

**MAKING NOMINALIZATION WORK IN WRITING: A CORPUS-BASED
STUDY OF PHRASAL COMPLEXITY IN THE ARGUMENTATIVE
READING SECTION OF THE EFL TEXTBOOK**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
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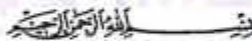


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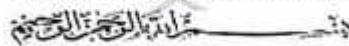
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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul The Traffic Signals of Railways in Medan: A Semiotic Analysis adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenarnya.

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Hormat saya

Yang membuat pernyataan,



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ABSTRACT

Aulia Anisa. 1902050101. Making Nominalization Work in Writing: A Corpus-Based Study of Phrasal Complexity in the Argumentative Reading Section of the EFL Textbook. Skripsi: English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara. Medan. 2024.

This research deals with the existence of nominalization realized in the argumentative reading section of the EFL textbooks. It investigates the types, the processes, and reasons of using nominalization on phrasal complexity in the argumentative text. The research objectives were to identify the types of nominalization in the argumentative reading section, to describe the nominalization of phrasal complexity realized in the argumentative reading section, and to elaborate on the uses of nominalization impact phrasal complexity in the argumentative reading section. This research employed qualitative research. The sources of data were taken from two textbooks, "Bahasa Inggris: Stop Bullying Now, Kelas XI" and "Modul Bahasa Inggris SMA Class XI," focusing on the argumentative reading sections. The research finding show that there were only four types of nominalization in the argumentative: noun suffixes, adjective suffixes, verb suffixes, and compound nouns, with the phrasal noun not being realized. In terms of nominalization processes, only one were used, V2N, while the other two were absent: Adv2Adj and Gen. Meanwhile, a new research was found in this study namely verb inflection, compound word, and N2Adj. The last finding regarding reasons indicates that only four reasons for using nominalization were implemented in this study: paraphrasing, formality, concision, and grammatical metaphor. One another reason disciplinary variation was not present. The conclusion emphasizes the importance of employing nominalization strategically for formal and abstract argumentation in writing, urging both students and educators to understand its diverse forms, maintain clarity, and ensure a balanced representation across various types to foster comprehensive comprehension.

Keywords: Nominalization, Phrasal Complexity, Argumentative

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This research entitled "Making Nominalization Work In Writing: A Corpus-Based Study of Phrasal Complexity in the Argumentative Reading Section of the EFL Textbook" was written to fulfill one of a requirement to obtain the degree of Sarjana Pendidikan Faculty of Teacher Training and Education at Universitas Muhammadiyah Sumatera Utara. In writing this research, the researcher faced many difficulties and problems but did not stop her efforts to make a better one, and it was impossible to do without help from others. Therefore, the researcher would like to thank:

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Finally, the researcher hopes that her research would be useful for the readers, especially the English Department Program students, and the researcher understood that this research was far from flawless, even though she had given everything. As a result, constructive criticism, comments, and recommendations are encouraged to enhance this study. May Allah SWT bless us.

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The Researcher,

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CHAPTER I

INTRODUCTION

A. Background of the Study

Using nominalization in writing has been an area of interest and investigation in applied linguistics and language education. Nominalization is commonly used in academic writing to produce abstract and formal text (Saberri & Lee, 2019). It involves transforming a verb or adjective into a noun phrase, which can help convey information more concisely and objectively (Mahfudurido, 2021). Studies have been done to examine how nominalization is used in academic writing (A. . Jalilifar et al., 2018; Saberri & Lee, 2019; Tian & Zhang, 2023), in student-written argumentative texts (Pineh, 2022; Triningsih, 2018), and in research proposals (Nguyen & Edwards, 2015). Based on these studies, it was evident that nominalization plays a significant role in writing. However, there was still an opportunity for L2 students to develop additional nominal patterns found in published academic genres, which could impact how well EFL academic writing instruction was taught when teachers and syllabus designers applied them (Pineh, 2022). Therefore, language educators must provide training and support to help students develop their skills using nominalization and other linguistic features in academic writing.

In the context of English as a Foreign Language (EFL) classroom, nominalization plays a crucial role in developing persuasive and coherent writing skills. EFL classrooms set the stage for understanding how nominalization

operates in this context, as language instruction often focuses on overcoming the challenges of writing in a foreign language. Using nominalization, writing abilities can indicate better academic standing and more incredible educational accomplishments (Hosseini et al., 2013). According to Wang et al. (2023) research, the development of syntactic complexity significantly influences the caliber of EFL learners' writing. However, it is essential to note that overuse of nominalization can also lead to overly complex and convoluted sentences, which can hinder the clarity and coherence of the text. So, it is important to note that EFL teachers' teaching styles can also significantly impact students' language learning outcomes (Riyani, 2017). Therefore, EFL instructors must balance using nominalization to enhance writing skills with avoiding overuse that impedes understanding.

The significance of studying nominalization in the context of EFL classrooms is that EFL textbooks can be useful for learning. According to Hyland (2009), cited by Kaneso (2016), textbooks are essential for the professional role of teachers and serve as a means of communicating concepts and analytical techniques specific to a topic. Through their textual practices, they can contribute to the distribution of the ideologies and values of a specific academic culture, and they play a significant role in the learner's experience and knowledge of a subject by offering a coherently ordered scientific map of the disciplined environment. For learners, argumentative writing tasks can present challenging cognitive demands. These types of tasks require a high level of language proficiency, including knowledge of conversational or phrasal verbs, the ability to construct

complex sentences, and the skill to connect all relevant parts at the discourse level in the target language (Yang & Sun, 2012). Despite the acknowledged importance of nominalization in EFL textbook, it still needs to be explored. Thus, there was a pressing need to examine how nominalization can impact phrasal complexity and coherence in argumentative writing for EFL learners.

By conducting a corpus-based study, this research had the potential to provide valuable insights into the specific ways nominalization functions in texts. It was possible to determine the qualitative influence of nominalization on phrasal complexity. It contributes to more detailed explanations of why some forms of nominalization increase phrasal complexity. The study acknowledges the limitations of analyzing existing texts rather than direct student participation. Still, it seeks to provide valuable insights for curriculum designers, language educators, and learners in the EFL setting.

The research aims to investigate the reasons of using nominalization on phrasal complexity and the argumentative reading section of a selected EFL textbook. The study's significance lies in its potential to contribute to language education by helping educators develop more effective instructional strategies to enhance student's writing skills. Additionally, understanding the role of nominalization in argumentative writing for EFL learners can assist textbook authors in designing materials that facilitate learners' understanding and usage of this linguistic feature in academic writing.

Based on the illustration above, the researcher interested in doing a research entitles: "Making Nominalization Work in Writing: A Corpus-Based

Study of Phrasal Complexity in the Argumentative Reading Section of the EFL Textbook."

B. Identification of the Problem

Based on the background, the problems of this study were identified as follows:

1. Nominalization's impact on complexity and EFL learners' writing skills must be clarified.
2. Balancing nominalization's complexity with clarity presents challenges.
3. Roles and integration in EFL textbooks are not widely explored yet.
4. Nominalization's specific impact on phrasal complexity has not been studied deeply.
5. Effective nominalization for improved EFL writing skills and achievement needs deeper insight on the uses of nominalization itself.

C. Scope and Limitation

This research scoped on syntactical study by limiting it on analyzing the use of nominalization on argumentative reading texts of EFL textbook. It tried to identify nominalization work in writing through investigating phrasal complexity in the argumentative reading section of the EFL textbook.

D. Formulation of the Problem

The research problems of this study are formulated below:

1. What were the types of nominalization realized in the argumentative writing section of EFL textbooks?
2. How was the nominalization of phrasal complexity realized in the argumentative reading section?
3. Why did the use of nominalization itself impact phrasal complexity in the argumentative reading section?

