAPTER V	78
A. Conclusion	78
1. Types of Nominalization	78
2. Nominalization Construction	78
3. The Problem of Nominalization Construction	79
B. Suggestion.....	79
1. Suggestion for the Students	80
2. Suggestion for the Lecturer	80
3. Suggestion for the Next Researcher	80
REFERENCES.....	82

LIST OF TABLE

2.1 Differences and Similarities among the Previous Study and the Present Study.....	9
2.2 Examples of gerund in sentences.....	7
2.3 Experimental Functions and Word Classes.....	24
4.1 Writing Products Presentation.....	43
4.2 Research Findings of Gerund.....	45
4.3 Research Findings of Non-Zero Nouns.....	48
4.4 Research Findings of Suffix in Verb.....	49
4.5 Research Findings of Nominalization from Adjectives.....	53
4.6 Research Findings of Different Meaning between Noun and Verb.....	55
4.7 Research Findings of Nominalization as Modifier.....	57
4.8 Research Findings of Nominalization as Head.....	58



LIST OF ABBREVIATION

Adj.	=	Adjective
AT	=	Argumentative Text
N	=	Noun
V	=	Verb



LIST OF APPENDICES

Appendix 1

Letters

Appendix 2

Students' Writing Products

Appendix 3

The Coding Frame Observation of Nominalization Types

Appendix 4

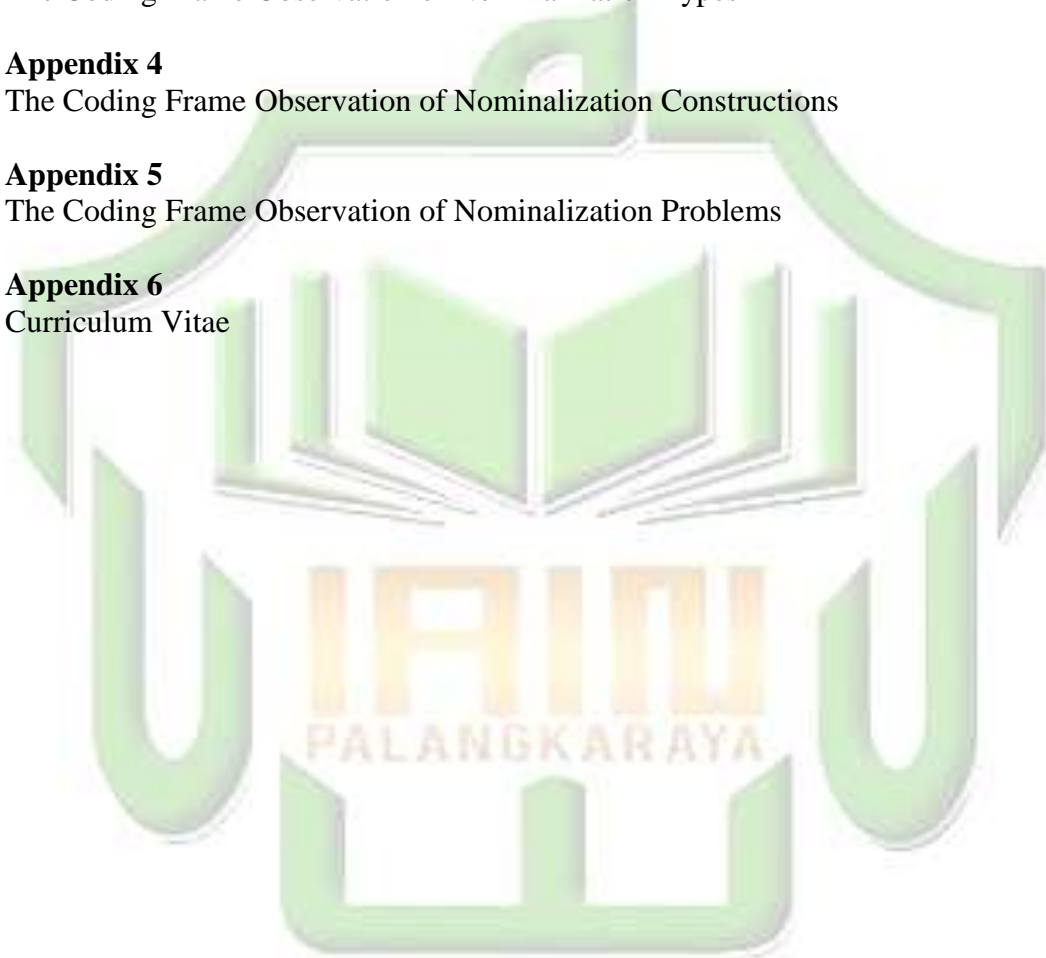
The Coding Frame Observation of Nominalization Constructions

Appendix 5

The Coding Frame Observation of Nominalization Problems

Appendix 6

Curriculum Vitae



CHAPTER I

INTRODUCTION

Chapter 1 presents the introduction of the study. It consists of the background of the study, research problem, objective of the study, scope and limitation, significance of the study, and definition of key terms.

A. Background of the Study

Writing ability is a learnt skill. It is different from spoken language which can be acquired intuitively by most people (Elhawwa, 2015, p.114). Writing has been with us for several thousand years, and nowadays is more important than ever (Florian, p.1). Internet and others social media take more communication in written. Although, there are some oral communication via internet and social media such as video call and voice recorder chats, but written chats still be teenager's favorite communication.

There are many strategies to teach writing in the classroom and teachers have to find the fun strategy to increase the student's improvement in writing. Teachers' feedback and grammar correction have a positive effect on students' writing improvement (Qosayere, 2015, p. 260). Vocabulary test, grammar test, and writing assignment can be influenced by the other variables outside the research variables (Hastuti, 2015, p.187). Furthermore, the condition of the students or the situation when the tests took place might influence the result.

The language register used in academic communities has the special features of density, complexity, and abstractness associated with nominalization with which new members of the communities might not be familiar (Sarani and Abdullah, 2015, p. 205). One of the grammatical features which influence writing especially academic or scientific writing is Nominalization. Halliday in Adu (2015, p. 56) said that an important feature of academic writing is its information density and its attendant complexity of language which is achieved mainly through a linguistic process known as nominalization, otherwise referred to as grammatical metaphor.

Nominalization is one of derivational system from other word classes into noun word class. This argument in line with Matthew in Mueller (2015, p.1) argued that Nominalization describes the derivation of a noun from another kind of grammatical element. And then Mueller said typically this is evidenced through a verb transforming into a noun. For example, in the following sentence, the underlined nominalization, diffusion, is a noun used to describe a process instead of the verbal structure, diffuse, “Materials can move through the membrane by diffusion or osmosis”. Almost any sentence taken from an academic research article will illustrate the use of such structures. For example, consider the opening sentences from three education research articles; derived nominalizations are underlined and converted nouns given in italics:

Now that programmed instruction has emerged from the laboratories of experimental psychologists and become a bona fide teaching *aid*, consideration is being given to the expansion and utilization of the media by which programs are presented.

In International conference ICT language Learning argued that nominalizations are useful in “jargony” registers for all kinds of reasons: (1) It makes you leave out the participation mentioned in a special event such as to hide their identities. (2) It makes you stand out the relations between the events as opposed to the events themselves. (3) It permits the close mention of the event which is already known by the reader. (4) It shows a lot of information compactly.

Nominalization from verb word class has an important role in scientific writing because the most frequency nominalization word is from verb word class. Arlauskaite (2013, p. 11) argued that verb-based nominalizations which play an important role as being lexico-grammatical cohesive device in science popular texts. She also said about nominalization from verb that gerundive nominal can derive from any proposition. However, gerunds do not express the substantive process and they should not be treated as a noun proper because they are more verbal than nominal.

One of the most distinctive linguistic characteristics of academic writing is the high frequency of nominalized structures. Eiggins in Alireza Jalilifar (2017, p. 64) said that the relevance of the

SFL approach for pedagogical studies is related to its “functional-semantic approach to language which explores both how people use language in different contexts, and how language is structured for use as a semiotic system.

There some problematics form of nominalization especially in three forms of nominalization: gerund, verbal noun, and deverbal noun. These nominals are problematic for two reasons. The first reason is that they mix different degrees of nominal and verbal properties, so the choice of these nominals for certain structure is not easily predictable. The second one is that there are many discrepancies concerning the terminology related to these forms used in linguistic references and studies. The confusing terminology is misleading for the researcher, teachers, and learners (Taher, 2015, p.30).

In students’ writing product, almost the problems are the in correct apply of noun from verb. This state based on Yulianti, Refnaldi, and Rosa (2014, p. 231) which the remarkable result to emerge is the majority of students write incorrect noun form of verb. Besides the replacement problem, the problem also from the placement of nominalization word in noun phrase. Yulianti et al. also said that student also made the problem of nominal group and structural adjustment problems could be from the verb become the head noun in nominalizing noun phrase, the various other elements of

the erstwhile clause – subject, object, indirect object, adverb or verbal complements – become various noun modifiers.

From the background described above, the writer is interested in investigating **“English Nominalization in Argumentative Text by English Education Study Program Students at IAIN Palangka Raya”**.

B. Research Problem

The statements of the research problem are:

1. What are the types of English nominalizations found in argumentative text written by English Education students?
2. How do students construct the nominalization in argumentative?
3. What are writing problems of nominalization derivation and construction in argumentative text written by English Education students?

C. Objective of the Study

The objectives of the study are:

1. To find out the types of English nominalizations found in argumentative text written by English Education students.
2. To know how students construct the nominalization in argumentative text.

3. To describe writing problems of nominalization derivation and construction in argumentative text written by English Education students.

D. Scope and Limitation of the Study

This research focuses only on analysis of English Nominalization in argumentative text written by 4th Semester Students at IAIN Palangka Raya, so the scope of this research is in IAIN Palangka Raya.

E. Significance of the Study

It is expected that this research contributes some significant progresses in teaching vocabulary. The significances of this research are:

1. Theoretically

The study can give some contributions to the enlargement of the nominalization and also give more information and knowledge about nominalization to the students. This study is expected to enrich the study of language, to guide readers in studying nominalization, and to be reference for the next researcher on analyzing nominalization.

2. Practically

The study is expected to inform the students, especially English Education students, that learning English especially density writing in academic writing need to learning the feature of writing, one of them is nominalization. Moreover, this study can be as a reference or learning material in several relevant subjects, such as introduction to linguistics, morphology, or scientific writing.

F. Definition of Key Terms

1. Nominalization

Nominalization is the transformation of a verb or an adjective into a noun, with or without morphological change, so that the reconstructed word can act as the head of a noun phrase (Sarani and Abdullah, 2015, p. 208).

2. Argumentative Text

Langan in Nirwanto (2013, p. 97) defines argumentative as an writer attempts to support a controversial point to defend apposition on which there is a difference of opinion.

