

**THE COMPARISON OF ENGLISH NOMINALIZATION IN ABSTRACT  
WRITING BETWEEN INTERNATIONAL AND NATIONAL  
JOURNAL ARTICLES**

**SKRIPSI**

*Submitted in Partial Fulfillment of Requirements  
For Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By**

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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**

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Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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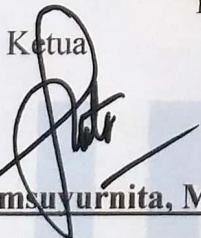
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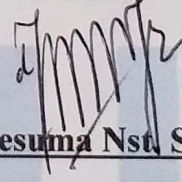
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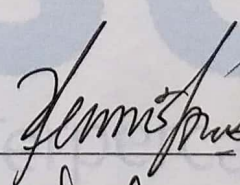
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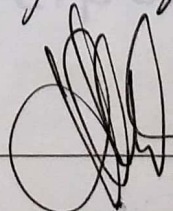
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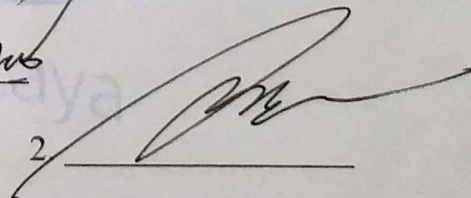
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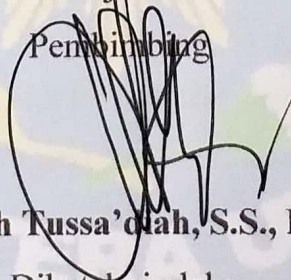
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## PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul **“The Comparison of English Nominalization in Abstract Writing Between International and National Journal Articles..”** 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 sebenar-benarnya.

Medan, 7 September 2023

Hormat saya

Yang membuat pernyataan,



Fany Ekadianti

## ABSTRACT

**Fany Ekadianti. 1902050018, “The Comparison of English Nominalization in Abstract Writing Between International and National Journal Articles.” Skripsi: English Education Program. Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara. Medan. 2023.**

This research discussed the study of linguistics in comparing the use of English nominalization in writing abstracts for international and national journals. The method research applied in this research was qualitative method. The research objectives were; to find out how to overcome challenges in choosing words in abstract writing and to elaborate the comparison of nominalization of abstract writing in international and national articles. The source of data was taken from five abstract international journal articles and the other five abstracts from national journal articles. In accordance with Mack's theory, this finding showed there were four ways to overcome the challenges in choosing words in abstract writing, namely avoid abbreviations and acronyms, use descriptive words to explain research information, put emphasis words to highlight keywords, and notice the limitation of words used in abstract writing. The next finding discusses about the differences in the use of nominalisation for each journal. The data results show that international journals are more dominant in the use of nominalisation words, namely 96 words and 69 words for national journals. Based on the linguistics functions of the use of nominalization words, the results show that the use of nominalization words used in international journals is appropriate than national journals. This finding concludes that the use of English nominalization in international journals makes the abstract be informative, systematic and scientific.

**Keywords:** Nominalization, Abstract Writing, Affixation

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The Researcher

**Fany Ekadianti**  
**1902050018**



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# CHAPTER I

## INTRODUCTION

### A. Background of The Study

English is an important language in today's globalized world, with its widespread use in business, education, entertainment, communications, etc. People from different cultures and backgrounds can be communicated, interact, and form relationships through English. English has become a communication lifestyle among teenagers. Not only among teenagers, it has also spread to community leaders by making it a second language. (Tussa'diah *et al*, 2021: 513). In academics, English was indispensable for research article development because it is the primary language of scientific communication, sustains the researcher to reach a larger audience, and boosts the impact and exposure of the invention. (Hyland, 2016:58). That is what makes English become the dominant language for academics. The widespread use of English has created a phenomenon where researchers are expected to publish work in English-language journals internationally.

The research article focused on activities used by researchers to practice writing skills, arrange words, and organizes the use of language that would be made into writing. Research articles must be contained academic writings produced scientifically, analytically, and systematically to process information. However, most Indonesian academic research articles must catch up to other countries. Arsyad *et al* (2021: 2) states that the proportion of research articles published by Indonesian academics in global outsourcing journals grew more slowly than in

surrounding countries such as Malaysia and Singapore, which continued to increase throughout the year.

Differences in the proportions of research articles could occur because there was a decreased emphasis on abstract writing and the significance of abstracts in the publication process for Indonesian academics. (Nugraha & Mbato, 2022:82). Nevertheless, an abstract is placed on the first page of the systematics of journal writing. In addition, Dirgayesa (2019:72-73) defines the abstract is a simple summary of a combination of several journal sections that are more functional and crucial for the reader than the writer. Based on Ramadhini *et al* (2021: 587) says that an abstract is the central part of the target for readers because of its position at the beginning of the research article, with concise and short content than the other parts. From this statement, the abstract is the head of academic writing because it could affect the quality of scientific work. The content and the density of information in an abstract improve the readers' interest in the whole article. Therefore, producing information density in the abstract was one of the challenges for researchers. Based on Sukan & Mohammadzadeh (2022:2), the main challenge that became a difficulty was that in writing an abstract, the researcher needed steps and awareness to produce a good and systematic abstract.

Nominalization could be used effectively to overcome this challenge because it condensed information. As well as condensing information, nominalization made explicit content and focused on a core topic by changing verbs and adjectives to nouns. (Yuan, 2022: 282). Nominalization is substantial and crucial in academic writing, especially for abstracts because nominalization could highlight the



material. (Saberi, 2019:1). Moreover, nominalization is used to avoid the continuous repetition of words. It makes it easier for the reader to understand the contents by finding familiar nouns and emphasizing the part of speech in the sentence.

There were variations in nominalization categories, they are; number of words, and morphological processes for abstracts in international and national journals. This was evidenced by previous research that stated that abstract writing in international journals tends to use nominal endings, like; -age, -ance, -(e)ry, -ity, -ision/tion, -ment, -ness, -sis, -ure, -th. According to Yuan (2020) in National abstract writing, they use verb-noun and adjective-noun. This was proven by research conducted by El-Muslimah *et al*, (2019: 56).

Because the use of nominalization is substantial and crucial in academic writing, it was a consideration for the researcher to be more careful in sorting out words before using them in writing articles. The obstacle experienced by academic researchers was the error in using nominalization. The form of using abstract nouns is the error that can separate structure from meaning. Therefore, the researcher was interested in researching *The Comparison of English Nominalization in Abstract Writing between International and National Journal Articles*. This research examined and compared the use of nominalization in International and National abstracts depending on the type and procedure for adding affixes. The purpose was to analyze whether the use of the word nominalization in abstract writing could help to condense information in a more concise form and compare whether abstract

writing in international journals was much better than in National journals in the use of nominalization.

### **B. The Identification of the Problems**

1. There were challenges in choosing words in abstract writing.
2. There were differences in the use of nominalization in abstract writing in international and national journal articles.
3. Using nominalization as a complex information wrapping pattern would be made it easier for researchers to make effective abstract writing.

### **C. The Scope and Limitation**

The scope of this research was Morphology, and the limitation was affixation that turned verbs, adjectives, or other parts of speech into nouns (nominalization) in writing abstracts in international and nationally published journals. The analysis would be carried out by categorizing nominalization based on the types of positions of affixation.

### **D. The Formulation of the Problems**

1. What were the ways to overcome challenges in choosing words in writing abstracts?
2. How were the comparisons of nominalization in abstract writing between international and national journal articles?

**E. The Objectives of the Study**

Based on the problems of the research, this research would intend to describe the following:

1. To find out the ways to overcome challenges in choosing words in abstract writing.
2. To elaborates the comparison of nominalization of abstract writing in international and national article publications.

**F. Significance of the Study**

The researcher hopes that this research will provide benefits both theoretical and practical.

Theoretical, the findings of this research can contribute to the field of writing, especially scientific writing.

Practical:

1. Students, as a reference to study scientific writing.
2. Teachers, the results of this research can help teachers get the source of scientific writing.
3. Researchers / Other Readers, as the reference to do the same research but different points of view.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical Framework

##### 1. English for Academic Writing

English used in academic writing is different from its use in daily life. Daily, English describes and explains an object, situation, process, or how something works. Meanwhile, in academic writing, English is formal, clear, and simple, avoiding everyday terms, slang, and idiomatic. Furthermore, scientific or academic writing must be clear, concise, precise, and accurate to make it easier for readers to understand.

According to Rao's theory (2018:1-2), English for academic writing is a distinct set of standards that must be precise, formal, factual, objective, and analytical. Academic writing is complex, formal, objective, explicit, reserved, and conscientious. Everything is well structured and organized. Some features include:

1. Avoids contractions or shortened forms of verbs, such as won't, doesn't, or it's.
2. Tries to avoid using a linking word such as 'and' or 'but' at the beginning of a sentence.
3. Prevents personal pronouns such as I, me, you, your.
4. Can utilize the passive form of verbs.
5. Minimizes verbs composed of multiple words, such as: *give up* and *put up with*.
6. Should involve the specialized vocabulary.

## 2. Journal Articles

A journal article is a type of scientific writing created by someone knowledgeable in his area. A journal article is a piece of writing that provides original research, reviews, or assessments in an academic area. Journal articles are usually considered the primary sources of information. Researchers, scholars, and experts use them to stay current on their field's newest developments, trends, and ideas. A Journal article is typically written formally and concisely, with parts such as an abstract, introduction, methodologies, findings, discussion, and references.

Prathap *et al.*, (2019:488-493), state that a journal article is an academic text that should be based on the author's original research project on a specific issue, along with the analysis and interpretation of the research's outcomes. *A journal article* is a lengthy essay that provides the researcher's interpretation, viewpoint, and argument. A journal article requires surveying a field of expertise to discover the best content available. Moreover, that survey must be systematic and comprehensive.

From the opinion expressed above, a journal article is an academic writing that can be used as a reference for researchers, scholars, and experts to keep abreast of current developments so that they can continue to upgrade the latest ideas in research. The journal article contains several sections, including an abstract, introduction, methodology, findings, discussion, and references written formally and briefly.

### **a. International and National Journal Articles**

As for published scientific papers, international journals and national journals have differences. Based on Sambunjak (2009:66–68), international journals are published by authors from different nations so that they can be read globally. Additionally, it is published in English (the lingua franca) so that it is able to comply with high scientific standards and is often cited. SCI, SCIE, ISI, and SCOPUS provide indexing support for international journals. On the other hand, national journals are concerned with local issues and contexts because they were written in certain nations, so they will have a larger readership. For language use, national journals are published in languages other than English. The H-index and citation rates of international journals are higher than those of national journals. However, national journals are as important as international journals because they can be used as a place to publish research findings related to local issues that have a direct impact on society.

### **b. Parts of Journal Articles**

Journal articles consist of eight parts which will be explained as follows:

#### **1. Abstract**

An abstract summarizes a research article, thesis, review, conference session, or any other detailed examination of a particular topic. In addition, the abstract has a limit of words, which is 100–250 words for each piece of writing. Gutti (2019: 2). The use of word limitations in the abstract, according to Conroy (2018:9), will be explained in this table:

**Table 2.1. Total words in abstract**

<b>Section</b>	<b>What to do</b>	<b>Words</b>
<b>Background</b>	Clarify the research phenomenon and research direction.	50 Maximum
<b>Research aim</b>	This section desired original, special, useful, and interesting.	50 Minimum
<b>Method</b>	Explained the type of research used, the population, and explains how to process and analyse data.	50-150 words
<b>Results and Conclusion</b>	Explain the answers to the research questions and what the results were. This is best done by coming up with keywords to answer the research questions.	As many as possible within word count
<b>Value of work</b>	Showed the novelty, importance, valuable, and challenging of the research.	50 ± 5

With this limitation, it will help the readers quickly understand the purpose of the research. The abstract is typically placed at the beginning of a publication and serves as a starting point for scientific investigations. Reading the abstract helps readers grasp the main point of the study.

## **2. Introduction**

This section provides information about the chosen topic and explains why it was selected. To ensure reliability, the following methods are used:

1. Review previously published research in the same field.
2. Stay updated on the research subject.
3. Participate in conferences, seminars, and symposiums on similar or related topics.

4. Understand the key terms and jargon used in the research.

### **3. Literature Review**

A literature review is a report that evaluates information found in writings related to the research topic. It can be a standalone article or a theoretical foundation for a research investigation. Conducting a literature review requires the researcher to search, collect, and identify relevant information sources such as books, journals, libraries, indexes, and the internet.

### **4. Method**

The method is an essential aspect of research as it outlines the process of conducting and completing the study. It consists of several components that contribute to its effectiveness:

1. Research Design

It will be focused on determining the approach or methodology employed to address the research question. It can be qualitative, quantitative, or a combination of both (mixed methods).

2. Population and Sample

The population and sample play a significant role in quantitative and mixed-method research. The population refers to a group of individuals who share observable characteristics, while the sample is a subset of the population. Qualitative research, on the other hand, typically involves data collection through interviews rather than selecting a specific population or sample.



### 3. Technique for Collecting Data and Instrument

This element holds particular importance in journal articles. The technique refers to the method employed to gather data, while the instrument represents the tool used for data collection. A comprehensive and well-chosen technique and instrument contribute to the quality of the research.

### 4. The data analysis technique

The final component in the method section is data analysis. It involves examining and interpreting the collected data to draw meaningful conclusions. Data analysis techniques are available, including descriptive qualitative analysis, content analysis, t-tests, and more. The choice of data analysis method depends on the nature of the research and the objectives.

In summary, the method section of a research study encompasses the research design, population and sample considerations, data collection techniques and instruments, and data analysis methods. Each component ensures that the research is conducted effectively and produces valuable findings.

## 5. Result

The results section of an article is commonly written in the past tense and serves as a concise and objective explanation of the specific research findings. It includes various components like words, photos, tables, graphs, and other elements derived from the research data. The findings are presented with a detailed explanation because the discussion section will delve into the reasons behind them.

## **6. Discussion**

The discussion section is crucial in an article based on the research findings. It is considered the article's core and usually requires several writing attempts. The writer's objective in this section is to explain the principles, correlations, and generalizations that emerge from the results. A good discussion goes beyond summarizing the outcomes and instead focuses on providing a comprehensive explanation and analysis of the findings.

## **7. Conclusion**

The conclusion is the last part of a piece of writing. It can consist of one or more paragraphs. Think of it like the final chord of a song, signalling that the piece is complete and well done. However, many writers find the conclusion challenging to write. After completing a paper, writers often feel they have said everything they needed. A strong conclusion should highlight the writer's expertise and make the reader more interested in what they have read.

## **8. Bibliography**

The bibliography has a function to provide information to the reader. The bibliography indicates that the author's work is based on various sources. In this section, all the citations used by the writer during their research will be included, including those in APA, ASA, and the Manual for Chicago formats.

### **3. Abstract Writing**

The abstract is typically the last part of an article. It is written after the main writing is finished because the writer needs to select what to include in the abstract and which details will provide supporting information. Abstract writing involves rearranging words and phrases to help readers understand the context. According to Mack (2018:45), there are several ways to decide the words before writing an abstract, such as:

1. Avoid abbreviations and acronyms in the abstract to produce good writing.
2. Use descriptive words to explain the research information.
3. Put emphasis on words to highlight keywords.
4. Notice the limitation of words used in abstract writing.

### **4. Nominalization in Abstract Writing**

Nominalization changes nouns from adjectives, verbs, or other parts of speech. (Sulaiman and Syahri, 2022:54). Nominalization condenses information in academics. In addition, nominalization in academics is used to make writing concise. Nominalization can be derived through affixes placed on the base word. It can be put in the first, middle, or last of the words.

