

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter reveals the findings and discussions of the study that then answer the research questions. It is divided into three parts; data description and findings and discussions.

#### **4.1 Data Description**

Data analyzed in this study consisted of 46 ELESP students' writing of year 2012 from an Academic Writing 1 class. There were 23 students in this class so that each student contributed 2 writings with two different topics. The first topic was "Alternative forms of transportation should be encouraged and international laws should be introduced to reduce private cars use." The second was "Nowadays, people seem to be judged according to social status and material possessions". This class was chosen because it provides the type of writing needed in this study that is academic writing as the course name is also Academic Writing 1.

#### **4.2 Findings**

After analyzing the data, several findings were discovered to answer the research questions. The data were then calculated to discover the frequency and percentage of each category.

#### 4.2.1 Types of nominalization

After analyzing the data, there were two types of nominalization; deverbal and deadjectival nominalization. The frequency of each type is explained in the table below.

Table 1. The frequency of the variation of nominalized words

No.	Verb-to-noun or deverbal nominalization	Adjective-to-noun or deadjectival nominalization	Total of nominalized words from different verb bases
Writing Topic 1	45	2	
Writing Topic 2	36	11	
Total	81	13	94

The table shows that in students' writing, the total number of different nominalized words, both deverbal and deadjectival nominalization, were 94 words. Specifically, there were 81 variations of different deverbal nominalized words from both writing topic 1 and 2. So, the most frequent type in students' writing was deverbal nominalization. Then, there were 13 different deadjectival nominalized words from both writing topic 1 and 2.

Figure 1. Diagram of different nominalized words percentage

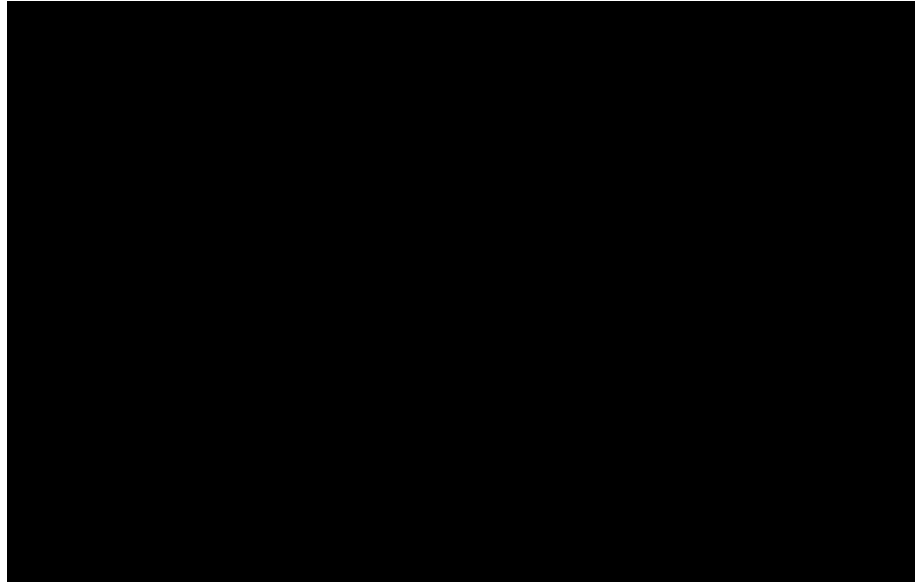


Figure 1 shows that deverbal nominalization took 86% from the total portion as the most frequent type of nominalization. Deadjectival nominalized words had 14% portion from the total different nominalized words.

#### 4.2.1.1 The frequency of deverbal nominalized words based on the word formation processes

Based on the theory explained in chapter 2, to nominalize a deverbal nominals, there were three ways. The finding about this topic was then calculated in the table below.

Table 2. The frequency of word formation processes forming  
deverbal nominalization

No.	Type of word formation	Frequency
1.	Suffixation :	
	- <i>-ing</i>	15
	- <i>-ion</i>	19
	- <i>-ation</i>	3
	- <i>-ance</i>	1
	- <i>-ment</i>	6
	- <i>-th</i>	2
	- <i>-er</i>	10
	- <i>-or</i>	6
2.	Conversion	19
3.	Phonological Modification	0
Total		81

The table shows that most deverbal nominalized words were formed through suffixation. There were 8 suffixes attached to 62 different verbs with different frequency to each suffix. On the other hand, conversion formed 19 nominalized words in students' writing.

#### 4.2.1.2 The frequency of deadjectival nominalized words based on the word formation processes

Based on the theory explained in chapter 2, there were two kinds of deadjectival nominalization; those were formed through affixation and conversion. The finding about this topic was then calculated in the table below.