3. Content Analysis (Philipp Mayring Model)

Philipp Mayring (2000, p. 1) gives definition of content analysis in qualitative. It may involve a type of analysis, in which

the content of the communication (conversation, written text, interview, photography, etc.) is categorized and classified.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers review of previous study, nominalization, scientific register and nominalization, and content analysis (Philipp Mayring model).

A. Previous Study

This research has differences and similarities with the following previous studies:

For the first, Rusidayati (2016 p. 5) conducted her thesis about “An Analysis of Nominalization in L2 Writing Products Produced by The Students of English Education Study Program at Iain Palangka Raya”. This study were to analyze (1) how nominalizations are presented in second language writing products and (2) to know whether nominalization make the reading text lexically dense. From the result, the writer found that the students’ writing products still lack of presented the nominalization in their text. Because of that in the term of the lexical density within the students’ texts were very poor.

In the second previous study in Alireza Jalilifar’s research (2017, p. 64) explored about “Exploring Nominalization in The Introduction and Method Sections of Applied Linguistics Research Articles: a Qualitative Approach”. This study explores how nominalization was used as an approach to making knowledge claims

in applied linguistics research articles. Analyzing nominalization structures in the context of their local spans revealed 15 patterns, with the preference for some of the patterns varying across the introduction and method sections of these articles. Results showed a higher concentration of nominalization in the introductions.

In line with the third of research problem, Yulianti, Refnaldi, and Rosa (2014, p. 227) conducted their research about “ an Analysis of English Department Students’ Ability in Using Nominalization in Academic Writing at State University of Padang”. This research was conducted with the aim of knowing the ability of students to use nominalization by giving a writing test to thirty-four fourth-year students Department of English, State University of Padang. The results reveal that students' ability to use nominalization is still low as indicated by mean on numbers 52.05. The problem that arises when students answer is analyzed is the inability of students to change the form of verbs and adjectives into noun forms and the inability of students to understand information in denominalized text so that the results of students' answers in nominalization versions are difficult to understand.

Table 2.1 Differences and Similarities among the Previous Studies and the Present Study

Title	Differences	Similarities
An Analysis of Nominalization in L2 Writing Products Produced by The	In this study, Rusdayati analyzed	In this study, Rusdayati analyzed nominalization

Students of English Education Study Program at Iain Palangka Raya	whether nominalization make the reading text lexically dense	presentations in second language writing products that analyzed based on 5 morphological ending types.
Exploring Nominalization in The Introduction and Method Sections of Applied Linguistics Research Articles: a Qualitative Approach	In this study, Jalilifar analyzed articles.	In this study, Jalilifar analyzed nominalization structures in the context of their local spans revealed 15 patterns
an Aalysis of English Department Students' Ability in Using Nominalization in Academic Writing at State University of Padang	In this study, Yulianti et. al analyzed students' writing tests.	In this study, Yulianti et. al analyzed the using and the problem of nominalization.

B. Nominalization

As believed, using the English language to successfully communicate scientific findings does not come easily to most writers, i.e. good scientists are not always good writers, especially non-native writers. To create a persuasive scientific text one should be able to meet the requirements of the genre and the expectations of the discourse community. In this respect academic writing plays a crucial role in the dissemination of scientific knowledge, being the main and most effective means of communication within different spheres of scholarship.

It is written time and again that the style of academic writing is depersonalized or objective, since it concentrates on the field of discourse, the subject matter or the content of research findings as

well as following a conventionalized format with specifications on the number of pages and length of report. This creates a need for a specialized information packaging and texture regarding not only the economy of words, but also retaining the sophistication and scholarly taste through which a particular text can be marked as academic.

One of the key strategies to achieving information density in academic writing as well as objectivity is through nominalizations.

1. Definition of Nominalization

Nominalization is one of derivational system from other word classes into noun word class. Matthew in Mueller (2015, p.1) argued that Nominalization describes the derivation of a noun from another kind of grammatical element. And then Mueller said typically this is evidenced through a verb transforming into a noun. For example, in the following sentence, the underlined nominalization, diffusion, is a noun used to describe a process instead of the verbal structure, diffuse, "Materials can move through the membrane by diffusion or osmosis."

Nominalization as a derivational process has attracted the attention of linguists from diverse backgrounds such as phonologists, morphologists, etc (Adomako, 2012, p. 45). However, a critical of various definitions indicates a clear restriction of the triggers of the nominalization process only to segments or morphemes such as affixes, while they remain silent

on the role that supra-segmentals such as tone can play in changing the category of a lexical item, as is observed in tone languages.

Rusidayati (2016: p.4) said that nominalization is useful skill to have in academic writing, with using nominalization to make the writing will be more abstract and more formal, and in the formal written English, used noun in writing more than a verb. Nominalization is a very universal phenomenon in English written language as well as other languages. It has compact relations with written texts that it becomes one of important components in the formal style writing such as technical writing or legal writing According to Qing (2007, p. 1). However, this does not mean that we should use as many nominalizations as possible in formal written texts. Overuse of nominalization is certain to produce some problems.

Crystal in Taher (2015, p.32) defines nominalization as:

- a. The process of forming a noun from some other word - class as: redness and refusal.
- b. The derivation of a noun phrase from an underlying clause as :

Her answering of the letter was

From

She answered the letter.

The first point is related to the deverbal noun and the second one to the verbal noun. The gerund is not included in this definition.

Gerund and verbal noun are formed by adding (-ing) to the verb with different internal structure as in the following examples respectively:

Writing the book needs time.

From

He wrote the book.

The writing of the book made him well

From

He wrote the book.

The deverbal nouns are derived from verbs either by suffixation or conversion as in the following examples:

His refusal to help was expected

From

He refuses to help.

His answer is correct.

From

He answered the question.

2. Principles of Nominalization

Halliday in Qing (2006, p.2) states considered that nominalization is the most important resource for creating grammatical metaphor. By the tool the congruently words as verbs and adjectives are reworded metaphorically as nouns, instead of functioning in the clause, as process or attributive, they function as things in the nominal group. As a tool for ideational grammatical metaphor, nominalization may change the processes or qualities into the entities.

Nominalization is regarded by Halliday as “favorite clause type” of English scientific text writing where every figure in the metaphoric version is nominal in the form of wording that congruently construes “things” with nouns for the quality and process. There is another metaphoric transformation whereby the related is metaphoric as verbal group, that is. The form of wording that congruently construes a process, for example, “resulted in” in “the driver” over quick downhill driving of the bus resulted in brake failure”. This combination of metaphoric features is the most

important in the semantic road that they carry in developing scientific argument though they may not be the most frequent.

3. Scientific Register and Nominalization

The situation or context demands a different selection and deployment of terminologies, grammatical constructions, and discourse patterns and style for the purpose of proper and successful communication. Halliday in Sarani and Abdullah (2015, p.209) points out the importance of studying the language of science, since like other registers it seems to demand its own linguistic features. It means that specific linguistic structures are needed to be applied in a scientific domain to convey the intended message to the target discourse community in an appropriate way.

An important characteristic of scientific discourse is its information density and its concomitant complexity of structure. The scientific register is, due to the nature of science, a language in which theories are constructed and complex notions are expressed and this requires linguistic resources that make theoretical discourse possible. The complexity of the scientific language is not necessarily confined to the lexical level but it can also be realized in a range of specific grammatical structures that typify discourse. Language used in academic domain has also the special feature of abstractness.

Nominalizations compact information, which is typically useful in formal text writing. A writer, for instance, can include a whole proposition, which is metaphorically expressed via a nominalization, in another clause, subsuming more than a proposition in a single clause (Sarani and Abdullah, 2015, p. 209-210). As a result, it leads to a decrease in the number of words and an increase in the level of lexical and semantic density. Nominalizations, therefore, as the shortened form of clauses, add to the lexical density and complexity leading to the semantic load of language. In fact, these aspects of nominalizations have close connections with the characteristics of scientific register.

Nominalization as a means of packaging information is of abundant use both in written and spoken scientific discourse. However, the written model lends itself better to the application of nominalization due to its very nature. Language used in academic papers possesses the special properties of density, complexity, and abstractness which are a reflection of nominalization. It is generally associated with the prototype of being more complex and difficult than non-scientific registers. There is no doubt that such complexity is the result of authors' attempts to subsume more information in fewer words than it is typical in normal language.

4. Types of Nominalization

There are two main kinds of nominalization, verbal nominalization (*press-pressure*) and adjectival nominalizations (*hot-heat*). Additionally, Harnett in Vint To refers classifies five kinds of nominalizations based on morphological endings:

a. Gerund

Close in Taher (2015, p.33) gives definition of gerund as the -ing form of the verb when it has the function of a noun phrase. Consider the difference between the following sentences:

Table 2.2 Examples of gerund in sentences

Sentences	Grammatical Feature
Standing here all day, I see some very strange people.	Participle
I am standing here all day.	Participle
Standing (here all day) makes me very tired.	Gerund

The gerund is always confused with the present participle, which occurs outside nominal positions. According to Arlauskaitė (2013, p. 18-19) the suffix *-ing* was added to the verbs to form nouns denoting:

- 1) Process (*warming*);

“It’s not in doubt that global **warming** is changing the planet for the worse...”

2) Result of something (*understanding*);

”...this theory could aid in our **understanding**...”

b. Non-Zero Nouns

Those where the verb and noun maintain the same form, also called non-zero derived de-verbal nouns (e.g. to plan-plan).

Deverbal nouns are nouns derived from verbs, so they are fully nominalized as pure common nouns with no verbal features but they are related morphologically to verbs (Greenbaum in Taher, 2015,; p.35).

c. Suffix in Verb

There are many suffixes in derivational verb into noun. Arlauskaite (2013, p. 18) stated that adding suffixes to a verb not only the words’ class changes but the semantic words’ class as well. The most common suffixes used in order to create verb-based nominalizations are the following:

1) Marchand in Arlauskaite (2013, p. 18) pointed out that verb-based nominalizations with the suffix *-ance/-ence* denote deverbal nouns which express the idea of action. For example *appliances* and *differences*.

- 2) The suffix *-ery* was generally employed with nominalizations which showed the result of the process. For example *delivery* and *discovery*.
- 3) Verb-based nominalizations with suffixes *-ion/-sion/-tion/-ation* described:
 - a) State (*frustration*);
 - b) Process (*formation, action and production*);
 - c) result of the process (*elevation and reduction*).
- 4) The suffix *-ment* revealed:
 - a) Process (*development*);
 - b) result of an action (*measurements*);
 - c) object of an action (*statement*);
 - d) agent of an action (*government*).
- 5) Nominalizations with suffix *-sis* denoted a result of the process. For example *analysis*.
- 6) The suffix *-th* mainly created nominalizations that showed both: the process (*growth*) and the result of the process (*deaths*)
- 7) Verb-based nominalizations with suffix *-ure* described the process (*pressures*) and the result of an action (*signatures*).

d. From adjectives

A nominalized adjective is an adjective that has undergone nominalization, and is thus used as a noun. For example, in the

rich and the poor, the adjectives rich and poor function as nouns denoting people who are rich and poor respectively (wikipedia, 2018). It means that adjective can be the one of word class which can derive to noun word class.