E. Objective of the Study

1. To identify the types of nominalization realized in the argumentative reading section of EFL textbooks.
2. To describe the nominalization of phrasal complexity realized in the argumentative reading section.
3. To elaborate on the uses of nominalization impact phrasal complexity in the argumentative reading section.

F. Significance of the Study

1) Theoretically

The findings of this study can contribute to a better understanding of the role of nominalization in writing and provide insights for EFL learners and the wider field of linguistics, serving as a resource for those interested in the study of nominalization as well as a point of reference for those who study it in the future.

2) **Practically**

The results of the study would be expected to be useful for:

- a. The teachers: understanding the role of nominalization in argumentative writing can help educators design instructional materials and activities that explicitly focus on this linguistic feature.
- b. Students: to inform EFL instruction and improve students' writing skills, thereby promoting effective communication in academic settings.
- c. Other researcher: to add information for further research in writing argumentative texts.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This chapter covered a review of the theoretical study. Theories were needed to explain some concepts applied in the research concerned. The terms were made clearly to avoid confusing the readers. The researcher presented some ideas related to the study to get the points.

1. Nominalization

Nominalization is the transformation of verbs and adjectives into nouns (Harnett, 1998). In general, nominalization is the primary resource that generates high lexical density; it possesses the characteristics of solid information, concise expression, compact structure, and strong logic (Pasaribu et al., 2022). In systemic functional linguistics (SFL), nominalization is defined as the rank-shifting of nominal groupings consisting of a head noun with premodifiers and, occasionally, a postmodifier (s) (Pineh, 2022). According to SFL language is seen as a semiotic system that can be mapped across many levels of meaning (Liardét, 2016). To comprehensively illustrate, Liardet (2016) defines nominalization as a process or verb as a thing (e.g., achieve as achievement) and quality or an adjective as a thing (e.g., safe as safety). Thus, nominalizations with the suffixes -ment, -al, -er, -ee and -ing was the foundation for the original nomlex and the nouns of the most common words in the data set (Coelho et al., 2014; De Paiva et al., 2014).

1.1 Type of Nominalization

The following are five morphological patterns of nominalizations (Harnett, 1998):

1. Noun suffixes are added to verbs or adjectives to create nouns. For example, the suffix “-ment” can be added to the verb “employ” to create the noun “employment,” or the suffix “-tion” can be added to the verb “create” to create the noun “creation.”
2. Adjective suffixes are added to verbs or nouns to create an adjective. For example, the suffix “-ity” can be added to the noun “diverse” to create the adjective “diversity,” or the suffix “-ness” can be added to the noun “happy” to create the adjective “happiness.”
3. Verb suffixes are added to nouns or adjectives to create a verb. For example, the suffix “-alize” can be added to the noun “global” to create the verb “globalize,” or the suffix “-ize” can be added to the noun “computer” to create the verb “computerize.”
4. Compound nouns are nouns comprising two or more words. For example, “decision-making” is a compound noun made up of the words “decision” and “making,” and “air conditioning” is a compound noun made up of the words “air” and “conditioning.”
5. Phrasal nouns are nouns made up of a phrase rather than a single word. For example, “the fact that” is a phrasal noun that can refer to a specific fact, and “the idea of” is a phrasal noun that can refer to a specific idea.

1.2 Process of Nominalization

The nominalization process, which involves the transformation of verbs into their nominalized forms, is made possible by the use of a nominalizer, where $v2n$ is mapping from a verb to a noun, $adv2adj$ is mapping from an adverb to an adjective, and gen is mapping from a nominative noun to its genitive form. This tree structure is illustrated in the figures below (Lee et al., 2018).

Table 2.1 Nominalization Rule

Input				
POS tag:	N*	V*	N*	RB
Word:	<i>noun</i>	<i>verb</i>	<i>noun</i>	<i>adv</i>
	<i>gen(noun)</i>	<i>v2n(verb)</i>	<i>noun obj</i>	<i>adv2adj(adv)</i>
Example:	She	died		suddenly
	Her	death		sudden
Output				
	<i>gen (noun) adv2adj (adv) v2n (verb) of noun obj (Example:” her sudden death”)</i> <i>the adv2adj (adv) v2n (verb) of noun</i> <i>the adv2adj (adv) v2n (verb) of noun obj by noun</i>			

1. Identify the main verb (verb) and generate its nominalized form, $v2n$ (verb).
In the example in Table 2.1, “died” is transformed into “death”.
2. Identify the adverb (adv), if any, and generate its adjectival form, $adv2adj$ (adv). For example, “suddenly” is transformed into “sudden”.
3. Identify the direct object (noun) and prepositional phrases, if any, and place them after the nominalized main verb.
4. Identify the subject (noun). If the subject is a pronoun or a short noun, use the first output template in Table for pronouns, gen (noun) generates its

possessive form (e.g., “she” → “her”); for nouns, it appends a possessive apostrophe (e.g., “doctor” → “doctor’s”). For longer noun phrases, the system prepends “of” when using the second template or “by” when using the third template (e.g., “the doctor in the clinic” → “of/by the doctor in the clinic”).

2. Nominalization in Writing

Nominalization is a commonly used in academic writing to produce abstract and formal text (Saberri & Lee, 2019). It involves transforming a verb or adjective into a noun phrase, which can help convey information in a more concise and objective (Mahfudurido, 2021). Here are some ways in which nominalization is used in writing:

1. **Paraphrasing:** Nominalization allows writers to paraphrase a clause with a verb or adjectival phrase into a noun phrase. This can help simplify complex ideas and make the writing more concise (Saberri & Lee, 2019).
2. **Formality:** Nominalization is often used in academic writing to create a more formal tone. By converting verbs and adjectives into nouns, the language becomes more abstract and objective (Saberri & Lee, 2019).
3. **Concision:** Nominalization can help condense information by expressing multiple ideas in a single noun phrase. This can make the writing more efficient and focused (Mahfudurido, 2021).
4. **Grammatical Metaphor:** Nominalization is a common feature of grammatical metaphor, which involves expressing meaning in a different grammatical form. It allows writers to present information more abstractly and conceptually (et al., 2022).

5. **Disciplinary Variation:** Nominalization can vary across different academic disciplines. Some studies have explored how nominalization is used in specific fields, such as humanities, sciences, linguistics, shipbuilding, and oceanography engineering (Bukhari et al., 2022; Jalilifar et al., 2018; Mahfudurido, 2021; Tian & Zhang, 2023).

3. Phrasal Complexity in Writing

Phrasal complexity is a sub-construct of syntactic complexity that focuses on grammatical devices such as phrasal elaboration (Shao et al., 2022). It is a measure of the complexity of phrases used in writing, and it has been studied in various contexts, including academic writing and English as a foreign language (EFL) writing (Ansarifar et al., 2018; Thongyoi & Poonpon, 2020; Xue & Ge, 2021). Writing refers to using complex phrases that contain multiple words and convey a more nuanced meaning than simple phrases. Phrasal complexity can be a positive aspect of writing, as it can add depth and nuance to the language. However, it was crucial to use phrasal complexity judiciously, as overuse can make writing difficult to understand and may detract from the overall clarity of the message.

Some studies have found a tendency toward greater phrasal complexity in university students' writing (Ansarifar et al., 2018). Phrasal complexity measures have also been used to predict EFL students' academic writing proficiency (Thongyoi & Poonpon, 2020). Nominal phrasal complexity is a specific type of phrasal complexity that focuses on the complexity of noun phrases (Zhang, 2022). Overall, phrasal complexity was an essential aspect of writing that can be used to

measure the complexity of phrases and predict writing proficiency.