Table 3. The frequency of word formation processes forming deadjektival nominalization

No.	Type of word formation	Frequency
1.	Suffixation :	
	- <i>-th</i>	3
	- <i>-y</i>	1
	- <i>-ance</i>	1
	- <i>-ness</i>	2
	- <i>-ity</i>	5
2.	Conversion	1
Total		13

The table above shows that 12 deadjektival nominalization experienced the process of suffixation while one word was formed through conversion.

Figure 2. The percentage of word formation process forming nominalization in both deverbal and deadjectival

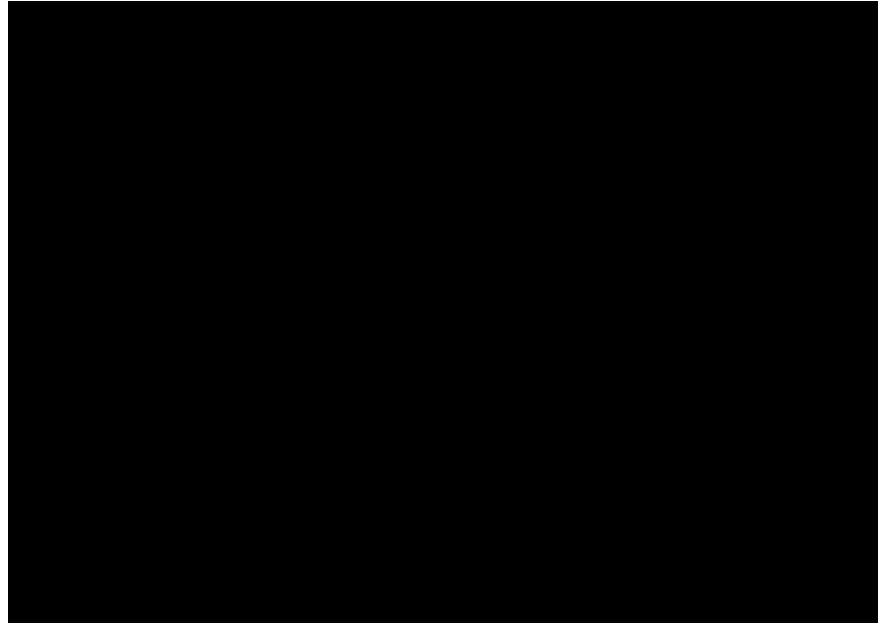


Figure 2 shows that most nominalizations in students' writing were formed through suffixation (76%) which formed 75 nouns from verbs. On the other hand, conversion took the second place as there were 19 words (24%).

#### 4.2.2 The Use of Nominalization

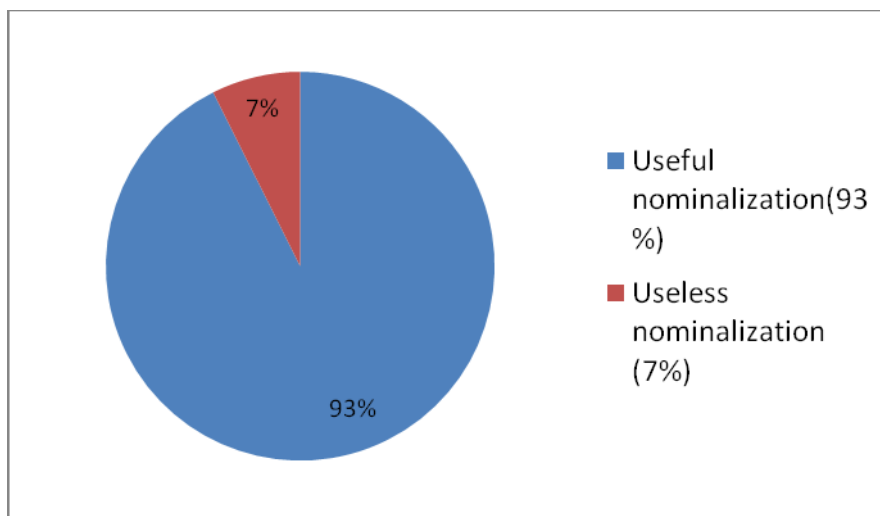
According to Williams (1990), there are two kinds of nominalization; useful and useless nominalization. This study is finally found the use of it as explained in the next section.

Table 4. The frequency of nominalization use

No.	Frequency of useful nominalization	Frequency of useless nominalization	Total frequency
1.	325 Deverbal = 278 Deadjectival = 47	26 Deverbal = 26	
Total	325	26	351

The table shows 325 nominalization are useful, while 26 are useless from the total 351 nominalizations.

