

**STRUCTURES OF THE NOMINAL GROUP OF AN
OPINION ARTICLES IN THE JAKARTA POST**

A THESIS

**Submitted in partial fulfillment of the requirements for the Degree of
SarjanaSastra (S.S) in English Language**



**by :
LINTANG KARINA
C11.2009.01039**

**FACULTY OF HUMANITIES
DIAN NUSWANTORO UNIVERSITY
SEMARANG
2013**

STATEMENT OF ORIGINALITY

I certify that this thesis is absolutely my own work. I am completely responsible for the content of this thesis. Opinions or findings of others are quoted and cited with respect to ethical standard.

Semarang, September 2013

Lintang karina

MOTTO

Action is the foundational key to all success.

(Pablo Picasso)

“A goal is a dream with a deadline.”

(Napoleon Hill)

DEDICATION

This thesis is dedicated to:

- My beloved parents, thanks for suggestion and motivation.
- My beloved cat , thanks for accompany me when I have to work alone in the middle of the night.
- All my friends in Dian Nuswantoro University.

ACKNOWLEDGEMENT

At this happiest moment, I wish a prayer to the almighty Allah SWT who always blesses in finishing this thesis until now. I would like to thank these marvelous people :

1. Mr. AchmadBasari, S.S., M.Pd., Dean Faculty of Humanities of Dian Nuswantoro University, who gave me permission to conduct this study;
2. Mr. Sarif Syamsu Rizal, S.S., M.Hum., Head of English Department of Starta 1 Program, Faculty of Humanities of Dian Nuswantoro University, who gave me permission to conduct this research;
3. Mr. Sunardi, S.S., M.Pd, my adviser, for his continuous and valuable guidance, advice, helpful grammar correction and encouragement in completing this thesis;
4. All lecturers at the English Department of Faculty of Humanities of Dian Nuswantoro University, for teaching me valuable and useful knowledge during my study at Dian Nuswantoro University.
5. Librarians of The Central Library of Dian Nuswantoro for their permission for me to use some valuable references in writing this thesis;
6. My deep gratitude goes to my beloved parents and my brother, for their never ending love, supports, prayers, motivations, and suggestions. I hope I will make you proud of me. I am so blessed to have you in my life.
7. Dedy Setiyawan, who always gives me attentions and motivations to finish this thesis.

8. My best friends, Dila Tunjungsari, who always give me motivation to finish this thesis, and all my classmates, Deny, Abid, Johan, Erwin, Rizkia, Meta, Ima, Wiken, Hanung, Siska, Tika Indri, Claudya, Astri Vanti, Tika Syifa. and for the others.
9. The last, my cousins who support me to finish this thesis.

Finally, I do realize that due to my limited ability this thesis must have shortcoming. For this, I welcome any suggestions and criticism.

Semarang, September 2013

LintangKarina

TABLE OF CONTENTS

| | |
|--|------|
| PAGE OF TITLE..... | i |
| THE ADVISER’S APPROVAL | ii |
| PAGE OF APPROVAL | iii |
| STATEMENT OF ORIGINALITY..... | iv |
| MOTTO..... | v |
| DEDICATION..... | vi |
| ACKNOWLEDGMENT | vii |
| TABLE OF CONTENTS..... | ix |
| LIST OF TABLES..... | xii |
| LIST OF APPENDIX | xiii |
| ABSTRACT | xiv |
| CHAPTER I. INTRODUCTION | 1 |
| 1.1 Background of the Study..... | 1 |
| 1.2 Statement of the Problems..... | 3 |
| 1.3 Scope of the Study | 3 |
| 1.4 Objective of the Study | 4 |
| 1.5 Significant of the Study..... | 4 |
| 1.6 Thesis Organization | 5 |
| CHAPTER II. REVIEW OF RELATED LITERATURE | 6 |
| 2.1 Systemic Functional Linguistics..... | 6 |

| | |
|--|----|
| 2.2 Spoken and Written Language | 8 |
| 2.3 Words | 11 |
| 2.4 Groups | 12 |
| 2.4.1 Nominal Groups | 12 |
| 2.4.2 Verbal Groups | 13 |
| 2.4.3 Adverbial Groups | 14 |
| 2.4.4 Conjunction Groups | 15 |
| 2.4.5 Prepositional Groups | 15 |
| 2.5 Nominal Group | 15 |
| 2.5.1 Head and Modifier | 16 |
| 2.6 Logical and Experimental Metafunctions | 19 |
| 2.6.1 Thing | 19 |
| 2.6.2 Deictic | 20 |
| 2.6.3 Post Deictic | 21 |
| 2.6.4 Numerative | 21 |
| 2.6.5 Classifier and Epithet | 22 |
| 2.6.6 Qualifier | 24 |
| CHAPTER III. RESEARCH METHOD | 27 |
| 3.1 Research Design | 27 |
| 3.2 Unit of Data Analysis | 27 |
| 3.3 Source of Data | 27 |
| 3.4 Techniques of Data Collection | 28 |
| 3.5 Techniques of Data Analysis | 28 |

| | |
|--|----|
| CHAPTER IV. DATA ANALYSIS | 29 |
| 4.1 Findings The Nominal Groups of the Two Articles of Native and Non Native Writer | |
| 4.2 Discussion of the findings | |
| 4.3 Comparison between Native writing and Non Native writing | |
| CHAPTER V. CONCLUSION AND SUGGESTION | 72 |
| 5.1 Conclusion..... | 72 |
| 5.2 Suggestion | 73 |
| BIBLIOGRAPHY..... | 74 |
| APPENDIX | 1 |

LIST OF TABLES

| | |
|---|----|
| Table 4.1 Functional Components of Native and Non Native Writers’ Writings chapter 4 | 30 |
| Table 4.2.1 The Nominal Groups used by Native Writer | 31 |
| Table 4.2.2 The Nominal Groups used by Non Native Writer | 57 |

LIST OF APPENDICES

| | | |
|------------|--|----|
| Appendix 1 | The Nominal Groups used by Native Writer “Leadership Deficit Fuels Intolerance by Phelim Kine, New York”..... | 75 |
| Appendix 2 | The Nominal Groups used by Native Writer “Assessment is education..... | 84 |

ABSTRACT

This thesis entitled “*Structures of the Nominal Group of an Opinion Articles in the Jakarta Post*” which is aim at describing the types of nominal group pattern produced by the native and non native writer in writing opinion. This opinion writings were published on the Jakarta Post edition March and May 2013.

In doing this research the researcher employs descriptive qualitative method. Meanwhile, the data of this research were taken from the opinions written by a native speaker from New York, America and the non native speaker from Jakarta, Indonesia. In collecting the data, the researcher downloaded the Jakarta Post edition March and May 2013 from the internet.

The result shows that both native and non native produced different number of nominal group in their writings. Besides that, it also gives different pattern of nominal group. The highest nominal group pattern produced by the native writer is D+T+Q pattern with 21 number. Whereas, the non native writer produced D+T+Q with 6 numbers, and the least number of nominal group pattern produced by the native writer is C+E+T, N+T+Q, D+C+T+Q, D+C+T, D+C+E+T+Q with 1 number. Meanwhile, the least number of nominal group pattern produced by the non native writer C+T, N+T, E+C+T, N+C+T+Q, N+E+T with 1 number. It can be seen that non native writer produces more deictic than the native writer in their writing. It indicates that the non native writer tend produce more indefinite or definite article in his writing which indicates that the non native writer wants to emphasis the thing he wants to tell to the readers without adding more information. Meanwhile, the native writer is actually also want emphasis the thing he wants to explain to the readers and the Native writer wants to give more information about the thing

Keyword : *Jakarta Post, Native and Non Native Article, Nominal Group*

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Human is a social being who always needs other people in his life. It can hardly be imagined that he should live all alone by himself without anyone to accompany and help him. It is a fact that man cannot live alone. They need to interact with others. They need a means to express their feeling, thought, and ideas. And when two or more people communicate with each other in speech, we can call the system of communication that they employ a code. The way people communicate to each other is communications. Communications occurs if both the speaker and the hearer exist. In general, it is described as an action, which there is the relationship between what the speaker says and what the hearer receives, and the purpose is the transforming of information or message.