Therefore, nominalization is essential and valuable for writers in producing scientific, coherent, and cohesive paragraphs. Nominalization in academic writing needs to be precise and flexible. It is a common technique used in abstract preparation to replace verbs, adjectives, and other parts of speech (Lei & Yi, 2019:103; Saberi & Lee, 2019:1).

### a. Linguistics Functions of Nominalization

In addition to being used to condense information, nominalization has several linguistic functions. In accordance with El-Muslimah *et al* (2019:52) state nominalization has several linguistics functions in abstract, such as:

1. Compacting information with change the verb and adjective into noun.
2. Providing focus in accordance with the technical terms on keywords
3. Using nominalization to condense information
4. Reducing repetition of words

### b. Types of Nominalizations Word

Based on Chomsky's theory states that nominalization is divided into two types, including:

#### 1. Gerund

Chomsky (1975:15) states that a gerund is formed from a subject predicate with the suffix -ing. To add the ending, other parts of speech can use -ing except for adjectives. Moreover, affixes such as -ness, -al, -ly, and others can use for adjectives. To clarify the definition of a gerund, Chomsky elaborates it directly into sentences. Pay attention to the sentences below:

#### Basic Sentences:

(1) a. Mike is eager to please.

= Mike    is eager to please.  
 Subject    Predicate

b. Mike has refused the offer.

= Mike    has refused the offer.  
 Subject    Predicate

#### Gerund Sentences:

(2) a. Mike is eager to please.

= Mike's    being eager to please.  
 Subject    Predicate

b. Mike has refused the offer.

= Mike's    refusing the offer.  
 Subject    Predicate

c. Mike criticized the book.

= Mike criticized the book.  
Subject      Predicate

c. Mike criticized the book.

= Mike's criticizing the book.  
Subject      Predicate

Based on the example above, there are differences between the two sentences.

Sentence (1) is the basic sentence that has not undergone a nominalization process.

Meanwhile, sentence (2) is a form of generation from sentence (1) which has formed a nominalized word by adding -ing to one of the predicates, namely

(is (to be) → being (to be + ing)), (refused (v) → refusing (n)), and (criticized (v) → criticizing (n)), changing the word this is called the nominalization of the gerund type.

## 2. Derivation Noun

According to Chomsky (1975: 15), this type has a noun phrase structure with many variations. These variations occur because of adding affixes, prefixes, and suffixes. To clarify, it will be described directly in the form of the following sentence:

### Basic Sentences:

(1) a. Mike is eager to please.

= Mike is eager to please.  
Subject      Predicate

b. Mike has refused the offer.

= Mike has refused the offer.  
Subject      Predicate

c. Mike criticized the book.

= Mike criticized the book.  
Subject      Predicate

### Derivation Noun Sentences:

(2) a. Mike is eager to please.

= Mike's eagerness to please.  
Subject      Predicate

b. Mike has refused the offer.

= Mike's refusal the offer.  
Subject      Predicate

c. Mike criticized the book.

= Mike's criticism the book.  
Subject      Predicate

Based on the example above, there are differences between the two sentences. Sentence (1) is the basic sentence that has not undergone a nominalization process. Meanwhile, sentence (3) is an example of the sentence form generation in sentence (1) which has formed a nominalized word by adding the affixes -ness, -al, and -ism to one of the words, namely (eager (adj) → eagerness (n)), (refused (adj) → refusal (n)), and (criticized (v) → criticism (n)), this word change is called derivation.

Based on the description above, nominalization was a field of linguistics that was changing, with the change being caused by morphological processes. The morphological process in question was the addition of affixation. Using nominalization in academic writing was a way to understand the context. In addition, using nominalization in academic writing will make information dense. The definition and parts of the affixation will be elaborated as follows:

### **c. Affixation Process in Morphology**

Handoko (2019:44-46) defines that affixation is a common and essential process in word formation. It involves adding affixes, such as prefixes, suffixes, infixes, and circumfixes, to existing words to create new ones. These affixes can be placed at the beginning, middle, or end of a word, and they modify the original word's meaning.

Igaab & Kareem (2018:92) emphasize the significance of affixation in creating words with both lexical and grammatical information. For example, in English, the word "happy" (adjective) can be transformed into "happiness" (noun) by adding the suffix "-ness" through affixation.

To summarize, affixation is a fundamental process in morphology that adds affixes to base words, forming new words. It serves as a means to expand vocabulary and convey precise meanings. Understanding affixation is crucial for analyzing language structures, language learning, and comprehending word formation in different languages. Based on Handoko (2019:44-46) and Kalsum *et al.*, (2021:87-95), affixation can be categorized into four parts based on the position of the affixes.

### 1. Prefix:

The prefix plays a role in changing the meaning of the root word into a different meaning, but still in the same context. It is called a prefix because it is added to the beginning of the word. Here are some examples of prefix changes:

#### a) Negative Prefixes

**Table 2.2. Negative Prefixes**

<b>Prefixes</b>	<b>Root</b>	<b>New Word</b>
In-	Justice	Injustice
Un-	Grammatical	Ungrammatical
Non-	Linear	Nonlinear
Dis-	Connect	Disconnect
A-	Moral	Amoral
Anti-	Body	Antibody
Il-, im-, in-, ir-	Legal, mature, correct, regular	Illegal, immature, incorrect, irregular
Mis-	Take	Mistake

Ab-	Normal	Abnormal
Mal-	Nutrition	Malnutrition

### b) Size and Degree Prefixes

**Table 2.3. Size and Degree Prefixes**

Prefixes	Root	New Word
Mini	Skirt	Miniskirt
Over	Heart	Overheart
Super	Man	Superman
Sub	Set	Subset

### c) Number Prefixes

Number prefixes are usually used to show the numbers, for example:

**Table 2.4. Number Prefixes**

Prefix	Root	New Word	Indicate
Mono-, Uni-	Logue	Monologue	One
Du-, Bi-, Di-	Plex	Duplex	Two
Tri-	Cycle	Tricycle	Three
Quad-, Quat-	Rangle	Quadrangle	Four
Penta-, Quint-	Gon	Pentagon	Five

## 2. Suffix

The use of suffixes aims to replace the meaning of the primary word with a different meaning but still in the same context. They are called suffixes because



they are placed at the end of the word. Unlike prefixes, there are two types of suffixes: derivational endings and inflectional endings, which are explained below:

**a) Derivational Suffixes**

Derivational suffixes will produce a new word with a different meaning than previous words. Examples of derivational suffixes:

**Table 2.5. Derivational Suffixes**

<b>Suffix</b>	<b>Derivational Suffix</b>	<b>Example</b>
<b>Noun Suffixes</b>	-acy, -age, -al, -an, -ian, -ance, -ancy, -ant, -ing, -ary, -ate, -ion, -ation, -dom, -er, -ess, -ful, -hood, -ive, -ment, -ness, -or, -ory, -ship, -th, -y	Happy (adjective) + -ness = <b>Happiness</b> (noun) King (noun) + -dom = <b>Kingdom</b> (noun)
<b>Verb Suffixes</b>	-ate, -en, -er, -ify, -ize	Active (adjective) + -ate = Activate (verb)
<b>Adjective Suffixes</b>	-able, -al, -ant, -ary, -ed, -ate, -en, -less, -ful, -ic, -ile, -ish, -like, -ly, -ward, -wide, -ous, -ive, -istic, -y	Play (verb) + -ful = <b>Playful</b> (adjective) Friend (noun) + -ly = <b>Friendly</b> (adjective)
<b>Adverb Suffixes</b>	-ever, -fold, -ily, -place, -where, -were, -wise, -fold	Clear (adjective) + -ly = <b>Clearly</b> (adverb) Clock (noun) + -wise = <b>Clockwise</b> (adverb)

## b) Inflectional Suffixes

Inflectional suffixes endings will provide grammatical modifications without changing the word class and the meaning of the previous words. Examples of inflectional suffixes:

**Table 2.6. Inflectional Suffixes**

<b>Inflectional Suffix</b>	<b>Explanation</b>	<b>Example</b>
<b>-s</b>	Added "-s" to <i>noun</i> means that is <i>plural</i>	Book – Books, Worker – Workers
	Added "-s" to <i>verb</i> means that the subject is <i>singular person</i>	Walk – Walks, Sleep - Sleeps
<b>-ing</b>	Added "-ing" to <i>verb</i> means that is action is <i>progressive / continuous</i>	Study – Studying, Swim - Swimming
<b>-er</b>	Added "-er" to <i>adjective</i> change the form become <i>comparative</i>	Clever – Cleverer, Fast - Faster
<b>-est</b>	Added "-est" to <i>adjective</i> change the form become <i>superlative</i>	Clever – Cleverest, Fast - Fastest
<b>-ed, -d, -t</b>	Added "-ed, -d, -t" in <i>base form</i> change the form become <i>simple past and past participle</i>	Learn – learned (V <sub>2</sub> ) Learnt (V <sub>3</sub> ), Wash- Washed (V <sub>2</sub> ) Washed (V <sub>3</sub> )

### 3. Infix

An infix is placed in the middle of a root word. This affix is also called an inset because replaced in the middle of the root word. For example:

**Table 2.7. Infix**

<b>Word</b>	<b>Example Infixes</b>
Cupful	Cupsful
Son in law	Sons in law

### 4. Circumfix

The circumfix is an affix that surrounds the base word and is divided into two parts, each placed at the beginning and end of the word. For example:

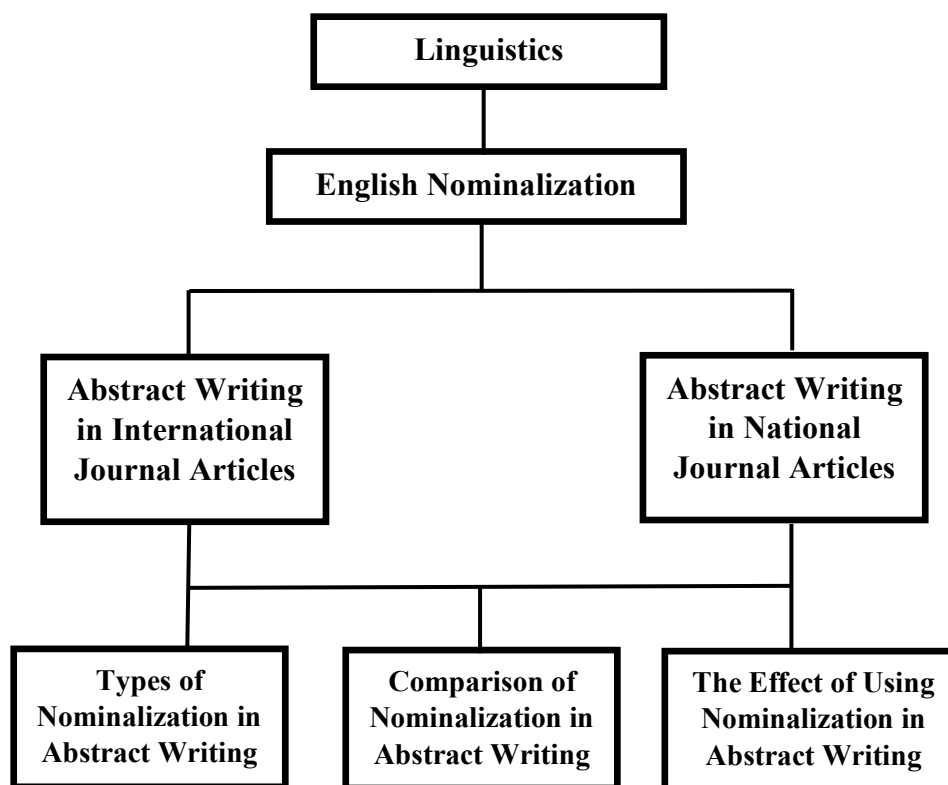
**Table 2.8. Circumfix**

<b>Circumfixes</b>	<b>Example</b>
En-	<i>Enlighten</i>
Em-	<i>Embolden</i>

## B. Conceptual Framework

This research would be conducted under linguistic theory, providing a descriptive analysis of the linguistic landscape in abstract writing for international and national journals. There were two indicators in this research: investigating the types of nominalizations based on a Morphological ending and elaborating the comparisons between the use of nominalization in international and national

abstracts. The following figure would be explained the conceptual framework of this research.



**Figure 2.1 Conceptual Framework**

### **C. Previous Relevant Study**

There were some previous studies related to this research including:

(1) *Nominalizations in Research Articles Abstracts: A Comparative Study* (2015) by Kwasani Sarfo-Adu, was published in *European Journal Language Studies*. This research contained nominalization in Journal articles. This research aimed at exploring whether the use of nominalization in abstract writing affected information density and comparing the use of abstracts in research articles in the humanities and science fields with 50 abstracts used as data which were then analysed by using

quantitative methods. The research found a higher frequency of nominal structure in the sciences than in the humanities, which has the implications for teaching nominalization in academic writing. This research was similar to the research the researcher would do, the difference lied in the data source, research methodology, and the journals to be compared. For the research which would be conducted, the researcher would take samples from 5 international and national journals to compare with the vulnerable years 2018-2022. Then for research methodology would use qualitative methods.

(2) Nominalization in the Research Article Discussion Sections of Local and International Journals of Applied Linguistics (2015) by Saleh Arizavi, Namdar Namadari, and Sayyed Ahmad Mousavi were published in Irian Journal of Applied Linguistics (IJAL). This research contained the use of nominalization in the discussion section of RA from the perspective of two discourse communities towards the authors of research articles (RA), consisted of 150 discussion sections from local and international Applied Linguistics journals. This research was similar to the research that the researcher conducted. In this research, the researcher used nominalization in abstract writing. To see the use of nominalization, the researcher made a comparison to see whether the use of nominalization was commonly found in international or national journals.

(3) Nominalization in College English Writing by Chang Qing (2014) was published in International Conference ICT FOR LANGUAGE LEARNING. This research explained nominalization as an ideational metaphor in grammatical metaphors. The researcher used quantitative analysis methods. For the data sample,

the researcher collected data through nominalization on foreign language learners and native speakers. Moreover, the results showed that native speakers more widely used the proportion of nominalization than international students. This research was similar to research done by the researcher. The researcher analyzed nominalization as a morphological derivation and affixation process in this research. To analyse, five journals would be published internationally and nationally in 2018-2022. The researcher only focused on writing abstracts that experienced nominalization. For the research methodology descriptive qualitative method was applied.

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Research Design**

This research would be analyzed using qualitative methods. Rukminingsih *et al.*, (2020:93) stated there were six types for qualitative. The types are: content analysis, case study, ethnography, grounded theory, narrative research, and fenomenology. The types of this research content analysis because the researcher would be analyzing the process of forming nominalization words in abstracts and then comparing the use of nominalization words in writing abstracts between international to national journal articles.

#### **B. Source of The Data**

The researcher got the data from various publications in this research that was from 10 journals published from 2018 to 2022, in which one journal was taken for each year. 5 journals were taken as data for international journals, they were; Cognitive Neuropsychology, International Critical Thought, Language and Education, Theory & Research in Social Education, and Social Semiotics. And the other 5 were used as data for national journals, they were; Indonesian Journal of Applied Linguistics (IJAL), Journal of English for Academic (J-SHMIC), Cakrawala Pendidikan, and Journal of Language and Literature.

### **C. Technique of Collecting The Data**

Data collection would be carried out using Sugiyono's theory, namely the documentation technique. Documentation was a way to collect research data in textbooks, research reports, journals, newspapers, magazines, television, radio, films, and other materials deemed necessary to a study. The procedures to be carried out in data collection were as follows:

1. Searching, collecting, reading, and downloading International and National journals.
2. Choosing and selecting journals with a focus on the use of nominalization words contained in the abstract.
3. Putting a mark for each nominalization word found in the abstract.
4. Classifying each nominalized word based on the types and the affixation process that helped form each word found in the abstract.