Figure 3. The percentage of nominalization use



The chart shows that 325 nominalizations are useful in students' writings as it takes 93% of all the nominalization. On the other hand, useless nominalization which has 26 occurrences in students' writings takes 7% from the total nominalization.

#### 4.2.2.1 The Frequency of Useful Nominalization

If nominalization can be utilized appropriately, it will be useful to establish conciseness and coherence or cohesion in writing. Below is explained the frequency of useful nominalization, both deverbal and deadjectival, in students' writing.

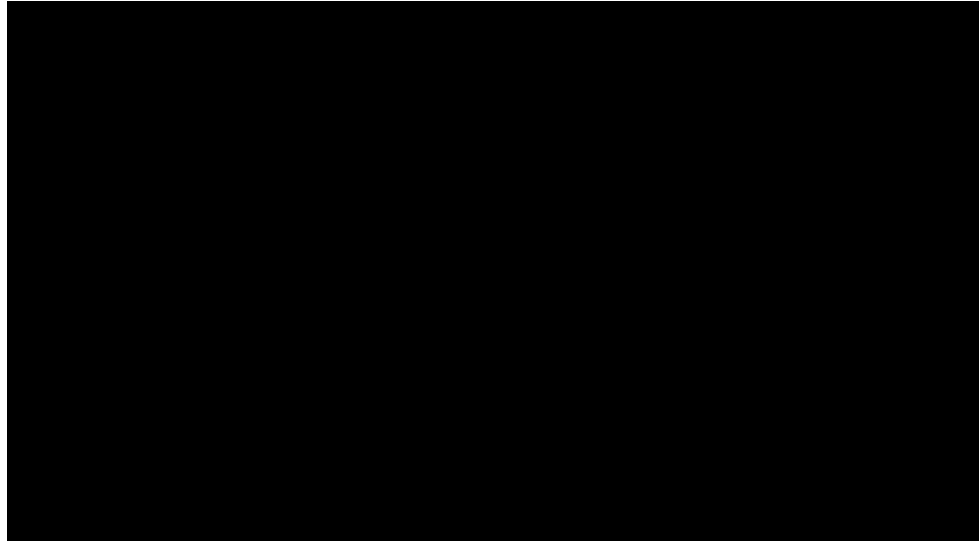
Table 5. The frequency of useful nominalization

No.	Category	Total frequency
1.	1 - Subject referring to previous sentence	Deverbal = 24 Deadjectival= 3
2.	2 - Naming what would be the object of the verb	Deverbal = 21 Deadjectival= 2
3.	3 - Replacing "the fact that"	0
4.	4 - Following "there is/are/was/were" which is explained in the subsequent sentences	Deverbal = 2
5.	5 - Referring to an often repeated concept and words only expressed in nominalization	Deverbal = 231 Deadjectival= 42
Total		325

The table above shows that most useful nominalization are ideas referring to often repeated concepts and are words only expressed in nominalization (273 nouns). The second is nouns that become subjects referring to previous sentences (27 nouns). The second is nominalization to name what would be the object of its verb (23 nouns). The last category is nominalization that follow "there is/are/was/were" which is explained in the subsequent sentences (2 nouns).



Figure 4. The percentage of useful nominalization



The diagram shows that useful nominalizations mostly belong to category 5 as it takes 84% of all the useful nominalization. The second is useful nominalization category 1, nominalization as the subjects referring to the previous sentences (8%). Useful nominalization category 2 takes 7% of all the nominalization. 1% portion is taken by useful nominalization category 4.

#### 4.2.2.2 The Frequency of Useless Nominalization

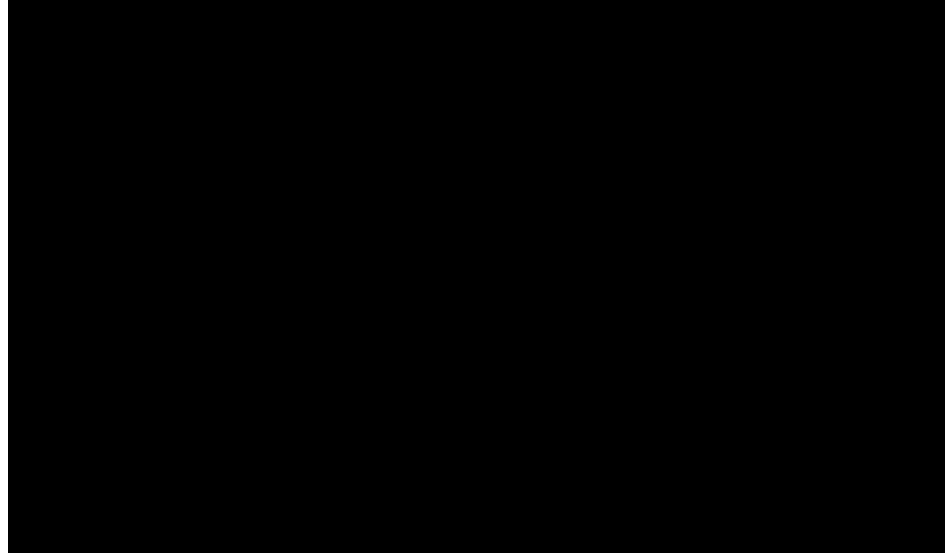
Nominalization can be useless if it does not maintain conciseness and coherence of the text. Below is explained about the frequency of useless nominalization, both deverbal and deadjectival.

