NOMINALIZATION IN THE ESSAYS WRITTEN BY STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM IN SRIWIJAYA UNIVERSITY

A THESIS

By

Indah Triyana Puspita

06011281823038

English Education Study Program

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

2022

NOMINALIZATION IN THE ESSAYS WRITTEN BY STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM IN SRIWIJAYA UNIVERSITY

A Thesis by

Indah Triyana Puspita

Student Number: 06011281823038

English Education Study Program

Department of Language and Art Education

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

2022

Approved by,

Advisor,

Fiftinova, S.S., M.Pd.
NIP. 197911152006042028

Certified by,
Coordinator of English Education
Study Program

Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121001

NOMINALIZATION IN THE ESSAYS WRITTEN BY STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM IN SRIWIJAYA UNIVERSITY

Indah Triyana Puspita

Student Number: 06011281823038

This thesis was defended by the writer in the final program examination and was approved the examination committee on:

Day   : Thursday

Date   : April 21, 2022

EXAMINATION COMMITTEE APPROVAL: ·

1. **Chairperson** : Fiftinova, S.S., M.Pd.   (   )

2. **Member**   : Dedi Kurniawan, S.Pd., M.Pd.   (   )

Palembang, \0April 2022

Certified by,

· Coordinator of English Education·Study Program   ·

Hariswan Putera Jaya, S.Pd., M.Pd.

NIP. 197408022002121001

Declaration

I, the undersigned,

Name   : Indah Triyana Puspita
Student Number : 06011281823038
Study Program   : English Education

Guarantee that this thesis title "Nominalization in the Essays Written by Students of English Education Study Program in Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commanded by Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, 28 April 2022
The underdesigned,

Indah Triyana Puspita
06011281823038

THESIS DEDICATION

This thesis is dedicated with sincere gratitude to my family for always supporting me in every circumstance.

MOTTO

"Fly High so the World Can See You"

ACKNOWLEDGMENTS

By the grace of Almighty God, this thesis entitled "*Nominalization in the Essays Written by Students of English Education Study Program in Sriwijaya University*" could be completed as the requirement for acquiring the bachelor's degree in English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University.

The author would be glad to express her genuine gratitude to her thesis advisor as well as her academic advisor, Fiftinova, S.S., M.Pd. for her advice, guidance, patience, and dedication in assisting me to finish this thesis and her study. The author is thankful to Dr. Hartono, M.A., as the Dean of Faculty of Teacher Training and Education, Sriwijaya University, and Coordinator of English Education Study Program, Hariswan Putera Jaya, S.Pd., M.Pd., for their assistance in administrative procedures. Throughout her studies, the author owes a debt of big thanks to all lecturers who patiently and gently taught her. The author expresses her biggest gratitude for her family's endless love and support, also all of the SEESPA' 18, especially Fanchan, Yosichan, and Dhanchan who have always been her partner and helped her throughout high and down of the last four years. Eventually, the author sincerely hopes that this thesis will be beneficial to every reader.

Palembang, 8th April 2022
The Writer,

Indah Triyana Puspita

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

NOMINALIZATION IN THE ESSAYS WRITTEN BY STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM IN SRIWIJAYA UNIVERSITY

ABSTRACT

Nominalization is the use of verbs or adjectives as nouns, and it plays an important role in writing as one of the four skills of mastering the English Language. By using nominalization, students can increase conciseness, improve objectivity, and promote the coherence of the writing which later will help them to produce sophisticated writing. Therefore, this current study focuses on nominalization as the researcher tries to seek out the dominant type of nominalization used by the students of the English Education Study Program in Sriwijaya University as well as their perceptions about nominalization. Documentation was used to collect students' essays and analysis using the AntConc software (3.5.9) showed that out of five types of nominalization, process nominalization which is realized as the transference from verbs to nouns appeared to be used dominantly by the students. Moreover, the conducted interview revealed that students only had less knowledge regarding nominalization like the definition of it as also linked to the fact that lecturers hardly mentioned nominalization in the class while teaching about forming words. It is hoped that this research will aid in improving educational practice by incorporating nominalization into the teaching and learning process, particularly in writing academically.

Keywords: nominalization, essay, writing skill

CHAPTER 1
INTRODUCTION

This chapter presents the introduction of the study. It consists of the background (1.1), the problems (1.2), the objectives (1.3), and the significance of the study (1.4).

