CHAPTER II

LITERATURE REVIEW

This chapter presents discussion on theories related to the study. They are definitions and previous research related to the study.

2.1   Writing

The ability to write becomes a prominent skill in this global community since it is used in everyday life such as for writing notes, letters, newspapers, academic essays, and other writing forms. For English language learners, writing is one of productive skills in English that has to be mastered. It is not simply an act of typing random words in computers or making marks in papers. Hughes (1996) argues that writing deals with presenting ideas and thoughts in written forms. It requires the writers to be able to invent ideas, think about how to express and organize them into statements and paragraphs that will be clear to the readers.

Ideas and thoughts in writing are presented through an acceptable way to function as a medium of communication besides speaking, listening, and reading (Gerber, 1967). As a mode of communication, writing provides knowledge and information to the readers about certain subjects. Thus, to accomplish the communicative function, writing should correctly identify its purposes and design its forms whether it is to persuade or to inform.

Writing also functions as a medium of self-expression which enables the writers to convey their ideas and thoughts (Gere, 1985). In this case, writing

serves, not only information and knowledge, but also writers' feeling. Consequently, what and how the writers present ideas in their pieces of writing reflect their characters. It is not only writers' emotions included in writing as self-expression, but also writers' personal engagement in writing.

To serve as communicative and self-expression forms, writing then have to be read and communicated to other people. In this case, writing is a public mode of communication (Gerber, 1967). Although it does not directly face the audience, the readers, writing have to be communicative in order to make the readers understand the content. Writing requires the writers to expose the language to others (Gere, 1985). Exposing language or writing in public tends to invite others to evaluate and comment on its worth.

To write a communicative writing requires an intensive learning. In learning to write, it also needs critical thinking. Writing relates to critical thinking in the way ideas are conducted. It is not all ideas and thoughts can be put randomly in writing because it has to be clear. Writing and thinking is a package. In other words, a clear writing is the result of a clear thinking. The elements in writing have to be accurately arranged and constructed so that it can be understood by the readers. According to Student Learning Development Services of Massey University (2007), critical thinking is required in writing to show whether the writers are thoroughly engaged with the ideas and topic being discussed. When ideas are correctly arranged, communicative function of writing can be accomplished. At last, the importance of writing takes a great deal in the global community.

2.1.1 Academic Writing

Writing in academic context is different from writing articles for magazines, newspapers, novels, and stories. It mostly appears in academic institutions such as university and college. It is mainly used to assess students' performances in certain courses (Bailey, 2006). Students are supposed to produce written works academically. It is then called academic writing. Academic writing assignments can be essay, paper, research paper, thesis, journals, and report.

An academic writing or essay involves critical review and considerations of an issue, response to an argument, alternatives and conclusions of an issue (Belmont and Sharkey, 2011). Formal academic writing is generally argumentative, persuasive, and informative. When it is argumentative and persuasive, it requires the writers to have an ability to consider different arguments and evidence to build a perspective towards an issue. Whitaker (2009) explains that academic writing includes arguing writers' opinions as well as responding to others'. To support the arguments or opinions, writers should be able to provide relevance and valid evidence. The evidence can be examples, graphics, description, personal experience, and theories from experts. In short, university and college students are expected to be able to weigh arguments and then provide written evidence to support the arguments in academic writing.

To provide strong arguments with relevant evidence, being critical is essential since it leads to the central of academic writing that is to demonstrate writers' knowledge about the issue (Student Learning Development Center

Massey University, 2007). Critical manner is determined by how writers organize thoughts of a research topic. Thoughts should be logically and coherently presented in order to help readers to understand the issue. Academic writing fails to accomplish its purpose to convey ideas and thoughts when it is not logically and coherently organized. Further, Belmont and Sharkey (2011) stated that logically connected sentences supporting a main idea belong to ingredients of an academic formal paragraph.

As a product, Swales and Feak (2004, p. 7) describe that "an academic writing is a product of many considerations; audience, purpose, organization, style, flow and presentation". Considering readers' background knowledge is needed as writers cannot assume that they already know everything about the issue. By knowing the audience, the writer then can define the purpose of writing, whether it is to inform or to persuade the readers. Thus, a proper writing skill is required to clearly manage all the considerations in a piece of academic writing.