There are some kinds of composing adjective to nouns. Writing Fix (2007) composed 4 rules turning good adjectives into great nouns:

- 1) Some nouns are made by adding -ness to an adjective. If the adjective ends in 'y,' be sure to turn that y into an 'i' before adding -ness. Examples: weak → weakness, shallow → shallowness, and sloppy → sloppiness.
- 2) Some nouns are made by adding -ity to an adjective. Usually the spelling of the word changes slightly. Examples: curious → curiosity, reliable → reliability, and able → ability.
- 3) Some nouns are made by clipping the last few letters of an adjective off, often a tic. Examples: traumatic → trauma, sympathetic → sympathy, and taciturn → tacit
- 4) Often the ending needs to be slightly clipped, then sort of tweaked. Sound out similar sounding words to find the missing noun! Examples: independent → independence, angry → anger, and deviant → deviance.

e. Different meanings between verb and noun

In nominalization also appear the noun from verb with different meaning for example: to birth → birthday.

5. Nominalization Construction in Scientific Writing

As noun phrase nominalization has three part in construction, they are head, premodifier, and postmodifier. The *head noun* is the core of the noun phrase, and it may stand alone or have *determiners* or modifiers before it (*premodifiers*), or after it (*postmodifiers*) (Swierzbina (2014). The basis for extracting the patterns was Halliday's in (Jalilifar, White, & Malekizadeh, 2017, p. 6) also suggested experiential pattern embodied in nominal group structure, in which lexical expansion of nominal groups is attributed to pre/post-modification: a class of *Things* is specified and realized by nouns, and categorization within the class is typically expressed by one or more functional words organized around it.

These functional elements—Deictic, Numerative, Epithet, Classifier, and Qualifier—serve to specify *Things* within “different systems of the system network of the nominal group” (Halliday in Jalilifar, White, & Malekizadeh, 2017, p. 6). In that elements are indicated in noun phrase. The following is the experimental functions and word class in noun phrase.

Table 2.3 Experimental Functions and Word Classes

Deictic	Deictic 2	Numerative	Epithet	Classifier	Thing	Qualifier
Determiner	Adjective	Numeral	Adjective	Noun/Adjective	Noun	Prepositional phrase/(non)finite clause

In conclusion, in the construction of nominalization as noun phrase can be modified by two parts of noun modifier which they are pre-modifier and post-modifier. Deictic, deictic 2, numerative, epithet, and classifier as the pre-modifier, and qualifier as the post-modifier.

a. Deictic

The most obvious local deictic terms are the adverbs of place *here / there* and the demonstratives *this / these* and *that / those*, which are “the purest indicators of directionality and location” (Simpson in Ivanova, 2016, p. 336). Deictic functions are also realized by determiners: demonstratives (*this, that, these* and *those*), the article *the*, and possessive nouns or pronouns (*Sony’s* in *Sony’s latest model*; ‘*your*’ in *your home*). Further, there can be non-specific items such as the indefinite article *a/an, some, each, every, neither, both, and all* (Shirali and Jalilifar, 2014, p. 196). So, the deictic is indicated as determiner.

b. Deictic 2

Adjectives can come to function as secondary deictics (Halliday in Davidse, Breban & Linden, 2008, 475) or post determiners (Sinclair in Davidse, Breban & Linden, 2008, p. 475), which are functionally related to the primary determiner in the NP, as illustrated by the combination of *a* and *different* in following example, which together specify that reference is made to (repeatedly) new instances of the type 'girl'.

Example:

I thought about how corrupt I was, always wanting to be drunk or toned, always with **a different** girl.

From the example above, it can conclude that deictic 2 is adjective after determiner.

c. Numerative

According to Maria (2015, p. 68) their content, numerals fall into:

- 1) Cardinal numerals: one, four, five, twelve, three hundred;
- 2) Ordinal numerals: the first, the second, the fifth;
- 3) Fractional numerals: a/ one half, al one third, two thirds, al one fourth, three;
- 4) Collective numerals couple, pair, span, team, dozen;
- 5) Multiplicative numerals: double, twofold, threefold, fourfold;

- 6) Distributive numerals: one by one, two by two, by twos, by threes;
- 7) Indefinite numerals: several, many, a few, some, a number of, many, plenty;
- 8) Adverbial numerals: once, twice, two times, three times, thrice, four times, etc.; once and a half, three times a year, many times.

d. Epithet

According to Halliday (1993), combination of a modifier + head is called Epithet. The pattern is also extended into more than one adjective modifying a nominal expression. It can conclude that epithet is the more than one adjective before noun.

e. Classifier

Many languages use specific classifying morphemes—so-called classifiers—for the classification of their nouns (see Senft 1996: 4-11). Grinevald (2000: 61) rightly points that the "characteristic of classifier systems is that they constitute grammatical systems of nominal classification in the intermediate range between lexical and morphosyntactic extremes.

Noun classifiers are not a very common type of nominal classification. They are realized as "free morphemes standing in a noun phrase, next to the noun itself or within the

boundaries of the noun phrase with other determiners of the noun" and "they are crucially found independently of the operation of quantification" (Grinevald 2000: 64). Aikhenvald (2000a: 81) points out that noun classifiers "are a type of non-agreeing noun categorization device' and that their choice is "determined by lexical selection."

Adjective classifier is almost rare modifier that use in noun phrase. This classifier uses before noun without determiner.

f. Qualifier

Alireza Jalilifar (2017, p. 71) stated that prepositional phrases functioned as post nominal phrasal/clausal modifiers (prepositional phrases, infinitives, participle clauses, adjuncts, and relative clauses). This tends to support the claim (e.g. by Biber and Gray in Alireza Jalilifar, 2017, p. 71) that prepositional phrases constitute the most common type of post nominal Qualifier. This pattern (Bhatia's in (Alireza Jalilifar, 2017, p. 71-72) terms, represents a complex nominal phrase, with the syntactic structure (Modifier) + Head + (Qualifier), where Modifier) is realized primarily in terms of a series of linearly arranged attributes. The most significant characteristic of this type of phrase is the degree and the complexity of modification of the noun head.

Non-finite verbs are called non-finite because they do not express person or tense "finite" properties of verbs), and they do not agree with the subject, although they have some kind of temporal interpretation (which is dependent on the temporal interpretation of a higher finite verb in the same sentence).

We wanted *to go to the seaside*

He wants *to go to the seaside*

6. The Problematic in Nominalization Constructions

The automatic interpretation of compound nouns has been a long-standing problem for natural language processing (NLP). Compound nouns in English have three basic properties that present difficulties for their interpretation:

- a. the compounding process is extremely productive (this means that a hypothetical system would have to interpret previously unseen instances),
- b. the semantic relationship between the compound head and its modifier is implicit (this means that it cannot be easily recovered from syntactic or morphological analysis),
- c. the interpretation can be influenced by a variety of contextual and pragmatic factors (Lapata, 2002: p. 357).

Based on Yulianti, Refnaldi, and Rosa (2014, p. 230-232) found three student's problems of using Nominalization. The first

problem is students have problem with gramatical shift, the second is creating nominal group and structural adjustment uncorectly, and the last is related on their understanding the meaning of nominalized clause.

C. Argumentative Text

Argumentation is the presentation and elaboration of an argument. Effective argumentation provokes the audience to think or act differently. To do this, a writer must support his/her thesis with strong evidence and sound logic (Tamiu University College). The evidence or the logic things are the indication that argumentative text is one of the scientific writing. In this case, nominalization has important role for the density of argumentative text as scientific writing.

1. The Nature of Argumentative Text

Langan in Nirwanto (2013, p.97) define argumentative as an writer attempts to support a controversial point to defend apposition on which there is a difference of opinion. The Nirwanto argue that in order to convince the readers that the writer's point of view is the most valid, it is important to consider two things: counterargument and refutation. Counterargument is opposing point of view and refutation is a response to the counterargument that disprove it. The counter argument goes against the thesis

statement. It sometimes needs refutation. The body paragraphs explain, illustrate or prove the thesis statement. The concluding paragraph can be summary, restatement of thesis or final comment.

An argumentative text is usually defined as a type of discourse concerned with the presentation and evaluation of arguments, either rhetorical or dialectical, which show the cause-effect relationship established in an event or theory. So, the purpose of argumentative texts is to persuade and convince the audience of the value of the theses for which the argumentation seeks assent so as to obtain some effectiveness on the argumentative discourse (Crystal, D. and D. Davy).

Moreover, argumentative texts may vary depending on the type of audience they are addressed to, for instance, non-specialized audience (appealing to common sense and common principles, values and places) or to a specialized group (where the basis for agreement is more specific). With this audience in mind, the argumentative discourse may take the form of a discussion, an interview, a speech, an essay, an opinion letter, a letter or a book on literacy criticism among others.

2. Types of Argumentative Text

According to Santiago (2015) there are two main types of argumentative text which they are subjective and objective argumentation.

a. Subjective argumentation

Subjective argumentation presents the author or speaker or encoder's desire to communicate certain ideas or simply to provoke the audience. Due to the use of dialectics, this type of argumentation is especially frequent. Thus, in oral discourse will be found in speeches, debates, interviews, informal conversations, radio and TV reports whereas in written discourse will be found in letters, press articles, opinion columns, business letters, and so on.

b. Objective argumentation

The objective-type (also called scientific type) is related to the cognitive process of formally judging about a given problem. Scientific argumentation refers to the methods based on established facts and obeys established laws. The data must be based on bibliographic references, examples from the author's personal experience, and by analogy, that is, by establishing parallels and comparisons with other similar ideas or events expressing consequences from similar propositions.

In general, scientific argumentation has a mixture, where other text-types are involved, such as expository, explanatory and argumentative sequence, and a scientific discourse. Hence scientific argumentation usually appears in

relation to expositions, explanations, definitions or interpretations of a given issue.

3. Structural Elements of Argumentative Text

Argumentative text have two essential components: *thesis* (the idea or theory that the author presents as a universal truth in a relevant, brief and clear way) and *body* (which forms the rest of the text with a sequence of arguments which aim to validate the previous step). The followings are the step sequences of argumentative text

- a. *The introduction* can be defined in two ways. First, as a thesis that is, as a problem to be solved and not as universal truth. And by means of a suggestive and entertaining introduction to the theme through examples or references with the aim of attracting the reader.
- b. *Explanation of the issue* under consideration sets up the beginning of the 'body' development whereby the author can modify the opinions of the reader by making an effective discourse when introducing the different approaches (historically, nowadays).
- c. *Outline of the argument* establishes the difficult points of the argument which must be presented in a concise, organized and coherent way so as to establish the relationship between the different

- d. *Presenting proof*, which are extremely relevant within the essay since they support the main argument with contributions of literary authorities on the theme, bibliographic references and linguistic means (expressions such as 'as a matter of fact', 'it cannot be forgotten', 'what is more').
- e. *Refutation* may establish the main unacceptable ideas or opposite thoughts to that of our main issue, and therefore, raise more interest on the part of our reader.
- f. *Conclude* with a good summary of the opposite arguments, both positive and negative, which will reflect the author's position with respect to the issue. This summary may be presented in two ways: as a universal truth or as another contribution to the issue under consideration.