### **D. Technique of Analyzing the Data**

The following was the procedure used in conducting the analysis as follows:

1. Finding the word English Nominalization in writing abstracts from international and national journals.
2. Finding the word English nominalization in the abstract writing, putting a mark for each nominalization word found in the abstract.
3. Classifying English Nominalization in writing abstracts in international journals and national journals.



4. Analyzing the types of English nominalization found in abstract writing in international journals and national journals based on Noam Chomsky's theory.
5. Arranging and inserting the English Nominalization words and the morphological process into the table to make it easier to understand.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter presented the research findings and discussion. This section discussed data findings that compared English nominalization in abstract writing between international and national journal articles based on the same research problems: overcoming challenges in choosing words in abstract writing and comparing nominalization in abstract writing between international and national journal articles.

#### **A. Research Findings**

This section shows the results of data analysis carried out in writing abstracts in international and national journals. 165 nominalized words were found in international and national journal articles. The classification of these nominalization words based on type and affixation process is shown in the following table.

##### **1. Total of Nominalization words in Abstracts**

Sambunjak (2009:66-68) states that international journal is published by authors from different nations and read globally. National journal is concerned with local issues and contexts, is written in certain nations, and has a larger readership. For the findings of nominalization words in abstracts writing are shown in Table 4.1 below.

**Table 4.1. Total of Nominalization words in Abstracts**

<b>Nominalization Words in Abstracts</b>						
<b>Types of Journal Articles</b>	<b>Data 1 (2018)</b>	<b>Data 2 (2019)</b>	<b>Data 3 (2020)</b>	<b>Data 4 (2021)</b>	<b>Data 5 (2022)</b>	<b>Total</b>
International	21 (13%)	22 (14%)	15 (9%)	22 (14%)	16 (10%)	<b>96</b> <b>(60%)</b>
National	16 (10%)	13 (7%)	16 (10%)	15 (9%)	9 (6%)	<b>69</b> <b>(40%)</b>
<b>Total</b>	<b>37</b> <b>(23%)</b>	<b>35</b> <b>(21%)</b>	<b>31</b> <b>(19%)</b>	<b>37</b> <b>(23%)</b>	<b>25</b> <b>(15%)</b>	<b>165</b> <b>(100%)</b>

Based on Table 4.1, the use of nominalization in abstract writing was more commonly found in international journals with a total of 96 words with the percentage was 60%. In data 1 (2018), there were 21 words obtained with the percentage was 13%; in data 2 (2019), there were 22 words obtained with the percentage was 14%; in data 3 (2020) there are of 15 words were obtained with the percentage was 9%, in data 4 (2021) there were 22 words obtained with the percentage was 14%. In data 5 (2022), there were 16 words obtained with the percentage was 10%. Meanwhile, for national journals, the total data found was 69 words, with the percentage was 40%. In data 1 (2018), there were 16 words obtained with the percentage was 10%; in data 2 (2019), there were 13 words obtained with the percentage was 7%; in data 3 (2020) it consisted of 16 words obtained with the percentage was 10%, in Data 4 (2021) 15 words were obtained with the percentage was 9%. In Data 5 (2022), 9 words were obtained with the percentage was 6%.

## 2. Linguistics Functions of Nominalization

In this section was elaborated the comparison of nominalization words used in abstract writing based on linguistics functions.

**Table 4.2. Linguistics Functions of nominalization in Abstracts**

Data 1 (International Journal, 2020)	Data 2 (National Journal,2020)
<p style="text-align: center;"><b>Abstract</b></p> <p>The Next <b>Generation</b> Science Standards (NGSS) call for students to exhibit an in-depth <b>understanding</b> of scientific inquiry practices, including direct <b>observation</b>, creative design <b>thinking</b>, and <b>argumentation</b> based on evidential <b>learning</b>. To support academic equity for multilingual learners, these new <b>expectations</b> require <b>reconceptualization</b> of science teacher <b>education</b> and classroom instruction, whereby emphasis is placed on <b>incorporating</b> the linguistic and cultural repertoires of learners through multimodal and open-ended <b>learning activities</b>. To support this shift in practices, this paper presents a culturally sustaining systemic functional linguistics (CS SFL) framework for science teachers and multilingual classrooms. CS SFL praxis emphasizes three <b>intersecting</b> areas: language <b>development</b>, knowledge <b>development</b>, and cultural sustenance.</p> <p><b>Keywords:</b> Culturally sustaining pedagogy; systemic functional linguistics; science instruction; bilingual education</p>	<p style="text-align: center;"><b>Abstract</b></p> <p>Resilience is needed by students who live in disaster-prone areas. With strong <b>resilience</b>, students can implement disaster <b>mitigation</b>. This study aims to describe the profile of students' <b>resilience</b> and the strategies carried out by students in <b>strengthening</b> personal <b>resilience</b>. The mixed method research approach was conducted on a research population of SMA/SMK in Lombok Regency, specifically North Lombok, East Lombok, and West Lombok. The respondents were 779 people from 10 schools in disaster-prone areas determined by the Slovin formula. Student <b>resilience</b> profiles were explored according to Reivich and Shatte. Data on how teachers increase students' <b>resilience</b> were obtained from a focus group discussion (FGD) with 20 teachers from 10 schools. The results of the research prove that the personal <b>resilience</b> profile of students in Lombok from the seven aspects is still not optimal, which is not enough to form <b>resilience</b> (less than 60%). This study affirms that personal <b>resilience</b> is essential in <b>building</b> school resilience to provide a massive contribution to <b>education</b> and disaster mitigation. Regarding <b>recommendations</b>, for schools to increase student resilience, it can be done by increasing <b>resilience</b> resources, strengthening social support,</p>

	<p>having resilient teachers, <b>building</b> resilient school, all aspects of which must work systemically and synergistically.</p> <p><i>Keywords: resilience, disaster mitigation, personal and emotional regulations, self-efficacy</i></p>
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Data 1 and 2 show differences in the use of nominalization in writing abstracts. The abstract in Data 1 consists of 106 words, and Data 2 consists of 199 words. This is in accordance with the limitations in the use of words before writing the abstract. Then the bolded words in Data 1 and Data 2 show the nominalization words in the abstract. The difference lies in the words used. Data 2 shows the repetition of the word "resilience" eight times, while in Data 1, the repetition of words only occurs once, namely in the word "development". The position of the word "resilience" is an emphasis word used to highlight the keywords; however, this makes the abstract less varied and effective. Meanwhile, for Data 1, the repetition of the word "development" is used to provide focus in accordance with the terms in keywords that discuss systemic functional linguistics. This comparison shows that international journals are more relevant than national journals.

### 3. Types of Nominalizations in Abstracts

This section is a combination of all data obtained from the number of gerunds and derivation nouns for international and national journals.

**Table 4.3. Types Nominalization in Abstracts**

No	Types of Nominalizations	Frequency	Percentage
1	Gerund	49	30%
2	Derivation Noun	116	70%
<b>Total</b>		<b>165</b>	<b>100%</b>

Based on Table 4.2, the type of nominalization (Derivation Noun) dominated compared to the type of nominalization (Gerund), 49 data were obtained with the percentage was 30% for the Derivation Noun type and 116 data were obtained with the percentage was 70% for the Gerund type.

#### 4. Gerund and Derivation Noun in Abstracts

Chomsky states that there were two types of nominalization words: gerund and derivation noun. A gerund is formed from a subject predicate with the suffix -ing. A derivation noun is a noun phrase structure with many variations of adding affixes, prefixes, suffixes, infixes, and circumfixes. The total number of gerunds and derivation nouns for each year found in journal articles is shown in Table 4.3 below.

**Table 4.4. Gerund and Derivation Noun for International Abstracts**

<b>Gerund and Derivation Noun for International Abstracts</b>						
<b>Types of Nominalization Words</b>	<b>Data 1 (2018)</b>	<b>Data 2 (2019)</b>	<b>Data 3 (2020)</b>	<b>Data 4 (2021)</b>	<b>Data 5 (2022)</b>	<b>Total</b>
Gerund	3 (3%)	4 (4%)	4 (4%)	5 (6%)	3 (3%)	<b>19 (20%)</b>
Derivation Noun	18 (19%)	18 (19%)	11 (12%)	17 (17%)	13 (13%)	<b>77 (80%)</b>
<b>Total</b>	<b>21 (22%)</b>	<b>22 (23%)</b>	<b>15 (15%)</b>	<b>22 (23%)</b>	<b>16 (17%)</b>	<b>96 (100%)</b>

**Table 4.5. Gerund and Derivation Noun for National Abstracts**

<b>Gerund and Derivation Noun for National Abstracts</b>						
<b>Types of Nominalization Words</b>	<b>Data 1 (2018)</b>	<b>Data 2 (2019)</b>	<b>Data 3 (2020)</b>	<b>Data 4 (2021)</b>	<b>Data 5 (2022)</b>	<b>Total</b>
Gerund	6 (9%)	8 (12%)	3 (4%)	10 (15%)	3 (4%)	<b>30</b> <b>(44%)</b>
Derivation Noun	10 (15%)	5 (7%)	13 (18%)	5 (7%)	6 (9%)	<b>39</b> <b>(56%)</b>
<b>Total</b>	<b>16</b> <b>(23%)</b>	<b>13</b> <b>(18%)</b>	<b>16</b> <b>(23%)</b>	<b>15</b> <b>(21%)</b>	<b>9</b> <b>(12%)</b>	<b>69</b> <b>(100%)</b>

Based on Table 4.3 and 4.4, gerund and derivation nouns in abstract writing had different data acquisitions. For gerund was more common in national journals, namely 30 words for all years, with a percentage of 44%. In contrast, in international journals, the data obtained is 19 words for all years, with a percentage of 20%. Then, for derivation, nouns were found more in international journals, namely 77 words for all years, with a percentage of 80%. At the same time, in national journals, the data obtained were 39 words for all years, with a percentage of 56%.

#### **a. Gerund**

Based on Chomsky's theory, a gerund is formed from a subject predicate with the suffix -ing. Other parts of speech can use -ing, except for adjectives.

Data 3

(International Journal, 2018)

Sentence:

“Inflectional processing **replicating** the original findings.”

Data 3 above included in gerund. The word "**replicating**" was referred as gerund because the word was formed from a subject predicate.

<u>Inflectional processing</u>	<u><b>replicating</b> the original findings</u>
Subject	Predicate

The word "replicating" is a nominalization word that comes from a verb (replicate), which is then added with the suffix -ing, so that the verb turns into a noun. In addition, the predicate in the sentence is used to provide additional information used to explain the action or activity associated with the subject, namely "inflectional processing". Therefore, the use of nominalization in this sentence aligns with the linguistic function of compacting information by changing the verb into a noun that is placed properly.

Data 4

(International Journal, 2019)

Sentence:

“A constitutional commitment to **building** Cuban socialism was ratified in 1976”

Data 3 above included in gerund. The word "**building**" was referred as gerund because the word was formed from a subject predicate.

<u>A constitutional commitment to</u>	<u><b>building</b> Cuban socialism was ratified in 1976</u>
Subject	Predicate

The word "bulding" is a nominalization word that was created from a verb (build) and then added with the suffix -ing, so it changes from a verb into a noun. In addition, the predicate in the sentence shows the actions taken in order to build



socialism in Cuba, which became a constitutional commitment in 1976. Thereby, the use of nominalization in this sentence was to provide focus in accordance with the technical terms on the keywords, namely discussing Cuba. Through the selection of words in the abstract with keywords, it would be easier for readers to get a summary of the research that was being discussed.

Data 5

(National Journal, 2022)

Sentence:

” The factors **influencing** code-mixing in the studied novel”

Data 5 above included in gerund. The word "**influencing**" was referred as gerund because the word was formed from a subject predicate.

The factors                      **influencing** code-mixing in the studied novel

Subject

Predicate

The word "influencing" is a nominalization word that changes from a verb (influent) to a noun by adding the suffix -ing. The change verb to noun in one of the abstract sentences functions to compact information with the change verb into a noun group in one of the abstract sentences. This can be seen through the predicate used, which is able to clarify the meaning and structure of the sentence, which informs about several factors about the actions taken in influencing code-mixing in the novel under study.

Data 6

(National Journal, 2022)

Sentence:

” Foreign language **teaching** in the current globalization era”

Data 6 above included in gerund. The word "**teaching**" was referred as gerund because the word was formed from a subject predicate.

Foreign language                      **teaching** in the current globalization era

Subject

Predicate

In addition, the gerund "teaching" was formed from verb (teach) + suffix -ing. A verb turned into a noun. The change of verb into noun in one of the abstract sentences was done to compact information into a noun. In addition, the use of a gerund as a predicate makes the sentence clear and structured, which will help readers and make it easier to understand the information in abstracts.

#### **b. Derivation Noun**

A derivation noun is a noun phrase structure with many variations of adding affixes, prefixes, suffixes, infixes, and circumfixes.

Data 7

(International Journal, 2019)

Sentence:

“Economic **alignment** the former Soviet Union”

Data 7 above is a type of derivation noun. The word "**alignment**" was categorized as derivation noun because it is a noun phrase structure formed with the addition of suffix -ment, so the word turns into a noun suffix.

Economic      alignment the former Soviet Union

Subject

Predicate

In addition, the derivation of the noun "alignment" was formed from the verb (align) + the suffix ment" and turned into a noun. Nominalization is used for compacting information into a noun. By using the word "alignment" as an emphasis on the actions taken in the economy of the former Soviet Union. Therefore, the use of the noun "alignment" in abstract sentences can help in conveying ideas briefly and precisely.

Data 8

(International Journal, 2022)

Sentence:

“The themes investigated include notions of legality and **illegality** regimes of visibility”

Data 8 above was a nominalization word for a type of derivation noun. The word "**illegality**" was referred to as a derivation noun because the word was a noun phrase structure formed with the addition of the prefix il- and suffix -ity; thus, the word was changed into a circumfix.

The themes      investigated include notions of legality and **illegality** regimes of visibility

Subject

Predicate

Additionally, the prefix il- + adjective (legal) + suffix -ity resulted in the noun "illegality," turning the verb into a noun. In addition, the word "illegality" is an

emphasis word that highlights the concept of laws and regulations. Nominalization in this sentence has the linguistic function of providing focus in accordance with the technical terms on the keywords, namely discussing politics and economics.

Data 9

(National Journal, 2021)

Sentence:

“The second outcome is a practical **categorization** of cultural content”

Data 9, The word "**categorization**" was referred to as a derivation noun because the word was formed with the addition of the suffix -ion; therefore, the word turned into a suffix noun.

The second outcome                      is a practical **categorization** of cultural

Subject

Predicate

The word "categorisation" was formed from verb (categorised) + suffix -ion, so that from verb it turns into a noun. In addition, the word "categorization" is a word that highlights the concept of cultural content. So that the use of nominalization in this sentence functions to provide focus in accordance with the technical terms on the keywords, namely discussing cultural content. Adjusting the selection of words in the abstract with keywords was a way to find the main information that was presented in the abstract.

## 5. Affixation Process in Abstracts

According to Handoko (2019:44–46) and Kalsum *et al.* (2021:87–95), affixation is a common and essential process in word formation that involves adding prefixes, suffixes, infixes, and circumfixes. The new word formed from the process of affixation is called a derivation noun. The total affixation process for international and national journal articles is shown in Table 4.4 below.