2.1.2   Characteristics of Academic Writing

Writing requires audience to perceive its communicative function. Readers are in the condition of fewer time constraints and fewer immediate response of what they have read (Hughes, 1996). Because readers are mostly not in the position to ask, interrupt, and provide other expressions, they are then supposed to be provided what readers need in order to understand the text. Thus, the writer should explain ideas in more detail since the writer is unable to see what the readers do not understand (Reid, 2000). By looking at the previous consideration,

academic writing involve certain qualities or characteristics; clarity, precision, conciseness, and coherence (Weisman, 1980; Williams, 1990).

Clarity can be accomplished when the writer can meaningfully communicate and convey the ideas to the readers in order to make the readers understand (Weisman, 1980). To make the readers understand, words, sentences, and arguments should be precisely written. Williams (1990) relates this clarity to a clear idea that is expressed in a clear sentence structure. He refers to an example subject-verb agreement, whether the sentence is an active or passive or whether the verbs are turned into nouns or not. It is not essential how long the sentence is. If the sentence is not clear and does not carry the idea, it will be redundant.

Precision in writing occurs when the issue communicated correspond to the written expressions used in writing (Weisman, 1980). The writer should also produce precise words, phrases, and sentences as well as avoid redundancy and wordiness. The words, phrases, and clauses should represent exactly or at least closely of the idea that will be delivered.

Precision then leads to what Weisman (1980) and Kessler & McDonald (1984) called as conciseness in writing. Writers express the ideas through effective and efficient way and readability can be established. A concise and compact writing maintains its consistency in using effective words, phrases, and sentences. This characteristic deals with the densely packed information in writing that is usually expressed through the high frequency of lexical words instead of grammatical words.

Coherence is established when a writer is successfully writes sentences and paragraphs connected with the same topic string (Williams, 1990). It then can establish a cohesive paragraph and writing. It means that a paragraph or a writing are united and can work together effectively to convey messages with the same topic and subtopics. Coherence can be established through structural surface signals such as ellipsis, pronouns, conjunctions, articles, nominalization, synonyms, and antonyms (Susinskiene, 2012).

2.2   Linguistics Features of Writing

The considerations above result in different characteristics of language. There are two types of language due to its use in different forms: written and spoken language. The differences are resulted from the differences between speaking and writing, although they are both productive skills in English. Writing involves characters – words and punctuations – in written form. Therefore, it establishes its clarity, precision, conciseness, and compactness through selecting precise and concise words to express the writers' intentions as well as to make the readers understand (Weisman, 1980). Thus, writers should avoid words, phrases, and sentences contributing to redundancy and wordiness. On the other hand, speaking conveys meaning through the involvement of gestures, intonation, inflection, volume, pitch, pauses, movement, and visual cues (Hughes, 1996).

In term of the audience, speaking and writing share different type of audience: listeners and readers. Speaking-listening activity requires audience which can interact and respond immediately and directly. Listeners play active role in order to help shaping the discourse going on purpose (Carter and

Cornbleet, 2001). Listeners can ask for explanation and offer another gambits as soon as they do not understand what is the speakers' intentions. It then increases the frequency of repetitions, repairs, filled pauses, several contractions, reductions, attention getters, vocatives, and minimal responses in speaking (Biber and Conrad, 2009). In term of word classes, speaking involves more pronouns and verbs.

On the other hand, readers are not in the position to ask, interrupt or offer other gambits in the same time. So, they have to be provided what they need in order to understand the text. Detail information is supposed to be written since writers are unable to see what readers do not understand (Reid, 2000). This consideration increases the more densely packed information in writing. It makes writing includes more lexically dense words, phrases, and sentences as well as lower level of repetitions, pronouns, contractions, reductions, interjections, and filler pauses. Biber and Conrad (2009) mention that one of the obvious ways to differ written from spoken language is nominal features, including its noun phrases – nouns, premodifiers of nouns, and post-modifiers of nouns. The high occurrences of nouns tend to increase the frequency of nominalization – the process of turning words that do not belong to noun class, to be nouns. Biber and Conrad (2009) include nominalization as an extremely common feature in academic writing. This feature deals with grammatical metaphor which only written language maintains this type of language (Halliday, 1987).