1.1. Background of the study

Language is essentially means of communication that allow us to communicate with others. Yossa and Jufrizal (2019) state a language is a system for communicating in a social community in human life. Moreover, written language between sender and receiver, spoken language between speaker and hearer, and gestures that incorporate hands, face, or body movement to others without words can be said as the system of the language which later allows humans to share ideas and opinions. Sirbu (2015) states the need for communication causes the occurrence, exploration, and development of a language. Therefore, the phenomenon of the use of the language must be explored which can be done by analyzing the nominalization. Similarly, Fatonah (2014) states in her study that language plays a significant role in the educational process, particularly in the construction of meanings realized in text. As a result, it is necessary to explore the phenomenon of language use in the educational process, particularly in terms of students' knowledge of how nominalizations in their writing are realized. Moreover, she also states grammatical metaphor is associated with written language, and nominalization which is part of grammatical metaphor dominates the language.

Nominalization is simply defined as a process of converting other words classes into nouns. Ezeifeka (2015) states the grammatical process of "nominalization," in which a verb or an adjective is transformed into a noun. Similarly, Kazemian and Hashemi (2014) explain nominalization as the

utilization of a noun from a verb or an adjective, for example, decision, effectiveness, and so on. Halliday (1996) classified it into 5 different types of nominalization. There are quality nominalization, process nominalization, circumstantial nominalization, relator nominalization, and zero nominalization.

There has been many studies investigating how nominalization is used in various kinds of texts and genres of writing. Adomako (2012) states that nominalization has piqued the interest of linguists from various disciplines including phonologists, morphologists, and others. Aslam and Fayyaz (2021) also state numerous studies on the nominalizations used by non-native English speakers have been explored. Jalilifar, White, and Malekizadeh (2017) explored nominalization in scientific books which reveals a high concentration of nominalization in the introduction section. Kazemian and Hashemi (2014) study nominalizations in scientific and political genres. According to the findings, Ideational Grammatical Metaphor which included nominalization has dominated political and scientific literature with roughly the same frequency of use in both genres. This study may aid in a better understanding of nominalization in academic textbooks. Tabrizi and Nabifar (2013) study nominalization in health texts of English Newspapers. The results show that English newspaper health articles use nominalization of ideational grammatical metaphors. Arizavi, Namdari, and Mousavi (2015) explored the nominalization in the research article. The findings revealed that foreign RA authors are more likely to use nominalization in a particular discussion section to improve the style and language of the discussion sections in order to sound more compelling. Research done by Nguyen and Edwards (2015) investigates nominalization in undergraduate research proposals. The finding shows that students overlook language use in general, and nominalization in particular, when learning how to write research proposals. An intense training program was also found to have a good impact on raising students' awareness and improving their performance. Yue and Zhang (2019) explored students'

realization of nominalization in abstracts of an academic paper. It has been discovered that both Chinese and Western researchers utilized nominalizations to improve objectivity by disguising the original actor, obscuring modality, and objectifying the author's personal opinion; they also employed nominalizations to boost the conciseness of abstracts. Yoon (2018) examined nominalization in learners' argumentative writing. The nominalizations of Korean EFL writers were generally simpler in syntactic patterns, less elaborated, and hence less effective in terms of cohesiveness.

As stated by Belkhir and Benyelles (2017), writing is still seemed to be the most difficult language skill for EFL learners to learn since writing in a foreign language is typically not easy work and much time or effort also needed. Similarly, Hayati and Jaya (2018) state unlike speaking, writing is regarded as the most difficult skill since the reader will not tolerate any errors made by the author because the error would immediately disrupt the reader. Therefore, mastering some abilities, such as the ability to create ideas, grammatical comprehension, and vocabulary knowledge are required. As stated by Rahmat et al (2017) in their study, writing is one of the four language abilities that many ESL students dislike the least. Writing is a laborious task for students, and challenging for teachers to teach since writing is a skill that requires planning, writing, editing, and possibly rewriting, and it is not simply taught or learned.

In academic writing, nominalization is a typical linguistic feature. Lee et al (2018) state nominalization provides more abstract and formal prose and conveys a more objective tone by describing actions or events (verbs) as concepts or entities (nouns). Similarly, Yue and Zhang (2019) state the subject of the sentence is rarely addressed in the academic genre to the research sounds objective that does not involve any subjective genre, and language becomes more objective. Moreover, nominalizations can abbreviate sentences resulting in sentences grow more specific as a result of the abundance of information. Furthermore, Yoon (2018) states the

frequency and patterns of nominalization use in student writing may be a good indicator of a student's academic writing development and proficiency.