Table 6. The frequency of useless nominalization

No.	Useless Category	Total Frequency
1.	1 - The objects of empty verbs	Deverbal = 18 Deadjectival=0
2.	2 - Following “there is/are/was/were” which is not explained in the subsequent sentences	Deverbal = 1 Deadjectival=0
3.	3 - Being a subject of an empty verb	Deverbal = 7 deadjectival
4.	4 - Consecutive nominalization	0
5.	5 - Linked nominalization	0
Total		26

The table indicates that all the useless nominalization are de-verbal. The most frequent category is nominalization that become the objects of empty verbs as it takes 18 from the total useless nominalization. The second is nominalizations that become subjects of empty verbs (7 words). The last is nominalizations that follow “there is/are/was/were” which is not explained in the subsequent sentences and it has 1 word.

Figure 5. The percentage of useless nominalization



The chart shows that useless nominalization category 1 takes 69% from the total useless nominalization. Then, useless nominalization category 3 is the second category as it takes 27% from the total useless nominalization. The third is useless nominalization category 2 takes 4% from the total useless nominalization. Useless nominalization category 4 and 5 are not found in students' writing.

### **4.3 Discussions**

The main research question, “How is nominalization used in ED students’ academic writing?” can be answered by looking at all the findings. It was found that there were two types of nominalization in ELESP students’ writing. The nominalizations were formed by mainly two word formation processes; suffixation and conversion. The nominalizations were both useful and useless based on five categories.

#### 4.3.1 Types of nominalization

To recognize whether a noun is formed through nominalization or not, it is essential to see its word form. The first sub question “What types of nominalization used in ED UNJ students’ academic writing?” can be answered by looking at the first section of the findings. Nominalizations in ELESP students’ writing consisted of two types; verb to noun or (deverbal nominalization) and adjective to noun (deadjectival nominalization). They were derived from verb and adjective bases by adding suffixes or through conversion.

##### 4.3.1.1 Verb to noun (deverbal) nominalization

Most nominalized words included in this type are formed by the process of suffixation. Most verbs are attached by nouns or nominal suffixes. Another word formation process is also included in deverbal nominalization that is conversion.

#### 4.3.1.1.1 Deverbal nominalization formed through suffixation

There were several suffixes attached to several nouns in students' writing. Below are the examples of suffixation in verb to noun nominalization.

##### 1. Added by suffix *-ing*

Examples:

Extract from student 11's writing topic 1 line 5

*1.1 We need some rules to obstruct the **increasing** of transportation use.*

Extract from student 10's writing topic 1 line 3

*1.2 The first reason is **taking** a long time to wait for public transportations.*

Extract from student 10's writing topic 2 line 10

*1.2 **Having** a good possession makes them...*

Extract from student 19's writing topic 1 line 5

*1.4 ...that it is too hard to give a **warning** to people...*

Suffix *-ing* can be attached in all verbs as in *increase*, *take*, *have*, *decrease*, and *warn*. It mainly denotes action, process, and result. The word *increasing* denotes a process, while *taking* and *having* can be considered to denote actions. The other, the nominalized word *warning*, means a result like in *building* in *The building behind the government office is going to be renovated and*

*opening* in *I liked the opening most instead of the main show last night*. Most nominalized words in students' writing that are attached by affix *-ing* are considered to denote action and process, while there are few words that denote result.

2. Added by suffix *-ion*

Examples:

Extract from student 15's writing topic 1

2.1 *We know that air **pollution** on Jakarta's roads is caused by many vehicles.*

2.2 *Immediate **decision** must be made soon to decrease the amount of vehicles.*

Suffix *-ion* in the example mostly denotes state of being and process. It can be attached to verbs that end in *-ate*, and *-e*. From the five examples above, the nominalized words *pollution* denote state of being polluted, while the word *decision* denotes a result. Most nominalizations formed by adding this suffix are considered to denote process.