As stated in the previous sub chapter, a good writing has to maintain its clarity, precision, conciseness and coherence. Several strategies can be used to

achieve those characteristics; using passive form, applying more single verbs instead of phrasal verbs, and nominalization. In conclusion, nominalization can be used to establish academic writing characteristics to achieve the academic style of writing (Halliday, 1987; Chafe (1982) in Baka, 1996; Study and Learning Centre RMIT University).

2.3   The Nature of Nominalization

Words are categorized into several classes that are also normally known as parts of speech. English generally recognizes nine word classes; nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, articles, and interjections (Gramley & Patzold, 1992). Greenbaum & Nelson (2002) uses determiners instead of articles and add auxiliary verbs instead of interjections. Tian (2013) stated that speaking tends to describe "actions" while writing tends to express "object". Halliday (1987) in Sokic (2012) explained that verbs, nouns, adjectives, adverbs, prepositional phrases, and conjunctions share different functions. In writing, to describe actions, verbs are used. On the other hand, objects are usually described by nouns. In academic writing, nouns mostly appear since they carry the topic or information of a text.

Words which are not nouns are generally then turned into nouns. The process of turning words which are not normally nouns into nouns or used as nouns is called nominalization (Quirk, *et. al*: 1985 , Gramley & Patzold: 1992, Huddleston and Pullum: 2002). The words being turned are mainly verbs or

adjectives such as *achieve* become *achievement*, *debate* (verb) become *debate* (noun), and *capable* become *capability*.

2.3.1 Types of Nominalization

Words that can be nominalized are either verbs or adjectives. Adams (2001) divides nominalization into two types; verbs to nouns nominalization or called deverbal nominalization and adjectives to nouns or called de-adjectival nominalization. Words resulted from turning verbs into nouns are generally called deverbal nominals while words resulted from turning adjectives to nouns are deadjectival nominals. Those arguments are also supported by Quirk (1985). It is claimed that nominalization involves the formation from verbs or adjectives to nouns through word formation processes. Huddleston & Pullum (2002) stated that "As a word-formation process, nominalization prototypically involves the formation of nouns from bases of other classes, by affixation, conversion, or phonological modification.". It is explicitly stated that nominalization are mainly applied three word formation processes. Furthermore, Feng (2012) in the recent research divided nominalization into two types; verbs and adjectives that are turned and used as nouns with morphological modification and without morphological modification.

1.3.1.1 Verb to Noun (Deverbal) Nominalization

In English, deverbal nominalization refers to verbs that turn into nouns such as *announcement* in *the announcement of the news*, *cracking* in *the rapid cracking of the ice in spring*, and *examination* in *our careful*

examination of the evidence (Adams, 2001). Nominalizations allow writers to turn a verb that indicates action to be nouns indicating objects or events. This process makes the writing more academic and formal.

Huddleston and Pullum (2002) state that "As a word-formation process, nominalization prototypically involves the formation of nouns from bases of other classes, by affixation, conversion, or phonological modification.". It means that words that are turned into nouns experience a word formation process, whether it is affixation, specifically suffixation, conversion, or phonological modification. Deverbal nominalization also includes these types of formation.

1.3.1.1.1   Deverbal Nominalization through Suffixation

Suffixation is a process of affixation in which to attach a suffix in the end of a word as a base. A suffix is a bound morpheme that is generally attached to form another word classes. So, the primary function of suffixation is to change the grammatical function of the base (Quirk, 1985) such as the word *agree,* which is a verb, is then attached by suffix – *ment* so that it becomes *agreement*, a noun.

Suffixes that are attached in bases, whether they are nouns, verbs and adjectives, to derive abstract nouns, are then called nominal suffixes (Plag, 2003). Quirk (1985) names it as noun suffixes. Although they have different names, both nominal and noun suffixes have the same intention to form verbs or adjectives to nouns.

The first nominal suffix is *–ing* that can be attached in any lexical verb to create a nominal or noun. Most nouns derived from this process have sense of processes such as *studying* and *processing* and results such as *building* and *opening* (Plag, 2002; Adams, 2001).