3.1 Type of Phrasal

Morley (2000) categorizes phrasal units in systematic syntax into distinct classes:

1. Nominal Phrase (NP): Contains a noun or pronoun as the main word.
 - a) **Five oranges** are needed for the recipe. (Nominal phrase: Five oranges)
 - b) **The tiresome monkey** saw a leopard. (Nominal phrase: The tiresome monkey)
2. Verbal Phrase (VP): Centers around a verb, with possible auxiliaries and particles.
 - a) She **is reading a book**. (Verbal phrase: is reading a book)
 - b) They **have completed their homework**. (Verbal phrase: have completed their homework)
3. Adjectival Phrase (AdjP): Focuses on an adjective, with pre-and post-modifiers.
 - a) The cabin by the lake is **surrounded by tall pine trees**. (Adjectival phrase: surrounded by tall pine trees).
 - b) The cake **decorated with icing** looks delicious. (Adjectival phrase: decorated with icing)
4. Adverbial Phrase (AdvP): Revolves around an adverb with modifiers.
 - a) They traveled quickly **during the summer vacation**. (Adverbial phrase: during the summer vacation)

- b) She danced **under the moonlight** gracefully. (Adverbial phrase: under the moonlight)
5. Prepositional Phrase (PrepP): Combines a preposition and a complement.
- a) She is reading a book **on the table**. (Prepositional phrase: on the table)
- b) They ran **through the park**. (Prepositional phrase: through the park).
6. Subordinator Phrase (SubP): Uses subordinating conjunctions for clauses.
- a) He left **because he was tired**. (Subordinator phrase: because he was tired)
- b) She went to bed **after she finished her book**. (Subordinator phrase: after she finished her book)
7. Genitive Phrase (GenP): Marks possession or more with nouns.
- a) The **student's notebook** was left on the desk. (Genitive phrase: student's notebook)
- b) The **dog's collar** is shiny and new. (Genitive phrase: dog's collar)

3.2 Functional Analysis of Phrase Structure

The elements of structure outlined above may be summarized as follows:

Nominal phrase: **d** - determiner; **m** - (pre-head) modifier;

h - headword; **q** - (post-head) qualifier

Adjectival phrase / adverbial phrase: **m; h; q**

Prepositional phrase: **m; h; c** - completive/complement

Genitive phrase: **c; h**

Verbal phrase: **x** - auxiliary; **h; p** - particle;

Inf- infinitive; **neg** - negative;

f - finite element (conflated with 'x' or 'h')

Subordinator phrase: **m; h**

4. The Representation of Nominalization and Phrasal Complexity in Argumentative Text

Based on the explanation of nominalization in the research, the relationship between nominalization and phrasal complexity in argumentative writing was essential to language usage and style. Nominalization is a high-frequency phrasal complexity feature that research article writers from different academic disciplines use to verbalize the results sections of research articles (Parviz et al., 2020). The used of nominalization and phrasal complexity in argumentative writing can be understood as follows:

1. Enhanced expression and depth: Nominalization can contribute to phrasal complexity by creating noun phrases with multiple modifiers and qualifiers. This complexity adds depth to arguments, allowing for the detailed description of concepts and ideas.
2. Conciseness and focus: Despite adding complexity, nominalization can also enhance phrasal complexity by condensing information. This condensation allows more information to be included within a sentence, increasing its complexity.
3. Strategic usage: Writers need to strike a balance between complexity and clarity. Using nominalization or complex phrasal structures can lead to more precise sentences that hinder understanding. Hence, writers must choose when and how to use nominalization and phrasal complexity to convey their arguments effectively.

4. Nuanced argumentation: The combination of nominalization and phrasal complexity can contribute to subtle argumentation. By employing intricate noun phrases and complex phrasal structures, writers can present their ideas with more precision and sophistication. This enhances the overall strength of the argument and demonstrates a deep understanding of the topic.
5. Reader engagement: Well-constructed nominalized phrases and complex phrasal structures can engage readers by challenging them with sophisticated language and encouraging them to delve into complex ideas.

5. Argumentative Writing in the EFL Context

Argumentative writing was an essential genre that undergraduate students must learn to meet academic requirements. It was usually known as the text exposition in English lessons at school. This type of text is usually introduced at the SMA/SMK level. Because the contents of the Argumentative Text were challenging and require sufficient knowledge of an actual issue, an exposition text is the author's opinion accompanied by several supportive arguments that can strengthen his opinion. However, a closer look at the findings revealed that the students had difficulty with argumentation in the first place. They conceive arguments as individual claims but must learn to put their ideas into a coherent, logical structure (Ghanbari & Salari, 2022).

Hence, studies had shown that EFL learners commonly need help with vocabulary, grammar, organization, and mechanics while simultaneously needing to deliver decent writing (Saputra et al., 2021). The concept of thematic progression can benefit the teaching and learning of argumentative writing in EFL

contexts (Pavavijarn, 2022). In addition, the instruction of the essay's academic argument is scaffold through five cycle steps: building the context, modeling and deconstructing texts, guided practice, independent practice, and reflection (Bacha, 2010).

6. Nominalization in the Argumentative Reading Section of the EFL Textbook.

In the context of the argumentative reading section of an EFL (English as a Foreign Language) textbook, the use of nominalization can contribute to the grammatical and rhetorical complexity of students' writing (Pineh, 2022). Here are some highlights from the findings:

1. A study explored the use of nominalization in argumentative writing by EFL students using a genre-based teaching and learning approach (Pineh, 2022).
2. Nominalization allows a process, typically expressed as a verb, to be transformed into a noun, enhancing the complexity of the text (Kaneso, 2016).
3. An EFL textbook may have a section that discusses how nominalization contributes to the construction of ideational meaning (Zhang, 2018).
4. Nominalization is a linguistic feature that can be analyzed through the variation in the use of nominalization in Physics and Applied Linguistics textbooks, representing the hard and soft ends of the continuum of sciences, respectively (A. Jalilifar & Memari, 2017).

Using nominalization in the argumentative reading section of an EFL textbook can benefit students writing by adding grammatical and rhetorical

complexity. However, textbooks must provide detailed explanations and guidance on using nominalization to ensure students understand its purpose and application (Zhang, 2018).

B. Previous Relevant Study

Some studies concerned with nominalization are discussed in line with this study. First, Pineh (2022) presents his study "Exploring Nominalization Use in EFL Students' Argumentative Writing Over a Genre-Based Teaching and Learning Approach". The study analyzed the use of nominalization in EFL students' argumentative writing. The data source for the study consisted of 66 texts collected from undergraduate English language and literature students' writing at three phases of the pretest and two phases of the posttest. The analysis revealed that types 1 and 2 of nominalization (process to thing and adjective to thing) were prevalent in the students' texts and steadily increased across the three writing contexts in the corpora. The study suggested that nominalization can contribute to the cohesion and coherence of argumentative writing in EFL contexts. The results showed a strong agreement between the two ratings of the texts.

Second, Jalilifar, White, et al. (2017) present their study, "Exploring Nominalization in Scientific Textbooks: A Cross-Disciplinary Study of Hard and Soft Sciences." A researcher discussed a study on the use of nominalization in scientific textbooks in Physics and Applied Linguistics. The study found differences in nominalization between the two disciplines, with writers in Physics

using a more complex and lexically dense style. In contrast, writers in Applied Linguistics tend to convey generality by using nominals without pre/post modifiers. The study also found that writers in Physics used nominals followed by strings of prepositional phrases more frequently than writers in Applied Linguistics. In contrast, writers in Applied Linguistics used relative clauses as post modifiers for nominal. The study used a sample of textbooks from each discipline and analyzed the data in three phases.