D. Content Analysis

Content analysis had been introduced by some experts. After World War II, and perhaps as the result of the first integrated picture of content analysis provided by Berelson (1952), the use of content analysis spread to numerous disciplines (Krippendorff, 2004, p. 11).

In linguistics, content analysis had been one of the social research. In line with that, Krippendorff (2004, p. 12) said that in 1955, responding to increasing interest in the subject, the Social Science Research Council's Committee on Linguistics and Psychology

sponsored a conference on content analysis. The participants came from such disciplines as psychology, political science, literature, history, anthropology, and linguistics. Their contributions to the conference were published in a volume titled Trends in Content Analysis, edited by Ithiel de Sola Pool (1959a).

1. Definition of Content Analysis

Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use.

In the content analysis literature, scholars have provided essentially three kinds of definitions of this research method:

- g. Definitions that takes content to be inherent in a text
- h. Definitions that takes content to be a property of the source of a text
- i. Definitions that takes content to emerge in the process of a researcher analyzing a text relative to a particular context (Krippendorff, 2004, p. 18).

Content analysis focuses on analyzing and interpreting recorded material to learn about human behavior. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents. Content analysis usually begins with a question that the researcher believes can best be answered by studying documents (Ary, 2010, p. 29-30).

2. Qualitative Content Analysis

Ultimately, all reading of texts is qualitative, even when certain characteristics of a text are later converted into numbers. The fact that computers process great volumes of text in a very short time does not take away from the qualitative nature of their algorithms: On the most basic level, they recognize zeros and ones and change them, proceeding one step at a time. Nevertheless, what their proponents call qualitative approaches to content analysis offer some alternative protocols for exploring texts systematically (Krippendorff, 2004, p. 16).

The basic approach of qualitative content analysis is to retain the strengths of quantitative content analysis and against this background to develop techniques of systematic, qualitatively oriented text analysis (Mayring, 2014, p. 39).

Mayring (2000: p.2) formulated four points of the basic ideas of content analysis as follows:

- a. Fitting the material into a model of communication: It should be determined on what part of the communication inferences shall be made, to aspects of the communicator (his experiences, opinions feelings), to the situation of text production, to the socio-cultural background, to the text itself or to the effect of the message.

- b. Rules of analysis: The material is to be analyzed step by step, following rules of procedure, devising the material into content analytical units.
- c. Categories in the center of analysis: The aspects of text interpretation, following the research questions, are putted into categories, which were carefully founded and revised within the process of analysis (feedback loops).
- d. Criteria of reliability and validity: The procedure has the pretension to be inter-subjectively comprehensible, to compare the results with other studies in the sense of triangulation and to carry out checks for reliability. For estimating the inter-coder reliability will use in qualitative content analysis (in contrary to quantitative content analysis) only trained members of the project team and we reduce the standard of coder agreement.

3. Qualitative Content Analysis Procedure

Hsieh and Shannon in Yan and Barbara (2006) discussed three approaches to qualitative content analysis, based on the degree of involvement of inductive reasoning. The first is conventional qualitative content analysis, in which coding categories are derived directly and inductively from the raw data. This is the approach used for grounded theory development.

The framework of qualitative approaches it would be of central interest, to develop the aspects of interpretation, the categories, as near as possible to the material, to formulate them in terms of the material. For that scope qualitative content analysis has developed procedures of inductive category development, which are oriented to the reductive processes formulated within the psychology of text processing (Mayring, 2000: p.3).

4. Content Analysis of Linguistic

Discourse analysis is one such approach. Generally, discourse is defined as text above the level of sentences. Discourse analysts tend to focus on how particular phenomena are represented. For example, Van Dijk (1991) studied manifestations of racism in the press: how minorities appear, how ethnic conflicts are described, and how stereotypes permeate given accounts (Krippendorff, 2004, p. 16).

So what are the possibilities for defining those units? Linguistics differentiates the following elements:

- a. **Words** are the basic elements of texts, which have a lexical meaning. Words can have different meanings in respect to their text context (“blue” as a color or a mood).
- b. **Phrases** are groups of words without finite verbs, which have a syntactic (grammatical) connection.

- c. **Clauses** are parts of sentences with syntactic (grammatical) connection and verbs.
- d. **Sentences** are speech units, which are complete and relatively independent in respect to grammar, content and intonation (Mayring, 2014, p. 31).



CHAPTER III

RESEARCH METHOD

In this chapter, the research tries to discuss some methodology used to conduct the research. They include the nature of the research, the research setting and participant, the research instrument, the data collection technique, and the data analysis technique.

A. Research design

This research belonged to qualitative research. Agree with Hancock (2002, p. 2) qualitative research is concerned with developing explanations of social phenomena. That is to say, it aims to help us to understand the world in which we live and why things are the way they are. It is concerned with the social aspects of our world and seeks to answer questions about why people behave the way they do, how opinions and attitudes are formed, how people are affected by the events that go on around them, how and why cultures have developed in the way they have, and the differences between social groups.

Discourse or text can be one of research object in qualitative research. Mason (2002, p. 1) said in qualitative research we can explore a wide array of dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences

and imaginings of our research participants, the ways that social processes, institutions, discourses or relationships work, and the significance of the meanings that they generate.

Researcher used content analysis to analyze the data, especially qualitative content analysis. Krippendorff (2004, p. 1) said that content analysis is potentially one of the most important research techniques in the social sciences. The content analyst views data as representations not of physical events but of texts, images, and expressions that are created to be seen, read, interpreted, and acted on for their meanings, and must therefore be analyzed with such uses in mind. Analyzing texts in the contexts of their uses distinguishes content analysis from other methods of inquiry.

The basic approach of qualitative content analysis is to retain the strengths of quantitative content analysis and against this background to develop techniques of systematic, qualitatively oriented text analysis (Mayring, 2014, p. 39). As text analysis focus, researcher analyzed argumentative text especially in nominalization features.

B. Subject of Study

This research were conducted in IAIN Palangka Raya by focusing on Writing of 4th semester students of English study program in Argumentative Writing class especially in class C based on

convenience sampling technique. Convenience sampling is choosing a sample based on availability, time, location, or ease of access. Convenience sampling is not recommended because it may produce evidence that is not credible. Studies of your children or your workplace are examples of convenience sampling (Ary, 2010, p. 431). The reason of taking this sampling technique is other two classes, class A and class B could not be the subject of this research because the other researchers was conducting their research in those classes. In class C, there were 23 students that consist to 20 students of 4th semester student and 3 recourse students. So, the 20 4th semester student were as subjects but only 12 students have collected their writing products. From 12 4th semester students, researcher collected 10 writing products only because 2 other writing products was indicated as plagiarism.

C. Source of Data

The object of this study is 4th semester students of English Education Study Program. The data were taken from their argumentative text products. Researcher collected the data by asking for student's argumentative text products with the lecturer. Furthermore, researcher provided the word formation for each item. The word formation were from two main kinds of nominalization in English that were verb and adjective based on dictionaries.

D. The research instrument

There were several instruments which were needed to collect the data. According to Ary (2010, p.421), the primary instrument used for collecting the data in qualitative research is the researcher him- or herself, often collecting the data through direct observation or interviews. The main instrument that was used in this research was the researcher herself. The researcher conducted this research, process data collection till data analysis and interpreted by herself actively and accurately.

Beside the researcher herself as the main instrument, there were some additional instruments as follow:

1. Documentation

Documentation is not only including the picture or video, but also including several texts like as newspaper, magazine, and so on. Writing product can be one of the types of documentation. In line with Bowen (2009: p. 28), state that documents contain text (words) and images that have been recorded without a researcher's intervention. Documents that may be used for systematic evaluation as part of a study take a variety of forms. They include advertisements; agendas, attendance registers, and minutes of meetings; manuals; background papers; books and brochures; diaries and journals; event programs (i.e., printed outlines); letters

and memoranda; maps and charts; newspapers (clippings/articles); press releases; program proposals, application forms, and summaries; radio and television program scripts; organisational or institutional reports; survey data; and various public records.

As the documentation, students' argumentative texts were the one of the instrument of this research. Researcher only asked the writing products from lecturer that he asked to students as assignments.

2. Coding Frame Observation

Similar to quantitative content analysis that has coding system, qualitative also has coding system that avoid the number for the finally aims. White and Marsh (2006, p. 37) state that qualitative coding is the initial foreshadowing questions were aimed to answer through the research. The questions guide this initial approach to the data, but the process is inductive, not deductive.

The researcher continually checked her growing interpretation of answers using coding frame observation to researcher's research questions against the argumentative text products and notes, especially situations that did not fit the interpretation or suggest new connections. So, for this instrument was decided into 3 parts based on the reasearch questions which

were nominalization types, constructions of nominalization, and the problem of construction.

E. Data collection Procedure

The researcher explained step by step for each procedure as follow:

1. The first step was forming the list based on the categories and the name of students. The categories based on the types of nominalization and the constructions of nominalization.
2. The researcher asked the students' writing products from their lecturer.
3. The students' writing products would be checked to its types the construction, and the problems based on the coding frame.
4. Then researcher matched the data with the theories.
5. In the next step, the data would be interpreted. In this section researcher also analyzed the problem construction in student's writing based on the using word and construction of nominalization.
6. The last was making conclusion.

F. Data Analysis Procedure

Data analysis procedure of this research provided in each instrument of this research as follow:

1. Data Collection

Researcher collected the data from the students' writing products of argumentative text.

2. Data Reduction

Researcher analyzed nominalization types, the constructions, and the problems and also reduced the data that had been collecting to put away unimportant data.

3. Data Display

Researcher displayed the data in coding frame table and narration, except the problems were provided in narration only. Especially for the types of nominalization, researcher provided the word formation for each item.

4. Conclusion

In conclusion researcher selected sentences based on the nominalization expression that it was one of noun phrase, analyzed the types and the constructions of nominalization then analyzed the problems of constructions.

G. Data Endorsement

1. Credibility

Credibility, the equivalent of internal validity, calls for identifying all important factors in the research questions and

accurately and completely describing the ways in which these factors are reflected in the data gathered (White and Marsh, 2006, p. 38). In this research, researcher used triangulation. Triangulation is a method used to determine the location of a fixed point based on the laws of trigonometry. These laws state that if one side and two angles of a triangle are known, the other two sides and angle of that triangle can be calculated (Denzin, 2010, p. 12-13).