Suffixes *–er*, *-er*, *-ar*, *-or*, *-ee*, *-ard*, *-ant* and *-ent* denote the performers or persons and instruments or substances in an event or process. Examples of words built from suffix *-er* are *teacher*, *steamer*, and *surfer*. Sufiix *–or* is normally attached to a verb ending with *–ate* as in *facilitator* and *interlocutor*. Meanwhile, suffix *-ee* means that the things or individuals attached by this suffix generally correspond to the direct object of the verbal base, for examples *interviewee* and *trainee*. Lastly, suffix *–ant* is generally attached to a verb to denote some legal terms and represent person or things as in *defendant* and *servant*.

Many other suffixes are also included to turn non-nouns into nouns, including suffix *–ion* that can be adapted into other *–ion* forms such as *-ation, -ition, -sion, -tion,* and *–ution*. Suffix *–ion* can be attached to verbs ending with *–ate* as in *communication* and *deliberation*. The next is the suffix *–ation*. It is commonly attached to a denominal and deadjectival verb ending in *–ify* and *–ize* in an unstressed syllables such as *computerization* and *specification*. Those suffixes denote events or results of a process.

The suffix –al is attached to a verb with a stressed syllable at the ending. The examples of the nouns derived from this suffix are *refusal* and *approval*. This suffix denotes action or the result of an action.

Suffixes –ance (with its variants –ence, ancy, -ency) commonly occurs in foreign base verbs, but there is also native base verbs use this suffix as in *furtherance*, *riddance* and *dependence*, *existence*. These suffixes denote action.

Suffix –ment can be found in many verbs such as *arrangement* and *argument.* It denotes processes or results of a process. Suffix –age can be attached to verbs to denote an activity or result of a process as in *coverage, leakage*, and *breakage*. But, there are several nouns that are also derived from other nouns by attaching this suffix.

Suffix –th is attached to certain verbs as in *growth* that denotes process. Suffix –ure can be attached to certain verbs as in *failure, composure, mixture,* and *pressure.* The last, Huddleston and Pullum (2002) add several kinds of other suffixes called minor suffixes. It mainly denotes action or process as in *hatred, complaint, laughter*, and *merger.*

1.3.1.1.2 Deverbal Nominalization through Conversion

Conversion forms a word without derivational morphology as suffixes do. It simply uses the same bases to form other class words. Plag (2003) explains conversion as a process of deriving a new word without any change. Verbs included in this type do not experience suffixation to be nouns. It generally denotes person/instrument and action or result of a

process. The words *(to) use* (verb) and *(to) guess* (verb) have the same form when they are turned and used as nouns, *use* and *guess*.

1.3.1.1.3 Deverbal Nominalization through Phonological Modification

Huddleston and Pullum (2002) add one more process that is phonological modification. It refers to a process to derive a word by not by attaching suffixes and conversion, but by shifting the stress to the first syllable. So, it is often associated with the change in the vowel quality (Huddleston and Pullum, 2002). The examples are *di'gest* (verb) and '*digest* (noun) or *de'crease* (verb) and '*decrease* (noun).

1.3.1.2 Adjective to Noun (Deadjectival) Nominalization

Another type of nominalization includes the process of turning adjectives into nouns. Nouns resulted from this process are then called deadjectival nouns or nominals. Almost all adjectives turned into nouns experience suffixation process although there are several adjective bases that can be derived to nouns without suffixation.

2.3.1.2.1 Deadjectival Nominalization through Suffixation

Suffix *-ness* can be attached to adjectives which are commonly identical in form with the results as in *happiness* and *conciseness*. It generally denotes "quality or state of being". Meanwhile, suffix *–ity* is generally attached to adjectives that are stressed on the syllable next to the

suffix such as *capability* and *liquidity*. This suffix mainly denotes qualities, states, or properties.

Suffixes that are included in this type are called *-ency*, *-ancy*, *-ence*, *-ance* are normally attached to adjectives ending with *–ent* or *–ant* for examples *decency*, *vibrancy*, *dependency*, and *compliance*. These suffixes denote state or process. Suffixes ending with *–y* and its variants; *-acy, -cy, -sy, -ty, -ery, -ry* are also common in English as it denotes action or state.

