

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and the suggestion of the study.

1.1 Conclusion

An academic writing establishes a concise, precise, clear, and coherence organization in order to ease readers understand writers' idea. There are several language strategies that can be used to maintain these characteristics. Nominalization is one of the compulsory language features in writing. However, if nominalization is not used appropriately, it will be redundant.

This study investigated how is nominalization constructed in ELESP UNJ Students' academic writing. The analysis of nominalization, was divided into two kinds; deverbal (both deverbal nominalization through suffixation and conversion) and deadjectival nominalization (through suffixation). Each nominalized word had its use in writing. There were useful and useless nominalizations.

The analysis showed that the total number of different nominalized words, both deverbal and deadjectival nominalization, were 94 words. Specifically, there were 81 (86%) variations of different deverbal nominalized words. The most frequent type in students' writing was deverbal nominalization. Then, there were 13 (14%) different deadjectival nominalized words.

Deverbal nominalization found was formed through suffixation and conversion. The most frequent deverbal nominalized words were formed through suffixation. There were 8 suffixes, namely; *-ing*, *-ion*, *-ation*, *-ance*, *-ment*, *-th*, *-er*, and *-or*, that are attached to 62 different verbs with different frequency to each suffix. Similarly, most of the deadjectival nominalizations were formed through suffixation. There were 13 nouns derived from adjectives by attaching suffixes *-th*, *-y*, *-ance*, *-ness*, and *-ity*.

Finally, from all nominalization (351 words) it was found that 325 nominalization (93%) were useful, while 26 (7%) were useless. The most useful nominalization was nominalization category 5; ideas referring to often repeated concepts which occurred in 273 words (84%). The useless nominalizations in students' writing were all deverbal. The most frequent category was nominalization that became the objects of empty verbs as it took 18 (69%) from the total useless nominalization.

5.2 Suggestion and Recommendation

Based on the findings and conclusion, students should be more careful and aware of nominalization use. Nominalization can be useful as well as useless in writing. Students need to actively produce and write many kinds of texts in order to improve the writing skills. In addition, students should intensely read many texts, especially journals, research articles, and essays so that they can be more aware and be used to academic writing language.

Lecturers, specifically academic writing lecturers should be aware to the language of students' writing. If there are aspects in students' writing, specifically nominalizations, that have to be improved, lecturers should let the students know how it should be written appropriately. Lecturers can give more tasks to write to students and can give feedback regularly. Other subjects lecturers can also contribute to improve students in producing academic writing by giving them writing tasks. It makes students more used to deal with academic language.

Recommendation for further research about nominalization can be done related to how to teach nominalization. So, it can be constructed and applied usefully in writing as a language device to make writing more clear, concise, precise, and coherence.

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