Among experts in triangulation in the social sciences, there continues to be a general consensus on the usefulness of the four types of triangulation originally identified by Denzin in the 1970s: (1) data triangulation; (2) investigator triangulation; (3) theory triangulation; and (4) methodological or method triangulation.

In this research, researcher chose theory triangulation as data endorsement. Theory triangulation is the use of multiple theories or hypotheses when examining a situation or phenomenon. The idea is to look at a situation/phenomenon from different perspectives, through different lenses, with different questions in mind. The different theories or hypotheses do not have to be similar or compatible; in fact, the more divergent they are, the more likely they are to identify different issues and/or concerns (Denzin, 2010, p. 14).

2. Transferability

Transferability, or external validity, is essentially a judgment about the applicability of findings from one context to another. Generally a qualitative researcher tries to situate his findings within a relevant theoretical paradigm, understanding that findings sensible within it can be applied to other, comparable contexts with greater confidence. Similarly, researcher usually tries to collect data on a single factor or question aspects from multiple sources with the understanding that findings based on multiple data sources can be transferred with greater confidence (White and Marsh, 2006, p. 38).

3. Dependability

Dependability addresses the notion of replicability and defines it as “stability after discounting . . . conscious and unpredictable (but rational and logical) changes” (Guba & Lincoln in White and Marsh, 2006, p. 38).

4. Confirmability

Confirmability relates to objectivity and is measured in quantitative content analysis by assessing inter-rater reliability. In qualitative research findings are confirmed by looking at the data, not the researcher(s), to determine if the data support the conclusions. The important criterion is not numeric

correspondence between coders but conceptual consistency between observation and conclusion (White and Marsh, 2006, p. 38-39).



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presented the data presentation, research findings and discussion. This section covers discussion of data finding toward to the analysis of English nominalization of Students' writing products in argumentative text based on three research problems that they are the types of nominalization, the constructions of nominalization, and the problem of construction of nominalization in students' writing products.

A. Data Presentation

This section presents the data presentation of students' argumentative texts. The data consist to the documentation of the argumentative text products, the length words of the argumentative texts, and the nominalizations words of the argumentative texts. The researcher had collected 12 writing products but would analyze 10 of them only because there were two same writing products, so it was indicated as plagiarism. For each argumentative text has different length. It caused the lecturer of argumentative writing in class C gave the students free writing assignments. The following is the presentation of argumentative texts based on the length and nominalization words findings in each text.

Table 4.1 Argumentative Text Products Presentation

Argumentative Text Products	Words	Nominalization words
AT 1	268	20
AT 2	224	18
AT 3	454	32
AT 4	602	31
AT 5	539	22
AT 6	528	52
AT 7	211	22
AT 8	395	12
AT 9	435	23
AT 10	277	17

From the presentation above, the researcher concluded two results. Firstly, the length of words of writing did not relate with the weight of the nominalization words. Although the writing was short some students could use nominalization well in their writings. It made their formal or scientific writing especially in argumentative texts denser. Like in AT 7 has the shortest writing, but the student wrote the nominalization words excessively than AT 8 has more length writing, but the student wrote 7 nominalization words only. Based on the first result, the weight nominalization words in the research was

AT 2. In this writing product had 211 length words and 189 nominalization words. It could be indicated that AT 2 was more density than other argumentative texts.

B. Research Findings

Here was the providing of the findings based on three research questions that they are the types of nominalization, the constructions of nominalization, and the problem of construct nominalization. The researcher made a coding frame observation that had been decided into 3 parts based on the reasearch question which is stated in White and Marsh (2006, p. 37). For the result of the types and the construction, researcher would display them in coding frame table and narration while for the problems would be displayed in narration.

1. Types of Nominalization

Here the first result of analysis of English nominalization in argumentative text. There were some repeating words in students' writing products. The following table would show each type consisted to five kinds of nominalizations based on morphological endings, they were gerund, deverbal noun, suffix in verb, from adjective, and different meanings between verb and noun (Vinh To, et all., 2013, p. 17).

a. Gerund

The applying nominalizations of gerund were excessively. Many gerunds were found in students' argumentative texts. The following are the detail of gerund word locations in expressions:

Table 4.2 Research Findings of Gerund

Writing Product	Nominal Expressions	Nominalization
AT 1	Some a building is plan of foreign workers.	Build (V) – Building (N)
	According of survey national...	Accord (N,V) – According (N)
	The immigrant working in Indonesia...	Work (V) – Working (N)
	The raising of amount immigrant...	Raise (V) – Raising (N)
	The effect decreasing the amount of wages	Decrease (V) – Decreasing (N)
AT 3	...citizen capable of performing work .	Perform (V) – Performing (N)
	Understanding foreign workers in terms...	Understand (V) – Understanding (N)
	Authentic understanding	Understand (V) – Understanding (N)
	...for being nation's next generation.	Be (V) – Being (N)
	Increasing unemployment rate in Indonesia...	Increase (N,V) – Increasing (N)
	...destroyed by hiring foreign worker.	Hire (V) – Hiring(N)
	Instead of assisting the absorption of the local workforce...	Assist (V,N) – Assisting (N)
	Recruiting the country's illegal foreign workers...	Recruit (V) – Recruiting (N)
...without meeting the required qualifications .	Meet (V) – Meeting (N)	

AT 4	...with unfavortable and less wearing .	Wear (V) – Wearing (N)
	...Foreign workers are usually much more experienced in working .	Work (V) – Working (N)
	Should the natives more intelegent thinking .	Think (V) – Thinking (N)
	... developing countries for Indonesia.	Develop (V) – Developing (N)
	Financing activities based on statehood...	Finance (N,V) – Financing (N)
	...terms of handling work.	Hand (V) – Handling (N)
	... circulating in public opinion.	Circulate (V) – Circulating (N)
AT 5	...like mastering and owning the company.	Master (N) – Mastering (N)
	..for being a slave to foreign workers.	Own (N) – owning (N)
	...to be enthusiastic in learning as...	Be (V) – Being (N)
		Learn (V) – Learning (N)
AT 6	Citizen capable of performing work...	Perform (V) – Performing (N)
	Understanding foreign workers in terms...	Understand (V) – Understanding (N)
	Financing relationships with foreign countries	Finance (V) – Financing (N)
	...for the following reasons.	Follow (V) – Following (N)
	...are too relying on foreign workers in completing the task...	Complete (Adj.) – Completing (N)
	... causing the public concern.	Cause (N,V) – Causing (N)
	... addressing the presence of the foreign workforce.	Address (N,V) – Addressing (N)
AT 7	Looking of the Indonesia economy...	Look (V) – Looking (N)
	...such as describing a loud	Describe (V) – Describing

	evy with tears...	(N)
	... employing foreigners without the written permission...	Employ (V) – Employing (N)
AT 8	Applying good work .	Apply (V) – Applying (N)
AT 9	Some of the following can be done...	Follow (V) – Following (N)
	The rules of labor legislation ...	Legislate (V) – Legislation (N)
	The presence of foreign workers smuggling ...	Smuggle (V) – Smuggling (N)
	...to support workers in earning in accordance...	Earn (V) – Earning (N)
AT 10	...for doing our job.	Do (V) – Doing (N)

From the table above, AT 3 was the most considerable argumentative text products, AT 4 and AT 6 had many applying gerund after AT 3, the ATP 1, AT 9, AT 5, AT 7, and AT 10 follow the others.

b. Deverbal Noun

The applying nominalization of this type was the most little applying. The following are the detail of deverbal noun word locations in expressions:

Table 4.3 Research Findings of Non-Zero Nouns

Writing Product	Nominal Expressions	Nominalization
AT 3	...citizen capable of performing work .	Work(V) – Work (N)
	Permitted positions in the labor rules.	Position (V) – Position (N)
AT 4	The world of work ...	Work (V) – Work (N)
	...have work experience ...	Experience (V) –

		Experience (N)
AT 6	Citizen capable of performing work...	Work (V) – Work (N)
	...many request experienced workers.	Request (V) – Request (N)
	The common concern of foreign worker.	Concern (V) – Concern (N)
AT 8	Good experience for work...	Experience (V) – Experience (N)
	Applying good work.	Work (V) – Work(N)
AT 9	...clear sanctions for foreign workers	Sanction (V) – Sanction (N)

Deverbal noun nominalization was the little appearing words in students' argumentative texts. The appearing was considerable in AT 6 with the same appearing in the other students' argumentative texts.

c. Suffix In Verb

The applying nominalizations of adding suffix in verb was the most considerable appearing nominalization words. The following were the detail of adding suffix in verb words in expressions:

Table 4.4 Research Findings of Suffix in Verb

Writing Product	Nominal Expressions	Nominalization	Suffix
AT 1	... possession of foreigners.	Possess (V) – Possession (N)	-ion
	Extend contribution to economy...	Contribute (V) – Contribution (N)	-ion
	The effect of native employment	Employ (V) – Employment (N)	-ment

	Worker whom bringing Investment ponds...	Invest (V) – Investment (N)	-ment
	Proper immigrant arrangements	Arrange (V) – Arrangement (N)	-ment
AT 3	An competition to get...	Competitive (Adj.) – Competition (N)	-tion
	I think government should...	Govern (Adj.) – Government (N)	--ment
	The selection tight to...	Select (Adj., V) – Selection (N)	-ion
	...to add a skill and education ...	Educate (V) – Education (N)	-ion
	...government conclusion ...	Conclude (V) – Conclusion (N)	-ion
AT 3	Outside of employment ...	Employ (V) – Employment (N)	-ment
	...economic growth and absorption of local labor.	Grow (V) – Growth(N)	-th
		Absorb (V) – Absorption (N)	-tion
	The confidence of the county's children...	Confide (V) – Confidence (N)	-ence
	Increasing unemployment rate in Indonesia...	Employ (V) – Unemployment (N)	-ment
	Government must use...	Govern (V) – Government (N)	-ment
	...without meeting the required qualifications .	Qualify (V) – Qualification (N)	-tion
	From my description ,...	Describe (V) – Description (N)	-tion
The young generation of Indonesia	Generate (V) – Generation (N)	-ion	
AT 4	The existence of foreign workers in our country...	Exist (V) – Existence (N)	-ence
	A sense of dependence on foreign countries...	Depend (V) – Dependence (N)	-ence
	...in term of employment .	Employ (V) – Employment (N)	-ment
	... payment of foreign debt of a country.	Pay (V) – Payment (N)	-ment