2.3.1.2.2 Deadjectival Nominalization through Conversion

There are several number of deadjectival nominalization that are derive through conversion. It commonly denotes persons or agents. The words *poor* (adjective) and *professional* (adjective) have the same form when they are used as nouns, *(the) poor* and *(the) rich*.

1.3.2 The Use of Nominalization in Writing

Since academic writing is concise, information should be densely packed in order to ease the reader to understand the messages. Biber and Conrad (2009), Halliday (1987), and Chafe (1982) in Baka (2009) agree that nominalization is a feature of specifically formal writing. An academic writing frequently uses nominalizations to establish the dense information. In addition, Biber, et. al, (2012) in Sokic (2012) proposed that nominalization as a grammatical alternative is used in academic writing that

is associated with the use of nouns or nouns phrases. In conclusion, nominalization is more utilized in written than spoken text.

Nominalizations can have positive significance if it is appropriately applied in writing. Tian (2013) stated that utilizing nominalization in a text can benefit three aspects. It is considered that nominalization can make the writing more condensed since the information can be conveyed in just one or two words. This consideration makes it as a strategy to maintain sentence's conciseness as a phrase or clause can be expressed in a nominalization. It is supported by Feng (2012) as he mentions that nominalization reduces the number of clauses. It then results in the compression of more information in writing.

The second aspect is nominalization helps students to build critical reading as they need to understand the concepts delivered in nominalizations. As Halliday (1987) explains that writing involves more concepts rather than actions, verbs and adjectives are then turned into nouns. This involvement makes the writing seem to be more formal so that it can enhance students' awareness of academic writing style.

The third aspect proposed by Tian (2013) is that nominalization establishes a clear organization and structure of the writings. It can be used to deliver packed headings or main topics in order to ease the readers find the topic easily in the text. This aspect also refers to coherence and cohesion in writing that is proposed by Susinskiene (2009). In her previous study, she

discovered that nominalization serves as one of the language devices to link up sentences that can form a cohesive tie between the sentences. With nominalization, the first sentence and the next sentences in writing can be coherence.

1.3.2.1 The Useful Nominalization

Williams (1990) determines that there are certain considerations where nominalizations are useful in writing. A word being nominalized that refers to a subject in the previous sentence can be included in useful nominalizations, as an example: *As the pollution and traffic jam in Jakarta are getting worse, the government decided to apply car ownership law next year. This **decision** can increase a significant number of cars in Jakarta.* The word *decision* is a nominalized word from *decide* (verb) to *decision* (noun). This kind of nominalization can help the writer express the ideas in a coherence way between the first and the second sentence. In addition, it benefits the readers since they can easily find the idea unit or sub heading in the text or sentence which is *the decision*.

Sentence *"I do not understand either her **meaning** or her **intentions**."* is more concise rather than *"I do not understand either what she means or what she intends."*. In this case, nominalization is used to name the object of its verb in a sentence (Williams, 1990). In the second sentence, there are three verbs, *understand* and *mean*, and *intend*. Two of them, *mean* and *intend*, belong to dependent clauses. The first sentence with the nominalized

phrase consists of only one verb that makes it more concise and compact. Therefore, nominalization can establish sentence's conciseness in writing.

Nominalization can also be used to replace awkward "The fact that" as that phrase can contribute to redundancy and wordiness. As an example: *The fact that the government decide to apply car ownership law increase the protest from automotive companies.* That sentence can be more concise and effective when *the fact that* is omitted and replaced by nominalized word, decision, – *Government's decision to apply car ownership law increases protests from automotive companies.*

Nominalization can also be useful as a reference to an often repeated concept. Williams (1990) gives three examples of this type; *Few issues have so divided Americans as **abortion** on demand. The Equal Rights Amendment was an issue in past **elections**. **Taxation** without **representation** was not the central concern of the American **Revolution**.* Nominalized words, *abortion on demand, amendment, election, taxation, representation*, and *revolution*, are concepts that writers refer to repeatedly. Instead of stating a concept in a full clause, it is preferred to construct it into a noun. It makes the writing more concise and precise. There are also nominalizations that refer to ideas or concepts which can only be expressed by nominalizations such as *love, freedom, death, hope, life,* and *wisdom.* It is because if those words are not expressed in nominalization, it is then difficult to discuss those subjects (Williams, 1990).