3. Added by suffix *-ation*

Examples :

Extract from student 6's writing topic 1

3.1 *We must separate the **information** and style from the globalization era before we receive and do it.*

Extract from student 12's writing topic 2

1.2 From the **explanation** above, we can conclude that ....

Suffix *-ation* can be attached in certain verbs as in *inform* and *explain*. It mostly denotes state of being and process. Both the words *information* and *explanation* denote process. Most nominals formed by adding this suffix are considered to denote process.

2. Added by suffix *-th*

Examples :

Extract from student 17's writing topic 1

4.1 Immediate decision must be made soon to decrease the **growth** of the vehicle.

Extract from student 22's writing topic 1

4.2 ...that can cause serious issues; genetic mutations or even sudden **death**.

Suffix *-th* can be attached in certain few verbs as in *grow* and *die*. It mainly denotes state of being and process. Both the words *growth* and *death* denote process. Most nominals formed by adding this suffix are considered to denote process.

3. Added by suffix *-ance*

Examples :

Extract from student 15's writing topic 2

5.1 ...because his/her **appearance** does not prove his/her personality.

Extract from student 20's writing topic 2

5.2 Her **appearance** is so luxurious.

There is only one verb turned into noun by adding suffix *-ance* in the text; appear. The nominalized word appears twice that denote result.

#### 4. Added by suffix –ment

Examples :

Extracts from student 1's writing topic 2

6.1 **Development** of technology and information has influenced live style and social status of a person.

4.2 For the first reason, the **government** should increase the quality of the transportation.

Extract from student 24's writing topic 2

6.3 This **statement** may represent...

Nominalization involving the suffixation of *-ment* can simply attach the suffix in the end of the verbs as in *develop*, *govern*, and *state*. Suffix *-ment* can denote an action, a result, and a process. The word *development* can be considered to denote a process, *government* denotes an action, while *statement* denotes a result.

#### 5. Added by suffix –er

Examples :

Extract from student 20's writing topic 1



7.1 *The government should give a new rule for the vehicles **owners**...*

Extract from student 5's writing topic 1

7.2 *...and ask the car **drivers** to use public transportation.*

Extract from student 9's writing topic 1

7.3 *Every day, car and motor cycle **users** are increasing.*

Nominalization involving the suffixation of *-er* or *-r* can simply attach the suffix in the end of the verbs as in *own*, *drive*, and *use*. The words *own*, *drive*, and *use* denote person. All nominalized words attached by this suffix in the students' writing can be considered to denote persons.

6. Added by suffix *-or*

Examples :

Extract from student 7's writing topic 1

8.1 *Jakarta's government should make some rules for **distributors** of cars....*

Extract from student 9's writing topic 1

8.2 *The **supervisor** from the car company must check their home...*

Extract from student 10's writing topic 1

8.3 *The **governor** should encourage and pay attention....*

Suffix *-or* in the examples denotes person or participants involved in a process. From the three examples above, the nominalized

words *distributor, supervisor, and governor* person and things involved in a process.

#### 4.3.1.1.2 Deverbal nominalization formed through conversion

As Huddleston and Pullum (2002) and Adams (1990) state that nominalizations can be formed by conversion, several verbs in the students' writing are also converted into nouns. This word formation process allows verbs to be nouns without adding suffixes, but only converting its meaning. Below are the examples of nominalizations related to this word formation process.

Examples:

Extracts from student 2's writing topic 1

1. *I do agree that **use** of vehicle in Jakarta should be controlled.*
2. *Government should control and make alternative **forms** of transportations.*

Extract from student 14's writing topic 1

1. *Jakarta's people need to follow the rules and realize that they need **a change**.....*

The nouns formed by conversion do not experience any change except their meanings. Most of the words denote actions instead of state and process.

#### 4.3.1.2 Adjective to noun (deadjectival) nominalization

All deadjectival nominalized words in the students' writing were formed through suffixation. Below are the examples of each suffix forming deadjectival nominals.

##### 4.3.1.2.1 Deadjectival nominalization through suffixation

###### 1. Attached by suffix –th

Examples :

Extract from student 17's writing topic 1

*1.1 The amount of vehicles is so few compared to the **length** of Jakarta's roads.*

Extract from student 13's writing topic 2

*1.2 The **truth** is social status does not mean anything if they are not kind.*

The two examples above, *length* and *truth* are formed by adjectives, *long* and *true*. They also carry the same meaning which is denoting state.

###### 2. Attached by suffix –y

Example:

Extract from student 19's writing topic 2

*2.1 We do not care about the old-fashioned values such as **honesty** and kindness.*

In the students' writing, it was found that there was only one deadjectival nominal that is formed by attaching suffix –y. The word *honesty* denotes state.

