

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Every undergraduate student in Indonesia should write an academic writing as a requirement to finish the study which commonly mentioned as undergraduate thesis or *skripsi* in Indonesian. *Skripsi* is an academic writing paper based on the results of field research and literature compiled by a student in accordance with the field of study taken as a formal study final project.

An academic writing needs writing skill of composing that consists of two types of writing, namely writing as telling or retelling and writing as transforming involvement (Grabe & Kaplan, 1996). Its structures consist of beginning, middle, and end part. Wennerstrom (2003) described formality that entails frequent nominalizations, parallel structures, or sentential organization characterize an academic writing. An academic writing has aim to elaborate, to explain, to describe and to give information about an academic topic. Another theory by Bayley (2011), it is stated that there are three purposes of an academic writing, namely to report on a piece of research the writer has conducted, to answer a question the writer has been given or chosen, and the last one is to discuss a subject of common interest and give the writers view and the last to synthesize research done by others on a topic.

The elements of academic writing that commonly written by university students that attract the reader to read the research and have important part to give identity about a writing is title. Shah (2004, p. 1) said to tell the readers about the

research, a title plays important role that should be 'simple, brief, clear and attractive'. It is also stated that to have a good title, it's better to form in group structure, specifically in nominal group structure as other groups like verbal group or adverbial group in which both groups are related to the use of verb. Same thing goes to clause structure that should be avoid in forming a title. Another statement of Shah (2004) that there's no specific reference about the length of a title that it should have 10 to 15 words or between 31 to 40 characters, but a title that formed in nominal group should be extended based on the idea that writers want to convey to the readers.

Nominal group is the grammatical unit with the most variations in the ranking of this group and this will allow the widest range of meanings to be expressed (Thompson: 2000). The statement explains that nominal group is a group formed from nouns (place, Thing and person) as head. In the clause as a representation, the nominal structure group is classified by ideational metafunction components, namely: experiential and logical.

The ideational metafunction is one type of metafunction component that is needed to explain 2 types of ideational components, namely: experiential and logical. The expressing about organization of experience meaning is called as Experiential function. The elements that forming nominal group in experiential function consist of Deictic, Numerative, Epithet and Classifier as modifiers before Noun; Thing which marked by Noun as the absolute element; and Qualifier as the elements after Noun (Halliday and Matthiessen: 2004, p. 312-325).

The function that concerns with the relationship among the elements is called as Logical function. The common terms that used in analyzing nominal group

based on Logical function are Premodifier, Head and Postmodifier. Head is the noun that functions as the central of a group. The modifiers that aim to modify head are Premodifier which found before Head and Postmodifier which placed after Head.

Previous related study about nominal group structure has been conducted by Harthaty (2020) in which the data was taken from journal article title. She created this research to identify the elements that construct titles in journal article and to find what dominant elements that form journal article titles. She found that a title should consist of Head and Modifier based on the Logical function. According to experiential structure of nominal group, Deictic, Epithet, Classifier, Thing, and Qualifier are the elements that forming a title which Thing plays as a main word and having at least one element that functions as Modifier.

Another related study is conducted by Okrah, A K. Veronica, S O. et al. (2019) with topic Gender Differences in the Construction of English Noun Phrases. The researcher examined gender language use in the constructing noun phrases in an English essay quiz written by SDA College of Education Students. The findings showed that female students used more complex noun phrase with single modifiers and on the other hand, male students used fewer complex noun phrase with multiple modifiers.

Understanding the nominal group structure that categorized into experiential and logical structure and considering both related study that discussed about nominal group, title, and gender, the writer was interested to examine the nominal structure in titles that written by undergraduate students. In other hand, there has been a theory that stated by Lakoff (1975) which classified woman's language

characteristics that differ from men language, namely lexical hedges, tag question, rising intonation on declarative, empty adjective, precise color terms, intensifiers, hypercorrect grammar, super polite forms, avoidance of strong swear words and emphatic stress. There's also a researcher, Leaper (2007), wrote research about adult language that found adult men use words or speak assertively which deals with directive statements and giving information; while adult women speak in affiliative which include showing support, expressing agreement, and acknowledging the other's contributions. Those statements have relationship each other that simply concluded that men use language directly while women use language specifically.

The preliminary data of this research were taken from UNIMED Digilib Official.