Language plays many important roles for an individual to interact with others in society. It unites different people to be in a family, in a tribe, in a country, even in a world society. It is hard to imagine how people convey messages without a language. In this case, language is identified as a means of communication.

Language is the most important thing for communication. People need language to transfer message from one to another. It is included in verbal communication, where the communication occur between two people or more in

doing the activities as listening, speaking, writing and reading. Surely that those activities need language to be done.

According to The New International Webster's Comprehensive Dictionary of The English Language (2003:716), language means:

“The expression and communication of emotions/ideas between human beings by means of speech and hearing, the sounds spoken or heard being systematized and confirmed by usage among a given people over a period of time” or “The words forming the means of communication among members of a single nation or group at a given period”.

Furthermore, according to Hornby (2000:721), language means “The system of communication in speech and writing that is used by people of a particular country”. It is clear that language is used for communication among people in a particular country over a period of time.

People use some language variations in their community, with themselves in their thought processes, and with others in both formal and informal settings. Formal language is used in formal situation like in a dictionary and legal letter. It is also used in the office and school because it has a good structured sentence. Vernacular and slang are kinds of informal language. Informal language is a language used in informal situations, for example in daily conversation, in speaking with their family and friends. This language is not in a well structured sentence. This language, then, are grouped into nominal group. The nominal group here is made up of single word. It can be in many form of words such as noun, verb or adjective. The use of nominal group is very important since it makes our conversation well organized. Without the use of nominal group, it could be that our sentences will flow ungrammatically correct.

The researcher choose this article because the researcher wants to analyze the realization of nominal groups in opinion articles made by Native writer and Non native writer. Beside that, the researcher also wants to know about the differences the writings made by Native writer and Non Native writer. The reason why the researcher wants to distinguish how Native writer used nominal group in his writing, and the Non Native writer used nominal group in his writing. So, the researcher is interested choosing nominal group because by employing nominal group in a writing can improve the result of its writing.

In line with the reasons above, the reseacher is challanged to analyzed about the used and types of nominal group existed in native and non native articles.

1.2 Statement of the Study

In Line with the reasons above, the statement of the study can be formulated as follows:

1. What types of structure of nominal groups found in the articles of Native writer and Non Native writer in the *Jakarta Post Edition Saturday, March 23 2013* and *Friday, May 24 2013* ?
2. How did Native writer and Non Native writer use nominal groups in their articles in the *Jakarta Post Edition Saturday, March 23 2013* and *Friday, May 24 2013* ?

1.3 Scope of the Study

The scope of this study is limited on Structure of the nominal groups found in an article of the Native writer and Non Native writer from The *Jakarta Post Edition Saturday, March 23 2013* and *Edition Friday, May 24 2013* . The researcher will analyze and find the structure of the nominal group.

1.4 Objective of the Study

In line with the statement of the problems, the objective of the study is:

1. To find out the types of Structure of the nominal groups found in an article of the Native writer and Non Native writer use nominal groups in their articles in the *Jakarta Post Edition Saturday, March 23 2013* and *Edition Friday, May 24 2013*.
2. To describe the use of nominal groups in the Native writer and Non Native writer in their articles in the *Jakarta Post Edition Saturday, March 23 2013* and *Edition Friday, May 24 2013*.

1.5 Significance of the Study

The result of the study is expected to be able to give the following benefits:

1. A contribution to the writer in discovering and analyzing the use of Structure of the nominal groups found in Native writer and Non Native writer article of the *Jakarta Post* to become a basis or references for

students especially English Department of Dian Nuswantoro University to discover the application of Structure of the nominal groups.

1.6 Thesis Organization

This research is presented in five chapters with the following organization:

Chapter I is introduction that consists of background of the study, statement of the problems, scope of the study, objectives of the study and significances of the study.

Chapter II is review of related literature that consists of the Systemic Funcyional Linguistics, spoken and written language, words, groups, nominal groups, logical and experimental metafunctions.

Chapter III is the research method that consists of research design, unit of analysis, source of data, technique of data collection and technique of data analysis.

Chapter IV is data analysis that consists of nominal groups are found in *Native and Non Native article of the Jakarta Post Edition Saturday, March 23 2013 and Edition Friday, May 24 2013?*

Chapter V is conclusion and suggestion

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Systemic Functional Linguistics

Systemic functional linguistics, often called systemic functional grammar or systemic grammar (the *functional* is often omitted), is a grammar model developed by Michael Halliday (1985) with his *Introduction to Functional Grammar* based on the model of language as social semiotics. According to Eggins (1994: 2) systemic functional linguistics is an approach to language which is centered on how people use language with each other in accomplishing everyday social life. In this approach there are four main theoretical claims about language: that language used is functional; that its function is to make meaning; that these meanings are influenced by social and cultural context in which they are exchanged; and that the process of using language is semiotic process, a process of making meanings by choosing. These four points, that language is functional, semantic, contextual, and semiotic, can be summarized by describing the systemic functional linguistics is interested in the authentic speech and writing of people interacting in naturally occurring social context.

According to Halliday (1994: xiii) language is structured to make three kinds of meanings, or metafunctions, simultaneously: ideational, interpersonal, and textual meanings. Eggins (1994: 12) defines ideational or experiential meanings as ones about how we represent experience in

language. Whatever use we put language to, we are always talking about something or someone doing something. For example, utterance *I suggest we attack the reds* makes meaning about “bottles of wine” and what we should do with them. It makes meanings that focus on the actions *we*, as human agents, should carry out, and the entities our actions will effect (*the reds*)

Simultaneously, we use language to make interpersonal meanings: meanings about our role relationships with other people and our attitudes to each other. Whatever use we put language to we are always expressing an attitude and taking up a role. For example, utterance *I suggest we attack the reds* makes meaning of friendly suggestion, non – coercive, open to negotiation; the kind of meaning we might make with friends, whose opinions we are interested in and whose behavior we do not seek to dominate.

Finally, in any linguistic event we are always making textual meanings: meanings about how what we are saying hangs together and relates to what was said before and to the context around us. Whatever use we put language to we are always organizing our information. For example, the sentence *I suggest we attack the reds* takes as its points of departure the speaker’s intention (only to suggest, not to impose) and the interactants (*we*). It is a possible answer to *What should we do now?*

2.2 Spoken and Written Language

Spoken language is not the same as written one. They have different characteristic features. Since this study focuses on the students' talk that is spoken language, it is important to know the differences between spoken and written language. Gerot and Wignell (1994:158) say that spoken and written language differ in a number of ways. Written language is not simply speech written down. Speaking and writing are manifestations of the same linguistic system but in general they encode meaning in different ways because they have evolved to serve different purposes.

The term "written language" does not only refer to language which is written down. Likewise the term "spoken language" does not only refer to language which is said aloud. For example if someone reads an academic paper aloud, the features of the language are more like those of written language than spoken language. Similarly if we transcribe language, the written down version has more in common with spoken language than it does with written. What is at issue here is not just the medium through which language is transmitted but, more importantly, the way meanings are encoded. The key register here is the mode and the key difference between spoken and written language is the relationship between language in the context of speaking (or writing).

Egins (1994:57) mentions the differences between spoken and written language as shown in table 2.1:

Table 2.1 Characteristic Features of Spoken and Written Language

| Spoken language | Written language |
|--|--|
| Turn-taking organization | Monologic organization |
| Context dependent | Context independent |
| Dynamic structure - interactive staging - open-ended | Synoptic structure - rhetorical staging - closed, finite |
| Spontaneous phenomena (false start, hesitations, interruptions, overlap, incomplete clauses) | “Final draft” (polished) indications of earlier drafts removed |
| Everyday lexis | “Prestige” lexis |
| Non-standard grammar | Standard grammar |
| Grammatical complexity | Grammatical simplicity |
| Lexically sparse | Lexically dense |

Source: (Eggins,1994:57)

From the two dimensions of mode above, the basic contrast between spoken and written language can be characterized. The situations where spoken language is used typically interactive situations, i.e. our stretch of talk organized turn by turn. The speakers keep taking turns by certain mechanism. On the other hand, this kind of turn-by-turn sequencing of talk is not found in any written language.