**Table 4.6. Total of Suffixes in Journal Articles**

Total of Suffixes in Journal Articles						
Suffixes	International		National		Total	Percentage
	Frequency	Percentage	Frequency	Percentage		
-ion	10	14%	9	23%	19	15%
-ation	8	11%	6	15%	14	12%
-s	16	21%	12	30%	28	25%
-nce	4	5%	10	26%	14	12%
-ing	9	13%	1	3%	10	9%
-ity	7	9%	-	-	7	7%
-ism	12	16%	-	-	12	10%
-ment	6	8%	1	3%	7	7%
-ness	2	3%	-	-	2	3%
<b>Total</b>	<b>74</b>	<b>100%</b>	<b>39</b>	<b>100%</b>	<b>113</b>	<b>100%</b>

**Table 4.7. Total of Circumfixes in Journal Articles**

<b>Total of Circumfixes in Journal Articles</b>						
<b>Circumfixes</b>	<b>International</b>		<b>National</b>		<b>Total</b>	<b>Percentage</b>
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>		
In- + -ing	1	30%	-	-	1	30%
Il- + -ity	1	40%	-	-	1	40%
In- + -ity	1	30%	-	-	1	30%
<b>Total</b>	<b>3</b>	<b>100%</b>	-	-	<b>3</b>	<b>100%</b>

Based on tables 4.5 and 4.6, the affixation process involved in forming nominalization words consists of a suffix and a circumfix. There were 113 words in total for the suffixes, with 74 of those words coming from international journals and 39 from national journals. Meanwhile, the circumfixes category was only found in international journals with a total of 3 words.

## **B. Discussion**

Based on the research findings, there were some points to discuss. The first finding indicated that there were four ways to overcome the challenges of choosing words for abstract writing. And the second finding showed that there were comparisons in nominalization in abstracts written between international and national journal articles.

Based on the first finding, there were four ways to overcome the challenges of choosing words in an abstract. The first way was to avoid abbreviations and acronyms in abstracts to produce good writing. Abbreviations and acronyms are not found in these journals. It is shown through representative data 1 and 2. The second way was to use descriptive words to explain the research information. In the second way, these journals found descriptive words. These words are shown in the data. The third was to put emphasis on words to highlight keywords. In this case, these journals used emphasis words to highlight keywords by using different variations of words. This is shown by the abstracts in Data 1 and 2. The results of these differences showed that international journals were dominant in varying nominalization words. The fourth was to notice the limitations of the words used in abstract writing. The last method was applied well in both journals. This finding lines up with Mack (2018).

The second finding is the comparison of nominalization words in abstract writing between international and national journal articles. The comparison of nominalization words used in abstracts for international and national journals is based on the number of these words found and how they are used based on their linguistic functions. For the number of words, 165 were obtained, 96 were found in international journals with a percentage of 60%, and 69 were found in national journals with a percentage of 40%. This finding is in line with Arizavi *et al.* (2015). These data are the result of a combination of nominalized word types: gerund and derivation noun.

As explained in the research findings, there are two types of nominalization words found in the abstract: gerunds and derivation nouns. Because a derivation noun is a derivative word, the word formation process involves affixation. In this finding for the types of nominalizations, the gerund and derivation nouns had different results. For international journals, the derivation noun was dominantly used, with a total of 77 words and a percentage of 80%. And for national journals, there were 39 words with a percentage of 39%. But in general, national journals were dominant, with a total of 30 words and a percentage of 44%. And for international journals, there were 19 words with a percentage of 20%. This finding is in line with Adu (2015).

And then the affixation process involved in forming nominalization words consists of a suffix and a circumfix. International journals dominated the total number of suffix words (113), with data acquisition for 74 words that frequently contain suffixes, including: -s, -ism, -ion, -ing, -ation, -ity, -ment, -nce, and -ness. Meanwhile, the circumfix category was only found in international journals with data acquisition of 3 words, namely: In + -ing, Il + -ity, and In + -ity. This finding is not in line with Yuan (2020). According to Yuan (2020) the most frequently used suffixes of nominalization were -sion, -tion, -ment, and -ty. And there were not used circumfixes of nominalization in abstract. And for national 39 words, tend to use the suffixes -s, -nce, -ion, and -ation. This finding is line with El-Muslimah et al. (2019).



Afterwards, for the use of nominalization words in abstracts from international and national journals was in line with what nominalization words do in linguistics, which is to: (1) condense information by turning a verb or adjective into a noun; (2) provide focus by using technical terms on keywords; (3) use nominalization to condense information; and (4) cut down on repetition words. However, for the last function, international journals were more relevant than national journals. Because in national journals, researchers found repetition of the words teaching and resilience in the abstract. This repetition of words is used to highlight the keywords in the abstract. However, the repetition of these words causes the abstract to be less varied and effective. This finding not line with El-Muslimah et al. (2019). According to El-Muslimah et al. (2019), nominalization has four linguistics functions in abstract. But for national journals articles was found repetition of the words teaching and resilience in the abstract. Therefore, from four linguistics functions, three functions were applied in abstract.

From the discussion above, the researcher concluded that the use of English nominalization for abstracts in international journal articles is more dominant and relevant than in national journal articles. The use of English nominalization for abstracts in international journals was dominant because international has the highest total number of words. And the use of nominalization words in writing abstracts in international journals is relevant because their use is in line with their linguistic function.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research findings and discussion, some points were taken as the basis for the conclusion below.

1. After reviewing the data, the researcher draws a conclusion based on the investigation's findings. The first question concerns ways to overcome the challenges of choosing words in abstract writing. And to overcome these difficulties, Mack's theory (2018) says: avoid abbreviations and acronyms in abstracts; use description words to explain research information; put emphasis words to highlight keywords; and notice the limitations of words used to write abstracts.
2. The second question relates to the comparison of nominalization in abstract writing between international and national journal articles. The researcher concluded that the use of nominalization words in international journals was dominant and relevant than in national journals; this is in accordance with research (Arizavi et al., 2015) for dominant and (El-Muslimah., 2019) for linguistics functions. International journals were dominant in using nominalization words cause it has the highest number of words, which is 96, and national journals have the lowest, with 69. These data are the result of a combination of nominalized word types: gerund and derivation noun based on Chomsky's theory, they have been used in this research. The results showed

that there were two types of nominalization words: gerunds and derivation nouns. For derivation nouns were dominant with 116 words (70%), including the affixation process: suffixes 117 words, circumfixes 3 words, and gerunds 49 words (30%). And then for linguistic functions, nominalization words from international journals were relevant in line with El-Muslimah's theory (2019), which states that nominalization words in the abstract can be used to condense information by changing verbs or adjectives into nouns, providing focus according to technical terms on keywords, condensing information, and reducing word repetition. Therefore, the use of nominalization words made the abstract informative, systematic, and scientific.

## **B. Suggestion**

Regarding the conclusions of using English nominalization words and comparing English nominalization in international journals and national journals, the researcher offered the following suggestions:

1. For students to encourage them to produce academic writing and used this research as a reference for academic writing.
2. For teachers to as a helper to get the source of scientific writing in this area.
3. For researchers and other readers as text mentor to investigate the same research but with different points of view about the use of nominalization in academic writing.

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# **APPENDICES**

## Appendices

### Appendix 1.

#### The Types of Nominalization words and Affixation Process for International Journal Articles

Data 1 (2018)					
No	Sentences	Types Of Nominalization Words	Affixation Process	Category Of Affixation	Explanations
1	Writing has long been considered to be dependent on <b>speaking</b> .	<b>DN</b>	Speak (V) + -ing = Speaking (N)	<b>S (-ing)</b>	The sentences presented was contained with the word nominalization, namely, the word speaking. The word was formed by adding the -ing suffix, the word speak (Verb), became into speaking (Noun).
2	However, modality-specific <b>dissociations</b> between written and ....	<b>DN</b>	Dissociate (V) + -ion = Dissociation (N) + s = Dissociations (Plural)	<b>S (-ion)</b>	The sentence presented was contained with the word nominalization, namely, the word <b>dissociations</b> . The word was included in the inflectional suffix because of adding "s" to the noun <b>dissociation</b> , which means plural.
3	....spoken word production imply that word production is supported by distinct neural <b>mechanisms</b> in writing....	<b>DN</b>	Mechanized (V) + -ism = Mechanism (N) + s	<b>S (-ism)</b>	The sentence presented was contained with the word nominalization, namely, the word <b>mechanisms</b> The word was included in the inflectional suffix because of adding "s" to the noun <b>mechanism</b> , which means plural.



			= Mechanisms (Plural)		
4	...which can be impaired or spared regardless of the <b>intactness</b> of spoken word production.	<b>DN</b>	Intact (Adj) + -ness = Intactness (N)	<b>S</b> <b>(-ness)</b>	The sentence presented was contained the word nominalization, namely the word <b>intactness</b> . The word was formed by adding the -ness suffix, the word <b>intact</b> (adjective) became into <b>intactness</b> (noun).
5	<b>Modality</b> and morphology: What we write may not be what we say.	<b>DN</b>	Modal (Adj) + -ity = Modality (N)	<b>S</b> <b>(-ity)</b>	The sentence presented was contained with the word nominalization, namely the word <b>modality</b> . The word was formed by adding the -ity suffix, the word <b>modal</b> (Adjective), became into <b>modality</b> (Noun).
6	Psychological Science, 26, 892–902 documented a double <b>dissociation</b> where problems...	<b>DN</b>	Dissociate (V) + -ion = Dissociation (N)	<b>S</b> <b>(-ion)</b>	The sentence presented was contained with the word nominalization, namely the word <b>dissociation</b> . The word was formed by adding the -ion suffix, the word <b>dissociate</b> (Verb), became into <b>dissociation</b> (Noun).
7	... with regular inflections were selectively restricted to writing or <b>speaking</b> .	<b>DN</b>	Speak (V) + -ing = Speaking (N)	<b>S</b> <b>(-ing)</b>	The sentence presented was contained with the word nominalization, namely, the word <b>speaking</b> . The word was formed by adding the -ing suffix, the word <b>speak</b> (Verb), became into <b>speaking</b> (Noun).
8	We report on two English-speaking aphasic individuals who exhibit this same modality-specific <b>dissociation</b> ...	<b>DN</b>	Dissociate (V) + -ion = Dissociation (N)	<b>S</b> <b>(-ion)</b>	The sentence presented was contained with the word nominalization, namely the word <b>dissociation</b> . The word was formed by adding the -ion suffix, the word <b>dissociate</b> (Verb), became into <b>dissociation</b> (Noun).

9	...inflectional <b>processing</b> replicating the original findings.	<b>DN</b>	Process (V) + -ing = Processing (N)	<b>S (-ing)</b>	The sentence presented was contained with the word nominalization, namely word <b>processing</b> . The word was formed by adding the -ing suffix, the word <b>process</b> (Verb), became into <b>processing</b> (Noun).
10	..... <b>replicating</b> the original findings.	<b>G</b>	Replicate (V) + -ing = Replicating (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>replicating</b> . The word was formed by adding the -ing suffix, the word <b>replicate</b> (Verb), became into <b>replicating</b> (Noun).
11	...the original <b>findings</b> .	<b>DN</b>	Find (V) + -ing = Finding (N) + s = Findings (Plural)	<b>S (-ing) + s</b>	The sentence presented was contained with the word nominalization, namely the word <b>findings</b> . The word was included in the inflectional suffix because of adding "s" to the noun <b>finding</b> , which means plural.
12	We expand on Rapp et al.'s study by <b>examining</b> whether the dissociations.....	<b>G</b>	Exam (V) + -ing = Examining (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>examining</b> . The word was formed by adding the -ing suffix, the word <b>examine</b> (Verb), became into <b>examine</b> (Noun).
13	.... whether the <b>dissociations</b> observed with regular inflections	<b>DN</b>	Dissociate (V) + -ion = Dissociation (N) + s = Dissociations (Plural)	<b>S (-ion) + s</b>	The sentences presented was contained with the word nominalization, namely the word <b>dissociations</b> . The word was included in the inflectional suffix because of adding "s" to the noun <b>dissociation</b> , which means plural.

14	....such as <b>derivation</b> and irregular inflection.	<b>DN</b>	Derived (Adj) + -ion = Derivation (N)	<b>S</b> <b>(-ion)</b>	The sentence presented was contained with the word nominalization, namely the word <b>derivation</b> . The word was formed by adding -ing the suffix, the word <b>derived</b> (adjective), became into <b>derivation</b> (noun).
15	Results showed that the <b>dissociation</b> holds...	<b>DN</b>	Dissociate (V) + -ion = Dissociation (N) + s	<b>S</b> <b>(-ion)</b>	The sentence presented was contained with the word nominalization, namely the word <b>dissociation</b> . The word was formed by adding the -ion suffix, the word <b>dissociate</b> (Verb), became into <b>dissociation</b> (Noun).
16	holds for <b>derivation</b> ; however, both participants were impaired with irregular inflections in both output	<b>DN</b>	Derived (Adj) + -ion = Derivation (N)	<b>S</b> <b>(-ion)</b>	The sentence presented was contained with the word nominalization, namely the word <b>derivation</b> . The word was formed by adding the -ing suffix, the word <b>derived</b> (adjective), became into <b>derivation</b> (noun).
17	...with irregular inflections in both output <b>modalities</b> .	<b>DN</b>	Modal (Adj) + - ity = Modality (N) + s = Modalities (Plural)	<b>S</b> <b>(-ity) + s</b>	The sentence presented was contained with the word nominalization, namely the word <b>modalities</b> . The word was included in the inflectional suffix because of adding "s" to be noun <b>modality</b> , which means plural.
18	<b>Implications</b> of these....	<b>DN</b>	Implicate (V) + -ity = Implication (N) + s = Implications (Plural)	<b>S</b> <b>(-ion) + s</b>	The sentence presented was contained with the word nominalization, namely the word <b>implications</b> . The word was included in the inflectional suffix because of adding "s" to the <b>implication</b> noun, which means plural.

19	....these <b>findings</b> for morphological	<b>DN</b>	Find (V) + -ing = Finding (N) + s = Findings (Plural)	<b>S</b> <b>(-ing) + s</b>	The sentence presented was contained with the word nominalization, namely the word <b>findings</b> . The word was included in the inflectional suffix because of adding "s" to the noun <b>finding</b> , which means plural.
20	Implications of these findings for morphological <b>processing</b> and.....	<b>G</b>	Process (V) + - ing = Processing	-	The sentence presented was contained with the word nominalization, namely word <b>processing</b> . The word was formed by adding the -ing suffix, the word <b>process</b> (Verb), became into <b>processing</b> (Noun).
21	... the <b>independence</b> of the orthographic system are discussed.	<b>DN</b>	Independent (Adj) + -nce = Independence (N)	<b>S</b> <b>(-nce)</b>	The sentence presented was contained with the word nominalization, namely word <b>independence</b> . The word was formed by adding the -nce suffix, the word <b>independent</b> (Verb), became into <b>independence</b> (Noun).

**NOTE:**

**DN** : Derivation Noun

**G** : Gerund

**S** : Suffix

**P** : Prefix

**I** : Infix

C : Circumfix

Data 2 (2019)					
No	Sentences	Types of Nominalization Words	Affixation Process	Category of Affixation	Explanations
1	Following the popular triumph of the Cuban Revolution in 1959, and <b>declaration</b> of its socialist character in 1961....	DN	Declare (V) + -ion = Declaration (N)	S (-ion)	The sentence presented was contained with the word nominalization, namely the word <b>declaration</b> . The word was formed by adding the -ion suffix, the word <b>declare</b> (Verb), became into <b>declaration</b> (Noun).
2	.....a form of Cuban <b>socialism</b> has been in power.	DN	Social (Adj) + -ism = Socialism (N)	S (-ism)	The sentence presented was contained with the word nominalization, namely the word <b>socialism</b> . The word was formed by adding the -ism suffix, the word <b>social</b> (adjective), became into <b>socialism</b> (noun).
3	The historical trajectory of Cuban <b>socialism</b> in power....	DN	Social (Adj) + -ism = Socialism (N)	S (-ism)	The sentence presented was contained with the word nominalization, namely the word <b>socialism</b> . The word was formed by adding the -ism suffix, the word <b>social</b> (adjective), became into <b>socialism</b> (noun).
4	.... periods of fierce <b>independence</b> and debate..	DN	Independent (Adj) + -nce = Independence (N)	S (-nce)	The sentence presented was contained with the word nominalization, namely word <b>independence</b> . The word was formed by adding the -nce suffix, the word <b>independent</b> (Verb), became into <b>independence</b> (Noun).