1. The implementation of authentic assessment in English speaking skill at SMA Negeri 2 Percut Sei Tuan (Male)

the	implementation	of authentic assessment
Specific Deictic	Thing Common - Abstract	Qualifier
Premodifier Article	Head	Postmodifier Projection- Matter

in English speaking skill at SMA Negeri 2 Percut Sei Tuan

Qualifier	Qualifier
Postmodifier Cause- Purpose	Postmodifier Location- Place

2. Developing picture series media for teaching procedural text of SMP Swasta Angkasa Lanud Soewondo (Male)

Developing picture series media for teaching procedural text

Thing Abstract	Qualifier	Qualifier
Head	Postmodifier Projection- Matter	Postmodifier Cause- Purpose

of SMP Swasta Angkasa Lanud Soewondo

Qualifier
Postmodifier Location- Place

The first preliminary data showed Deictic (Determiner), Thing and Qualifier as experiential structure while in logical structure, there were Premodifier, Head, Cause-Purpose Postmodifier and Location-Place Postmodifier. The second preliminary data had no Premodifier but had same structure in Postmodifier after Head, namely Cause-Purpose Postmodifier and Location-Place Postmodifier; and Thing and Qualifier were the form of experiential function.

3. The implementation of English teaching strategy of speaking skills based on scientific approach to students at grade eight at Junior High School (Female)

the implementation of English teaching strategy

Specific Deictic	Thing Abstract	Qualifier
Premodifier Article	Head	Postmodifier Projection- Matter

of speaking skills based on scientific approach to students

Qualifier	Qualifier	Qualifier
Postmodifier Projection- Matter	Postmodifier Angle- Source	Postmodifier Accompaniment-Comitative

at grade eight at Junior High School

Qualifier	Qualifier
Postmodifier Cause- Purpose	Postmodifier Location- Place

4. Developing teaching speaking media by using Classdojo application for the tenth grade students at SMA Negeri 3 Medan. (Female)

Developing teaching speaking media by using Classdojo application

Thing Abstract	Qualifier	Qualifier
Head	Postmodifier Projection- Matter	Posmodifier Manner- Means

for the tenth grade students at SMA Negeri 3 Medan

Qualifier	Qualifier
Post-Modifier	Post-Modifier
Cause- Behalf	Location- Place

The third and fourth preliminary data were come from female students. The experiential structure in third data was Specific Deictic (determiner), Thing and Qualifier; and head and Qualifier; while in fourth data is only head and Qualifier which means there's no significant difference between male and female titles. Then, based on logical structure, in third data, there were Premodifier, Head, Projection-Matter Postmodifier, Angle-Source Postmodifier, Accompaniment-Comitative Postmodifier, Cause-Purpose Postmodifier, and Location-Place Postmodifier. In fourth data, Head, Manner-Means Postmodifier, Cause-Behalf Postmodifier and Location-Place Postmodifier appear in the title.

These phenomena showed that there was a difference in numbers of qualifiers in experiential structure of male and female titles while in logical structure, the differences appeared in the post-modifier in which females construct more complex form than males and there was no difference in head and pre-modifier which signed by the various types of postmodifier used in a title.

Thus, the writer would like to examine and analyze experiential and logical function in nominal group structure of male and female undergraduate students' thesis titles of that has been finished in 2017, 2018, 2019, 2020 and 2021.

1.2 The Problems of the Study

Based on the brief explanation on background, the problems of the study were formulated as following:

1. What elements of experiential and logical function were found in nominal group structure of male and female undergraduate students' thesis titles?
2. How were the experiential and logical function in nominal group structure of male and female undergraduate students' thesis titles constructed?
3. Why were the experiential and logical function in nominal group structure of male and female undergraduate students' thesis titles constructed in the ways they were?

1.3. The Objectives of the Study

The objectives of the study were described as following:

1. To analyze the elements of experiential and logical function in nominal group structure of male and female undergraduate students' thesis titles
2. To describe the experiential and logical function in nominal group structure of male and female undergraduate students' thesis titles
3. To elaborate the reasons for the construction of experiential and logical function in nominal group structure of male and female undergraduate students' thesis titles

1.4. The Scope of the Study

The study investigated the experiential and logical function in nominal group structure of male and female undergraduate students' thesis titles that had been finished in 2017, 2018, 2019, 2020 and 2021. The focus was on the kinds of nominal group structure in which this study used theory proposed by Halliday and Matthiessen.

1.5. The Significances of the Study

The findings of the study were expected to be useful and relevant theoretically and practically. Theoretical significances were expected to justify the truthfulness of the theories of Systemic Functional Linguistics (SFL), to enrich the theory in nominal group and gender linguistic features in forming title of an academic writing and to be references for further studies.

Practical significances were expected to be relevant and meaningful for the learners and other researchers who need reference in same field of linguistics, and this study could be as a guideline for other researchers and learners to form a title of an academic writing.