In the English Education Study Program in Sriwijaya University, all of the students have to follow or attend five writing courses consisting of Paragraph Writing, Essay Writing, Creative Writing, Article Writing, and Thesis. Inderawati, Petrus, and Jaya (2019) state that academic writing is a vital ability to master, especially for undergraduate students who must write academically in order to complete their thesis as part of their S1 degree requirements. Essay writing is one type of academic writing that can be generally defined as writing that consisted of several paragraphs. In essay writing class, students will learn how to write and produce a good essay academically and argumentatively by using concrete support, for instance, quotation, paraphrase, or statistic data as well as learn about plagiarism and grammar checkers. During that time, nominalization was also introduced to the students. Therefore, students are expected to already have an understanding of nominalization. The present study will explore nominalization in the essays written by the students of the undergraduate program. Essay writing becomes the focus because the participants have finished their learning in that course, so it is expected that the students already have had a deep understanding of how to produce a good essay. It is hoped that the needed data for this present study can be gathered through the essay being written by the students.

This study focuses on the students majoring in the English Education Study Program, Faculty of Teacher Training and Education in Sriwijaya University. There is barely any research in nominalization emphasizing their concentration in essays especially written by the prospective teacher which has become the reason why this study is looking into this phenomenon. Therefore, this present study tries to provide a deep insight into how students use nominalization in their essay writing. This study is expected to find out what types of nominalization are dominantly used by the students in writing their essays as well as from which grammatical functions the

students construct nominalization words in writing their essays. Also, the author aims to know the students' perceptions of nominalization.

1.2. The Problems of the Study

The problems of this present study are written into the following questions:

1. What type of nominalization is dominantly used by the students in writing their essays?

2. From which grammatical function do the students construct nominalization in writing their essays?

3. What are students' perceptions of nominalization?

1.3. The Objectives of the Study

This present study is expected to

1. Find out which type of nominalization is dominantly used by the students in writing their essays.

2. Identify from which grammatical function the students construct nominalization in writing their essays.

3. Find out the students' perceptions of nominalization.

1.4. The Significance of the Study

This study is expected to be beneficial for the students, teachers, and future researchers. This study will contribute to providing the students with a deeper understanding of nominalization. It will be helpful for the teachers to find out what strategies they can do to help improve students' understanding of the use of nominalization as well as to serve as a reference for future researchers who are interested in analyzing nominalization.

REFERENCES

Adhabi, E., & Anozie, C. B. (2017). Literature review for the type of interview in qualitative research. *International Journal of Education*, *9*(3), 86-97.

Adomako, K. (2012). Verbal nominalization as a derivational process: The case of Akan. *Ghana Journal of Linguistics*, *1*(2), 43-64.

Arizavi, S., Namdari, N., & Mousavi, S. A. (2015). Nominalization in the research article discussion sections of local and international journals of applied linguistics. *Iranian Journal of Applied Linguistics*, *18*(1), 1-28.

Aslam, A., & Fayyaz, S. (2021). Investigating the use of nominalization: a comparative study of Pakistani learners' and native English speakers' argumentative essays. *Psychology and Education Journal*, *58*(2), 3638-3648.

Bapir, N. M. (2020). The assessment of writing-from paragraph to essay for undergraduate students at Salahaddin university–erbil. *Zanco Journal of Humanity Sciences*, *24*(5), 244-258.

Belkhir, A., & Benyelles, R. (2017). Identifying EFL learners essay writing difficulties and sources: a move towards solution the case of second year EFL learners at Tlemcen University. *International Journal of Learning, Teaching and Educational Research*, *16*(6), 80-88.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, *3*(2), 77-101.

Bulqiyah, S., & Mahbub, M. (2021). Investigating writing difficulties in essay writing: tertiary students' perspectives. *English Language Teaching Educational Journal*, *4*(1), 61-73.

Clarke, V., Braun, V., & Hayfield, N. (2015). Thematic analysis. *Qualitative psychology: A practical guide to research methods*, *222*, 248.

Cole, J., & Feng, J. (2015). Effective Strategies for Improving Writing Skills of Elementary English Language Learners. *Online Submission*.

Creswell, J. W. (2012). Educational research: planning, conducting, and evaluating quantitative and qualitative research (4th ed.). Boston, MA: Pearson.

Eunson, B. I. (2012). Academic writing: the essay. *Communicating in the 21st Century*, 224-253.

Ezeifeka, C. R. (2015). Grammatical metaphor: In search of proficiency in research abstract writing. *SAGE Open*, *5*(1), 1-14.

Fatonah, F. (2014). Students' understanding of the realization of nominalizations in scientific text. *Indonesian Journal of Applied Linguistics*, *4*(1), 87-98.

Halliday, M.A.K. (1985). Introduction to functional grammar. London: Arnold.

Halliday, M.A.K. Things and Relations: Regrammatizing Experience as Technical Knowledge. In J.R. Martin & R.Veel (eds.). Reading Science: Critical and Functional Perspectives on Discourses of Science. London: Edward Arnold, 1996.

Halliday, M. A. K., & Matthiessen, C. M. I. M. (2004). An Introduction to Functional Grammar. 2004. *London: Edward Arnold*.