Spoken language is typically more dependent on its context than written language is. In contrast, written language tends to be more independent of its immediate context. Spoken language is context dependent because we are usually

in the same place at the same time when we talk to each other, our language can depend in part on the context. We will be able to interpret the pronoun or demonstrative from the on-going context we share. On the other hand, a written language needs to stand more or less by itself. It needs to be context independent. We cannot start writing an essay by mentioning pronoun or demonstrative because the readers will not be able to interpret it.

Spoken language has dynamic structure because a spoken interaction tends to accompany action, so the structure of the talk will be dynamic. Written language, however, will be organized synoptically because it is intended to encode our reflections on a topic.

Spoken language contains spontaneity phenomena such as hesitation, false starts, repetitions, interruptions etc, while written language usually doesn't have such features.

Spoken language usually uses everyday language lexis such as slang, and doesn't follow the standard grammar, but written language usually uses more prestigious vocabularies and uses standard grammar.

Spoken language has a higher level of grammatical intricacy. Grammatical intricacy refers to the number of clauses per sentence, and can be calculated by expressing the number of clauses in a text as a proportion of the number of sentences in a text.

Written language/text generally has a much higher lexical density than spoken language. The lexical density of the text can be calculated by expressing the number of content words in a text/ sentence as a proportion of all the words in the texts/sentences.

2.3 Words

The Oxford Dictionary (2008:1695) defines “a word is a single unit of language which has meaning and can be spoken or written”. Words can be grouped together into word classes. If we assign words to the same class we imply that they share a number of properties. Word class membership may be said to depend on at least two kinds of properties: morphological and syntactic.

The class to which a word belongs can be established on morphological grounds if the word in question has inflexional and derivational characteristics that are typical of that class. Thus words that belong to the class of verbs generally take the inflexional endings *-s*, *-ing* and *-ed*. Typical inflexional endings for nouns are *-s* and *'s*. Typical endings of adjectives are the comparative and superlative endings *-er* and *-est*. Although these suffixes can also be added to some adverbs (*eg hard and fast*) they cannot be said to be characteristic of the adverb class. The same three classes also contain many members that are derivationally identifiable. Thus words ending in *-ify* and *-ize* are verbs, words ending in *-ation*, *-ity*, and *-ness* are nouns and words that are formed by the suffixes *-able*, *-ish*, and *-less* are adjectives. Typical suffixes of the class of adverbs are *-ward(s)*, *-wise*.

Syntactic properties of word classes are reflected by the typical ways in which their members function in sentences and phrases. Thus verbs are typically associated with the sentence function predicator, nouns with the functions subject and object, adjectives with the functions subject attribute and object attribute and adverbs with the function adverbial. Moreover, on the lower level, adjectives play a characteristic role in the structure of noun phrases, adverbs in the structure of adjective and adverb phrases.

2.4 Groups

Gerot and Wignell (1994:140) states “A group, as the name implies is a group of words and, like everything else in grammar, relationships between and among words in the groups are structured. In English there are a number of types of groups, nominal groups, verbal groups, adverbial groups, conjunction groups and preposition groups. A group is basically an extension of a word. It consist of a headword plus any modification to that word.

2.4.1 Nominal Groups

The first of these groups is nominal groups. According to Thomas and Meriel (2004:30) a group is made up of *one or more* words and a clause is made up of *one or more* groups. The key grammatical item in the group is called the Head. The remaining elements are Modifiers. Some of the nominal groups functioning as Subject that we have already considered are (with the Head in italics): *current* from one input, this *microprocessor*, these two *groups* of figures,

the greater *danger*, a *microprocessor*, such a *picture*, the *number* of molecules consumed, the *Air Force*, the *doctor*, a *computer* with an external drive; *Wedgwood*, *money*, and *he*.

To sum up, a nominal group is typically a group with a noun (or pronoun) as its Head, and that noun may be modified, but it does not have to be modified in order to constitute a group in this technical sense. To make an analogy with a non-linguistic situation: a boat has a crew, and one person is the captain of that boat, but a boat may have a crew of one, and that one is by definition the captain. We have also seen that one of the functions which a nominal group can realize is that of Subject. We can now deal very briefly with other groups.

2.4.2 Verbal Groups

Just as a nominal group may consist of a simple noun, a *verbal group* may consist of a simple verb; for example *directs*, *is*, *works*. A verbal group may also be more complex, as with *was developed*; *is obsessed*; *must be based* in (1) or *had been developing* in (2).

(1) *Price movements must be based on the beliefs of the investing public.*

(2) *They had been developing a similar process before this.*

Finiteness is a quality which is not exclusive to the subclass of *finite operators*. Where the verbal group is a single word (e.g., *directs*, *uses*, *prescribed*, *works* in the previous examples), it may be referred to as a *simple finite verb*. That word is the Head of its group. Where the verb is more complex, the Head is the finite: *must* in *must be based* in (1), *had* in *had been developing* (2). The verbal

group *may have been being written* has five elements. The breakdown here is as follows :

may: (modal operator)

have: auxiliary (bare infinitive)

been: auxiliary (past participle)

being: auxiliary (present participle)

written: lexical verb (past participle)

In fact, a more abstract analysis would cut across most of the words to give:

have plus the past participle morpheme (-*en*), which together indicate perfect aspect (completion)

be plus present participle morpheme (-*ing*), which together indicate continuous (i.e., progressive) aspect

be plus past participle morpheme (-*en*), which together indicate passive voice

So, on this analysis, this verbal group is modal perfect progressive passive.

In (1) *must be based* is modal passive, and in (2) *had been developing* is past perfect continuous.

2.4.3 Adverbial Groups

Adverbial groups tend to have less complex structure than nominal or verbal groups. The adverbial group normally has an adverb as its Head. In (3), *somewhat earlier* is the adverbial group; *earlier* is the Head, and *somewhat* the Modifier.

(3) *Somewhat earlier* the first application of glaze to pottery was made.

2.4.4 Conjunction Groups

A *conjunction group* usually consists of just the conjunction as Head, and is rarely analyzed as such. Conjunctions can have Modifiers, however: in the clause *just until you go*, the conjunction *until* is modified by *just*; in *even if he answers*, *if* is the Head and *even* is the Modifier. Linking conjunctions are not modified.

2.4.5 Preposition Groups

A *preposition group* has a preposition as Head and this is not often modified. Some prepositional groups do contain Modifiers, however; for instance: *just inside* has *inside* as Head and *just* as Modifier. Other examples are *right on* (as in *right on target*), *slightly over* (as in *slightly over the edge*), *far beyond* in *far beyond our expectations*.

Groups of the same type can be linked together to make up a group complex. *Jack and Jill* is a nominal group complex, and so is *the truth, the whole truth and nothing but the truth* in *Do you swear to tell the truth, the whole truth and nothing but the truth?* A verbal group complex can be formed similarly: *She speaks and thinks* like a lawyer. Also classed as verbal group complexes are the italicized items in: *She wants to understand*; *Things are beginning to develop*; *They seem to thrive* here.

2.5 Nominal Group

Gerot and Wignell (1994 :140) defines “a nominal group is a group of words which has a noun (a word which names a person, place or thing) as its head word

and includes all additional information related to that noun”. And there are seven functional components of nominal groups. They are : *Thing (T)*, *Deictic (D)*, *Post-Deictic (PD)*, *Numerative (N)*, *Epithet (Epi)*, *Classifier (C)*, *Qualifier (Q)*.

2.5.1 Head and Modifier

(5) *Electricity is supplied to most homes through an underground cable.*

The first nominal group here is *electricity*. It is made up of a single word, a noun. The noun stands alone without modification of any kind, and so we have a nominal group consisting of only a Head. This is the simplest kind of nominal group.