	The national development of a country...	Develop (V) – development (N)	-ment
	...the criteria indeed in accordance ...	Accord (V) – Accordance (N)	-ance
	...the operation of companies.	Operate (V) – Operation (N)	-ion
AT 5	I agree on the argument .	Argue (V) – Argument (N)	-ment
	...from the government .	Govern (V) – Government (N)	-ment
	They deserve an appreciation from the government	Appreciate (V) – Appreciation (N)	-ion
AT 6	...outside of employment .	Employ (V) – Employment (N)	-ment
	There will be intense competition to prove Indonesians...	Competitive (V) – Competition (N)	-ion
	Instrument of payment ...	Pay (V) – Payment (N)	-ment
	Transactions tools...	Transact (V) – Transaction (N)	-ion
	... assistance and as a source of state income.	Assist (N,V) – Assistance (N)	-ance
	... dependence on foreign countries...	Depend (V) – Dependence (N)	-ence
	...in the population of foreigners in Indonesia.	Populate (V) – Population (N)	-ion
	The government has set...	Govern (V) – Government (N)	-ment
ATP 7	The mobilization of worker...	Mobile (Adj.) – Mobilization (N)	-tion
	In this era of globalization ...	Global (Adj.) – Globalization (N)	-ion
	In the regulations of the republic of Indonesia.	Regulate (V) – Regulation (N)	-ion
	The government and entrepreneurs can pay...	Govern (Adj.) – Government (N)	-ment

AT 8	They are always obedient for promotion the work...	Promote (V) – Promotion (N)	-ion
	a lot unemployment in Indonesia...	Employ (V) – Unemployment (N)	-ment
	...good generation in the future.	Generate (V) – Generation (N)	-ion
	Government already limited foreign workers.	Govern (Adj.) – Government (N)	-ment
AT 9	...a number of unemployment .	Employ (V) – Unemployment (N)	-ment
	The advancement of technology.	Advance (Adj.) – Advancement (N)	-ment
	Information in this area of globalization provides...	Inform (V) – Information (N)	-ion
	...in this era of globalization provides...	Global (Adj.) – Globalization (N)	--tion
	Regulations for the presence of Foreign workers...	Regulate (V) – Regulation (N)	-ion
	...the existence of foreign workers...	Exist (V) – Existence (N)	-ence
	Government must provide...	Govern (Adj.) – Government (N)	-ment
	Periodic inspection of foreign worker presence in Indonesia.	Inspect (V) – Inspection (N)	-ion
	...that require competence ...	Compete (V) – Competence (N)	-ence
	The principle of technology transfer and regeneration .	Regenerate (V) – Regeneration (N)	-ion
	...higher education not rough worker.	Educate (V) – Education (N)	-ion
	...to support workers in earning in accordance ...	Accord (V) – Accordance (N)	-ance
	In conclusion ,...	Conclude (V) – Conclusion (N)	-sion
	...for economic growth in Indonesia...	Grow (V) – Growth (N)	-th
AT 10	... competition for get the	Competitive (V) –	-ion

job is so difficult.	Competition (N)
----------------------	-----------------

The applying nominalization that adding suffix in verb was the most considerable rising nominalization words in students' argumentative texts. The appearing was more excessively in AT 9, then AT 3 and 6, AT 4, AT 1, AT 2, AT 8, AT 5, and AT 10.

d. **From Adjectives**

The applying nominalizations from adjective were considerable enough which after gerund nominalization, although had significant little nominalization words. The following are the detail of nominalization from adjective words in expressions:

Table 4.5 Research Findings of Nominalization from Adjectives

Writing Product	Nominal Expressions	Nominalization	Rules of Turning
AT 1	The effect of native employment	Effective (Adj.) – Effect (N)	Clipping
AT 2	In the business needed...	Busy (Adj.) – Business (N)	Adding –ness
	Foreign workers have a goodness and weakness .	Good (Adj.) – Goodness (N) Weak (Adj.) – Weakness (N)	Adding –ness Adding –ness
AT 3	...believe in the ability of those...	Able (Adj.) – Ability (N)	Adding –ity
AT 4	The good effect of foreigner worker in our country.	Effective (Adj.) – Effect (N)	Clipping

	The ability of domestic workforce ...	Able (Adj.) – Ability (N)	Adding –ity
	Sometimes a competition is necessary for us.	Competitive (Adj.) – Competition (N)	Similar sounding
AT 5	...many effects of this foreign worker...	Effective (Adj.) – Effect (N)	Clipping
AT 6	...the competitiveness of Indonesian workers.	Competitive (Adj.) – Competitiveness (N)	Adding –ness
	The effect of the narrowness of opportunities...	Effective (Adj.) – Effect (N) Narrow (Adj.) – Narrowness (N)	Clipping Adding –ness
AT 8	A good ability in the work.	Able (Adj.) – Ability (N)	Adding –ity
	The effectiveness for do work...	Effective (Adj.) – Effectiveness (N)	Adding –ness
	...Indonesian people deficiency ...	Deficient (Adj.) – Deficiency (N)	Similar sounding
AT 9	...the competitiveness of local and foreign workers.	Competitive (V) – Competitiveness (N)	Adding –ness
	People of Indonesia are also more motivated to improve their ability ...	Able (Adj.) – Ability (N)	Adding –ity
AT 10	A variety so much of job.	Varied (Adj.) – Variety (N)	Adding –ity
	...some effect for Indonesia.	Effective (Adj.) – Effect (N)	Clipping
	...the religion is different.	Religious (Adj.) – Religion (N)	Similar sounding

The applying of nominalization from adjectives was more prevalent in every student's argumentative text which the most little appearing was in AT 1.

e. Different Meanings between Verb and Noun

The applying nominalization of this type was similar to the applying of nominalization from adjectives. The following are the detail of this type in expressions:

Table 4.6 Research Findings of Different Meaning
between Noun and Verb

Writing Product	Nominal Expressions	Nominalization
AT 1	The foreign workers	Work (V) – Worker (N)
AT 2	Between foreign workers and local workers	Work (V) – Worker (N)
AT 3	Understanding foreign workers in term of law...	Work (V) – Worker (N)
	Foreign citizens visa holders with...	Hold (V,N) – Holder (N)
	The absorption of the local workface ...	Work (V) – Workface (N)
AT 4	Foreign workers in country...	Work (V) – Worker (N)
	Due to their arrival to Indonesia	Arrive (V) – Arrival (N)
	Foreign exchange also serves...	Change (V) – Exchange (N)
AT 5	...being a slave to Foreign workers .	Work (V) – Worker (N)
	...as employees of Indonesia.	Employ (V) – Employee (N)
AT 6	...being a slave to Foreign workers .	Work (V) – Worker (N)
	...increase foreign exchange and others.	Change (V) – Exchange (N)
	The presence of the foreign workforce	Work (V) – Workforce (N)
AT 7	...the mobilization of	Work (V) – Worker (N)

	workers.	
	Every employer is prohibited from employing foreigners.	Employ (V) – Employer (N)
AT 8	...because of from thought Foreign workers.	Work (V) – Worker (N)
AT 9	...for the presence of Foreign workers...	Work (V) – Worker (N)
AT 10	The foreign worker in Indonesia...	Work (V) – Worker (N)
	People must be attention and participant to avoid...	Participate (V) – Participant (N)

As the similar appearing with nominalization from adjectives, the little applying was found in AT 1, 2, 8, and 9.

2. Nominalization Construction

In this section, researcher provided the construction of nominalization in table and narration. The construction consist of two main patterns, they were nominalization as modifier and nominalization as head. Firstly, nominalization as modifier had 2 patterns. Secondly, nominalization as head had 14 patterns. The following were the display pattern data in table:

a. Nominalization as Modifier

Nominalization as modifier was the first main pattern in the present research. In this section, the nominalization were as classifier of the noun phrase. There were two patterns in this section as follow:

Table 4.7 Research Findings of Nominalization as Modifier

Writing Product	Nominalization Expression
1) Nominalization + Noun	
AT 3	...citizen capable of performing work.
	Understanding foreign workers in terms...
	...for being nation's next generation.
	Increasing unemployment rate in Indonesia...
	...destroyed by hiring foreign worker.
AT 4	Recruiting the country's illegal foreign workers...
	... developing countries for Indonesia.
	Financing activities based on statehood...
AT 5	...terms of handling work.
	...like mastering and owning the company.
	... owning the company.
AT 6	..for being a slave to foreign workers.
	Citizen capable of performing work...
	Understanding foreign workers in terms...
	Transactions tools...
	Financing relationships with foreign countries
	...for the following reasons.
	...are too relying on foreign workers in completing the task...
... causing the public concern.	
AT 7	... addressing the presence of the foreign workforce.
	...such as describing a loud evy with tears...
	Employment opportunities....
AT 8	... employing foreigners without the written permission...
	They are always obedient for promotion the work...
2) Prepositional + Nominalization	
AT 3	Outside of employment ...

AT 4	...foreign countries in term of employment .
	...experienced in working .
	They can compete the world of work ,...
	...the criteria indeed in accordance and...
AT 5	...to be enthusiastic in learning ...
AT 7	...the mobilization of workers .
	In this era of globalization ...
AT 9	In conclusion ,...

b. Nominalization as Head

Contrasting with the first main pattern, the nominalization in this section were as head with determiner, premodifier, and postmodifier. There were 14 patterns of this section as follow:

Table 4.8 Research Findings of Nominalization as Head

Writing Product	Nominalization Expression
1) Deictic + Deictic 2 + Nominalization	
AT 1	The foreign workers
AT 3	... the required qualifications ...
	The absorption of the local workface ...
AT 9	...that require competence ...
2) Nominalization + Prepositional Phrase	
AT 1	... possession of foreigners.
AT 3	... absorption of local labor.
AT 4	A sense of dependence on foreign countries...
	... payment of foreign debt of a country.
	... circulating in public opinion.
	...know your window of thought and knowledge .
	...financing activities based on statehead ...
AT 5	...as employees of Indonesia.
AT 6	... dependence on foreign countries...
AT 7	Looking of the Indonesia economy...

AT 9	Information in this area of globalization...
	Information in this area...
	Regulations for the presence of Foreign workers...
	...to support workers in earning in accordance with the actual rules...
	accordance with the actual rules...
AT 10	... competition for get the job is so difficult.
3) Deictic + Nominalization + (non)Finite clause	
AT 2	In the business needed...
	The selection tight to...
AT 4	Sometimes a competition is necessary for us.
AT 6	The government has set...
AT 7	Every employer is prohibited from employing foreigners.
	The government and enteprenneurs can pay...
AT 9	Some of the following can be done...
AT 10	...the religion is different.
4) Deictic + Noun + Nominalization + Prepotional Phrase	
AT 1	The immigrant working in Indonesia...
5) Epithet + Nominalization + Prepotional Phrase	
AT 1	The effect of native employment
AT 3	Understanding foreign workers in term of law...
	Permitted positions in the labor rules.
AT 4	Foreign workers in country...
AT 8	Good experience for work...
	...good generation in the future.
AT 9	...clear sanctions for foreign workers
	...for economic growth in Indonesia...
6) Deictic +Nominalization + Prepotional Phrase	
AT 1	The raising of amount immigrant...
AT 2	The effect of native employment
AT 3	The confidence of the county's children...
	... the ability of those...