Third, Triningsih (2018) presents her study, "English Nominalization in Argumentative Text by English Education Study Program Students at Iain Palangka Raya." The study analyzed the use of nominalization in argumentative writing by 4th-semester English Education Study Program students at IAIN Palangka Raya. The study aims to describe the writing problems of nominalization derivation, construction and analyze English nominalization in argumentative text. The sample consists of 20 4th-semester students, and the data were taken from their argumentative text products. The researcher used a convenience sampling technique to select the sample. The study found that the students had difficulties using nominalization in their writing, and the used of nominalization in argumentative text was not optimal. The study concluded that the students need more guidance and practice using nominalization in their writing.

Three previous relevant studied above had similarities and differences with the researcher. Three different research studies were conducted to examine how people use a specific grammatical structure called nominalization in different

types of writing. Pineh (2022) study focuses on how students learning English as a foreign language (EFL) used nominalization in their argumentative writing to make their ideas flow better. They collected and analyzed essays from English students to see how this works before and after teaching them about it. Jalilifar, White, et al. (2017) did research to compare how scientists use nominalization in two different subjects: Physics and Applied Linguistics. They looked at textbooks on these subjects to see if there were any differences in how this language feature was used. Triningsih (2018) concentrated on students learning to be English teachers. They looked at how these students used nominalization in their argumentative writing and found out what problems they faced. They then suggested ways for these students to improve using this language technique.

Even though these studies focus on different things, they all have some things in common. They all study how people use nominalization in writing. They collected information similarly: The first and third looked at what students wrote and advised them on how to get better at using nominalization based on what they found. In contrast, the second looked at science textbooks and discussed how using nominalization can differ in different subjects, like science. On the other hand, the first and second found trends in how nominalization was used, while the third found problems students had with it.

C. Conceptual Framework

In this concept map, “Argumentative Writing” was at the top as the main concept. From “Argumentative Writing,” two sub-concepts branch out: “Nominalization” and “EFL Textbook.”

1. “Nominalization” represented the focus on the use of nominalization in the argumentative reading section. It served as a central concept, indicating the specific linguistic phenomenon under investigation.
2. “Phrasal Complexity” was a sub-concept connected to “Nominalization,” indicating that it was one aspect to consider when examining the reasons of nominalization on the overall complexity of the writing.
3. “EFL Textbook” was another sub-concept connected to “Argumentative Writing,” representing the importance of analyzing how EFL textbooks introduce and incorporate nominalization in the argumentative reading section.

This concept map provided a visual representation of the main concepts and their relationships in research study.

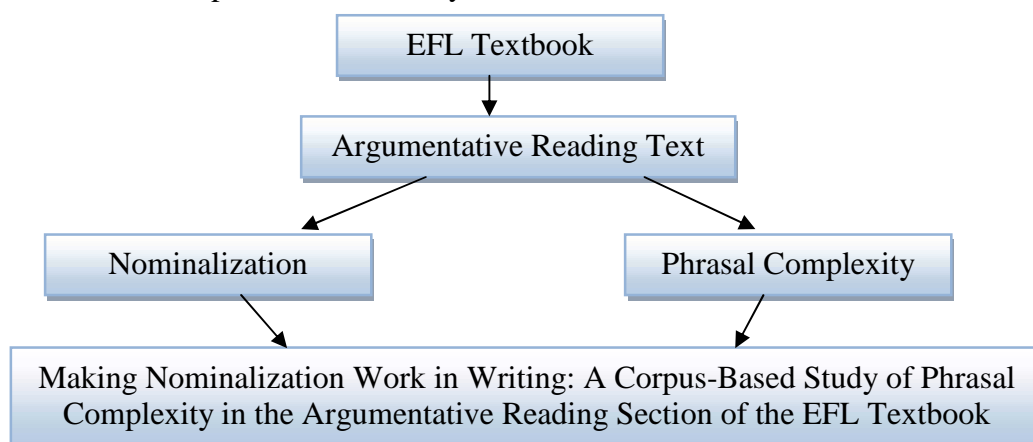


Figure 2.1 Conceptual Framework of Research

CHAPTER III

METHOD OF RESEARCH

A. Research Design

Based on research questions, the researcher analyzed argumentative writing patterns based on nominalization in EFL textbook and its reason on phrasal complexity. The diagnosis for this study was based on a qualitative corpus analysis, a methodology for conducting in-depth investigations of linguistic phenomena in real-world communication events that are digitally saved as language corpora and made accessible for computer access, retrieval, and analysis (Hasko, 2012). The corpus also showed disciplinary differences in the importance and implementation of the informing and assessing sub-functions (Deroey & Taverniers, 2011).

The research process involved several steps. First, researchers gather relevant textual data, mainly from books, carefully choosing materials that align with the research questions. Then, organize and categorize these texts, focusing on argumentative reading sections from selected EFL textbooks. The next step involves dividing the organized texts into meaningful units, such as sentences or paragraphs, for a detailed analysis. In this study, the primary focus was identifying nominalization instances within these segmented texts. Once researchers find these instances, they systematically code and annotate them. Moving on, the analysis aims to uncover recurring patterns, themes, and variations related to nominalization.

B. Source of Data

The researcher examined two distinct texts extracted from different books in this research. The first source provided only one text. The researcher sought to supplement the data by incorporating an additional source. The purpose was to identify instances of nominalization and assess their influence on overall phrasal complexity. It was important to note that both readers fall within the category of argumentative texts.

The first text under consideration was found in the English textbook "Bahasa Inggris: Stop Bullying Now, Kelas XI," authored by Makhrukh Bashir and published by the Ministry of Education and Culture of Indonesia (Kemendikbud) in 2017. This textbook comprised eight chapters of 170 pages. The researcher's focus was Chapter 4, Page 46, which features an exposition about natural disasters, including text related to global warming. The source of this book was available online at https://repositori.kemdikbud.go.id/22099/1/XI_Bahasa-Inggris_KD. The second text originated from the book "Modul Bahasa Inggris SMA Class XI," authored by Marni Hartati and published by the Ministry of Education and Culture of Indonesia (Kemendikbud) in 2020. This textbook consists of five chapters of 35 pages. The researcher's focus was chapters 1 and 2, which present an analytical exposition text. The source of this book can be accessed online at https://repositori.kemdikbud.go.id/22099/1/XI_Bahasa-Inggris_KD-3.4_4.4_Final.pdf.



Picture 3.1

C. The Technique of Collecting Data

This study employed a document analysis as the technique for collecting data. Document analysis is one of the approaches used to collect data in qualitative research (Ary et al., 2009), and it entails reviewing written texts or documents. The method of collecting data in this research study involved a multi-step approach, starting with:

1. Selection of the textbook as the primary data source for the study.
2. Choosing relevant argumentative texts from the EFL textbook that would be analyzed.
3. Extracting instances of nominalization and phrasal complexity when reading through the selected texts. Highlight or underline these instances, and include the surrounding text for context.
4. Creating a document or spreadsheet to organize the extracted instances.
5. Coding and categorizing the extracted instances based on the type of nominalization and phrasal complexity type group similar instances together for analysis.

D. The Technique of Analyzing Data

The stages of data analysis described by Hasko (2012) were three concurrent flows:

1. Corpus Markup and Annotation

Corpus markup and annotation involve adding specialized information or labels to the text data within the corpus. This process includes marking specific linguistic features, such as nominalizations, using tags or annotations. Through this marking, the researcher can easily identify and retrieve instances of the linguistic phenomenon for subsequent analysis.

2. Data Retrieval

Once the corpus was marked and annotated, computational tools or methods can be employed to retrieve specific data points. The focus here was on retrieving instances of nominalization within the selected argumentative texts from English textbooks. Data retrieval involved searching through the marked corpus to pinpoint and extract relevant sentences or passages that contain nominalizations.