The second nominal group, *most homes*, is only slightly more complicated, with a Head, *homes*, and a Modifier *most*. Since the Modifier comes before the Head, we can call it a *Premodifier*. The third, *an underground cable*, also has a Head, *cable*, and is premodified, this time by the determiner *an* and the noun *underground*. Modification does not always precede the Head, however. Consider the first nominal group in (6):

(6) *In houses thirty or more years old it is still possible to find two or more fuse boxes.*

The nominal group *houses thirty or more years old* has *houses* as Head and *thirty or more years old* as Modifier. Since the Modifier follows the Head this time, we can label it *Postmodifier*. Take another example:

(7) *In modern homes the mains switch and the fuses are contained in a box called a consumer unit.*

You will perhaps have identified the nominal groups here as *modern homes, the mains switch, the fuses and a box called a consumer unit*. The Heads are respectively *homes, switch, fuses and box*. The Modifiers are, in order of occurrence: *modern, the, the mains and called a consumer unit*, the last being a Postmodifier.

The function of Modifier can be realized by various word classes, most frequently by determiners, numerals and adjectives as Premodifier. In (4) with the nominal group *these two unusual botanical specimens*, we have a determiner followed by a numeral followed by two adjectives all serving to modify the Head, which is realized by the noun *specimens*.

(8) *These two unusual botanical specimens proved invaluable.*

In (9) we find a prepositional phrase, *from lower socioeconomic classes*, as Modifier of the Head *people*, this time a Postmodifier.

(9) *Poor health is more common in people from lower socioeconomic classes.*

As people can see from the examples already given, however, the function of Modifier can often be realized by a noun (*fuse* in *fuse boxes*, and *mains* in *mains switch*). Common examples of noun as Modifier are found in such everyday expressions as: *art gallery, biology book, football field, history lesson, telephone number*; but they seem to be particularly characteristic of scientific and technical terminology: *accelerator pedal, animal husbandry, claw hammer, data base, socket outlet*.

Since no mad dictator has turned up to ban them, the field of mechanical engineering is especially rich in expressions of this kind. In a car manual or a

website for vehicle maintenance, we frequently meet samples of three-word or four-word combinations: *the distributor drive shaft*, *the crownwheel centre line*, *the distributor clamp plate*, *the cylinder head bolts*, *stub axle bearings*, as well as the occasional four-item term (not counting the determiner), such as *the scuttle panel grille sealing*, and occasionally even longer items like *the timing chain tensioner cylinder retaining bolts*.

The problem of deciding what exactly constitutes a word creeps in at this point. The terms just listed are the names of specific identifiable items in a car engine. One might argue that these are, in effect, unanalyzable terms like *wheel* or *brake*; it just happens that in English we write them as separate words. In the text where we found these terms, *crownwheel* is written as one word though it clearly combines the two elements *crown* and *wheel*. This might have been written as two words just as, in the same text, *clamp plate* or *drive shaft* are. Obviously, it is sometimes difficult to draw a hard and fast line between words and groups of more than one word. This difficulty is reflected in the uncertainty in written English about whether to write *word processor*, *word-processor* or *wordprocessor*; *ball game*, *ball-game* or *ballgame*; and so on. We shall not pursue this particular conundrum, but, as far as convenient, we shall continue to treat items as words on the basis of whether or not they are written as separate items.

The scope of these modifiers is not always predictable from their form. We often have to fall back on specialist knowledge to interpret the items. Is *the cylinder head gasket*, for example, *the gasket* relating to *the cylinder head* or *the*

head gasket relating to the *cylinder*? Or doesn't that distinction mean anything? Without some knowledge of internal combustion engines, we might be at a loss for answers, though a thoughtful examination of the rest of the text in which the nominal group occurs usually helps. In fact, in this case, it is the first interpretation that is right, and, once you are aware of that, you can see that there is a hierarchical relationship in which *cylinder* modifies *head* and *cylinder head* modifies *gasket*.

2.6 Logical and experiential metafunctions

In the nominal group *these two new light switches*, the items *these*, *two*, *new* and *light* are all classed as Modifiers in relation to the Head *switches*, and are to that extent functionally similar. However, you can probably see that, from other points of view, we need to treat them as significantly different from each other. One way in which they differ is in the sorts of things they say about the switches; or, that is, in their *experiential* roles. We can divide the ideational metafunction into two: *logical* and *experiential*. Head and Modifier fall within the logical metafunction, concerning dependency relations, but we continue this chapter by considering the nominal group in terms of the experiential metafunction.

2.6.1 Thing

In *these two new light switches*, the main item with regard to the experiential metafunction is *switches*. This rejoices in the undistinguished name of *Thing*. This is the experiential label that SFG assigns, and the usual warning applies against taking technical terms too literally. In this sense, Thing may be a

material inanimate thing, an animal, a person, a substance or even an abstract concept. It is simply the name given to one of the six possible functions in the experiential structure of the nominal group. It specifies the class of the item referred to. As we have said, Classifier specifies the subclass, and this is why it is sometimes difficult to say whether certain combinations should be treated as one word or two; for example, *word processor*: Classifier + Thing, or *wordprocessor*: Thing. We apply the label Thing not only to the inanimate noun *cable* in *supply cable*, but equally to the animate *girls* in *some dancing girls* or *teacher* in *a Spanish teacher*, as well as the abstract noun *wizardry* in *statistical wizardry* or *beliefs* in *eighth-century religious beliefs*.

Word Processor

| | |
|-------------------|--------------|
| Classifier | Thing |
|-------------------|--------------|

2.6.2 Deictic

The function of the word *these* is, in a manner of speaking, to point out, and the label we give to such items is *Deictic*, a term derived from the Greek for *pointing*. In nominal groups, the Deictic function is realized by determiners: for example, demonstratives *this*, *that*, *these* and *those*, and also by the article *the*, which Halliday identifies as a weak form of demonstrative. In such cases the function is fairly literally one of ‘pointing’, but, as always with technical terms of this kind, you should not take the label too literally. Deictics can also be possessive nouns or pronouns: for example, *Sony’s* in *Sony’s latest model*; *your* in

your home. Further, they can be non-specific items such as the indefinite article *a/an, some, each, every, neither*.

2.6.3 Post Deictic

Gerot and Wignel (1994:142) the Post-Deictic identifies a subset of the class of Thing by referring to its fame or familiarity, its status in the text, or similarity or dissimilarity to some other designated subset. Among the words most frequently occurring as Post-Deictic are :

Other, same, different, identical, complete, entire, whole, above, aforementioned, certain, customary, expected, famous, given, habitual, necessary, normal, notorious, obvious, odd, ordinary, original, particular, possible, probable, regular, respective, special, typical, usual, various, well-known.



2.6.4 Numerative

The item *two* is a Numerative. Numeratives can be realized by numerals such as two or second (in *the second switch*) or by such expressions as *many, several, few, and lots of*. In Example (2), the electricity manual data discussed above, we have *two or more fuse boxes*, where *two or more* functions as Numerative.

2.6.5 Classifier and Epithet

The items *new* and *light* (in *these two new light switches*) realize two other functions: *Epithet* and *Classifier*. The function of a Classifier is to put the modified item into a subclass of such items: for example, in *bus station* the Classifier *bus* puts the item *station* in a subclass of stations, distinguishing it from *train station* (or *railway station*), or more broadly from such things as *petrol station* (or *gas station*); *supply* in *supply cable* distinguishes the type of cable from other types, and the same is true of *fuse* in *fuse box*. These are Classifiers. Hence, in *these two new light switches*, we can label *light* as Classifier. When you speak of *a noisy station*, *a new cable* or *the wrong box*, the items *noisy*, *new* and *wrong*, though they may help to define the scope of the terms *station*, *cable* and *box* respectively, do not identify a subcategory of stations, cables or boxes in the same sense that *railway* or *supply* or *fuse* do.

The Classifier identifies a subclass: *bus* in *a bus station* pinpoints something that is distinctive and classificatory. *Noisy* or *new* indicate features or characteristics of the station that do not put it into a subset of types of station; they just tell us something about the characteristics of this particular station. Hence our decision to find a different label, and the label used is Epithet.