5	.... particular Cuban model of <b>socialism</b> , close...	<b>DN</b>	Social (Adj) + -ism = Socialism (N)	<b>S (-ism)</b>	The sentence presented was contained with the word nominalization, namely the word <b>socialism</b> . The word was formed by adding the -ism suffix, the word <b>social</b> (adjective), became into <b>socialism</b> (noun).
6	.....economic <b>alignment</b> the former Soviet Union...	<b>DN</b>	Align (V) + -ment = Alignment (N)	<b>S (-ment)</b>	The sentence presented was contained with the word nominalization, namely the word <b>alignment</b> . The word was formed by adding the -ment suffix, the word <b>align</b> (Verb), became into <b>alignment</b> (Noun).
7	.....renewed periods of critical debate <b>following</b> its collapse	<b>G</b>	Follow (V) + -ing = Following (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>following</b> . The word was formed by adding the -ing suffix, the word <b>follow</b> (Verb), became into <b>following</b> (Noun).
8	A constitutional <b>commitment</b> to building Cuban socialism ....	<b>DN</b>	Commit (V) + -ment = Commitment (N)	<b>S (-ment)</b>	The sentence presented was contained with the word nominalization, namely the word <b>commitment</b> . The word was formed by adding the -ment suffix, the word <b>commit</b> (Verb), became into <b>commitment</b> (Noun).
9	A constitutional commitment to <b>building</b> Cuban socialism was ratified in 1976....	<b>G</b>	Build (V) + -ing = Building (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>building</b> . The word was formed by adding the -ing suffix, the word <b>build</b> (Verb), became into <b>building</b> (Noun).
10	.... <b>socialism</b> was ratified in 1976, and continues in 2018,	<b>DN</b>	Social (Adj) + -ism = Socialism (N)	<b>S (-ism)</b>	The sentence presented was contained with the word nominalization, namely the word <b>socialism</b> . The word was formed by adding the -ism suffix, the

					word <b>social</b> (adjective), became into <b>socialism</b> (noun).
11	...with no so-called "transition" to....	<b>DN</b>	Transit (V) + -ion = Transition (N)	<b>S (-ion)</b>	The sentence presented was contained with the word nominalization, namely the word <b>transition</b> . The word was formed by adding the -ion suffix, the word <b>transit</b> (Verb), became into <b>transition</b> (Noun).
12	..., with no so-called "transition" to <b>capitalism</b>	<b>DN</b>	Capital (Adj) + -ism = Capitalism (N)	<b>S (-ism)</b>	The sentence presented was contained with the word nominalization, namely the word <b>capitalism</b> . The word was formed by adding the -ism suffix, the word <b>capital</b> (adjective), became into <b>capitalism</b> (noun).
13	with no so-called "transition" to capitalism <b>following</b> the collapse of "historical socialism".	<b>G</b>	Follow (V) + -ing = Following (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>following</b> . The word was formed by adding the -ing suffix, the word <b>follow</b> (Verb), became into <b>following</b> (Noun).
14	the collapse of "historical <b>socialism</b> ".	<b>DN</b>	Social (Adj) + -ism = Socialism (N)	<b>S (-ism)</b>	The sentence presented was contained with the word nominalization, namely the word <b>socialism</b> . The word is formed by adding the suffix -ism so that from the word social (adjective), it changes to socialism as (noun).
15	...and the potential for popular debate to support Cuban <b>socialism</b> ...	<b>DN</b>	Social (Adj) + -ism = Socialism (N)	<b>S (-ism)</b>	The sentence presented was contained with the word nominalization, namely the word <b>socialism</b> . The word was formed by adding the -ism suffix, the word <b>social</b> (adjective), became into <b>socialism</b> (noun).

16	<b>Following</b> an overview of some key historical events.....	<b>G</b>	Follow (V) + -ing = Following (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>following</b> . The word was formed by adding the -ing suffix, the word <b>follow</b> (Verb), became into <b>following</b> (Noun).
17	... and cycles related to popular debate about Cuban <b>socialism</b> , the paper returns to contemporary events..	<b>DN</b>	Social (Adj) + -ism = Socialism (N)	<b>S</b> <b>(-ism)</b>	The sentence presented was contained with the word nominalization, namely the word <b>socialism</b> . The word was formed by adding the -ism suffix, the word <b>social</b> (adjective), became into <b>socialism</b> (noun).
18	The paper concludes by arguing that there are <b>indications</b> of expanded debate within Cuba...	<b>DN</b>	Indicate (V) + -ion = Indication (N) + s = Indications (Plural)	<b>S</b> <b>(-ion) + s</b>	The sentence presented was contained with the word nominalization, namely the word <b>indications</b> . The word was included in the inflectional suffix because of the addition of "s" to the noun, <b>indication</b> which means plural.
19	a <b>reconsideration</b> of the role of official media in this debate,	<b>DN</b>	Re- + consider (V) + -ion = Reconsideration (N)	<b>S</b> <b>(-ion)</b>	The sentence presented was contained with the word nominalization, namely the word <b>reconsideration</b> . The word was formed with the circumfix re- and the -ion suffix, the prefix re + <b>consider</b> (Verb) + ion, became into <b>reconsideration</b> (Noun).
20	.... with the potential to contribute both to the ongoing <b>development</b> of Cuban socialism ....	<b>DN</b>	Develop (V) + -ment = Development (N)	<b>S</b> <b>(-ment)</b>	The sentence presented was contained with the word nominalization, namely the word <b>development</b> . The word was formed by adding the -ment suffix, the word <b>develop</b> (Verb), became into <b>development</b> (Noun).



21	.... the ongoing development of Cuban <b>socialism</b> ....	<b>DN</b>	Social (Adj) + -ism = Socialism (N)	<b>S</b> <b>(-ism)</b>	The sentence presented was contained with the word nominalization, namely the word <b>socialism</b> . The word was formed by adding the -ism suffix, the word <b>social</b> (adjective), became into <b>socialism</b> (noun).
22	....and more broadly to debate about <b>socialism</b> in the twenty-first century.	<b>DN</b>	Social (Adj) + -ism = Socialism (N)	<b>S</b> <b>(-ism)</b>	The sentence presented was contained with the word nominalization, namely the word <b>socialism</b> . The word was formed by adding the -ism suffix, the word <b>social</b> (adjective), became into <b>socialism</b> (noun).

**NOTE:**

**DN** : Derivation Noun

**G** : Gerund

**S** : Suffix

**P** : Prefix

**I** : Infix

**C** : Circumfix

Data 3 (2020)					
No	Sentences	Types of Nominalization Words	Affixation Process	Category of Affixation	Explanations
1	The Next <b>Generation</b> Science Standards (NGSS) call....	<b>DN</b>	Generate (V) + -ion = Generation (N)	<b>S (-ion)</b>	The sentence presented was contained with the word nominalization, namely the word <b>generation</b> . The word was formed by adding the -ion suffix, the word <b>generate</b> (Verb), became into <b>generation</b> (Noun).
2	.....call for students to exhibit an in-depth <b>understanding</b> of scientific inquiry practices.	<b>G</b>	Understand (V) + -ing = Understanding (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>understanding</b> . The word was formed by adding the -ing suffix, the word <b>understand</b> (Verb), became into <b>understanding</b> (Noun).
3	.... including direct <b>observation</b> , creative design....	<b>DN</b>	Observe (V) + -ion = Observation (N)	<b>S (-ion)</b>	The sentence presented was contained with the word nominalization, namely the word <b>observation</b> . The word was formed by adding the -ion suffix, the word <b>observe</b> (Verb), became into <b>observation</b> (Noun).
4	including direct observation, creative design <b>thinking</b> .....	<b>G</b>	Think (V) + -ing = Thinking (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>thinking</b> . The word was formed by adding the -ing suffix, the word <b>think</b> (Verb), became into <b>thinking</b> (Noun).
5	.... and <b>argumentation</b> based on evidential learning.	<b>DN</b>	Argument (V) + -ation	<b>S (-ion)</b>	The sentence presented was contained with the word nominalization, namely the word <b>argumentation</b> . The word was formed by adding

			= Argumentation (N)		the -ion suffix, the word <b>argument</b> (Verb), became into <b>argumentation</b> (Noun).
6	....and argumentation based on evidential <b>learning</b> .	<b>G</b>	Learn (V) + -ing = Learning (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>learning</b> . The word was formed by adding the -ing suffix, the word <b>learn</b> (Verb), became into <b>learning</b> (Noun).
7	To support academic equity for multilingual learners, these new <b>expectations</b> ...	<b>DN</b>	Expect (V) + -ion = Expectation (N) + s = Expectations (Plural)	<b>S (-ion) + s</b>	The sentence presented was contained with the word nominalization, namely the word <b>expectations</b> . The word was included in the inflectional suffix because of adding "s" to the noun <b>expectation</b> , which means plural.
8	require <b>reconceptualization</b> of science	<b>DN</b>	Re- + conceptualize (V) + -ation = Reconceptualization (N)	<b>C Re- + (-ation)</b>	The sentence presented was contained with the word nominalization, namely the word <b>reconceptualization</b> . The word was formed with the circumfix re- and -ion suffix, the prefix re + <b>conceptualized</b> (Verb) + -ation became into <b>reconceptualization</b> (Noun).
9	....require reconceptualization of science teacher <b>education</b> ...	<b>DN</b>	Educate (V) + -ion = Education (N)	<b>S (-ion)</b>	The sentence presented was contained with the word nominalization, namely the word <b>education</b> . The word was formed by adding the -ion suffix, the word <b>educate</b> (Verb), became into <b>education</b> (Noun).
10	.... and classroom instruction, whereby emphasis is placed on	<b>DN</b>	In- + corporate (V) + -ing = Incorporating (N)	<b>C In- + (-ing)</b>	The sentence presented was contained with the word nominalization, namely the word <b>incorporating</b> . The word was formed with the

	<b>incorporating</b> the linguistic...				circumfix in- and suffix-ing so that from the prefix in + corporate (Verb) + ing, it changes to <b>incorporating</b> as (Noun).
11	....cultural repertoires of learners through multimodal and open-ended <b>learning</b> activities.	<b>G</b>	Learn (V) + -ing = Learning (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>learning</b> . The word was formed by adding the -ing suffix, the word <b>learn</b> (Verb), became into <b>learning</b> (Noun).
12	linguistic and cultural repertoires of learners through multimodal and open-ended learning <b>activities</b> .	<b>DN</b>	Active (Adj) + -ity = Activity (N) + s = Activities (Plural)	<b>S</b> <b>(-ity) + s</b>	The sentence presented was contained with the word nominalization, namely the word <b>activities</b> . The word was included in the inflectional suffix because of adding "s" to the noun <b>activity</b> , which means plural.
13	...systemic functional linguistics (CS SFL) praxis emphasizes three <b>intersecting</b> areas...	<b>DN</b>	Intersect (V) + -ing = Intersecting (N)	<b>S</b> <b>(-ing)</b>	The sentence presented was contained with the word nominalization, namely the word <b>intersecting</b> . The word was formed by adding the -ing suffix, the word <b>intersect</b> (Verb), became into <b>intersecting</b> (Noun).
14	....language <b>development</b> ...	<b>DN</b>	Develop (V) + -ment = Development (N)	<b>S</b> <b>(-ment)</b>	The sentence presented was contained with the word nominalization, namely the word <b>development</b> . The -ment word was formed by adding the suffix, the word <b>develop</b> (Verb), became into <b>development</b> (Noun).
15	... knowledge <b>development</b> and cultural sustenance.	<b>DN</b>	Develop (V) + -ment = Development (N)	<b>S</b> <b>(-ment)</b>	The sentence presented was contained with the word nominalization, namely the word <b>development</b> . The -ment word was formed by adding the suffix, the word <b>develop</b> (Verb), became into <b>development</b> (Noun).

**NOTE:****DN** : Derivation Noun**G** : Gerund**S** : Suffix**P** : Prefix**I** : Infix**C** : Circumfix

<b>Data 4 (2021)</b>					
<b>No</b>	<b>Sentences</b>	<b>Types of Nominalization Words</b>	<b>Affixation Process</b>	<b>Category of Affixation</b>	<b>Explanations</b>
1	Grounded in theories that establish connections among democratic <b>listening</b> , relational dimensions of citizenship....	<b>DN</b>	Generate (V) + -ion = Generation (N)	<b>S (-ion)</b>	The sentence presented was contained with the word nominalization, namely the word <b>listening</b> . The word was formed by adding the -ing suffix, the word <b>listen</b> (Verb), became into <b>listening</b> (Noun).
2	...and civic <b>engagement</b> , this mixed methods case study....	<b>DN</b>	Engage (V) + -ment = Engagement (N)	<b>S (-ment)</b>	The sentence presented was contained with the word nominalization, namely the word <b>engagement</b> . The -ment word was formed by adding the suffix, the word <b>engage</b> (Verb), became into <b>engagement</b> (Noun)

3	...this mixed methods case study takes up preliminary <b>findings</b> from prior research	<b>DN</b>	Find (V) + -ing = Finding (N) + s = Findings (Plural)	<b>S</b> <b>(-ing) + s</b>	The sentence presented was contained with the word nominalization, namely the word <b>findings</b> . The word was included in the inflectional suffix because of adding "s" to the noun <b>finding</b> , which means plural.
4	...explores processes that allow for empathic <b>listening</b> in democratic	<b>G</b>	Listen (V) + -ing = Listening (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>listening</b> . The word was formed by adding the -ing suffix, the word <b>listen</b> (Verb), became into <b>listening</b> (Noun).
5	...in democratic <b>education</b> and....	<b>DN</b>	Educate (V) + -ion = Education (N)	<b>S</b> <b>(-ion)</b>	The sentence presented was contained with the word nominalization, namely the word <b>education</b> . The word was formed by adding the -ion suffix, the word <b>educate</b> (Verb), became into <b>education</b> (Noun).
6	...the outcomes promoted by empathic <b>listening</b> ....	<b>DN</b>	Listen (V) + -ing = Listening (N)	<b>S</b> <b>(-ing)</b>	The sentence presented was contained with the word nominalization, namely the word <b>listening</b> . The word was formed by adding the -ing suffix, so that from the word <b>listen</b> (Verb), became into <b>listening</b> (Noun).
7	<b>Findings</b> highlight how, among both students	<b>DN</b>	Find (V) + -ing = Finding (N) + s = Findings (Plural)	<b>S</b> <b>(-ing) + s</b>	The sentence presented was contained with the word nominalization, namely the word <b>findings</b> . The word was included in the inflectional suffix because of adding "s" to the noun <b>finding</b> , which means plural.
8	....among both students and adults, <b>listening</b> to Project Soapbox.....	<b>G</b>	Listen (V) + -ing = Listening (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>listening</b> . The word was formed by adding the -ing suffix,

					the word <b>listen</b> (Verb), became into <b>listening</b> (Noun).
9	...to Project Soapbox speeches led to greater <b>learning</b> about....	<b>DN</b>	Learn (V) + -ing = Learning (N)	<b>S (-ing)</b>	The sentence presented was contained with the word nominalization, namely the word <b>learning</b> . The word was formed by adding the -ing suffix, so that from the word <b>learn</b> (Verb), became into <b>learning</b> (Noun).
10	...valuing of new perspectives, increased empathy, greater <b>understanding</b> across....	<b>G</b>	Understand (V) + -ing = Understanding (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>understanding</b> . The word was formed by adding the -ing suffix, the word <b>understand</b> (Verb), became into <b>understanding</b> (Noun).
11	....greater understanding across <b>difference</b> , and a deepened sense of connection and trust.	<b>DN</b>	Different (Adj) + -nce = Difference (N)	<b>S (-nce)</b>	The sentence presented was contained with the word nominalization, namely the word <b>difference</b> . The word was formed by adding the -nce suffix, the word <b>different</b> (adjective), became into <b>difference</b> (noun).
12	The data revealed four inter-related <b>conditions</b> or practices that....	<b>DN</b>	Condited (V) + -ion = Condition (N) + s = Conditions (Plural)	<b>S (-ion) + s</b>	The sentence presented was contained with the word nominalization, namely the word <b>conditions</b> . The word was included in the inflectional suffix because of adding "s" to the noun <b>condition</b> , which means plural.
13	or practices that appeared to promote empathic listening: deliberate <b>community</b> ...	<b>DN</b>	Commune (V) + -ity = Community (N)	<b>S (-ity)</b>	The sentence presented was contained with the word nominalization, namely the word <b>community</b> . The word was formed by adding the -ity suffix, the word <b>commune</b> (Verb), became into <b>community</b> (Noun).