3. Data Interpretation

Following data retrieval, the subsequent step was data interpretation. This entails analyzing the retrieved instances of nominalization within the context of argumentative writing. The researcher assessed how nominalizations were utilized, categorizes the types of nominalizations present, and examines their contribution to the overall phrasal complexity of the text. Additionally, the researcher interprets the potential reason of these nominalizations on the clarity and efficacy of argumentative writing.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this chapter, the researcher reported the research findings as the answers to the formulation of the problems described in the first chapter. Those problems were what the types of nominalization realized in the argumentative reading section, how the nominalization of phrasal complexity realized in the argumentative reading section, and why the use of nominalization itself impact phrasal complexity in the argumentative reading section.

1. Total of Nominalization Words in Textbooks

The findings of nominalization in the argumentative text are shown in the Table 4.1 below.

Table 4.1 Total of Nominalization Words in Textbooks

Book	Total
Bahasa Inggris: Stop Bullying Now Class XI	9 (30%)
Modul Bahasa Inggris SMA Class XI	21 (70%)
Total	30 (100%)

Based on Table 4.1, the textbook of Grade XI High School English Module has a significant dominance of nominalization. A total of 21 instances were identified, which constitutes 70% of the whole corpus.

In contrast, the English: Stop Bullying Now Class XI textbook showed a more restrained use of nominalization. It amounted to 9 words, representing 30% of the linguistic landscape.

Notably, the comparison extended to the richness of the textual content. The Grade XI High School English Module, with a total of 21 instances, emerges as a linguistically strong presence. Meanwhile, a single English book featuring only one text, contrasts sharply with the dual text structure in English: Stop Bullying Now Class XI, which presented a nuance of linguistic exploration.

2. Types of Nominalization in Textbook

Nominalization was the transformation of verbs and adjectives into nouns. There were five types of nominalization as proposed by (Harnett, 1998). Regarding the findings of this study, only four were described in detail in the following Table.

Table 4.2 Types of Nominalization in Textbook

Types of Nominalization	Frequency	Percentage
Noun Suffixes	7	23%
Adjective Suffixes	8	27%
Verb Suffixes	14	47%
Compound Noun	1	3%
Phrasal Noun	0	0%
Total	30	100%

Table 4.2 reveals a significant dominance of the type of nominalization known as Verb Suffixes. Specifically, 14 instances were identified, constituting a substantial 47% of the data set. In comparison, other types exhibited varying

frequencies: Noun Suffixes appeared 7 times, representing 23%, Adjective Suffixes surfaced 8 times, contributing to 27%, and Compound Noun made a modest appearance with 1 instance, accounting for 3%. Interestingly, Phrasal Noun did not make any appearances, registering 0%. This distribution underscored the prevalence of Verb Suffixes and provided insight into the nuanced linguistic structures employed within the data set."

a. Noun Suffixes

This was the process of adding certain suffixes to verbs or adjectives to create nouns. The main objective of this pattern was to convert the base word into a noun form that denotes the action, condition, or result of a process or state. The data below were matched to the theory.

As we all know, cars create **pollution**, and cause a lot of road deaths and other accidents. [MO.T1.S1]

From the data above, the term pollution was categorized as a noun suffix because the term "pollution" is formed by adding the suffix "-tion" to the verb "pollute", turning the act of polluting into a noun. This term summarized the concept of environmental damage caused by cars.

b. Adjective Suffixes

This process involved adding specific suffixes to verbs or nouns to create adjectives. This pattern converted the base word into an adjective that describes a feature or condition related to the base word. The following data were supporting the theory.

Thirdly, cars are very **noisy**. [MO.T1.S8]

Based on the data presented above, the term noisy was categorized as a adjective suffixes because, in the term "noisy" was an adjective formed and it was derived from the noun "noise."

c. Verb Suffixes

In this pattern, specific suffixes were added to nouns or adjectives to form verbs. This converted the base word into a verb, indicating an action or process related to the base word. The data presented below support the theory.

Since the time we have been **industrializing**... [BI.T1.S6]

The data presented above were classified as verb suffixes, in the term "industrializing" serving as an example of nominalization through verb suffixes. It was formed by adding the "-ing" suffix to the verb "industrialize." This linguistic process converted the verb into a noun, symbolizing the ongoing process of industrialization.

d. Compound Noun

This pattern employed compound nouns composed of two or more words. This combination produced a new term with a more specific meaning and frequently combines concepts from each of the root words. The data below were matched to the theory.

These forests are used to grow crops like palm sugar, palm oil and coffee-
the **lifeline** of Western society. [BI.T1.S8]

The above data showed that the word lifeline was categorized as a compound noun. This word was formed from the combination of the words "life"

and “line”. The compound noun “lifeline” was a singular entity that symbolizes the essential and indispensable nature of the crops mentioned - palm sugar, palm oil and coffee - in sustaining the lives of Westerners.

e. Phrasal Noun

This pattern was a type of nominalization that consists of an entire phrase rather than a single word. These phrases were used to refer to a specific concept or idea, and they often provide more detailed information than single nouns. In the analysis, there was no inclusion of phrasal nouns, which could enhance the sentence's fluency.

3. The Processes of Nominalization

Lee (2018) stated that the nominalization process, which transforms verbs into nouns using a nominalizer, includes mappings such as v2n (verb to noun), adv2adj (adverb to adjective), and gen (nominative noun to genitive form). Based on the research findings, only one finding from this study was detailed in the Table below.

Table 4.3 Processes of Nominalization

Processes of Nominalization	Frequency	Percentage	Remarks
V2N	7	23%	New processes of nominalization that was the new finding of this study
Adv2Adj	0	0%	
Gen	0	0%	
Verb inflection	14	47%	
Compound Word formation	1	3%	
N2Adj	8	27%	
Total	30	100%	

Table 4.3 highlighted that the V2N process of nominalization was the only type represented in the dataset, with 7 instances, accounting for 23% of the total. In contrast, both Adv2Adj and Gen processes did not appear at all, each registering 0%. Meanwhile in this research there was a new process the discovered. This distribution indicated that the V2N process was utilized exclusively among the examples analyzed, with no instances of Adv2Adj or Gen nominalizations observed.

The clear dominance of the V2N process suggested a specific preference for transforming verbs into nouns within the textbook content. The absence of Adv2Adj and Gen nominalizations highlighted a lack of these processes in the linguistic structures presented. This analysis provided a focused insight into the nominalization patterns, emphasizing the unique application of the V2N process in the dataset.

1. V2N

This process converted verbs into nouns. These nominalizations often appear in argumentative writing because they allowed the writer to discuss actions or processes as abstract concepts. The following data were supporting the theory.

Global **warming** is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. [BI.T1.S1]

The data presented above was classified as v2n, transforming verbs into nouns, making it easier to describe the phenomenon of global warming. In this sentence, nominalization was achieved through the addition of the noun suffix “-ing” to the verb “warm”, resulting in the noun “warming”.

2. Adv2adj

The transformation from adverb to adjective (adv2adj) can be helpful in understanding the overall word formation process. This conversion often involves removing the adverbial ending (such as -ly) to reveal the base adjective form. The processes of adv2adj was not present in the analysis because the sentence provided primarily showcases the v2n (verb to noun) nominalization process.

3. Gen

This process involved creating noun phrases that encapsulate more complex ideas, often using genitive constructions. There was no genitive construction present, and it was not the primary feature of nominalization discussed in this analysis.

4. Reasons of using Nominalization

The current section integrated the first and second chapters' discussions of paraphrasing, formality, concision, grammatical metaphor, and disciplinary variation.