Thus, *new* in *these two new light switches* is Epithet. Out of context, many expressions are ambiguous with regard to this functional distinction between Classifier and Epithet. Take the nominal group *some dancing girls*, for example. This string of words can be used to refer to some girls who earn their living by dancing (*dancing* as Classifier) or some girls who happen to be in the process of

dancing (*dancing* as Epithet). In the motor-vehicle maintenance text already referred to, we find such terms as *retaining bolts*, which are grammatically comparable to the first sense of *dancing girls*, but not the second. Here *retaining* realizes the function Classifier; retaining bolts are bolts which have the permanent task of retaining, that is, holding something in place. Compare from the same source: *blanking pieces, cooling system, connecting rod, locking disc, steering axis*. An example from a less specialized register is the well-known ‘ambiguous’ nominal group, *a Spanish teacher*. Where this means a teacher who has Spanish nationality, *Spanish* is Epithet; but where it means a teacher of Spanish, *Spanish* is Classifier.

In the first sense, we are speaking about a teacher who has the characteristic or quality of being Spanish; in the second, we refer to a teacher belonging to a subclass of teachers, namely teachers of Spanish (language), as distinct from science teachers, mathematics teachers, and so on. Thus it is not illogical to talk about *a German Spanish teacher*, where German is Epithet and *Spanish* is Classifier. Of course, when such ‘ambiguous’ expressions occur in real utterances, there is rarely any confusion about meaning. The context usually provides sufficient information to make it clear what is intended. Furthermore, in spoken English, the distinction between Epithet and Classifier is often reflected by differences in stress and intonation. With neutral emphasis, (*Classifier*) ***dancing girls*** has similar stress to ***buttercup***; (*Epithet*) *dancing girls* is more like *yellow rose*. Incidentally, there is a further grammatical distinction between the two meanings of the word *Spanish* in these two different uses. In the Epithet instance,

Spanish is an adjective; in the Classifier instance, *Spanish* is a noun (the name of the language).

As we have already said, however, the adjective versus noun distinction does not necessarily correspond to that of Epithet versus Classifier. Indeed, in our previous example *some dancing girls*, the item *dancing* is a form of verb in both the Classifier and the Epithet uses though it is arguably more nominal as a classifier than as an epithet. Adjectives can certainly function as Classifiers: *electric* in *electric light*, *electric cable*, *electric shock*, for example; or *fast* in *fast food*.

In so far as there is a simple criterion for distinguishing Epithet from Classifier, it is that the structure with Epithet can normally be paraphrased in a clause with *be*, for example, *the switches are new*, whereas the Classifier cannot – *the switches are light* has no connection with light switches in this sense. *The teacher is Spanish* can only apply to the Epithet reading of *the Spanish teacher* and not to the Classifier interpretation (compare: **the teacher is chemistry*). As is often the case, though, the test is not absolutely watertight.

| | | | | |
|----------|------------|--------------|--------------|-----------------------------------|
| a | popular | nesting | ground | for the giant leatherback turtles |
| D | Epi | Class | Thing | Qualifier |

2.6.6 Qualifier

The sixth function in the nominal group is *Qualifier*. This is the experiential label for the Postmodifier in, for example, *the electrical resistance of*

the insulation, where *resistance* is Thing, and *of the insulation* is Qualifier. We can say that Qualifier conflates with Postmodifier.

Very frequently in English, the Qualifier function is realized as a prepositional phrase (as in all but one of the Qualifiers in Fig. 7.1). In *The Wind in the Willows*, the Thing is *Wind* and the Qualifier is *in the Willows*; in *the square on the hypotenuse*, the Thing is *square* and *on the hypotenuse* is Qualifier. Further examples of nominal groups containing prepositional phrases as Qualifiers are as follows (the Thing is printed in bold and the Qualifier is in italics): a **fire** *with an under-floor air supply*, the **packing** *between the hearth and the surround*, a **light** *over the front door*.

By far the most frequent preposition in Qualifiers is *of*. For example: the centre **line** *of the crownwheel*, **adjustment** *of the bearings*, **rotation** *of the differential*, an **area** *of up to 20 square metres*, the most economical **use** *of cable*. This structure is by no means restricted to technical texts, as witness: a **bill** *of sale*, the probable **owner** *of the car*, the **capital** *of Romania*, the **price** *of coal*.

Represents a number of nominal groups analyzed for logical and experimental functions.

| Premodifier | | | | Head | Postmodifier |
|-------------|------------|---------|------------|-----------|--------------|
| Deictic | Numerative | Epithet | Classifier | Thing | Qualifier |
| These | two | new | light | switches | |
| the | two | | domestic | flights | available |
| the | many | large | oil | companies | in operation |
| | several | dirty | | ones | |

| | | | | | |
|-----|--|-----------|------------|-------------|-------------------|
| the | | complete | | dismantling | of the gearbox |
| the | | | keyboard | layouts | |
| a | | careful | | study | of this matter |
| an | | effective | prediction | scheme | |

CHAPTER III

RESEARCH DESIGN

3.1 Research Design

In this research, the researcher uses a descriptive qualitative method since the method explains the qualitative data systematically. It is a kind of method using a technique of looking for collecting, classifying data then analyzing the data for drawing conclusions.

3.2 Unit of Analysis

The data analyzed are related to the Structure of the nominal groups found in Native writer and Non Native writer article of The Jakarta Post. Unit of analysis in this research is the phrase in every clause in the article.

3.3 Source of the Data

The Data of this thesis was taken from the *Jakarta Post Edition Saturday, March 23 2013* from article *Leadership deficit fuels intolerance* by Phelim Kine, New York. The Native writer is deputy director of the Asia division at Human Rights Watch. For the Non Native writer article, *Assessment in Education* by Totok Amin Soefijanto, Jakarta. *Edition Friday, May 24 2013*. The Non Native writer is the deputy rector for academics, research and student affairs at Paramadina University, Jakarta. The data was downloaded from www.thejakartapost.com.

3.4 Technique of Data Collection

The techniques of data collection of this study are as follows:

1. Searching the data by collecting the article from *www.thejakartapost.com*.
2. Choosing the Native writer and Non Native writer article which are written in English.
3. Reading the article. By reading the article, the researcher can analyze the data before segmenting the sentences.

3.5 Technique of Data Analysis

The researcher analyzes the data through the following steps:

1. Reading the data, by reading the opinion articles, the researcher can get the ideas of the data.
2. Segmenting the data in the form of clauses. In this step the researcher segments the text into clauses.
3. Identifying the structure of the nominal group, after the data were classified into each clause then it was classified into the structure of nominal group.
4. Classifying the structure of the nominal group. In this step the researcher classified into the nominal group patterns.
5. Interpreting the data.

CHAPTER IV

DATA ANALYSIS

4.1 Findings of the Nominal Group of the Two Articles by Native and Non Native Writer

Table 4.1 below illustrates the findings of the two articles produced by a native writer from the United States of America and non native writer from Jakarta, Indonesia. Both writers wrote articles and were published on the *Jakarta Post* edition March 2013. It can be seen in the table 4.1 that there are 80 constructions found in the native writer article and it can be seen from the table that D stand for Deictic, T stand for Thing, Q for Qualifier, C for Classifier, E for Epithet, N for Numerative and the highest number of nominal group produced by the Native Writer in his writing is D+T+Q pattern with 21 numbers. It indicates that the native writer mostly produced definite and indefinitive article in his writing. In pattern D+T+Q indicates that the Native writer wants to complete the information about the thing in his writing. Then it is followed by D+T pattern with 16 numbers. After that it is followed by D+E+T with 9 numbers and D+E+T+Q 8 numbers continued with E+T pattern with 6 numbers. For the patterns C+T produced 6 number and for the patterns N+T produced 3 numbers. The least number of the nominal group pattern is N+E+T, T+Q, D+C+E+T, with 2 numbers and N+T+Q, D+T+C+Q, D+C+T, D+E+C+T+Q and C+E+T with 1 for each and it means the native writer produced 59 numbers of Deictic, 80 numbers for Thing, 30 numbers of Epithet, 11 numbers of Classifier and 6

numbers for Numeral. The findings of those articles can be seen in the following table:

Table 4.1 Functional Components of Native and Non Native Writers' Writings

| No. | FUNCTIONAL COMPONENTS | | | | | |
|-----|-----------------------|-----------|-------------|-------------------|-----------|------------|
| | Native Writer | Σ | % | Non Native Writer | Σ | % |
| 1. | D+T+Q | 21 | 26,25% | D+T+Q | 6 | 10,34% |
| 2. | D+T | 16 | 20% | D+T | 14 | 24,2% |
| 3. | D+E+T | 9 | 11,25% | D+E+T | 13 | 22,41% |
| 4 | E+T | 6 | 7,5% | E+T | 3 | 5,17% |
| 5 | C+T | 6 | 7,5% | C+T | 1 | 1,72% |
| 6 | D+E+T+Q | 8 | 10% | D+E+T+Q | 7 | 12,06% |
| 7 | N+T | 3 | 3,75% | N+T | 1 | 1,72% |
| 8 | N+E+T | 2 | 2,5% | N+E+T | 1 | 1,72% |
| 9 | N+T+Q | 1 | 1,25% | N+T+Q | 2 | 3,44% |
| 10 | D+C+T | 1 | 1,25% | D+C+T | 4 | 6,89% |
| 11 | D+C+E+T | 2 | 2,5% | E+C+T | 1 | 1,72% |
| 12 | T+Q | 2 | 2,5% | N+C+T+Q | 1 | 1,72% |
| 13 | D+C+T+Q | 1 | 1,25% | D+T+C | 4 | 6,89% |
| 14 | C+E+T | 1 | 1,25% | | | |
| 15 | D+C+E+T+Q | 1 | 1,25% | | | |
| | JUMLAH | 80 | 100% | | 58 | 100 |

Meanwhile, the non native writer has a different pattern with the Native writer but only some of them. The Indonesian writer produces D+E+T with 13 numbers and D+T mostly in his writing with 14 numbers. It means that “Thing” has the highest number found in the non native writing. In the pattern D+T the Non Native writer just wants to emphasis about the information without adding any information because the way of writing by Native and Non native writer is different so, the result of nominal group patterns that they produced are different. Native writer mostly produced D+T+Q in his writing and for the Non Native writer mostly produced D+T in his writing. The second is D+E+T+Q with 7 numbers found in his writing then it is followed by D+T+Q with 6 numbers, D+C+T and D+T+C with 4 numbers and continued with patterns E+T with 3 numbers. The least number found in the non native writer is N+T+Q with 2 numbers and followed by N+E+T, N+T, E+C+T, C+T, N+C+T+Q with only 1 found for each in his writing and the non native writer produce 47 deictic, 58 thing, 25 epithet, 12 classifier, 16 qualifier, and 5 numerative.

4.2 Discussion of the Findings

In this part of the chapter, the researcher discusses the findings as well as the discussion of each nominal group found in both articles written by native and non native writers which were taken from the *Jakarta Post* newspaper. For the brief explanation of each analysis, it can be described in the following description below:

4.2.1 The Nominal Group used by the Native Writer

According to the table 4.1 above, it can be seen that there are fifteen types of nominal group pattern found in the Native writer's writing in the *Jakarta Post*. Those description and analysis for each pattern are described in the following explanation.

4.2.1.1 Construction 1: D+T+Q

There are 22 numbers of this pattern found in the native writer's writing in the *Jakarta Post*. The explanation of this pattern is as follows:

The following excerpt 1 below is another example of construction D+T+Q found in the native writer's writing.

Excerpt 1

United States President Barack Obama praised "the spirit of religious tolerance that is enshrined in Indonesia's constitution,

| | | |
|--|--------|------------------------|
| United States President Barack Obama praised " the spirit of religious tolerance that is enshrined in Indonesia's constitution, (page : 1, line 1) | | |
| The | spirit | of religious tolerance |
| Deictic | Thing | Qualifier |

It can be seen in the data above that "**the spirit of religious tolerance** " is a noun phrase of the clause two above. After the phrase was divided into each nominal group component, it can be seen that there were three types of nominal group components found in the data. Those components were deictic which is

identified by a definite article “the”. Then, the noun “spirit” is treated as thing. Meanwhile, the qualifier of nominal group component was a phrase of “of religious tolerance”.

The following excerpt 2 below is also another example of construction D+T+Q found in the native writer’s writing.

Excerpt 2

*Barely three months after Obama sang **the praises of Indonesia’s religious harmony**,*

| | | |
|--|---------|----------------------------------|
| Barely three months after Obama sang the praises of Indonesia’s religious harmony , (page 2, line 1) | | |
| The | praises | of Indonesia’s religious harmony |
| Deictic | Thing | Qualifier |

It can be seen in the table of the clause above that the bold type is the nominal group phrase of the clause “Barely three months after Obama sang **the praises of Indonesia’s religious harmony**,”. Based on the previous phrase, it can be seen that there are three nominal group components found in the phrase above. Those nominal group components are deictic which is indicated by a definite article “the”. Meanwhile, the second type is thing and is indicated by a noun “praise”. Then, the last type of nominal group found in the phrase above is qualifier and it is indicated by a prepositional phrase “of Indonesia’s religious harmony”.

The following excerpt 3 below is describing another example of construction D+T+Q found in the native writer's writing.

Excerpt 3

a group of some 1,500 Islamist militants attacked 21 members of Cikeusik's Ahmadiyah community who were holding a prayer meeting in a private home on Feb. 6, 2011

| | | |
|--|-------|----------------------------------|
| a group of some 1,500 Islamist militants attacked 21 members of Cikeusik's Ahmadiyah community who were holding a prayer meeting in a private home on Feb. 6, 2011. (page : 1, line 2) | | |
| a | group | of some 1,500 Islamist militants |
| Deictic | Thing | Qualifier |

Based on the clause found in excerpt 3 above, it can be seen in the table that the bold type is the nominal group phrase of the clause is “**a group of some 1,500 Islamist militants**”. Based on the previous phrase, it can be seen that there are three nominal group components found in the phrase above. Those nominal group components are deictic which is identified by an indefinite article “a”. Another nominal group produced by a native writer is thing which is indicated by a noun “group”. Meanwhile, the third type is qualifier and is indicated by a prepositional phrase “of some 1,500 Islamist militants”.

The following excerpt 4 below is describing another example of construction D+T+Q found in the native writer's writing.

Excerpt 4

*The harassment and intimidation has included disrupting the religious observances of minority faiths with protests amplified by high-volume loudspeakers and **the dumping of animal carcasses**,*

| | | |
|--|---------|---------------------|
| The harassment and intimidation has included disrupting the religious observances of minority faiths with protests amplified by high-volume loudspeakers and the dumping of animal carcasses , (page 1 , line 6) | | |
| The | Dumping | of animal carcasses |
| Deictic | Thing | Qualifier |

Based on the clause found in excerpt 4 above, it can be seen in the table that the bold type is the nominal group phrase of the clause is “**the dumping of animal carcasses**,”. Based on the previous phrase, it can be seen that there are three nominal group components found in the phrase above. Those nominal group components are deictic which is identified by a definite article “the”. Another nominal group produced by a native writer in his writing is epithet which is indicated by a noun “dumping”. Meanwhile, the third type is cqualifier and is indicated by a prepositional phrase “of animal carcasses”.

The following excerpt 5 below is describing another example of construction D+T+Q found in the native writer’s writing.

Excerpt 5

*Adding to the fear stalking religious minorities is the government’s failure to protect **the victims of these attacks** and bring their perpetrators to justice.*

| | | |
|--|---------|------------------|
| Adding to the fear stalking religious minorities is the government's failure to protect the victims of these attacks and bring their perpetrators to justice. | | |
| The | victims | of these attacks |
| Deictic | Thing | Qualifier |

Based on the clause found in excerpt 5 above, it can be seen in the table that the bold type is the nominal group phrase of the clause is “**the victims of these attacks**”. Based on the previous phrase, it can be seen that there are three nominal group components found in the phrase above. Those nominal group components are deictic which is identified by a definite article “the”. Another nominal group produced by a native writer in his writing is thing which is indicated by a noun “victims”. Meanwhile, the third type is qualifier and is indicated by a prepositional phrase “of these attacks”.