3. Attached by suffix *-ance*

Example :

Extract from student 4's writing topic 2

3.1 The **importance** is your heart.

The word *importance* becomes the only one deadjectival nominal formed by attaching suffix *-ance*. It denotes state like the words *length*, *truth*, and *honesty* do.

4. Attached by suffix *-ness*

Examples :

Extract from student 19's writing topic 2

4.1 **Kindness** is actually something that cannot be measured.

Extract from student 19's writing topic 2

4.2 They misused their right to gain their own **happiness**.

The adjectival nominalized words, *kindness* and *happiness* are simply attached by suffix *-ness* and those two deadjectival nominalized words denote state.

5. Attached by suffix *-ity*

Examples :

Extract from student 15's writing topic 2

5.1 ...because his/her appearance does not prove his/her **personality**.

Extract from student 15's writing topic 2

5.2 ...to know the **sincerity** of a person.

Extract from student 22's writing topic 2

5.3 *An anonymous quote seems to show an ironic **reality** in society nowadays.*

The examples, *personality*, *sincerity*, and *reality* are simply attached by suffix *-ity* and they denote state of being.

#### 4.3.1.2.2 Deadjectival nominalization through conversion

There is only one noun that was derived from adjective through conversion; *worth*. In this case, the *worth* denotes state of being.

From 94 different verbs and adjectives that are turned into nouns, the appearance of each word is mainly based on the writing topic. Topic 1, "Alternative forms of transportations should be encouraged and international laws should be introduced to reduce private cars use." can indicate the nominalized words that might appear in the writing. Examples: The word *form* and *use* appear more in the writing as they are mentioned in the topic sentence. The words *government*, *drivers*, *users* also appears more because it relates to the topic. Topic 2 is "Nowadays, a person's worth seems to be judged according to social status and material possessions." The words *worth* and *possession* appear more in students' writing as they are mentioned in the topic sentence. Other words such as *kindness*, *happiness*, *education*, *globalization* and *behavior* also appear more because they might relate to the topic.

### 4.3.2 The Use of Nominalization

As a strategy to establish the conciseness, clarity, as well as coherence in writing, nominalizations should be utilized appropriately in writing. Besides, the appropriate use of nominalization can prevent the writing from redundancy. Nominalizations can be useful as well as useless in writing. To answer the second sub research question “To what extent is nominalization constructed usefully in ELESP UNJ students’ academic writing?”, below are the explanations.

#### 4.3.2.1 Useful nominalization

A nominalization can be useful if it belongs to a category of useful nominalization proposed by Williams (1990). In ELESP of ED UNJ students’ writing, it was found that useful nominalizations belong to three categories from five categories that are proposed. The most frequent category is category 5, nominalizations referring to often repeated concepts and words only expressed in nominalization. Below are the explanations of each category.

##### 4.3.2.1.1 Subject referring to previous sentence

The first category of useful nominalization is nominalizations that become subjects referring previous sentences. This category maintains the coherence between sentences.

Examples:

Extract from student 1’s writing topic 2

1. *People have not been informed about the **development** of nuclear weapon.*

The word *development* maintains a clear and coherence organization of the text as it names the object of its verb referring to the previous sentence. The previous sentence is *Nuclear weapon **has been developing** since it provides cheap and clean energy*. The word *development* is derived from a verb, *develop*. This kind of nominalization can help the writer express the ideas in a coherence way between the first and the second sentence.

Extract from student 5's writing topic 1

1. *I do agree that **use** of vehicle in Jakarta should be controlled.*

The word *use*, derived from the same base verb *use*, maintains a clear and coherence organization of the text as it becomes the subject of an idea explained in the previous sentence; *Many people prefer to use private cars in Jakarta that causes traffic jam*. 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 use*.

Extract from student 4's writing topic 1

1. *In contrast, the **increasing** of the vehicles owners is different from Jakarta's roads' growth.*

The nominalized word *increasing*, derived from the verb *increase*, maintains a clear and coherence organization of the text. It becomes the subject referring to the previous sentence that is *It makes the percentage of people who have cars **is increasing***. 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 increasing*.

#### 4.3.2.1.2 Naming what would be the object of its verb

The second category of useful nominalization is nominalizations that name what would be the objects of the verbs. This category maintains the conciseness of the sentence since several words in a phrase can be compressed into a noun.

Examples:

Extract from student 5's writing topic 1

1. ...and ask the car **drivers** to use public transportation.

The word *drivers* establishes the sentence's conciseness as it names what would be the object of its verb, *ask*. It will be concise if it is expressed by a nominalization rather than a full phrase; ...and ask ***the people who drive cars*** to use public transportation... The sentence with nominalization consists of 6 lexical words and 3 grammatical words while the sentence without nominalization consists of 7 lexical words and 4 grammatical words. The proportion of the first sentence is 2 ; 1.75 which is more concise the sentence with nominalization.