Table 4.4 Reasons of Nominalization

Reasons of Nominalization	Frequency	Percentage
Paraphrasing	14	47%
Formality	8	26%
Concision	2	7%
Grammatical metaphor	6	20%
Disciplinary variation	0	0%
Total	30	100%

Table 4.4 reveals that paraphrasing was the most frequent reason for using nominalization, with 14 instances, constituting 47% of the data set. Formality was

the second most common reason, appearing 8 times and making up 26% of the total. Grammatical metaphor was noted 6 times, accounting for 20%. Concision was observed twice, representing 7%, while disciplinary variation did not appear at all, registering 0%.

The data indicated a strong preference for using nominalization to achieve paraphrasing, highlighting its importance in rephrasing content for clarity or emphasis. Formality was also a significant reason, reflecting the role of nominalization in enhancing the tone and style of the text. The presence of grammatical metaphor showed it used in creating abstract or complex ideas, whereas concision, though less frequent, suggests an occasional need to make expressions more succinct. The absence of disciplinary variation indicated it was not a considered factor in the dataset.

1. Paraphrasing

This particular section it allowed writers to rephrase sentences by converting verbs or adjectives to nouns. This can help simplify complex ideas, making the writing clearer and shorter. The data below were matched to the theory.

Failed crops, economic slowdown, and **deforestation** are among the several impacts of global warming. [BI.T1.S4]

From the data above, the term "deforestation" was classified as a grammatical metaphor because it was a noun for the action "to deforest" or "deforesting." This nominalized form presents deforestation as an abstract entity or phenomenon. This allowed the information to be conveyed in a more formal and conceptual manner, while also making the writing more concise and focused.

2. Formality

This part used nouns instead of verbs and adjectives to make the writing appear more formal and serious. This was typical in academic writing, where a formal tone was frequently preferred. The following data were supporting the theory.

Therefore, the interest in television as an **educational** medium has increased for several reasons. [MO.T2.S4]

Based on the data presented above, the term "educational" refers to a category of formality that emphasizes television's educational function or purpose. The used of this word gives the sentence a more formal and academic tone, conveying the idea that television had value or potential as a tool for education. It improved the formality and clarity with which information was delivered.

3. Concision

This process allowed for the condensation of information, enabling writers to express multiple ideas within a single noun phrase. This leads to more efficient and focused writing by reducing redundancy and streamlining the expression of ideas. The data below were matched to the theory.

Thirdly, cars are very **noisy**. [Mo.T1.S8]

The above data showed that the word "noisy" was in the concision category because it was used to convey information about the noise level caused by automobiles in a direct and concise manner. Using this word allowed writers to

express complex concepts, such as noise, in an efficient and focused manner, making their writing more concise and direct.

4. Grammatical Metaphor

This concept involved expressing ideas in different grammatical forms to make them more abstract and conceptual. Nominalization helped achieve this by turning actions or qualities into things or concepts. . The data below were matched to the theory.

Failed crops, economic slowdown, and **deforestation** are among the several impacts of global warming. [BI.T1.S4]

From the data above the term "deforestation" was classified as a grammatical metaphor because it was a noun for the action "to deforest" or "deforesting." This nominalized form presented deforestation as an abstract entity or phenomenon. This allowed the information to be conveyed in a more formal and conceptual manner, while also making the writing more concise and focused.

5. Disciplinary Variation

This section's approach to nominalization varies across academic disciplines. Some studies had shown that it was used differently in areas like humanities, sciences, linguistics, shipbuilding, and oceanography engineering, each with its own style. These sentences did not fall under disciplinary variation because they did not illustrate how nominalization varies across disciplines.

B. Discussion

Based on the research findings, there were several things that need to be discussed. The first finding showed that there were only four types of nominalization in this text. The second finding showed that the nominalization process shows a singular focus on the transformation of verbs into nouns (V2N). The third finding showed that paraphrasing was identified as the most common reasons for using nominalization.

The first finding showed that there were four types of nominalization in the textbooks: noun suffixes, adjective suffixes, verb suffixes, and compound noun. The most dominant type of nominalization was verb suffixes and adjective suffixes. This was similar to Pineh (2022) research, which found that types 1 and 2 were prevalent in the text because the most common type of nominalization was the shift from process (verb) to thing. No phrasal noun was found in the data. This was probably because phrasal noun tend to be more complex and not in line with the text's goal of keeping the writing concise and clear. This data showed that the used of verb suffixes was preferred to convert actions into nominal forms, thus supporting more formal and abstract discussions.

The second finding was the nominalization process carried out in the textbook. There was one main process used, which was converting verbs into nouns (V2N). No adverbial to adjective (Adv2Adj) or genitive (Gen) constructions were found. Meanwhile, new research was discovered in this study. This showed that the textbooks emphasizes verb to noun transformation to give a more abstract and formal feel. The exclusive used of V2N indicated a strategic

approach in moving actions into nominal form, which reinforces the academic and structured tone of the text. This was consistent with Puspita (2022) research, which found that the nominalization process, represented as a transition from verb to noun, appears dominant.

The third finding revealed the reasons for using nominalization. Paraphrasing was the most common reason, with 14 instances (47%). Formality was the second most common reason with 8 instances (26%), followed by grammatical metaphor with 6 instances (20%). Use for concision only appeared 2 times (7%), and disciplinary variations were not found at all. The dominant use of paraphrasing suggests a focus on repeating content for clarity and emphasis, which was important in academic writing. Formality also played a large role, reflecting the need for a serious and scholarly tone. Grammatical metaphors were used to effectively convey abstract and complex ideas. The use of precision showed the importance of efficient communication even though it was not the main focus. The absence of disciplinary variation indicated the application of uniform nominalization strategies in the textbook, aiming to maintain consistency and coherence in academic discourse.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In conclusion, the research findings shed light on the prevalence and types of nominalization in the argumentative reading sections of the selected textbooks, along with the processes and reasons on nominalization. There were some points concluded in this research:

There were not all of types of nominalization presented by Harnett (1998) can be realized in the argumentative. In this case, only four types were found in this study, with one type missing: phrasal nouns. However, it should be noted that, while this analysis focused solely on those four types, the inclusion of phrasal nouns in the text has the potential to expand the range of nominalization types to five. The use of verb suffixes indicates a preference for converting actions into nominal forms, aligning with the text's aim for clarity and conciseness.

The nominalization process described by Lee cannot be represented, only 1 type was found in this study while 2 types were not found. Meanwhile, a new research was found in this study. The nominalization process mostly revolves around converting verbs into nouns (V2N), without adverbs into adjectives (Adv2Adj) or genitive constructions (Gen). This strategic emphasis on V2N reflects a deliberate attempt to create.

The reasons for the use of nominalization contained in the theory cannot be represented, particularly in argumentative writing. In this study, only four types

were discovered, with one type missing. Paraphrasing emerged as the most common motif, indicating a need for clarity and emphasis through restatement of content. Formality plays an important role in cultivating a scholarly tone, while grammatical metaphors facilitate effective communication of abstract concepts. Notably, the absence of disciplinary variation suggests a uniform approach to nominalization strategies, which aim to maintain coherence and consistency in academic discourse across texts.

B. Suggestion

In connection with the conclusions written above, there were some suggestions provided as follow:

1. The students should use nominalization in argumentative writing to increase formality and abstraction, understand its various forms, and balance its use to maintain clarity and conciseness in their arguments.
2. The teachers should integrate lessons on nominalization and develop instructional materials that emphasize the strategic use of nominalization to convey complex ideas in argumentative writing.
3. The book authors should ensure a balanced representation of different types of nominalization and their functions. Avoid excessive focus on one type, like verb suffixes, to provide a more comprehensive understanding.
4. The further researches explored nominalization across disciplines and research effective pedagogical strategies for teaching nominalization, balancing complexity and clarity.