Hayashi Jr, P., Abib, G., & Hoppen, N. (2019). Validity in qualitative research: A processual approach. *The Qualitative Report*, *24*(1), 98-112.

Hayati, R., & Jaya, H. P. (2018). Helping students to write better through reading and writing connections strategy. *International Journal of Applied Linguistics and English Literature*, *7*(6), 23-27.

Hennink, M., Hutter, I., & Bailey, A. (2020). *Qualitative research methods*. Sage.

Inderawati, R., Petrus, I., & Jaya, H. P. (2019). Exploring and identifying technology-based dynamic learning through social media in academic writing. *English Community Journal*, *3*(1), 317-324.

Jabbarova, A. (2020). Principles of teaching writing essays for students of higher education. *Архив Научных Публикаций JSPI*.

Jalilifar, A., White, P., & Malekizadeh, N. (2017). Exploring nominalization in scientific textbooks: A cross-disciplinary study of hard and soft sciences. *International Journal of English Studies*, *17*(2), 1-20.

Kazemian, B., & Hashemi, S. (2014). Nominalizations in scientific and political genres: A systemic functional linguistics perspective. *International Journal of Humanities and Social Sciences (IJHSS)*, *3*(2), 211-228.

Kim, H., Sefcik, J. S., & Bradway, C. (2017). Characteristics of qualitative descriptive studies: A systematic review. *Research in nursing & health*, *40*(1), 23-42.

Lambert, V. A., & Lambert, C. E. (2012). Qualitative descriptive research: An acceptable design. *Pacific Rim International Journal of Nursing Research*, *16*(4), 255-256.

Lee, J. S., Saberi, D., Lam, M., & Webster, J. J. (2018z). Assisted nominalization for academic English writing. In *Proceedings of the Workshop on Intelligent Interactive Systems and Language Generation (2IS&NLG)* (pp. 26-30).

Mahbudi, A., Mahbudi, L., & Amalsaleh, E. (2014). A comparison between the use of nominalization in medical papers by English and Iranian writers. *International Journal of Applied Linguistics and English Literature*, *3*(6), 1-6.

Ng, L. L. (2017). Thinking on writing a critical essay. *Australasian Psychiatry*, *25*(2), 187-190.

Ngongo, M., Benu, N. (2020). Interpersonal and ideational metaphors in the writing of thesis texts of undergraduate students of English study program: a systemic functional linguistic approach. *Retorika: Jurnal Ilmu Bahasa*, 6(2), 113-120.

Nguyen, T. H. T., & Edwards, E. C. (2015). An investigation of nominalization and lexical density in undergraduate research proposals. *Language Education in Asia*, *6*(1), 17-30.

Sarfo-Adu, K. (2015). Nminalizations in research article abstracts: a comparative study. *European Journal Language Studies, 2*(1) 56-66.

Sirbu, A. (2015). The significance of language as a tool of communication. *Scientific Bulletin" Mircea cel Batran" Naval Academy*, *18*(2), 405.

Sitorus, N., Siregar, E. F. Y., Siagian, B. A., Lestari, F. D., & Silitonga, H. (2021). Investigating and examining the structure and the difficulties of tertiary learners in essay writing: Rhetorically-based approach. *Linguistics and Culture Review*, *5*(S3), 1704-1713.

Tabrizi, F., & Nabifar, N. (2013). A study of ideational grammatical metaphor in health texts of English newspapers. *The Journal of Applied Linguistics and Applied Literature: Dynamics and Advances*, *1*(2), 109-126.

Taherdoost, H. (2016). Sampling methods in research methodology; how to choose a sampling technique for research. *International Journal of Academic Research in Management (April 10, 2016)*.

Vu, T. T. N. (2021). Understanding validity and reliability from qualitative and quantitative research traditions. *VNU Journal of Foreign Studies*, *37*(3), 1-10.

Yossa, L. G., & Jufrizal, J. (2019). Phonetic characteristics of English pronunciation delivered by Joko Widodo at the APEC CEO summit 2014:

An Acoustic Phonetic Study on Suprasegmental Features. *English Language and Literature*, *8*(3).

Yoon, C. (2018). Nominalization in Korean EFL learners' argumentative writing: a comparative study of distribution and use. *The New Studies of English Language & Literature 69*, 249-274.

Yue, L., & Zhang, Y. (2019). Realization of nominalization functions in abstracts. *International Journal of Language and Linguistics, 6*(4), 174-182.

Yulianti, Y., Refnaldi, R., & Rosa, R. N. (2014). An analysis of English department students' ability in using nominalization in academic writing at state University of Padang. *Journal of English Language Teaching*, *2*(2), 227-233.