Extract from student 14's writing topic 1

1. Jakarta's people need to follow the rules and realize that they need **changes**.



The word *change* maintains the sentence's conciseness as it names what would be the object of its verb. It is more concise instead of stating "Jakarta's people need to follow the rules and realize that they need several things *to change*". The sentence with nominalization consists of 9 lexical words and 5 grammatical words while the sentence without nominalization consists of 10 lexical words and 6 grammatical words. The proportion of the two sentences is 1.8 : 1.6 which is more concise the sentence with nominalization.

Extract from student 9's writing topic 1

1. *The song completely represents people's **interaction** as it is based on their social status and wealth.*

The word *interaction* maintains a clear structure since it names what would be the object of its verb. It is useful instead of saying it as in The song completely represents *how people interact* as it is based on their social status and wealth. The sentence with nominalization consists of 10 lexical words and 6 grammatical words while the sentence without nominalization consists of 10 lexical words and 7 grammatical words. The proportion of the two sentences is 1.7 : 1.4 which is more concise the sentence with nominalization.

#### 4.3.2.1.3 Replacing "the fact that"

The third category of useful nominalization is nominalizations that replace "the fact that". This category was not found in the students' writing.

4.3.2.1.4 Following “there is/are/was/were” which is explained in the subsequent sentences (4)

The fourth category of useful nominalization is nominalizations that become follow “there is/are/was/were” which is explained in the subsequent sentences. This category can maintain the coherence between sentences in the writing.

Examples :

Extract from student 9’s writing topic 1

1. *There is no clear result to solve this problem.*

The word *result* maintains a clear and coherence structure of the text as it then explains in the subsequent sentence; The alternative form that has been proposed ***does not result*** in the increasing of.....

Extract from student 24’s writing topic 2

2. *There is a **statement** that may have been popular.*

The word *statement* maintains a clear and coherence structure between sentences in the writing since it is then explained in the subsequent sentence; It ***has been stated*** that...

4.3.2.1.5 Referring to an often repeated concept and only words only expressed in nominalization (5)

Verbs or adjectives that belong to this category are nominalized because they are generally expressed in nominalization.

If they are not expressed in nominalization, they will be hard to discuss or to be expressed in full phrases or clauses. Another factor is that they become often repeated concepts. If they are expressed in full phrases or clauses, they will be redundant.

Examples:

Extract from student 6's writing topic 1

*1. International laws should be introduced to control car ownership and **use**.*

The nominalized word, *use*, that is derived from a verb *use* maintains the conciseness of the sentence. It is because it acts as a familiar idea and an often repeated concept in the writings. The frequency of this word is 31 words as it also becomes the topic of the writing; reducing car use.

Extract from student 3's writing topic 1

*1. For the first reason, the **government** should increase the quality of the transportation.*

The nominalized word maintains the conciseness of the sentence as it refers to a familiar idea that will be concise if it is expressed by nominalization instead of full phrase; *a group of people who govern... Government* also becomes an often repeated concept in students' writings.

Extract from student 12's writing topic 1

1. *We must consider the attitude and **personality** of a person.*

The word *personality* maintains the conciseness of the sentence as it refers to an idea and an often repeated concept in students' writings that will be concise if it is expressed in nominalization instead of a full phrase.

The most frequent nominalizations in ELESP UNJ students' academic writing are constructed usefully to refer to an often repeated concepts as well as words that can only expressed in nominalization. The second were nominalizations that become subjects referring to previous sentences. The third were nominalizations constructed to name what would be the objects of its verbs.

#### 4.3.2.2 Useless nominalization

Nominalization can be useless if it contributes to redundancy that makes writing not concise and not coherent. Williams (1990) refers to five categories where a nominalization can be useless. But, according to the findings, there are three categories of useless nominalization in students' writing. The most frequent category is category 1, nominalizations that become objects of empty verbs. Below are the examples and explanations of each category.

##### 4.3.2.2.1 Being an object of an empty verb

A nominalization that becomes an object of an empty is useless as it is redundant. It actually can be the verb itself without

turning it into a noun. Below are some extracts containing this category of nominalization.

Examples:

Extract from student 19's writing topic 1

1. *...that it is too hard to give a **warning** to people...*

The word *warning* is useless since it is the object of an empty verb, and it can cause redundancy. It can actually be the verb in the sentence and the verb *give* is removed as it remains an empty verb. The sentence can be revised into “....that it is too hard to *warn* people....”