Nominalization can usually be used after *there is* or *there are* to introduce a topic that is explained in subsequent sentences. As an example: *There are several **considerations** to evaluate the program. The first is to evaluate* ... The word *considerations* is derived from the word consider (verb). The considerations meant by the writers are explained in the next sentences by the verb *evaluate*. In this case, nominalization maintains sentences' coherence and so makes the paragraph cohesive.

2.3.2.2 The Useless Nominalization

Nominalizations can also be useless in writing since it contributes to redundancy and wordiness in writing. It is argued that nominalization with there is/are/was/were tend to omit the strong lexical verbs (Williams, 1990). Therefore, it is recommended to use lexical verbs in certain sentences. Spyridakis & Isakson (1998) mentioned that denominalization – not turning verbs or adjectives into nouns – like using active voices in sentences, is believed to be more effective for readers to focus on information delivered in texts.

Williams (1990) then explains several conditions involving useless nominalizations. The first is nominalized words that are the objects of empty verbs. The sentence *The police conducted an **investigation** into the matter* contains a nominalized word, *investigation,* that is not concise and redundant since it can actually be the verb in the sentence and the verb

conducted remains an empty verb. The sentence can be revised into *The police investigate into the matter*.

Nominalization with *there is/are/was/were* is also believed to be not concise (Williams, 1990). The sentence *There was a considerable **erosion** of the land from the floods* contains a nominalized word, *erosion*. In this case, the use of *there was* is not like the one belonging to the useful nominalization since *erosion* is not explained in the next sentence/s. In addition, *erosion* can be verb of the sentence, *eroded.* The sentence can be better revised into *The floods considerably eroded the land*.

Williams (1990) explains the third concept as the nominalization that becomes a subject of an empty verb. The following sentence consists of a nominalized word that belongs to the concept; *Our **discussion** concerned a tax cut*. The word *discussion* is the subject of an empty verb, *concerned*, since the verb *discuss* can be used as the verb of the sentence. This nominalization does not maintain sentences' conciseness. It is more concise to change the subject from *Our* into *We*. Then, the sentence can be written *We discussed a tax cut*.

A sentence that includes too many nominalizations tends to be difficult to be understood and discussed. Williams (1990) refers it to consecutive nominalizations which describe events or ideas that follow one another without an interruption. Williams (1990) gives an example; *There was a first **review** of the **evolution** of the dorsal fin.* The sentence includes

two nominalized words; *review* and *evolution* that seem to be consecutive. It is because *evolution* follows *review* connecting by the preposition *of*. The sentence uses an auxiliary verb and preposition *of* two times. It can be revised into a more understandable sentence by turning the nominalized words into nouns and finding the subject for the sentence; *First, she reviewed the evolution of the dorsal fin* or *she reviewed how the dorsal fin evolved* (Williams, 1990).

Linked nominalization is another type of nominalization constructions in a sentence. Williams (1990) also provides an example for this category; *Their* **cessation** *of hostilities was because of their personnel* **loses**. The sentence has two nominalized words; *cessation* and *lose*. It has a subject; *their cessation of hostilities*, a logical connection; *was because of*, and an object; *their personnel loses*. With that structure, the sentence seems to be difficult to understand (Williams, 1990). In addition, it brings an auxiliary verb that tends not to be as powerful as lexical verb. The sentence after revision will be *They ceased hostilities because they lose personnel*. The revised sentence is more concise since it has six lexical words and a conjunction as a function word while the first sentence has six lexical words and 4 functional words.

1.4 Theoretical Framework

Written and spoken language is different in several aspects. Writing, especially academic writing, have to be concise, precise, and compact. These characteristics result in the dense information in academic writing so that an effective way of writing is thereby enhanced. The densely packed information results in the higher frequency of nominalization that is the process of turning words, which do not belong to noun class, to be nouns, one of parts of speech that carries content or information meaning. Thus, nominalization is one of the prominent features in academic writing. This study uses several theories; types of nominalization (deverbal and deadjectival) by Adams (2001), nominalization formation processes by Huddleston and Pullum (2002), and ways of analyzing the use of nominalization by Williams (1990).