14	... <b>building</b> that surfaced students' values...	<b>DN</b>	Build (V) + -ing = Building (N)	<b>S</b> <b>(-ing)</b>	The sentence presented was contained with the word nominalization, namely the word <b>building</b> . The word was formed by adding the -ing suffix, the word <b>build</b> (Verb), became into <b>building</b> (Noun).
15	...the <b>opportunity</b> for all students to speak and be heard,	<b>DN</b>	Opportune (Adj) + -ity = Opportunity (N)	<b>S</b> <b>(-ity)</b>	The sentence presented was contained with the word nominalization, namely the word <b>opportunity</b> . The word was formed by adding the -ity suffix, the word <b>opportunity</b> (adjective), became into <b>opportunity</b> (noun).
16	... for all students to speak and be heard, active <b>listening</b> practices...	<b>DN</b>	Listen (V) + -ing = Listening (N) <b>(Noun Suffix)</b>	<b>S</b> <b>(-ing)</b>	The sentence presented was contained with the word nominalization, namely the word <b>listening</b> . The word was formed by adding the -ing suffix, the word <b>listen</b> (Verb), became into <b>listening</b> (Noun).
17	...and the <b>willingness</b> to be vulnerable and share personal stories.	<b>DN</b>	Willing (Adj) + - ness = Willingness (N)	<b>S</b> <b>(-ness)</b>	The sentence presented was contained with the word nominalization, namely the word <b>willingness</b> . The word was formed by adding the -ness suffix, the word <b>willing</b> (adjective), became into <b>willingness</b> (noun).
18	We propose a theory of empathic <b>listening</b> in democratic education and....	<b>G</b>	Listen (V) + -ing = Listening (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>listening</b> . The word was formed by adding the -ing suffix, the word <b>listen</b> (Verb), became into <b>listening</b> (Noun).
19	...a theory of empathic listening in democratic <b>education</b> and....	<b>DN</b>	Educate (V) + -ion = Education (N)	<b>S</b> <b>(-ion)</b>	The sentence presented was contained with the word nominalization, namely the word <b>education</b> . The word was formed by adding the -



					ion suffix, the word <b>educate</b> (Verb), became into <b>education</b> (Noun).
20	...that empathic <b>listening</b> is a civic skill that can and should be taught...	<b>DN</b>	Listen (V) + -ing = Listening (N)	<b>S</b> <b>(-ing)</b>	The sentence presented was contained with the word nominalization, namely the word <b>listening</b> . The word was formed by adding the -ing suffix, the word <b>listen</b> (Verb), became into <b>listening</b> (Noun).
21	Further, we suggest that the humanizing form of empathic <b>listening</b> ...	<b>DN</b>	Listen (V) + -ing = Listening (N)	<b>S</b> <b>(-ing)</b>	The sentence presented was contained with the word nominalization, namely the word <b>listening</b> . The word was formed by adding the ing suffix, the word <b>listen</b> (Verb), became into <b>listening</b> (Noun).
22	...we describe here is one civic tool that could address the deep <b>inequalities</b> that plague our democracy.	<b>DN</b>	In- + equal (Adj) + -ity = Inequality (N) + s = Inequalities (Pural)	<b>S</b> <b>(-ity) + s</b>	The sentence presented was contained with the word nominalization, namely the word <b>inequalities</b> . The word was included in the inflectional suffix because of adding "s" to the noun <b>inequality</b> , which means plural.

**NOTE:**

**DN** : Derivation Noun

**G** : Gerund

**S** : Suffix

**P** : Prefix

I : Infix

C : Circumfix

Data 5 (2022)					
No	Sentences	Types of Nominalization Words	Affixation Process	Category of Affixation	Explanations
1	The last decades have seen the ideological <b>transformations</b> of graffiti	<b>DN</b>	Transform (V) + -ion = Transformation (N) + s = Transformations (Plural)	<b>S (-ion) + s</b>	The sentence presented was contained with the word nominalization, namely the word <b>transformations</b> . The word was included in the inflectional suffix because of adding "s" to the noun <b>transformation</b> , which means plural.
2	....corporate <b>advertising</b> billboards and campaigns making them.....	<b>G</b>	Advertise (V) + -ing = Advertising (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>advertising</b> . The word was formed by adding the -ing suffix, the word <b>advertise</b> (Verb), became into <b>advertising</b> (Noun).
3	This special issue on street art/art in the street explores street art's <b>proliferation</b> and complexity....	<b>DN</b>	Proliferate (V) + -ion = Proliferation (N)	<b>S (-ion)</b>	The sentence presented was contained with the word nominalization, namely the word <b>proliferation</b> . The word was formed by adding the -ation suffix, the word <b>proliferate</b> (Verb), became into <b>proliferation</b> (Noun).
4	...and <b>complexity</b> in different contexts...	<b>DN</b>	Complex (Adj) + -ity = Complexity (N)	<b>S (-ity)</b>	The sentence presented was contained with the word nominalization, namely the word <b>complexity</b> . The word was formed by adding the -

					ity suffix, the word <b>complex</b> (adjective), became into <b>complexity</b> (noun).
5	to the political economy and neoliberal <b>capitalism</b> raising questions of social class,	<b>DN</b>	Capital (Adj) + -ism = Capitalism (N) <b>(Noun Suffix)</b>	<b>S</b> <b>(-ism)</b>	The sentence presented was contained with the word nominalization, namely the word <b>capitalism</b> . The word was formed by adding the -ism suffix, the word <b>capital</b> (adjective), became into <b>capitalism</b> (noun).
6	...the urban growth, cultural production, and <b>consumerism</b> .	<b>DN</b>	Consum (V) + -er = Consumerism (N) + -ism = Consumerism	<b>S</b> <b>(-ism)</b>	The sentence presented was contained with the word nominalization, namely the word <b>consumerism</b> . The word was formed by adding the -ism suffix, the word <b>consume</b> (Verb), became into <b>consumerism</b> (Noun).
7	The themes investigated include notions of <b>legality</b> ...	<b>DN</b>	Legal (Adj) + -ity = Legality (N)	<b>S</b> <b>(-ity)</b>	The sentence presented was contained with the word nominalization, namely the word <b>legality</b> . The word was formed by adding the -ity suffix, the word <b>legal</b> (adjective), became into <b>legality</b> (noun).
8	The themes investigated include notions of legality and <b>illegality</b> ...	<b>DN</b>	Il- + legal (Adj) + -ity = Illegality (N)	<b>C</b> <b>Il- + (-ity)</b>	The sentence presented was contained with the word nominalization, namely the word <b>illegality</b> . The word was formed with the circumfix il- and the -ity suffix, the prefix il + <b>legal</b> (adjective) + ity, became into <b>illegality</b> (noun).
9	...regimes of <b>visibility</b> and...	<b>DN</b>	Visible (Adj) + -ity = Visibility (N)	<b>S</b> <b>(-ity)</b>	The sentence presented was contained with the word nominalization, namely the word <b>visibility</b> . The word was formed by adding the -ity suffix, the word <b>visible</b> (adjective), became into <b>visibility</b> (noun).

10	...and <b>invisibility</b> , semiotic situated acts...	<b>DN</b>	Invisible (Adj) + - ity = Invisibility (N)	<b>S</b> <b>(-ity)</b>	The sentence presented was contained with the word nominalization, namely the word <b>invisibility</b> . The word was formed with the in-circumfix and the -ity suffix, the prefix in-+ <b>visible</b> (Adjective) + ity become into <b>invisibility</b> (Noun).
11	...semiotic situated acts and art, <b>ephemerality</b>	<b>DN</b>	Ephemeral (Adj) + -ity = Ephemerality (N) <b>(Noun Suffix)</b>	<b>S</b> <b>(-ity)</b>	The sentence presented was contained with the word nominalization, namely the word <b>ephemerality</b> . The word was formed by adding the -ity suffix, the word <b>ephemeral</b> (adjective), became into <b>ephemerality</b> (noun).
12	...semiotic situated acts and art, ephemerality <b>permanence</b> .	<b>DN</b>	Permanent (Adj) + -nce = Permanence (N)	<b>S</b> <b>(-nce)</b>	The sentence presented was contained with the word nominalization, namely the word <b>permanence</b> . The word was formed by adding the -nce suffix, the word <b>permanent</b> (adjective), became into <b>permanence</b> (noun).
13	... and <b>mediatization</b> , the political economy of place	<b>DN</b>	Mediatise (V) + - ation = Mediatization (N) <b>(Noun Suffix)</b>	<b>S</b> <b>(-ation)</b>	The sentence presented was contained the word nominalization, namely the word <b>mediatization</b> . The word was formed by adding the -ation suffix, the word <b>mediatize</b> (Noun), became into <b>mediatization</b> (Noun).
14	as well as the <b>changing</b> symbolic	<b>G</b>	Change (V) + -ing = Changing (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>changing</b> . The word was formed by adding the -ing suffix, the word <b>change</b> (Verb) <b>changes</b> (Noun).
15	...and social class <b>identities</b> .	<b>DN</b>	Identify (V) + -ity = Identity (N) + s = Identities (Plural)	<b>S</b> <b>(-ity) + s</b>	The sentence presented was contained with the word nominalization, namely the word <b>identities</b> . The word was included in the inflectional suffix

					because of adding "s" to the noun <b>identity</b> , which means plural.
16	... complex and <b>changing</b> nature of street art to account (and better understand) this social semiotic phenomena.	<b>G</b>	Change (V) + -ing = Changing (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>changing</b> . The word was formed by adding the -ing suffix, the word <b>change</b> (Verb), became into <b>changes</b> (Noun).

**NOTE:**

**DN** : Derivation Noun

**G** : Gerund

**S** : Suffix

**P** : Prefix

**I** : Infix

**C** : Circumfix

### The Types of Nominalization words and Affixation Process for National Journal articles

Data 1 (2018)					
No	Sentences	Types of Nominalization Words	Affixation Process	Category of Affixation	Explanations
1	It is significant to prepare pre-service teachers do to <b>teaching</b> practicum as they will teach English.....	<b>G</b>	Teach (V) + -ing = Teaching (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>teaching</b> . The word was formed by adding the -ing suffix, the word <b>teach</b> (Verb), became into <b>teach</b> (Noun).
2	One of the preparations is peer <b>teaching</b> during teacher education program.	<b>G</b>	Teach (V) + -ing = Teaching (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>teaching</b> . The word was formed by adding the -ing suffix, the word <b>teach</b> (Verb), became into <b>teach</b> (Noun).
3	... during teacher <b>education</b> program.	<b>DN</b>	Educate (V) + -ion = Education (N)	<b>S (-ion)</b>	The sentence presented was contained with the word nominalization, namely the word <b>education</b> . The word was formed by adding the -ion suffix, the word <b>educate</b> (Verb), became into <b>education</b> (Noun).
4	This study is intended to explore students' <b>experiences</b> during the peer teaching	<b>DN</b>	Experient (V) + -nce = Experience (N) + s = Experiences (Plural)	<b>S (-nce) + s</b>	The sentence presented was contained with the word nominalization, namely the word <b>experiences</b> . The word was included in the inflectional suffix because of adding "s" to the noun <b>experient</b> , which means plural.
5	This study is intended to explore students'	<b>G</b>	Learn (V) + -ing = Learning (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>learning</b> .

	experiences during the peer teaching in a cooperative <b>learning</b> style.				The word was formed by adding the -ing suffix, the word <b>learn</b> (Verb), became into <b>learning</b> (Noun).
6	One class of 26 students of English <b>Education</b> Department of a state university in East Borneo...	<b>DN</b>	Educate (V) + -ion = Education (N)	<b>S</b> <b>(-ion)</b>	The sentence presented was contained with the word nominalization, namely the word <b>education</b> . The word was formed by adding the -ion suffix, the word <b>educate</b> (Verb), became into <b>education</b> (Noun).
7	...the <b>findings</b> have shown the potency	<b>DN</b>	Find (V) + -ing = Finding (N) + s = Findings (Plural)	<b>S</b> <b>(-ing) + s</b>	The sentence presented was contained with the word nominalization, namely the word <b>findings</b> . The word was included in the inflectional suffix because of adding "s" to the noun <b>finding</b> , which means plural.
8	This study is intended to explore students' experiences during the peer teaching in a cooperative <b>learning</b> style.	<b>G</b>	Learn (V) + -ing = Learning (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>learning</b> . The word was formed by adding the -ing suffix, the word <b>learn</b> (Verb), became into <b>learning</b> (Noun).
9	The students had positive <b>experiences</b> the cooperative style of four-group...	<b>DN</b>	Experient (V) + -nce = Experience (N) + s = Experiences (Plural)	<b>S</b> <b>(-nce) + s</b>	The sentence presented was contained with the word nominalization, namely the word <b>experiences</b> . The word was included in the inflectional suffix because of adding "s" to the noun <b>experience</b> , which means plural.
10	The four- and eight-group formats in the peer teaching provide	<b>DN</b>	Opportune (Adj) + -ity	<b>S</b> <b>(-ity) + s</b>	The sentence presented was contained with the word nominalization, namely the word <b>opportunities</b> . The word was included in the

	students more <b>opportunities</b> to....		= Opportunity (N) + s = Opportunities (Plural)		inflectional suffix because of adding "s" to the noun <b>opportunity</b> , which means plural.
11	...provide students more opportunities to have better <b>teaching</b> preparation....	<b>G</b>	Teach (V) + -ing = Teaching (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>teaching</b> . The word was formed by adding the -ing suffix, the word <b>teach</b> (Verb), become into <b>teach</b> (Noun).
12	....to develop <b>confidence</b> , and to learn from others.	<b>DN</b>	Confident (Adj) + - nce = Confidence (N)	<b>S (-nce)</b>	The sentence presented was contained with the word nominalization, namely the word <b>confidence</b> . The word was formed by adding the -nce suffix, the word <b>confident</b> (adjective), became into <b>confidence</b> (noun).
13	They encountered some difficulties such as <b>attracting</b> peers' attention,	<b>G</b>	Attract (V) + -ing = Attracting (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>attracting</b> . The word was formed by adding the -ing suffix, the word <b>attract</b> (Verb), became into <b>attracting</b> (Noun).
14	...and more <b>preparation</b> ....	<b>DN</b>	Prepare (V) + -ion = Preparation (N)	<b>S (-ion)</b>	The sentence presented was contained with the word nominalization, namely the word <b>preparation</b> . The word was formed by adding the -ion suffix, the word <b>prepare</b> (Verb), became into <b>preparation</b> (Noun).
15	The <b>findings</b> suggest that it would be more valuable for...	<b>DN</b>	Find (V) + -ing = Finding (N) + s = Findings (Plural)	<b>S (-ing) + s</b>	The sentence presented was contained with the word nominalization, namely the word <b>findings</b> . The word was included in the inflectional suffix



					because of adding "s" to the noun <b>finding</b> , which means plural.
16	<b>Implication</b> and suggestion are further discussed.	<b>DN</b>	Implicate (V) + -ion = Implication (N)	<b>S</b> <b>(-ion)</b>	The sentence presented was contained with the word nominalization, namely the word <b>implication</b> . The word was formed by adding the -ion suffix, the word <b>implicate</b> (Verb), became into <b>implication</b> (Noun).