Extract from student 23's writing topic 1

1. *The Jakarta's government has to take an **action** immediately to decrease....*

The word *action* is useless as it becomes the object of an empty verb; *take* that is redundant. It can be revised into “The Jakarta's government has to *act* immediately to decrease...”

Extract from student 7's writing topic 1

1. *Thus, these two things; “gang” behavior and family, can give a great **influence** for you.*

The word *influence* does not maintain sentence's conciseness as it becomes an object of an empty verb, *give*. The sentence can be revised as follow.

Thus, these two things, "gang" behavior and family can influence you.

4.3.2.2.2 Following "there is/are/was/were" which is not explained in the subsequent sentences

This nominalization category does not maintain coherence between sentences because a nominalization is not then explained in subsequent sentences.

Extract from student 13's writing topic 1

Examples :

1. *There are many **benefits** you can get by using public transportation.*

The word *benefits* is useless since it does not maintain a clear and coherence structure. The sentence is not followed by sub sequent sentence(s) that explain the *benefits*.

4.3.2.2.3 Being a subject of an empty verb

A nominalization that becomes a subject of an empty verb does not establish a sentence's conciseness as it actually can be the verb itself without being nominalized.

Examples:

Extract from student 15's writing topic 1

1. *We know that air **pollution** on Jakarta's roads is caused by many vehicles.*

The word *pollution* is useless as it is redundant. It becomes the subject of an empty verb, *is caused*. The nominalized word can be the verb. The sentence can be revised into "Many vehicles also pollute the Jakarta's air."

Extract from student 19's writing topic 1

1. *But, those internal and external **influences** make people changing.*

The word *influences* is useless since it does not establish sentence's conciseness. It becomes the subject of an empty verb, *make*. The word *influences* can actually be the verb itself. The sentence can be revised into "But, those internal and external (factors) influence people (to change)."

Extract from student 9's writing topic 1

1. *They desire to do that **competition** again.*

The word *competition* is useless since it does not establish sentence's conciseness. It becomes the subject of an empty verb, *do* whereas it can actually be the verb, *compete*. The word *competition* can actually be the verb itself. The sentence can be revised into "They desire to *compete* again."

Most useless nominalizations are the object or subjects of empty verbs. The empty verbs are commonly *make*, *give*, and *do*.

#### 4.3.2.2.4 Consecutive Nominalization

The fourth category of useless nominalization is consecutive nominalizations. However, this category was not found in the students' writing.

#### 4.3.2.2.5 Linked Nominalization

The fifth category of useless nominalization is linked nominalizations. However, this category was not found in the students' writing.

### 4.3.3 The Description on the Types and the Use of Nominalization

Two nominalization types were identified in students' writing: deverbal and deadjectival nominalization. The nominalized words were all appropriately turned into or used as nouns through suffixation, conversion or phonological modification. ELESP UNJ students are able to differentiate verbs and adjectives that have to be nominalized. In addition, they are also able to decide what word formation processes - suffixation, conversion or phonological modification - that should be used to form deverbal and deadjectival nominalization. It means that they have adequate knowledge about word formation processes.

Based on the findings, most of the deverbal and deadjectival nominalizations are useful in category 5 which become often repeated concepts and are words that can only be expressed in nominalizations. It is



because nominalized words occur mainly based on the writing topic. The topic can indicate the nominalized words that might appear in the writing. The words *form* and *use* appear more in the writing as they are mentioned in the topic sentence, “Alternative forms of transportations should be encouraged and international laws should be introduced to reduce private cars use.” The words *government*, *drivers*, *users*, *statement*, *decision* also appears more because it relates to the topic. Topic 2 is “Nowadays, a person’s worth seems to be judged according to social status and material possessions.” The words *worth* and *possession* appear more in students’ writing as they are mentioned in the topic sentence. Other nominalized words such as *kindness*, *happiness*, *education*, *globalization* and *behavior* also appear more because they might relate to the topic. Those examples refer to often repeated concepts as well as words that will be concise if they are expressed in nominalization. With the high occurrences of nominalization, students’ writing maintain clarity, precision, and conciseness. They also maintain writing’s coherence since the sentences and paragraph are connected with the same topic and subtopic strings.

Students are basically able to apply nominalization usefully in academic writing. They can decide when and how a nominalized word should be used based on the five categories of useful nominalization. However, there were 26 nominalized words that are useless in students’ writing. The useless nominalized words were all deverbal nominalization. It means that students sometimes do not notice the use of deverbal

nominalization. It is shown by the occurrences of three useless nominalization categories; nominalization that become objects of empty verbs, become subjects of empty verbs, and follow there is/are/was/were which is not explained in the subsequent sentences. In conclusion, students sometimes do not notice when and how to use nominalized words whether they should be use as subjects, objects, or not to use nominalization.