A similar example of construction D+T+Q produced by the native speaker's writing can be found in the following example below:

Excerpt 6

*Such government indifference to **the plight of religious minorities** targeted by groups like the FPI or intolerant neighbors is a growing concern.*

| | | |
|---|--------|-------------------------|
| Such government indifference to the plight of religious minorities targeted by groups like the FPI or intolerant neighbors is a growing concern. (page : 2, line 2) | | |
| The | plight | of religious minorities |
| Deictic | Thing | Qualifier |

Based on the clause found in excerpt 6 above, it can be seen in the table that the bold type is the nominal group phrase of the clause is “**the plight of religious minorities**”. Based on the previous phrase, it can be seen that there are three nominal group components found in the phrase above. Those nominal group components are deictic which is identified by a definite article “the”. Another nominal group produced by a native writer in his writing is thing which is indicated by a noun “plight”. Meanwhile, the third type is qualifier and it is indicated by a prepositional phrase “of religious minorities”.

A similar example of construction D+T+Q produced by the native speaker’s writing can be found in the following excerpt 7 below:

Excerpt 7

*Those gangs justify their abuses as efforts to defend the Muslim community against Christian proselytization and rid **the country of “infidels” and “blasphemers”**. (page : 1, line 8)*

| | | |
|---|---------|---------------------------------|
| Those gangs justify their abuses as efforts to defend the Muslim community against Christian proselytization and rid the country of “infidels” and “blasphemers” . (page : 1, line 8) | | |
| The | country | of “infidels” and “blasphemers” |
| Deictic | Thing | Qualifier |

Based on the clause found in excerpt 7 above, it can be seen in the table that the bold type is the nominal group phrase of the clause is “**the country of “infidels” and “blasphemers”**”. Based on the previous phrase, it can be seen that

there are three nominal group components found in the phrase above. Those nominal group components are deictic which is identified by a definite article “the”. Another nominal group produced by a native writer in his writing is thing which is indicated by a noun “country”. Meanwhile, the third type is qualifier and it is indicated by a prepositional phrase “of “infidels” and “blasphemers”.

The following excerpt 8 below is describing another example of construction D+T+Q found in the native writer’s writing.

Excerpt 8

*President Susilo Bambang Yudhoyono’s response to rising incidents of religious intolerance and related violence has been empty rhetoric rather than decisive action in support of besieged religious minorities and **the rule of law**. (page : 2, line 6)*

| | | |
|--|-------|-----------|
| President Susilo Bambang Yudhoyono’s response to rising incidents of religious intolerance and related violence has been empty rhetoric rather than decisive action in support of besieged religious minorities and the rule of law . (page : 2, line 6) | | |
| The | rule | of law |
| Deictic | Thing | Qualifier |

Based on the clause found in excerpt 8 above, it can be seen in the table that the bold type is the nominal group phrase of the clause is “**the rule of law**”. Based on the previous phrase, it can be seen that there are three nominal group components found in the phrase above. Those nominal group components are deictic which is identified by a definite article “the”. Another nominal group

produced by a native writer in his writing is thing which is indicated by a noun “rule”. Meanwhile, the third type is qualifier with a prepositional phrase “of law”.

The following excerpt 9 below is describing another example of construction D+T+Q found in the native writer’s writing.

Excerpt 9

*The Shia Muslim community in Sampang regency, East Java, knows firsthand both **the depredation of violent extremists** and official apathy in confronting them. (page : 2, line 1)*

| | | |
|---|-------------|-----------------------|
| The Shia Muslim community in Sampang regency, East Java, knows firsthand both the depredation of violent extremists and official apathy in confronting them. (page : 2, line 1) | | |
| The | depredation | of violent extremists |
| Deictic | Thing | Qualifier |

Based on the clause found in excerpt 9 above, it can be seen in the table that the bold type is the nominal group phrase of the clause is “**the depredation of violent extremists**”. Based on the previous phrase, it can be seen that there are three nominal group components found in the phrase above. Those nominal group components are deictic which is identified by a definite article “the”. Another nominal group produced by a native writer in his writing is thing which is indicated by a noun “depredation”. Meanwhile, the third type is qualifier with a prepositional phrase “of violent extremists”.

The following example below is another example of contraction D+T+Q produced by the native writer in his writing.

Excerpt 10

*Police have on some occasions sided with Islamist militants at **the expense of the rights of religious minorities**, (page : 3, line 1)*

| | | |
|---|---------|---------------------------------------|
| Police have on some occasions sided with Islamist militants at the expense of the rights of religious minorities , (page : 3, line 1) | | |
| The | expense | of the rights of religious minorities |
| Deictic | Thing | Qualifier |

Based on the clause found in excerpt 10 above, it can be seen in the table that the bold type is the nominal group phrase of the clause is “**the expense of the rights of religious minorities**”. Based on the previous phrase, it can be seen that there are three nominal group components found in the phrase above. Those nominal group components are deictic which is identified by a definite article “the”. Another nominal group produced by a native writer in his writing is thing which is indicated by a noun “expense”. Meanwhile, the third type is qualifier with a prepositional phrase “**of religious minorities**”.

4.2.1.2 Construction 2: D+T

There are 15 numbers of this pattern found in the native writer’s writing in the Jakarta Post. The explanation of this pattern is as follows:

Excerpt 11

***the court** also sentenced an Ahmadiyah man to a six-month prison term for attempting to defend himself. (page : 1, line 3)*

| | |
|---|-------|
| the court also sentenced an Ahmadiyah man to a six-month prison term for attempting to defend himself. (page : 1, line 3) | |
| The | court |
| Deictic | Thing |

According to the clause found in the excerpt 11 above, it can be seen in the table that the bold type is the nominal group with “**the court**”. Based on the previous phrase, it can be seen that there are two nominal group components found in the phrase above. Those nominal group components are deictic which is identified by a definite article “the”. Another nominal group produced by a native writer in his writing is thing which is indicated by a noun “court”.

Another example of this pattern D+T produced by the native writer can be seen in the following excerpt below

Excerpt 12

***The harassment and intimidation** has included disrupting the religious observances of minority faiths with protests amplified by high-volume loudspeakers and the dumping of animal carcasses, (page 1, line 6)*

| | |
|--|-----------------------------|
| The harassment and intimidation has included disrupting the religious observances of minority faiths with protests amplified by high-volume loudspeakers and the dumping of animal carcasses, (page 1, line 6) | |
| The | harassment and intimidation |
| Deictic | Thing |

According to the clause found in the excerpt 12 above, it can be seen in the table that the bold type is the nominal group with “**The harassment and intimidation**”. Based on the previous phrase, it can be seen that there are two nominal group components found in the phrase above. Those nominal group components are deictic which is identified by a definite article “the”. Another nominal group produced by a native writer in his writing is thing which is indicated by a compound word “harassment and intimidation”.

Another example of this pattern D+T produced by the native writer can be seen in the following excerpt below:

Excerpt 13

*hundreds of Sunni militants attacked **the community**, torching some 50 homes, killing one man and seriously injuring another. (page : 2, line 1)*

| | |
|---|-----------|
| hundreds of Sunni militants attacked the community , torching some 50 homes, killing one man and seriously injuring another. (page : 2, line 1) | |
| The | community |
| Deictic | Thing |

According to the clause found in the excerpt 13 above, it can be seen in the table that the bold type is the nominal group with “**the community**”. Based on the previous phrase, it can be seen that there are two nominal group components found in the phrase above. Those nominal group components are deictic which is identified by a definite article “the”. Another nominal group

produced by a native writer in his writing is thing which is indicated by a noun “community”

4.2.1.3 Construction 3: D+E+T

There are 9 numbers of this pattern found in the native writer’s writing in the Jakarta Post. The explanation of this pattern is as follows:

Excerpt 14

*Those gangs justify their abuses as efforts to defend **the Muslim community** against Christian proselytization and rid the country of “infidels” and “blasphemers”. (page : 1, line 8)*

| | | |
|--|--------|-----------|
| Those gangs justify their abuses as efforts to defend the Muslim community against Christian proselytization and rid the country of “infidels” and “blasphemers”. (page : 1, line 8) | | |
| The | Muslim | community |
| Deictic | Epi | Thing |

According to the clause found in the excerpt 14 above, it can be seen in the table that the bold type is the nominal group with “*the Muslim community*”. Based on the previous phrase, it can be seen that there are three nominal group components found in the phrase above. Those nominal group components are deictic which is identified by a definite article “the”. Another nominal group produced by a native writer in his writing is epithet which is indicated by a noun “Muslim”. The last nominal group components made by the native writer is thing which is indicated by a noun “community”.