**NOTE:**

**DN** : Derivation Noun

**G** : Gerund

**S** : Suffix

**P** : Prefix

**I** : Infix

**C** : Circumfix

Data 2 (2019)					
No	Sentences	Types of Nominalization Words	Affixation Process	Category of Affixation	Explanations
1	Mobile phone is a recent technology in <b>teaching</b> English.	<b>G</b>	Teach (V) + -ing = Teaching (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>teaching</b> . The word is formed by adding the -ing suffix, the word <b>teach</b> (Verb), became into <b>teach</b> (Noun).
2	Mobile phone provides simple and easy way in <b>developing</b> teaching....	<b>G</b>	Develop (V) + -ing = Developing (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>developing</b> . The word was formed by adding the -ing suffix, the word <b>develop</b> (Verb), became into <b>developing</b> (Noun).
3	Mobile phone provides simple and easy way in developing <b>teaching</b> and....	<b>DN</b>	Teach (V) + -ing = Teaching (N)	<b>S (-ing)</b>	The sentence presented was contained with the word nominalization, namely the word <b>teaching</b> . The word was formed by adding the -ing suffix, the word <b>teach</b> (Verb), became into <b>teach</b> (Noun).
4	...and <b>learning</b> activities, therefore, the researcher was interested....	<b>G</b>	Learn (V) + -ing = Learning (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>learning</b> . The word was formed by adding the -ing suffix, the word <b>learn</b> (Verb), become <b>learning</b> (Noun).
5	... therefore, the researcher was interested in finding the data <b>information</b> about	<b>DN</b>	Inform (V) + -ation = Information (N)	<b>S (-ation)</b>	The sentence presented was contained with the word nominalization, namely the word <b>information</b> . The word was formed by adding the -ation suffix, the word <b>inform</b> (Verb), became into <b>information</b> (Noun).

	the role of mobile phone....				
6	The <b>utilization</b> of mobile phone....	<b>DN</b>	Utilize (V) + -ion = Utilization (N)	<b>S</b> <b>(-ion)</b>	The sentence presented was contained with the word nominalization, namely the word <b>utilization</b> . The word was formed by adding the -ion suffix, the word <b>utilize</b> (Verb), became into <b>utilization</b> (Noun).
7	mobile phone offers valuable <b>opportunities</b> for...	<b>DN</b>	Opportune (Adj) + -ity = Opportunity (N) + s = Opportunities (Plural)	<b>S</b> <b>(-ity) + s</b>	The sentence presented was contained with the word nominalization, namely the word <b>opportunities</b> . The word was included in the inflectional suffix because of adding "s" to the noun <b>opportunity</b> , which means plural.
8	The utilization of mobile phone offers valuable opportunities for <b>creating</b> ....	<b>G</b>	Create (V) + -ing = Creating (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>creating</b> . The word was formed by adding the -ing suffix, the word <b>create</b> (Verb) became into <b>create</b> (Noun).
9	...an effective <b>teaching</b> strategy.	<b>G</b>	Teach (V) + -ing = Teaching (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>teaching</b> . The word was formed by adding the -ing suffix, the word <b>teach</b> (Verb), become into <b>teach</b> (Noun).
10	The students' perspectives are crucial for getting their views	<b>G</b>	Teach (V) + -ing = Teaching (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>teaching</b> . The word was formed by adding the -ing suffix,

	of role of mobile phone in language <b>teaching</b> .				the word <b>teach</b> (Verb), became into <b>teach</b> (Noun).
11	... most students were having good response towards the usage of mobile phones in language <b>learning</b> but....	<b>G</b>	Learn (V) + -ing = Learning (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>learning</b> . The word was formed by adding the -ing suffix, the word <b>learn</b> (Verb), become <b>learning</b> (Noun).
12	These research <b>findings</b> were contributed the next research for	<b>DN</b>	Find (V) + -ing = Finding (N) + s = Findings (Plural)	<b>S</b> <b>(-ing) + s</b>	The sentence presented was contained with the word nominalization, namely the word <b>findings</b> . The word was included in the inflectional suffix because of adding "s" to the noun <b>finding</b> , which means plural.
13	These research findings were contributed the next research for more deeply dig for language <b>learning</b> .	<b>G</b>	Learn (V) + -ing = Learning (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>learning</b> . The word was formed by adding the -ing suffix, the word <b>learn</b> (Verb), become <b>learning</b> (Noun).

**NOTE:**

**DN** : Derivation Noun

**G** : Gerund

**S** : Suffix

**P** : Prefix

**I** : Infix

C : Circumfix

Data 3 (2020)					
No	Sentences	Types of Nominalization Words	Affixation Process	Category of Affixation	Explanations
1	...With strong <b>resilience</b> students can implement...	<b>DN</b>	Resilient (Adj) + -nce = Resilience (N)	<b>S (-nce)</b>	The sentence presented was contained with the word nominalization, namely the word <b>resilience</b> . The word was formed by adding the -nce suffix, the word <b>resilient</b> (Adjective), became into <b>resilience</b> (Noun).
2	...students can implement disaster <b>mitigation</b> ...	<b>DN</b>	Mitigate (V) + -ion = Mitigation (N)	<b>S (-ion)</b>	The sentence presented was contained with the word nominalization, namely the word <b>mitigation</b> . The word was formed by adding the -ion suffix, the word <b>mitigate</b> (Verb), become into <b>mitigation</b> (Noun).
3	This study aims to describe the profile of students' <b>resilience</b> and...	<b>DN</b>	Resilient (Adj) + -nce = Resilience (N)	<b>S (-nce)</b>	The sentence presented was contained with the word nominalization, namely the word <b>resilience</b> . The word was formed by adding the -nce suffix, the word <b>resilient</b> (Adjective), become into <b>resilience</b> (Noun).
4	.... and the strategies carried out by students in <b>strengthening</b> personal resilience.	<b>G</b>	Strengthen (V) + -ing = Strengthening (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>strengthening</b> . The word was formed by adding the -ing suffix, the word <b>strengthen</b> (Verb), become into <b>strengthening</b> (Noun).

5	.... and the strategies carried out by students in strengthening personal <b>resilience</b> .	<b>DN</b>	Resilient (Adj) + -nce = Resilience (N)	<b>S (-nce)</b>	The sentence presented was contained with the word nominalization, namely the word <b>resilience</b> . The word was formed by adding the -nce suffix, the word <b>resilient</b> (Adjective), become into <b>resilience</b> (Noun).
6	Student <b>resilience</b> profiles were explored according to Reivich and Shatte.	<b>DN</b>	Resilient (Adj) + -nce = Resilience (N)	<b>S (-nce)</b>	The sentence presented was contained with the word nominalization, namely the word <b>resilience</b> . The word was formed by adding the -nce suffix, the word <b>resilient</b> (Adjective), become into <b>resilience</b> (Noun).
7	Data on how teachers increase students' <b>resilience</b> were obtained from a focus group discussion (FGD) with...	<b>DN</b>	Resilient (Adj) + -nce = Resilience (N)	<b>S (-nce)</b>	The sentence presented was contained with the word nominalization, namely the word <b>resilience</b> . The word was formed by adding the -nce suffix, the word <b>resilient</b> (Adjective), become into <b>resilience</b> (Noun).
8	The results of the research prove that the personal <b>resilience</b> profile of students in Lombok...	<b>DN</b>	Resilient (Adj) + -nce = Resilience (N)	<b>S (-nce)</b>	The sentence presented was contained with the word nominalization, namely the word <b>resilience</b> . The word was formed by adding the -nce suffix, the word <b>resilient</b> (Adjective), become into <b>resilience</b> (Noun).
9	... which is not enough to form <b>resilience</b> ...	<b>DN</b>	Resilient (Adj) + -nce = Resilience (N)	<b>S (-nce)</b>	The sentence presented was contained with the word nominalization, namely the word <b>resilience</b> . The word was formed by adding the -nce suffix, the word <b>resilient</b> (Adjective), become into <b>resilience</b> (Noun).
10	which is not enough to form resilience	<b>DN</b>	Personal (Adj) + -ity = Personality (N) + s	<b>S (-ity) + s</b>	The sentence presented was contained with the word nominalization, namely the word

	<b>personalities</b> (less than 60%).		= Personalities (Plural)		<b>personalities.</b> The word was included in the inflectional suffix because of adding "s" to the noun <b>personality</b> , which means plural.
11	This study affirms that personal <b>resilience</b> is essential....	<b>DN</b>	Resilient (Adj) + -nce = Resilience (N)	<b>S (-nce)</b>	The sentence presented was contained with the word nominalization, namely the word <b>resilience</b> . The word was formed by adding the -nce suffix, the word <b>resilient</b> (Adjective), become into <b>resilience</b> (Noun).
12	This study affirms that personal resilience is essential in <b>building</b> school....	<b>G</b>	Build (V) + -ing = Building (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>building</b> . The word was formed by adding the -ing suffix, the word <b>build</b> (Verb), became into <b>building</b> (Noun).
13	...building school resilience to provide a massive contribution to <b>education</b> and disaster mitigation.	<b>DN</b>	Educate (V) + -ion = Education (N)	<b>S (-ion)</b>	The sentence presented was contained with the word nominalization, namely the word <b>education</b> . The word was formed by adding the -ion suffix, the word <b>educate</b> (Verb), became into <b>education</b> (Noun).
14	Regarding <b>recommendations</b> for schools to increase student resilience	<b>DN</b>	Recommend (V) + -ation = Recommendation (N) + s = Recommendations (Plural)	<b>S (-ation) + s</b>	The sentence presented was contained with the word nominalization, namely the word <b>recommendations</b> . The word was included in the inflectional suffix because of adding "s" to the noun <b>recommendation</b> , which means plural.
15	...it can be done by increasing <b>resilience</b> resources,	<b>DN</b>	Resilient (Adj) + -nce = Resilience (N)	<b>S (-nce)</b>	The sentence presented was contained with the word nominalization, namely the word <b>resilience</b> . The word was formed by adding the -nce suffix,

					the word <b>resilient</b> (Adjective), become into <b>resilience</b> (Noun).
16	... <b>building</b> resilient school, all aspects of which must work systemically and synergistically.	<b>G</b>	Build (V) + -ing = Building (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>building</b> . The word was formed by adding the -ing suffix, the word <b>build</b> (Verb), became into <b>building</b> (Noun).

**NOTE:**

**DN** : Derivation Noun

**G** : Gerund

**S** : Suffix

**P** : Prefix

**I** : Infix

**C** : Circumfix



Data 4 (2021)					
No	Sentences	Types of Nominalization Words	Affixation Process	Category of Affixation	Explanations
1	Foreign language <b>teaching</b> in the current globalization era.....	<b>G</b>	Teach (V) + -ing = Teaching (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>teaching</b> . The word was formed by adding the -ing suffix, the word <b>teach</b> (Verb), became into <b>teach</b> (Noun).
2	Foreign language teaching in the current <b>globalization</b> era...	<b>DN</b>	Globalized (V) + -ion = Globalization (N)	<b>S (-ion)</b>	The sentence presented was contained with the word nominalization, namely the word <b>globalization</b> . The word was formed by adding the -ation suffix, the word <b>globalized</b> (Verb), became into <b>globalization</b> (Noun).
3	... to compete with technological <b>development</b> ....	<b>DN</b>	Develop (V) + -ment = Development (N)	<b>S (-ment)</b>	The sentence presented was contained with the word nominalization, namely the word <b>development</b> . The word was formed by adding the -ment suffix, the word <b>develop</b> (Verb), became into <b>development</b> (Noun).
4	This <b>competition</b> is related to the discovery of digital technology-based methods to motivate...	<b>DN</b>	Compete (V) + -ion = Competition (N)	<b>S (-ion)</b>	The sentence presented was contained with the word nominalization, namely the word <b>competition</b> . The word was formed by adding the -ion suffix, the word <b>compete</b> (Verb), became into <b>competition</b> (Noun).
5	... methods to motivate learners to provide more <b>interesting</b>	<b>G</b>	Interest (V) + -ing = Interesting (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>interesting</b> . The word was formed by adding the

	cultural content in language classes.				-ing suffix, the word <b>interest</b> (Verb), became into <b>interesting</b> (Noun).
6	... authentic documents such as films are considered very effective in <b>delivering</b> cultural content.	<b>G</b>	Deliver (V) + -ing = Delivering (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>delivering</b> . The word was formed by adding the -ing suffix, the word <b>deliver</b> (Verb), became into <b>delivering</b> (Noun).
7	The proper <b>understanding</b> of the two films' cultural content.....	<b>G</b>	Understand (V) + -ing = Understanding (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>understanding</b> . The word was formed by adding the -ing suffix, the word <b>understand</b> (Verb), became into <b>understanding</b> (Noun).
8	... can inform a digital technology-based French-language <b>teaching</b> medium.	<b>G</b>	Teach (V) + -ing = Teaching (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>teaching</b> . The word was formed by adding the -ing suffix, the word <b>teach</b> (Verb), became into <b>teach</b> (Noun).
9	To discover what strategies or formulas are used in <b>teaching</b> French....	<b>G</b>	Teach (V) + -ing = Teaching (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>teaching</b> . The word was formed by adding the -ing suffix, the word <b>teach</b> (Verb), became into <b>teach</b> (Noun).
10	... with cultural-laden films as <b>teaching</b> media....	<b>G</b>	Teach (V) + -ing = Teaching (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>teaching</b> . The word was formed by adding the -ing suffix, the word <b>teach</b> (Verb), became into <b>teach</b> (Noun).

11	... requires <b>studying</b> the films by dissecting the structure of the text.	<b>G</b>	Study (V) + -ing = Studying (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>studying</b> . The word was formed by adding the -ing suffix, the word <b>study</b> (Verb), became into <b>studying</b> (Noun).
12	...and also the <b>identification</b> of cultural content using the cultural approach by Stern (1992).	<b>DN</b>	Identificated (V) + -ion = Identification (N)	<b>S (-ion)</b>	The sentence presented was contained the word nominalization, namely word <b>identification</b> . The word was formed by adding the -ion suffix, the word <b>identity</b> (Verb), became into <b>identification</b> (Noun).
13	The construction of a <b>teaching</b> plan....	<b>G</b>	Teach (V) + -ing = Teaching (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>teaching</b> . The word was formed by adding the -ing suffix, the word <b>teach</b> (Verb), became into <b>teach</b> (Noun).
14	... with a language <b>teaching</b> approach by Damen (1987) and Byram (1997) will be the last step.	<b>G</b>	Teach (V) + -ing = Teaching (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>teaching</b> . The word was formed by adding the -ing suffix, the word <b>teach</b> (Verb), became into <b>teach</b> (Noun).
15	The second outcome is a practical <b>categorization</b> of cultural content utilized as a language teaching material.	<b>DN</b>	Categorized (V) + -ion = Categorization (N)	<b>S (-ion)</b>	The sentence presented was contained with the word nominalization, namely word <b>categorization</b> . The word was formed by adding the -ion suffix, the word <b>categorized</b> (Verb), became into <b>categorization</b> (Noun).