AT 4	The existence of foreign workers in our country...
	The ability of domestic workforce...
	Due to their arrival to Indonesia
	...the operation of companies.
	...the spearhead of the country's economy.
	...the cause of bad impact...
	...the equality of self in order...
AT 5	...many effects of this foreign worker...
	They deserve an appreciation from the government
AT 6	...the comptitiveness of Indonesian workers.
	The effect of the narrowness...
	...the narrowness of opportunities...
	...in the population of foreigners in Indonesia.
AT 7	The operation of companies...
	The mobilization of worker...
AT 8	In the regulations of the republic of Indonesia.
AT 8	The effectiveness for do work...
AT 9	The advancement of technology.
	...the existence of foreign workers...
	...the competitiveness of local and foreign workers.
	... to improve their ability to compete with...
7) Noun/Nominalization + Nominalization	
AT 2	...government conclusion ...
AT 3	...citizen capable of performing work .
	...economic growth and absorption of local labor.
AT 4	...have work experience ...
AT 6	Citizen capable of performing work ...
AT 8	...Indonesian people deficiency ...
AT 9	The principle of technology transfer and regeneration .

8) Nominalization + (non)Finite Clause	
AT 3	Government must use...
AT 4	Foreign exchange also serves...
AT 8	Government already limited foreign workers.
AT 9	...this area of globalization provides...
	Government must provide...
9) Epithet + Noun/Nominalization + Nominalization	
AT 1	Proper immigrant arrangements
AT 3	Foreign citizens visa holders with...
10) Epithet + Nominalization	
AT 2	Between foreign workers and local workers
AT 3	Authentic understanding
AT 4	...with unfavorable and less wearing .
	The ability of domestic workforce ...
AT 5	...being a slave to Foreign workers .
AT 6	...being a slave to Foreign workers .
	...increase foreign exchange and others.
AT 8	...because of from thought Foreign workers .
	Applying good work.
AT 9	...for the presence of Foreign workers ...
	The rules of labor legislation ...
11) Deictic + Nominalization	
AT 2	Foreign workers have a goodness and weakness.
	Foreign workers have a goodness and weakness .
AT 3	From my description ,...
AT 5	I agree on the argument .
	...from the government .
12) Deictic + Deictic 2 + Nominalization + Prepositional Phrase	
AT 3	The young generation of Indonesia
AT 4	The good effect of foreigner worker in our country.
AT 4	The national development of a country...
AT 6	The common concern of foreign worker.
	The presence of the foreign workforce

AT 8	A good ability in the work.
AT 10	The foreign worker in Indonesia...
13) Deictic + Numerative + Nominalization + Prepositional Phrase	
AT 8	...a lot unemployment in Indonesia...
14) Noun/Nominalization + Nominalization + Prepositional Phrase	
AT 9	Periodic inspection of foreign worker presence in Indonesia.

3. The Problem of Nominalization Constructions

This section provided 2 kinds of problems based on Yulianti, Refnaldi, and Rosa, (2014) related to their problems in gramatical shift and creating nominal group and structural adjustment. The providing would explain one by one in naration as follow:

a. Grammatical Shift Problems

In this problem was related with the choosing the word class. According to Yulianti, Refnaldi, and Rosa (2014, p. 231), the most remarkable result to emerge is the majority of students write incorrect noun form of verb. For example, student wrote capable in the expression ‘citizen **capable** of performing work’. In that expression **capable** was as noun, but student wrote it in adjective class word. Student should wrote ‘capability’ as the proper word for the expression. The following were the students’ problems in gramatical shift:

- 1) ...good **settled** and proper immigrant arrangements.

It was the first expression with the problem in its word **settled**. **Settled** was indicated as verb class word. **Settled** should be changed to 'settled'.

- 2) ...citizen **capable** of performing work

This problem was located in two students' writing product 3 and 6. There was no problem of construction in this expression. The problem was the word **capable**. **Capable** should be changed 'capability' because **capable** was the adjective class word.

- 3) ...many workers in Indonesia and **settled**...

There was 2 problems in this expression, they were the error of postmodifier construction and the writing of applying the word class of **settled**. The head of this expression was workers and **settled**. Because of that problem, 'in Indonesia' should be postmodifier of them. Secondly, the word **settled** (adjective) should be changed to 'settler(noun)'. So, the better expression was '...many workers and **settled** in Indonesia...?'

- 4) ...for **manage** the swallow company...

This part had problem in the error of choosing the word class. **Manage** was indicate as verb class word. So, **manage** was changed to 'managing'.

b. Nominal Group and Structural Adjustment Problems

This problem was related to students' problem in nominalization construction. According to Yulianti, Refnaldi, and Rosa (2014, p. 231), the problem of nominal group and structural adjustment problems could be from the verb become the head noun in nominalizing noun phrase, the various other elements of the erstwhile clause – subject, object, indirect object, adverb or verbal compliments – become various noun modifier. The following were students' problems in nominal group and structural adjustment:

- 1) Some a **building** is plan of foreign worker.

In this case, the nominalization was **building** that was located in writing product 1. As a head of phrase **building** has premodifier and postmodifier. The error was in both of premodifier and postmodifier. In premodifier, student has to choose 'a' than 'some' because there was 'is' after **building** as one of postmodifier. And in postmodifier, student has to change 'plan' to be 'planned' and change 'of' to be 'by' like in passive voice as finite clause. So, the right construction is 'a **building** is planned by foreign worker.'

- 2) **According** of survey national...

This nominalization was still located in writing product 1. The error was located in the choosing of preposition as

postmodifier. Researcher suggested that student has to choose 'to' as the proper preposition of **according**.

- 3) Extend **contribution** to economy

Contribution was the nominalization that had premodifier error. Extend was indicated in verb class. As a premodifier **contribution** should be adjective 'extended' or noun 'extending/extension'.

- 4) The effect **decreasing** the amount of wages

In this expression, **decreasing** should be the head. As the head 'amount' has to be premodifier, omit 'the', and add preposition 'of' after 'effect'. The adding preposition was important because 'effect' was the noun class. so, the better expression is 'The effect of amount **decreasing** of wages.

- 5) Worker whom bringing **investment** ponds...

In the last of writing product error, there was **investment**. In this case, **investment** was as a classifier of ponds. Before the **investment** was there was the word 'bringing' as verb. So, the word 'bringing' should be changed to 'bring'.

- 6) ...have an **competition** to get...

In the first of writing product 2 error, student made the simple error. That was the determiner of **competition** that was 'an'. The determiner 'an' has to change to 'a' because

the first letter of **competition** was consonant with determiner 'a'.

7) I think **government** should...

In this case, **government** was as a head with 'should' as postmodifier (finite clause). There was 2 clause without connector in this section. So, the adding of connector 'that' was necessary in this expression.

8) Instead of **assisting** the absorption of the local workforce...

The nominalization **assisting** was indicated as classifier. The error was the locating of determiner 'the'. The better locating is before **assisting**.

9) ...should be more active **learning**...

In this expression, **learning** was the head that was as simple noun phrase. **Learning** was not part of the clause. So, the expression need preposition 'in' between them. The better expression is '...should be more active in **learning**...'.

10) There will be intense **competition**...

Still in same problem, **competition** needed preposition 'in' after the word 'intense'.

11) ...should the natives more intelligent **thinking**.

Here, **thinking** had same position with **learning** in the previous error. Preposition 'in' should be located before

thinking. For the other error in this expression, student had to added 'is' as verb before the word 'more'.

12) ...many **request** experienced workers.

There were two problem in this expression. The firstly, word 'many' was indicated as determiner of plural noun, so the nominalization **request** need adding the suffix 's' in the end of word. The secondly, there was two noun phrase in this expression that **request** and 'workers' as the head, so they needed preposition 'of' between them. In conclusion, the better expression was '...many **request** of experienced workers.'

13) There will be intense **competition**...

Here, the expression had problem in the construction. **Competition** was indicated as the simple noun phrase that as the adverb of the expression. Student should add preposition 'in' before **competition**.

14) The presence of foreign workers **smuggling**...

In this case, there were two noun phrase and one of them was 'workers' as a head. As ahead, 'workers' need premodifier. So, the nominalization **smuggling** should be placed before the head 'workers'.

15) ...higher **education** not rough worker.

The head of this expression was **education**. There was no matter of the premodifier 'higher', but there was problem in the post modifier. In this part, the postmodifier of **education** was finite clause that need verb. The choosing of word 'rough' was proper, but student should added 'do' before for the right negative expression of present tense.

16) A **variety** so much of job.

The premodifier was the problem of this expression. As a head **variety**, student add determiner before the head. The choosing of determiner was significant wrong. So, student should add determiner 'many' as the better determiner for the reason that **variety** was a countable noun. And automaticly, the nominalization **variety** should be added -es in the end of the word. The better expression should be 'Many **varieties** of job'.

17) ...some **effect** for Indonesia.

For the last problem in the student's writing product, there was little problem of the head **effect**. Student choosed 'some' as the determiner. So, for the better form was added -s in the end of the nominalization **effect**.

C. Discussion

This part of the study is aimed at discuss the result of the study that has been collected from 4th semester students' writing product using field notes. In addition, as it is explained in the previous chapter. The discussion is focusing on the using nominalization in students' scientific writing especially in argumentative text. The discussion is divided into three major points. The first is the types of nominalization. This is conducted to figure out whether all of the using nominalization types that consist to 5 types based on the morphological endings. The 5 types are gerund, non-zero nouns, suffix in verb, from adjective, and different meaning between noun and verb. The second is the applying construction in nominalization use. This is done to figure out how the applying the construction. The construction consist of two main patterns, they were nominalization as modifier and nominalization as head. And the last, researcher also analyzed the students' writing problems. The problems decided in 2 kinds of problems basd on Yulianti, Refnaldi, and Rosa, (2014) related to their problems in gramatical shift and creating nominal group and structural adjustment.

Before discuss about the main research problem, there was the display of using moninalization commonly in students' writing product. Based on that display, the length of words of writing did not relate with the weight of the nominalization words. Although the

writing was short some students could use nominalization well in their writings. It would be density their formal or scientific writing especially in argumentative text. For example in ATP 7 has the shortest writing, but the student wrote the nominalization words excessively than ATP 8 has more length writing, but the student wrote 7 nominalization words only.

Due to focus on types of nominalization the applying of suffix in verb were excessively which the rank using was from suffix in verb, gerund, different meaning between verb and noun, nominalization from adjective, and deverbal noun. This result in line with Arlauskaitė (2013, p. 10) that the biggest source of nominalizations is created from verbs. Arlauskaitė (2013, p. 11) also said that gerundive nominal can derive from any proposition. However, gerunds do not express the substantive process and they should not be treated as a noun proper because they are more verbal than nominal.