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APPENDICES

Appendix 1

Nominalization Realized in Bahasa Inggris 'Stop Bullying Now'

No	Utterance of Nominalization	Type of Nominalization	Process of Nominalization	Reason	Data Code
1	Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans	NS	V2N	The use of the word "warming" in the phrase "global warming" is classified as grammatical metaphor. The word "warming" is a noun form of the verb "to warm." It converts an action into an abstract concept, allowing the author to present information in a more formal and conceptual way.	BI.T1.S1
2	Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem	NS	V2N	The term "warming" in the phrase "global warming" is a grammatical metaphor. "Warming" is the noun form of the verb "to warm." It transforms an action into an abstract concept, allowing the author to convey information in a more formal and conceptual manner.	B1.T1.S2
		VS	Verb Inflection	The word "acknowledging" is classified as paraphrasing because it condenses a longer clause into a more concise verbal expression. It helps to simplify the sentence and make the idea more clear.	

		VS	Verb Inflection	The term "facing" is included in the paraphrasing category because it replaces a longer clause. Using this verbal form simplifies and makes the sentence easier to understand while retaining the intended meaning.	
3	Failed crops, economic slowdown, and deforestation are among the several impacts of global warming	NS	V2N	The term "deforestation" is classified as a grammatical metaphor because it is a noun for the action "to deforest" or "deforesting." This nominalized form presents deforestation as an abstract entity or phenomenon. This allows the information to be conveyed in a more formal and conceptual manner, while also making the writing more concise and focused.	B1.T1.S4
4	Since the time we have been industrializing , we started polluting our waters and air, and have been releasing greenhouse gases that contribute to global warming	VS	Verb Inflection	The word "industrializing" belongs to the paraphrasing category. because it is used to simplify and summarize a more complex action, the process of developing industries. It makes the sentence more concise and direct.	B1.T1.S6
		VS	Verb Inflection	The term "polluting" is included in the paraphrasing category because it replaces a longer sentence. Using this verbal form makes the message conveyed clearer and easier to understand.	
		VS	Verb Inflection	The word "releasing" is classified as paraphrasing because it is used to	

				summarize an action. It shortens the sentence by converting a lengthy description into a more efficient verbal form.	
5	These forests are used to grow crops like palm sugar, palm oil and coffee-the lifeline of Western society	CN	Compound Word Formation	The word "lifeline" is classified as a grammatical metaphor because it is transformed into an abstract concept that is more understandable and emotionally powerful. By using the term "lifeline," the authors convey in a more concise and dramatic manner how important these crops are to Western societies' survival and economic well-being.	B1.T1.S8

NOTE:

NS: Noun Suffix

AS: Adjective Suffix

VS: Verb Suffix

CN: Compound noun

PN: Phrasal Noun

V2N: Verb to Noun

BI: Bahasa Inggris

T: Text

S: Sentence

Appendix 2

Nominalization Realized in Modul Bahasa Inggris

No	Utterance of Nominalization	Type of Nominalization	Process of nominalization	Reason	Data Code
1	As we all know, cars create pollution , and cause a lot of road deaths and other accidents.	NS	V2N	The term "pollution" is a grammatical metaphor that represents the action "to pollute." This nominal form presents the act of polluting as an abstract entity or phenomenon. This enables the author to convey ideas about cars' negative impact in a more formal and conceptual manner, making the writing more concise and focused.	MO.T1.S1
2	Firstly, cars, as we all know, contribute to most of the pollution in the world.	NS	V2N	The word "pollution" is a grammatical metaphor that represents the action "to pollute." Using this nominal form,	MO.T1.S2

				pollution is presented as an abstract concept or entity. This enables the author to communicate the negative impact of cars in a more formal and conceptual manner, making the writing more concise and focused.	
3	Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and 'triggers' off asthma.	AS	N2Adj	The word "deadly" is in the Formality category because it is used to convey a more serious and formal tone about the dangers of the gas produced by the car. The writer applies this adjective to emphasize the level of threat and danger posed, increasing the formality and assertiveness of information delivery.	MO.T1.S3
4	Thirdly, cars are very noisy	AS	N2Adj	The word "noisy" is in the concision category because it is used to convey information about the noise level caused by automobiles in a direct and concise manner. Using this word allows writers to express complex concepts, such as noise, in an efficient and focused manner, making their writing more concise and direct.	MO.T1.S8
5	Traditionally, educators have perceived television as not particularly beneficial to literacy development	NS	V2N	The word "development" is included in the category of concision because it is used to describe the concept of literacy development in general. The writer uses	MO.T2.S1

				this word to convey the concept of literacy improvement in a concise and direct manner. This helps to make sentences more concise and focused while still conveying the intended meaning.	
6	Concerns were fueled by findings suggesting that with the introduction of television people spend less time reading books and reading scores decline.	VS	Verb Inflection	The word “findings” is a category of paraphrasing because it summarizes the results of the research or study. It replaces a longer explanation so the use of this word helps to simplify the sentence and convey information succinctly.	MO.T2.S2
		VS	Verb Inflection	The word “suggesting” is classified as paraphrasing because it simplifies longer clauses such as “which suggest that.” This word makes the idea more direct and easy to understand, making the connection between findings and conclusions clearer.	
		VS	Verb Inflection	The term “reading” falls under the category of paraphrasing because it describes the act or activity of reading. It transforms longer clauses into a more concise and efficient form, which helps keep sentences focused and not wordy.	
7	As our society is striving to make adjustments to the	VS	Verb Inflection	The “striving” word is classified as paraphrasing because it is used to	MO.T2.S3

	decline in literacy skills, new ways of learning and teaching are being explored, educators are becoming interested in exploring the educational potential of television.			simplify and summarize the action. This makes the sentence more concise and direct, conveying the efforts made by the community without the need for lengthy explanations.	
		VS	Verb Inflection	The term “becoming” is included in the paraphrasing category because it is used to simplify a longer phrase. It helps convey the change or development of the educators' interest in a more concise and direct way, making the sentence more efficient and easy to understand.	
		VS	Verb Inflection	The term “exploring” is categorized as paraphrasing because it simplifies a longer clause. It helps convey the act of investigation or discovery in a more efficient and understandable way.	
		AS	N2Adj	The words “educational” is included in the paraphrasing category because it is used to replace a longer phrase. The word conveys the concept of educational potential in a shorter and clearer way, making the sentence more concise and focused.	
8	Therefore, the interest in television as an educational	AS	N2Adj	The term "educational" refers to a category of formality that emphasizes	MO.T2.S4

	medium has increased for several reasons.			television's educational function or purpose. The use of this word gives the sentence a more formal and academic tone, conveying the idea that television has value or potential as a tool for education. It improves the formality and clarity with which information is delivered.	
9	First, existing educational television programs that were developed to enhance the literacy development of both children and adults have been quite successful in achieving their intended outcomes.	AS	N2Adj	The word “educational” belongs to the formality category because it is used to give a more formal and specific tone regarding the purpose of the television program. It emphasizes that the programs have an educational function or purpose, thus increasing the clarity and seriousness of the information delivery.	MO.T2.S5
		AS	N2Adj	The term “successful” belongs to the formality category as it is used to add formality by stating that the programs have achieved their objectives well. It provides a measurable and formal evaluation of the effectiveness of the programs.	
		VS	Verb Inflection	The word “achieving” falls under the category of formality because it is used to be used to formally describe the	

				achievement of goals. It helps to convey that there are measured and achieved outcomes, adding credibility and clarity to the delivery of information about the success of the programs.	
10	Second, because television is a very accessible medium, it has the potential to reach learners that have not been able to participate in traditional adult literacy programs.	AS	N2Adj	The word “accessible” is a category of formality because it gives formal emphasis to the ease and affordability of television as a medium. It emphasizes the inclusive and accessible nature of television, thus increasing the clarity and seriousness with which information is conveyed about the potential of television to reach learners who are unable to participate in traditional literacy programs.	MO.T2.S7
11	Moreover, viewers are intimately familiar with the content of television and tend to associate it with pleasurable experience because of its power to entertain.	NS	V2N	The term “viewers” is classified as formality because it provides a more formal description of the people who watch television. It emphasizes the role of the audience in a specific and formal way, providing clarity on who is meant in this context.	MO.T2.S10
		AS	N2Adj	The word “pleasurable” is included in the formality category because it adds a formal tone in describing the	