**NOTE:**

- DN** : Derivation Noun
- G** : Gerund
- S** : Suffix
- P** : Prefix
- I** : Infix
- C** : Circumfix

<b>Data 5 (2022)</b>					
<b>Types of Nominalization Words</b>	<b>Sentences</b>	<b>Types of Nominalization Words</b>	<b>Affixation Process</b>	<b>Category of Affixation</b>	<b>Explanations</b>
Derivation Noun	Foreign language <b>teaching</b> in the current globalization era....	<b>DN</b>	Teach (V) + -ing = Teaching (N)	<b>S (-ion)</b>	The sentence presented was contained with the word nominalization, namely the word <b>teaching</b> . The word was formed by adding the -ing suffix, the word <b>teach</b> (Verb), became into <b>teach</b> (Noun).
Gerund	...the factors <b>influencing</b> code-mixing in the studied novel.	<b>G</b>	Influent (V) + -ing = Influencing (N)	-	The sentence presented was contained with the word nominalization, namely the word

					<b>influencing.</b> The word was formed by adding the -ing suffix, the word <b>influent</b> (adjective), became into <b>influencing</b> (noun).
Derivation Noun	The results show that the types of code-mixing in the <b>conversation</b> within the novel are insertion...	<b>DN</b>	Converse (V) + - ion = Conversation (N)	<b>S</b> <b>(-ion)</b>	The sentence presented was contained with the word nominalization, namely the word <b>conversation</b> . The word was formed by adding the -ation suffix, the word <b>converse</b> (Verb), become into the <b>conversation</b> (Noun).
Derivation Noun	... <b>alteration</b> and....	<b>DN</b>	Altered (V) + - ion = Alteration (N)	<b>S</b> <b>(-ion)</b>	The sentence presented was contained with the word nominalization, namely the word <b>alteration</b> . The word was formed by adding the -ation suffix, the word <b>alter</b> (Verb), became into <b>alteration</b> (Noun).
Derivation Noun	... congruent <b>lexicalization</b> ...	<b>DN</b>	Lexicalized (Adj) + -ion	<b>S</b> <b>(-ion)</b>	The sentence presented was contained the word nominalization, namely

			= Lexicalization (N)		the word <b>lexicalization</b> . The word was formed by adding the -ation suffix, the word <b>lexical</b> (adjective), became into <b>lexicalization</b> (noun).
Gerund	Meanwhile, the factors <b>influencing</b> code-mixing....	<b>G</b>	Influent (V) + -ing = Influencing (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>influencing</b> . The word was formed by adding the -ing suffix, the word <b>influent</b> (adjective), became into <b>influencing</b> (noun).
Gerund	The characters also tend to mix their Language <b>depending</b> on situational factor	<b>G</b>	Depend (V) + -ing = Depending (N)	-	The sentence presented was contained with the word nominalization, namely the word <b>depending</b> . The word was formed by adding the -ing suffix, the word <b>depend</b> (Verb), became into <b>depending</b> (Noun).
Derivation Noun	such as <b>settings</b> and topics of discourse.	<b>DN</b>	Set (V) + -ing = Setting (N) + s = Settings (Plural)	<b>S</b> <b>(-ing) + s</b>	The sentence presented was contained with the nominalized word, namely

					the word <b>settings</b> . The word is included in the inflectional suffix because of adding "s" to the noun <b>setting</b> , which means plural.
Derivation Noun	For example, they will insert English words or phrases to discuss <b>business</b> and sports.	<b>DN</b>	Busy (Adj) + -ness = Business (N)	<b>S</b> <b>(-ness)</b>	The sentence presented was contained with the word nominalization, namely the word <b>business</b> . The word was formed by adding the -ness suffix, the word <b>busy</b> (adjective), became into <b>business</b> (noun).

**NOTE:**

**DN** : Derivation Noun

**G** : Gerund

**S** : Suffix

**P** : Prefix

**I** : Infix

**C** : Circumfix

Form: K-3

**PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Nama : Fany Ekadianti  
NPM : 1902050018  
ProgramStudi : Pendidikan Bahasa Inggris

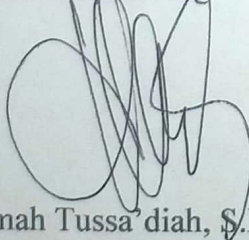
JUDUL	DITERIMA
Nominalization Generation in Academic Writing: A Comparison of Abstract Writing in Nationally and Internationally Published Journal Articles.	Approved 26/12-2022

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

Medan, 26 Desember 2022

Disetujui oleh

Dosen Pembimbing



(Halimah Tussadiah, S.Pd., M.A.)

Hormat Pemohon



(Fany Ekadianti)



**Form: K-1**

Kepada Yth: Bapak/Ibu Ketua & Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Perihal: **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Fany Ekadianti  
 NPM : 1902050018  
 Program Studi : Pendidikan Bahasa Inggris  
 Kredit Kumulatif : 117 SKS

IPK= 3,66

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disahkan Oleh Dekan Fakultas
	Nominalization Generation in Academic Writing: A Comparison of Abstract Writing in Nationally and Internationally Published Journal Articles.	
	Investigating Sentence Fragments in Student's Writing of Report Text: Syntactic Perspective	
	Code-Mixing in Rachel Venya's Caption Posts on Instagram	

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

Medan, 19 Desember 2022

Hormat Pemohon,

**Fany Ekadianti**

Keterangan:

- Dibuat Rangkap 3: - Untuk Dekan/Fakultas  
 - Untuk Ketua/Sekretaris Prodi  
 - Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
Website :<http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form: K-2

Kepada Yth: Bapak/Ibu Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu 'alaikum Wr. Wb.*

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Fany Ekadianti  
NPM : 1902050018  
Program Studi : Pendidikan Bahasa Inggris

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

Nominalization Generation in Academic Writing: A Comparison of Abstract Writing in  
Nationally and Internationally Published Journal Articles.

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. Halimmah Tussa'diah, S.Pd., M.A.

19 Desember 2022

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, 19 Desember 2022  
Hormat Pemohon,

Fany Ekadianti

Keterangan:

- Dibuat Rangkap 3: - Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Prodi  
- Untuk Mahasiswa yang bersangkutan

Nomor : 3524/IL.3/UMSU-02/F/2022  
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 : **Fany Ekadianti**  
N P M : 1902050018  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : **Nominalization Generation in Academic Writing: A Comparison of Abstract Writing in Nationally and Internationally Published Journal Articles.**

Pembimbing : **Halimah Tussa'diah, S.S., MA.**

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 daluwarsa tanggal : **28 Desember 2023**

Medan 4 Jumadil Akhir 1444 H  
28 Desember 2022 M

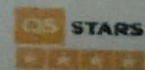


**Dra. Hj. Svamsuyurnita, MPd.**  
NIDN : 0004066701

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**



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog.Studi : Pendidikan Bahasa Inggris  
Nama : Fany Ekadianti  
Npm : 1902050018  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Nominalization Generation in Academic Writing: A Comparison of Abstract Writing in International and National Journal Articles

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
25 <sup>th</sup> January 2023	Chapter I : Introduction - Background } - scope and limitation } - Objective of the study } Check your grammar	
4 <sup>th</sup> February 2023	Chapter I : Add the phenomenon of Nominalisation Chapter II : Add Affixes theory Chapter III : In source of the data; clarify for each Journals Articles	
12 <sup>th</sup> February 2023	Chapter III : Technique of Analyzing data - Explain the technique by using steps ; for example : 1...2...3... References : Using APA 7 style and pay attention for writing the name of journal	
14 <sup>th</sup> February 2023	Acc	

Diketahui oleh:  
Ketua Prodi

Medan, January 2023

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

Dosen Pembimbing  
  
(Halimah Tussa'diah, S.S., M.A)

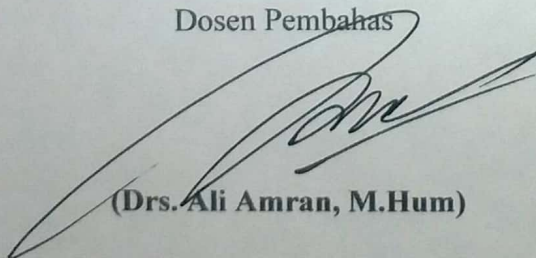
**BERITA ACARA SEMINAR PROPOSAL**

Pada hari ini Jumat Tanggal 24 Bulan Februari Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Fany Ekadianti  
N.P.M : 1902050018  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Nominalization Generation in Academic Writing A Comparison of Abstract Writing in Nationally and Internationally Published Journal Articles

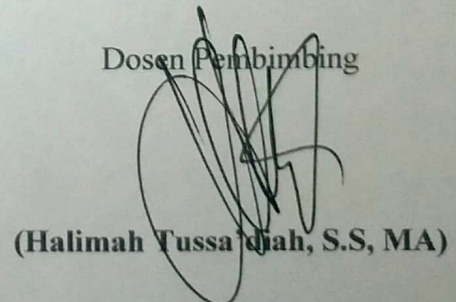
No	Masukan dan Saran
Judul	The title needs to be revised -
Bab I	Clarify the main purpose of your research and some great reasons
Bab II	References need better research words
Bab III	Clarify what the real focuses of your research are.
Lainnya	Be very careful with → Standard Grammar → Standard Spelling
Kesimpulan	<input type="checkbox"/> Ditetujui <span style="float: right;"><input type="checkbox"/> Ditolak</span> <input checked="" type="checkbox"/> Ditetujui Dengan Adanya Perbaikan

Dosen Pembahas



(Drs. Ali Amran, M.Hum)

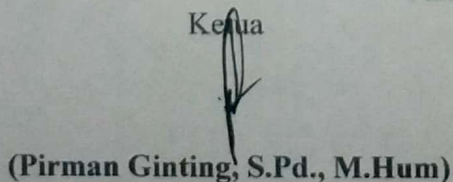
Dosen Pembimbing



(Halimah Tussa Diah, S.S, MA)

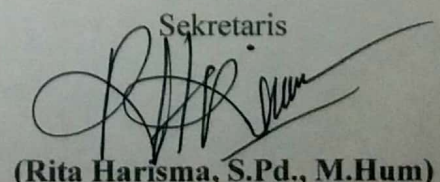
Panitia Pelaksana

Ketua



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

Sekretaris



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

Kepada: Yth. Ibu Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Fany Ekadianti  
NPM : 1902050018  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

Nominalization Generation in Academic Writing: A Comparison of Abstract Writing in  
Nationally and Internationally Published Journal Articles

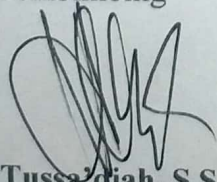
Menjadi:

The Comparison of English Nominalization in Abstract Writing Between International  
and National Journal Articles

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

Medan, 01 Mei 2023

Pembimbing



Halimah Tussa'diah, S.S., MA

Hormat Pemohon



Fany Ekadianti

Ketua Program Studi  
Pendidikan Bahasa Inggris



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

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**SURAT KETERANGAN**

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Fany Ekadianti  
NPM : 1902050018  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Comparison of English Nominalization in Abstract Writing Between International and National Journal Articles

benar telah melakukan seminar proposal skripsi pada hari Jum'at, tanggal 24, Bulan Februari, Tahun 2023

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 1 Juli 2023

Ketua,



**Pirman Ginting, S.Pd., M.Hum.**



## LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Fany Ekadianti

NPM : 1902050018

Program Studi : Pendidikan Bahasa Inggris

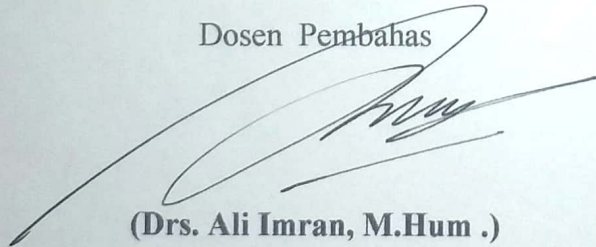
Judul Skripsi : Nominalization Generation in Academic Writing: A Comparison of Abstract Writing in Nationally and Internationally Published Journal Articles

Pada hari Jum'at tanggal 24, bulan Februari tahun 2023 sudah layak menjadi proposal skripsi.

Medan, 1 Juli 2023

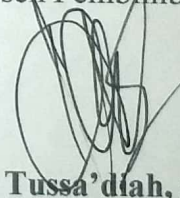
Disetujui oleh:

Dosen Pembahas



(Drs. Ali Imran, M.Hum.)

Dosen Pembimbing



(Halimah Tussa'diah, S.S., MA.)

Diketahui oleh  
Ketua Program Studi,



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





**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**SURAT PERNYATAAN**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Fany Ekadianti  
N.P.M : 1902050018  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Comparison of English Nominalization in Abstract Writing  
Between International and National Journal Articles

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.


Medan, 06 Juli 2023

Hormat saya

Yang membuat pernyataan,



Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

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



**UMSU**

Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

# UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XI/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

<https://fkip.umsu.ac.id> [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id) [umsuMEDAN](https://www.facebook.com/umsuMEDAN) [umsuMEDAN](https://www.instagram.com/umsuMEDAN) [umsuMEDAN](https://www.youtube.com/umsuMEDAN) [umsuMEDAN](https://www.tiktok.com/umsuMEDAN)

Nomor : 2557 /II.3/UMSU-02/F/2023  
Lamp : ---

Medan, 18 Dzulhijjah 1444 H  
7 Juli 2023 M

Hal : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala  
Perpustakaan UMSU  
Di  
Tempat.

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Wa ba'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 : Fany Ekadianti  
N P M : 1902050018  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : **The Comparison of English Nominalization in Abstract Writing Between International and National Journal Articles.**

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

**Dra. H. Syamsu Kurnita, MPd.**  
NIDN : 606000001

**\*\*Pentinggal**





**UMSU**

Unggul | Cerdas | Terpercaya

Rita menajawi surat ini, agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**PERPUSTAKAAN**

Terakreditasi A Berdasarkan Ketetapan Perpustakaan Nasional Republik Indonesia No. 00059/LAP.PT/IX.2018

Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567

NPP. 1271202D1000003 <http://perpustakaan.umsu.ac.id> [perpustakaan@umsu.ac.id](mailto:perpustakaan@umsu.ac.id) [perpustakaan\\_umsu](https://www.instagram.com/perpustakaan_umsu)

**SURAT KETERANGAN**

Nomor : 243/ KET/II.3-AU /UMSU-P/M/2023

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Kepala Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : FANY EKADIANTI  
NIM : 1902050018  
Univ./Fakultas : UMSU/Keguruan dan Ilmu Pendidikan  
Jurusan/P.Studi : Pendidikan Bahasa Inggris

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

*“The Comparison of English Nominalization in Abstract Writing Between International and National Journal Articles”*

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 14 Muharram 1445 H.

01 Agustus 2023 M.

Kepala Perpustakaan




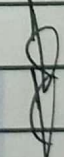




Assoc. Prof. Muhammad Arifin, M.Pd.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog.Studi : Pendidikan Bahasa Inggris  
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Npm : 1902050018  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Comparison of English Nominalization in Abstract Writing between International and National Journal Articles

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
25 <sup>th</sup> May 2023	Directions for compiling data for chapter IV	
14 <sup>th</sup> July 2023	- Abstract : make it into past tense - Acknowledgment : revision of incorrect words and make it simply - chapter IV : Research findings and Discussion } change into past tense - chapter V : suggestion } revise all of the content	
22 <sup>nd</sup> July 2023	- chapter IV : Discussion : Revise the word choice - chapter V : conclusion : make it into past tense	
27 <sup>th</sup> July 2023	Fix tenses for all chapter (I, II, III, IV, V)	
5 <sup>th</sup> August 2023	ACC 	

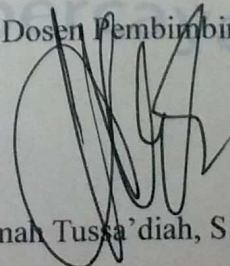
Diketahui oleh:  
Ketua Prodi



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

Medan, 14 August 2023

Dosen Pembimbing



(Halimah Tussa'diah, S.S., M.A)

## **CURRICULUM VITAE**

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### **II. FORMAL EDUCATION**

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