The construction consist of two main patterns, they were nominalization as modifier and nominalization as head. Firstly, nominalization as modifier had 2 patterns, Nominalization + Noun and prepositional + nominalization. Secondly, nominalization as head had more considerable which consisted to Noun/Nominalization + Nominalization + Prepositional Phrase, Deictic + Numerative + Nominalization + Prepositional Phrase, Deictic + Deictic 2 +

Nominalization + Prepositional Phrase, Deictic + Nominalization, Epithet + Nominalization, Noun/Nominalization + Nominalization, Epithet + Nominalization + (non)Finite Clause, Noun/Nominalization + Nominalization, Deictic + Nominalization + Prepositional Phrase, Epithet + Nominalization + Prepositional Phrase, Deictic + Noun + Nominalization + Prepositional Phrase, Deictic + Nominalization + (non)Finite clause, Nominalization + Prepositional Phrase, and Deictic + Deictic 2 + Nominalization. Although the using nominalization words were still poor and not related with the length of the writing, most students could improve in good construction as scientific writing. And most patterns was density with the complex modifier.

In the present research, students made little problematics in grammatical shift which were in ‘...good **settled** and proper immigrant arrangements.’, ‘...citizen **capable** of performing work’, ‘...many workers in Indonesia and **settled**...’, and ‘...for **manage** the swallow company...’. In line with Yulianti, Refnaldi, and Rosa (2014, p. 231), the remarkable result to emerge is the majority of students write incorrect noun form of verb.

Then for the nominal group and structural expression were in ‘Some a **building** is plan of foreign worker.’, ‘**According** of survey national...’, ‘Extend **contribution** to economy’, ‘The effect **decreasing** the amount of wages’, ‘Worker whom bringing **invesment** ponds...’, ‘...have an **competition** to get...’, ‘I think

government should...’, ‘Instead of **assisting** the absorption of the local workforce...’, ‘...should be more active **learning**...’, ‘There will be intense **competition**...’, ‘...should the natives more intelegent **thinking**.’, ‘...many **request** experienced workers.’, ‘There will be intense **competition**...’, ‘The presence of foreign workers **smuggling**...’, ‘...higher **education** not rough worker.’, ‘A **variety** so much of job.’, and ‘...some **effect** for Indonesia.’. Most students had already improved in proper gramatical shift and construction. The result displayed that there was little problem in their writing. In line with Yulianti, Refnaldi, and Rosa (2014, p. 231), the problem of nominal group and structural adjustment problems could be from the verb become the head noun in nominalizing noun phrase, the various other elements of the erstwhileclause – subject, object, indirect object, adverb or verbal compliments – become various noun modifier.

Meanwhile, 4th semester student at IAIN Palangka Raya use little nominalization words that did not related with the lenght of the writing. But, they could properly improve the nominalization with the little problem in their writings. Moreover, they could improve nominalization in complex expressions.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

Nominalization is one of derivational system from other class word into noun class word. After analyzing the data of using nominalization in 4th semester students' writing product at IAIN Palangka Raya, researcher found the findings as the research problem of the present research:

1. Types of Nominalization

Due to focus on types of nominalization the applying of suffix in verb were excessively which the rank using was from suffix in verb, gerund, different meaning between verb and noun, nominalization from adjective, and deverbal noun.

2. Nominalization Construction

The construction consist of two main patterns, they were nominalization as modifier and nominalization as head. Nominalization as modifier had 2 patterns and nominalization as head had more many patterns. Although the students' applied little nominalization words that it was not related with the lenght of the writing, most students could impove in good construction as

scientific writing. And most patterns was density with the complex modifier.

3. The Problem of Nominalization Construction

For the last, in the problematic of students' writings, researcher found problematics in gramatical shift and nominal group and structural adjustment problems. The problem of gramatical was the majority of students write incorrect noun form of verb. The problem of nominal group and structural adjustment problems could be from the verb become the head noun in nominalizing noun phrase, the various other elements of the erstwhileclause – subject, object, indirect object, adverb or verbal compliments – become various noun modifier.

Meanwhile, 4th semester student at IAIN Palangka Raya use little nominalization words that did not related with the lenght of the writing. But, they could properly improve the nominalization with the little problem in their writings. Moreover, they could improve nominalization in complex expressions.

B. Suggestion

Finally, the researcher hopes this study will be useful for the readers. Therefore, based on the findings at the previous chapter, it is necessary to give some valuable suggestions for the student, the morphology and scientific writing lecturer, and the next researchers

also. The suggestion is order to improve the quality of students' scientific writing in the next year.

1. Suggestion for the Students

Nominalization as a means of packaging in formations is of abundant use both in written and spoken scientific discourse. However, the written model ends itself better to the application of nominalization due to its very nature. As the academic students, the comprehension of nominalization is very important as one of the feature of scientific writing.

2. Suggestion for the Lecturer

Lecturers have important role for students to comprehend their knowledge about nominalization. Especially in the present research is for morphology and scientific writing lecturers. Researcher hopes that nominalization can be one of the material of those subject.

3. Suggestion for the Next Researcher

The researcher knows that this study is not complete enough to cover the using of nominalization. Therefore, the researcher hopes for the next researcher:

- a. For the same method, researcher hopes there will be research problem about the semantic of nominalization in students'

writing. It will be the deep research to know the meaning of nominalization in students' writing.

- b. For the different method, researcher hopes there will be the build research that applying nominalization as one of material.



REFERENCES

- Adnan, L. M. (2014). *Research Methods on Language Learning an Introduction*. Malang: UM Press.
- Adomako, K. (2012). Verbal Nominalization as a Derivational Process: The Case of Akan. *Ghana Journal of Linguistics*, 1, 43-64.
- Adu, K. S. (2015, 2015). Nominalizations in Research Article Abstracts: a Comparative Study. *European Journal Language Studies*, 2, 56-66.
- Alireza Jalilifar, E. S. (2017). Exploring Nominalization in The Introduction and Method Sections of Applied Linguistics Research Articles: A Qualitative Approach. 64-80.
- Arlauskaite, E. (2013). Semantic and Structural Features of Verb-Based Nominalizations in science Popular Texts. 3-50.
- Ary, D. (2010). *Introduction to Research in Education*. Canada: Wadsworth, Cengage Learning.
- Baker, L. M. (2006). Observation: A Complex Research Method. *LIBRARY TRENDS*, 55, 171-189.
- Bowen, G. A. (2009). Document Analysis as a Qualitative Research Method. *Qualitative Research Journal*, 9, 27-40.
- Crystal, D. and D. Davy. (1969). Investigating English Style. *Linguistics Critism*.
- Davidse, Breban & Linden. (2008). Deictification: the development of secondary deictic meanings by adjectives in the English NP1. *English Language and Linguistics*, 475-503.
- Denzin, N. (2010). *An Introduction to Triangulation*. UNAIDS Monitoring and Evaluation Fundamentals.
- Echols and Shadily. (2010). *An English-Indonesia Dictionary*. Jakarta: Gramedia.
- Elabama. (2017, february 14). *Same-Sex Marriages Should Certainly Not Be Made Legal*. Retrieved february 18, 2018, from private writing: <https://www.privatewriting.com/blog/should-same-sex-marriages-be-made-legal>Should Same-Sex Marriages Be Made Legal?
- Elhawwa, T. (2015). Developing Materials of Writing Course Using Graphic Organizers. *Journal on English as a Foreign Lan*, 5, 113-124.
- Florian, C. (n.d.). *An Introduction to their Linguistic Analysis*. Cambridge University Press.
- Gray, D. B. (n.d.). Nominalizing the verb phrase in academic science writing. 1-27.
- Hancock, B. (2002). *An Introduction to Qualitative Research*. Malaysia: TRENT FOCUS GROUP.
- Hastuti, S. D. (2015). the influence of vocabulary and grammar mastery on the students' writing skill at Yogyakarta state university. *jurnal media swasta*, 13, 179-188.

- Holland, R. E. (2013). *What is qualitative interviewing ?* London: Bloomsbury Publishing Plc.
- Jalilifar, White, & Malekizadeh. (2017). Exploring nominalization in scientific textbooks: *International Journal of English Study*, 17(2), 1-20.
- Krippendorff, K. (2004). *Content Analysis (an introduction to its methodology)*. (M. H. Seawell, Ed.) California: Sage Publications, Inc.
- Lapata, M. (2002). The Disambiguation of Nominalizations. *Computational Linguistics*, 28, 357-388.
- M.D. White and E.E. Marsh. (2006). Content Analysis: A Flexible Methodology. *Research Gate*, 55, 22-45.
- Maria, A. (2015). Types of Numerals in English and Romanian. 67-72.
- Marshall, M. N. (1996). Sampling for qualitative research. *Family Practice—an international journal*, 13, 522-525.
- Mason, J. (2002). *Qualitative Researching*. London: SAGE Publications.
- Mayring, P. (2000). Qualitative Content Analysis. *Social Research*, 1.
- Mayring, P. (2014). *Qualitative Content Analysis. Theoretical Foundation, Basic Procedures and Software Solution*. Klagenfurt: Open Access Repository.
- Mayring, P. (2014). *Qualitative content analysis: theoretical foundation, basic procedures and software solution*. Klagenfurt: Erstveröffentlichung / Primary Publication.
- Nirwanto, R. (2013). *paragraphs and essays*. Yogyakarta: Kanwa Publisher.
- Park, S.-H. (2011). Smoking and adolescent health. *Korean Journal Pediatrics*, 54, 401-404.
- Qing, C. (2007). Nominalization in College English Writing. *international Conference (ICT for Language Learning)*.
- QOSAYERE, I. (2015, January). The Effect of Grammar Correction on Students' Writing. *International Interdisciplinary Journal of Education*, 4(1), 257-161.
- Santiago. (2015, November 10). *argumentative text- structure and characteristic*. Retrieved May 19, 2018, from oposinet: <https://www.oposinet.com/temario-de-ingles-secundaria/temario-2-ingles-secundaria/topic-34-argumentative-texts-structure-and-characteristics/>
- Shirali and Jalilifar. (2014). A Comparative Study of Nominalization in an English Applied Linguistics Textbook and its Persian Translation. *Issues in Language Teaching (ILT)*, 3, 185-207.
- Swierzbina, B. (2014). What's in a Noun Phrase? Judging the Difficulty of a Reading Text by Understanding the Complexity of Noun Phrases. *Minnetesol Journal*, 1-17.
- Taher, I. I. (2015). The Problematic Forms of Nominalization in English: Gerund, Verbal Noun, and Deverbal Noun. *English Linguistics Research*, 4, 30-40.

- Talati, Sarani and Amrollah, Abdullah. (2015). Nominalization in the Writing of Novice vs. Experienced Members of Academic Communities: A Comparative Discourse Analysis. *Iranian journal of applied language study*, 7, 206-203.
- wikipedia. (2018, June 7). *Nominalized adjective*. Retrieved June 13, 2018, from wikipedia: https://en.m.wikipedia.org/wiki/Nominalized_adjective
- Yan Zhang and Barbara M. Wildemuth. (n.d.). Qualitative Analysis of Content.
- Yulianti, Refnaldi, and Rosa. (2014). An Analysis of English Department Student's ability in Using Nominalization in Academic Writing at State University of Padang. *JELT*, 2, 228-132.