				experience of watching television. It replaces more general or informal words such as “fun” or “enjoyable,” giving a more academic and serious feel in conveying the enjoyment felt by the audience.	
12	To conclude, many teachers in UK are recently becoming aware to benefit the potential of television programs to support the teaching processes.	VS	Verb Inflection	The word "becoming" is classified as Paraphrasing because it is used to summarize and simplify longer phrases like "starting to be" or "growing to be." This helps to convey the change or development in teachers' consciousness in a more concise and direct manner.	MO.T2.S12
		VS	Verb Inflection	The term "teaching" is defined as paraphrasing because it is used to simplify longer phrases like "the process of educating students." Using this verbal form, the concept of the teaching process is conveyed in an efficient and focused manner, making the sentence more concise and understandable.	

NOTE:

NS: Noun Suffix

AS: Adjective Suffix

VS: Verb Suffix

CN: Compound noun

PN: Phrasal Noun

V2N: Verb to Noun

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PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Nama : Aulia Anisa
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ProgramStudi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
Making Nominalization Work in Writing: A Corpus-Based Study of Phrasal Complexity in the Argumentative Reading Section of the Efl Textbook	 07-01-2023

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 07 February 2023

Disetujui oleh

Dosen Pembimbing

(Yenni Hasnah, S.Pd, M.Hum.)

Hormat Pemohon

(Aulia Anisa)

K-1





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Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Aulia Anisa
 NPM : 1902050101
 Program Studi : Pendidikan Bahasa Inggris
 IPK Kumulatif : 3,67

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disahkan
	Making Nominalization Work in Writing: A Corpus-Based Study of Phrasal Complexity in the Argumentative Reading Section of the Efl Textbook	
	Phrasal Complexity in Argumentative Text of Sample Written Essay: an Investigation of the Correlation Between the Title and Content	
	Assessing How Nominalization Has Advanced Academic Writing for Students	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 07 February 2023

Hormat Pemohon,



Aulia Anisa

K-2



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Kepada Yth : Bapak/Ibu Ketua & Sekretaris
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FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Aulia Anisa
NPM : 1902050101
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Making Nominalization Work in Writing: A Corpus-Based Study of Phrasal Complexity in the Argumentative Reading Section of the Efl Textbook

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Yenni Hasnah, S.Pd. M.Hum

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 07 February 2023
Hormat Pemohon,

Aulia Anisa

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 826 /IL.3/UMSU-02/F/2023
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Aulia Anisa
N P M : 1902050101
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Making Nominalization Work in Writing: A Corpus-Based Study of Phasal Complexity in The Argumentative Reading Section of The Eff Textbook.**

Pembimbing : Yenni Hasnah, S.Pd., M.Hum.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluwarsa tanggal : 10 Februari 2024

Medan 19 Rajab 1444 H
10 Februari 2023 M

Wassalam
Dekan



Dr. D. H. Sunnysaputra, MPd.
NIDN: 0002066701



Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan

WAJIB MENGIKUTI SEMINAR





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BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Aulia Anisa
NPM : 1902050101
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Making Nominalization Work in Writing: A Corpus-Based Study of Phrasal Complexity in the Argumentative Reading Section of the EFL Textbook

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan	Keterangan
8-11-2022	Consulting research title		
11-1-2023	Approving research title		
7-3-2023	Chapter 1 - III		
25-7-2023	Chapter 1 - III		
14-8-2023	Chapter 1 - III & References		
15-8-2023	Source of Data & References		
15-8-2023	Acc to Proposal Seminar		

Medan, 15 Agustus 2023

Diketahui oleh:
Ketua Program Studi
Pendidikan Bahasa Inggris

(Pirmani Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Yenni Hasnah, S.Pd., M.Hum.)



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN PROPOSAL.

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Aulia Anisa
 NPM : 1902050101
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Making Nominalization Work in Writing: A Corpus-Based Study of Phrasal Complexity in the Argumentative Reading Section of the EFL Textbook

Sudah layak diseminarkan.

Medan, 15 Agustus 2023

Disetujui oleh
 Pembimbing

Yenni Hasnah, S.Pd., M.Hum.



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BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Senin Tanggal 21 Bulan Agustus Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Aulia Anisa
 NPM : 1902050101
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Making Nominalization Work in Writing: A Corpus-Based Study of Phrasal Complexity in the Argumentative Reading Section of the EFL Textbook

No	Masukan dan Saran
Judul	---
Bab I	---
Bab II	See p.12. provide an example of each types of phrasal.
Bab III	See p. 21. Research design, explain the sequence of your study don't forget to add an experts.
Lainnya	Overall your proposal is good. with minor revision.
Kesimpulan	<input type="checkbox"/> Ditolak <input checked="" type="checkbox"/> Disetujui <input checked="" type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Dr. Rakhmat Wahyudin Sagala, S.Pd., M.Hum.)

Dosen Pembimbing

(Yenni Hasnah, S.Pd., M.Hum.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)



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LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Aulia Anisa
 N.P.M : 1902050101
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Making Nominalization Work in Writing: A Corpus-Based Study of Phrasal Complexity in the Argumentative Reading Section of the EFL Textbook

Pada hari Senin, tanggal 21, bulan Agustus, tahun 2023 sudah layak menjadi proposal skripsi.

Medan, September 2023

Disetujui oleh:

Dosen Pembahas

(Dr. Rakhmat Wahyudin Sagala, S.Pd., M.Hum.)

Dosen Pembimbing

(Yenni Hasnah, S.Pd., M.Hum.)

Diketahui oleh
 Ketua Program Studi,

(Pirman Ginting, S.Pd., M.Hum.)



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Bismillahirrahmanirrahim
 Assalamu'alaikum Wr. Wb

Wa bu'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Aulia Anisa
 N P M : 1902050101
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : Making Nominalization Work in Writing: A Corpus-Based Study of Phrasal Complexity in the Argumentative Reading Section of the EFL Textbook.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Wassalam
 Dekan
 Wakil Dekan III

Dr. Mandira Saragih, M. Hum
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****Peringatan**





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Kepala Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Aulia Anisa
 NPM : 1902050101
 Univ. / Fakultas : UMSU/ Keguruan dan Ilmu Pendidikan
 Jurusan / P. Studi : Pendidikan Bahasa Inggris

Adalah benar telah melakukan kunjungan observasi penelitian pustaka guna menyelesaikan tugas akhir/ skripsi dengan judul :

**"Making Nominalization Work in Writing a Corpus-Based Study of Phrasal Complexity in
 The Argumentative Reading Section of The Efl Textbook"**

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

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SURAT KETERANGAN

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Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : AULIA ANISA
NPM : 1902050101
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris

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Medan, 22 Shaffar 1445 H.
 08 September 2023 M.



Dr. Muhammad Arifin, M.Pd.

CURRICULUM VITAE

I. DATA PERSONAL

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Place/Date of Birth : Medan, 20 April 2001
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Religion : Islam
Nationally : Indonesia
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Mother's Name : Aminah
Address : Jl. Andansari No.25 Klumpang
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II. FORMAL EDUCATION

2006-2013 : Primary School at SD PAB 27
2013-2016 : Junior High School at SMP PAB 2 Helvetia
2016-2019 : Senior High School at SMK PAB 2 Helvetia
2019-Right Now : The Students of Universitas Muhammadiyah Sumatera
Utara