4.2.1.4 Construction 4: D+E+T+Q

There are 8 numbers of this pattern found in the native writer's writing in the *Jakarta Post*. The explanation of this pattern is as follows:

Excerpt 15

*Tell that to **the Ahmadiyah community in Cikeusik, Banten**. (page :1, line 2)*

| | | | |
|--|-----------|-----------|------------------------|
| Tell that to the Ahmadiyah community in Cikeusik, Banten . (page :1, line 2) | | | |
| the | Ahmadiyah | community | in Cikeusik, Banten |
| Deictic | Epi | Thing | Qualifier |

According to the clause found in the excerpt 15 above, it can be seen in the table that the bold type is the nominal group with “***the Ahmadiyah community in Cikeusik, Banten***”. Based on the previous phrase, it can be seen that there are four nominal group components found in the phrase above. Those nominal group components are deictic which is identified by a definite article “the”. Another nominal group produced by a native writer in his writing is epithet which is indicated by a noun “Ahmadiyah”. Next is thing which is found in the table above with “community”. The last nominal group components made by the native writer is qualifier which is indicated by a prepositional phrase “in Cikeusik, Banten”.

The following excerpt 16 below is another example of nominal group D+E+T+Q pattern found in the native writer's writing.

Excerpt 16

As a new report from Human Rights Watch describes, (page 1, line 5)

| Functional Components | | | |
|---|-----|--------|-------------------------|
| As a new report from Human Rights Watch describes, (page 1, line 5) | | | |
| a | new | report | from Human Rights Watch |
| Deictic | Epi | Thing | Qualifier |

It can be seen in the clause of the excerpt 16 above, it is found that the table of the bold type is the nominal group with “**a new report from Human Rights Watch**”. Based on the previous phrase, it can be seen that there are four nominal group components found in the phrase above. Those nominal group components are deictic which is identified by an indefinite article “a”. Another nominal group produced by the native writer in his writing is epithet which is indicated by an adjective “new”. Next is thing which is found in the table above with “report”. The last nominal group components made by the native writer is qualifier which is indicated by a prepositional phrase “from Human Rights Watch”.

4.2.1.5 Construction 5: E+T

There are 6 numbers of this pattern found in the native writer’s writing in the Jakarta Post. The explanation of this pattern is as follows:

Excerpt 17

*In several incidents we investigated, **local officials and security forces** facilitated harassment and intimidation of religious minorities (page : 2, line 3)*

| | |
|--|------------------------|
| In several incidents we investigated, local officials and security forces facilitated harassment and intimidation of religious minorities (page : 2, line 3) | |
| locals | officials and security |
| Epi | Thing |

According to the excerpt 17 above, it is found that the bold type in the table above is the nominal group with “**local officials and security**”. Based on the previous phrase, it can be seen that there are two nominal group components found in the phrase above. Those nominal group components are epithet which is identified by a noun “locals”. Another nominal group produced by the native writer in his writing is thing which is indicated by a compound word “officials and security”.

Another example of the nominal group contraction of E+T is described in the following explanation.

Excerpt 18

*Official responsibility for the state failure to adequately confront rising extremism goes to the very top of **Indonesia’s government**. (page : 2, line 6)*

| | |
|---|------------|
| Official responsibility for the state failure to adequately confront rising extremism goes to the very top of Indonesia’s government . (page : 2, line 6) | |
| Indonesia’s | government |

| | |
|-----|-------|
| Epi | Thing |
|-----|-------|

According to the excerpt 18 above, it is found that the bold type in the table above is the nominal group with “**Indonesia’s government**”. Based on the previous phrase, it can be seen that there are two nominal group components found in the phrase above. Those nominal group components are epithet which is identified by a noun “Indonesia’s”. Another nominal group produced by the native writer in his writing is thing which is indicated by a noun “government”.

4.2.1.6 Construction 6: C+T

There is only 5 of this pattern found in the native writer’s writing in the Jakarta Post. The explanation of this pattern is as follows:

Excerpt 19

***United States President Barack Obama** praised “the spirit of religious tolerance that is enshrined in Indonesia’s constitution, (page : 1, line 1)*

| | |
|---|------------------------|
| United States President Barack Obama praised “the spirit of religious tolerance that is enshrined in Indonesia’s constitution, (page : 1, line 1) | |
| United States | President Barack Obama |
| Class | Thing |

According to the excerpt 19 above, it is found that the bold type in the table above is the nominal group with “**United States President Barack Obama**”. Based on the previous phrase, it can be seen that there are two nominal group

components found in the phrase above. Those nominal group components are classifier which is identified by a noun “United States”. Another nominal group produced by the native writer in his writing is thing which is indicated by a noun phrase “President Barack Obama”.

4.2.1.7 Construction 7: N+T

There are 3 patterns found in the native writer’s writing in the Jakarta Post. The explanation of this pattern is as follows:

Excerpt 20

*In **several incidents** we investigated, local officials and security forces facilitated harassment and intimidation of religious minorities (page : 2, line 3)*

| | |
|--|-----------|
| In several incidents we investigated, local officials and security forces facilitated harassment and intimidation of religious minorities (page : 2, line 3) | |
| several | incidents |
| Numerative | Thing |

According to the excerpt 20 above, it is found that the bold type in the table above is the nominal group with “**several incidents**”. Based on the previous phrase, it can be seen that there are two nominal group components found in the phrase above. Those nominal group components are numerative which is identified by a numeric word “several”. Another nominal group produced by the native writer in his writing is thing which is indicated by a noun phrase “incidents”.

4.2.1.8 Construction 8: N+E+T

There are 2 patterns found in the native writer's writing in the Jakarta Post. The explanation of this pattern is as follows:

Excerpt 21

several Protestant groups, Shia Muslims and Ahmadiyah, are targets of increasingly routine intimidation, threats and violence. (page 1, line 5)

| | | |
|--|------------|--------|
| several Protestant groups , Shia Muslims and Ahmadiyah, are targets of increasingly routine intimidation, threats and violence. (page 1, line 5) | | |
| several | Protestant | groups |
| Numerative | Epi | Thing |

It can be seen in the clause of the excerpt 21 above, it is found that the table of the bold type is the nominal group with “**several Protestant groups**”. Based on the previous phrase, it can be seen that there are three nominal group components found in the phrase above. Those nominal group components are numerative which is identified by a numeric word with “several”. Another nominal group produced by the native writer in his writing is epithet which is indicated by an adjective “Protestant”. Next is thing which is found in the table above with a noun “groups”.

4.2.1.9 Construction 9: T+Q

There are 2 patterns found in the native writer's writing in the Jakarta Post. The explanation of this pattern is as follows:

Excerpt 22

*compiled statistics which indicate **cases of violent attacks** on religious minorities rose to 264 incidents in 2012 from 216 in 2010. (page : 1, line 9)*

| | |
|--|--------------------|
| compiled statistics which indicate cases of violent attacks on religious minorities rose to 264 incidents in 2012 from 216 in 2010. (page : 1, line 9) | |
| cases | of violent attacks |
| Thing | Qualifier |

It can be seen in the clause of the excerpt 22 above, it is found that the table of the bold type is the nominal group with “**cases of violent attacks**”. Based on the previous phrase, it can be seen that there are two nominal group components found in the phrase above. Those nominal group components are thing which is identified by a noun with “cases”. Another nominal group produced by the native writer in his writing is qualifier which is indicated by a noun phrase “of violent attacks”.

4.2.1.10 Construction 10: D+C+E+T

There are 2 patterns found in the native writer’s writing in the Jakarta Post. The explanation of this pattern is as follows:

Excerpt 23

The Religious Affairs Ministry, the Coordinating Board for Monitoring Mystical Beliefs in Society (Bakor Pakem) under the Attorney General’s Office, (page : 2 , line 5)

| | | | |
|---|-----------|---------|----------|
| The Religious Affairs Ministry , the Coordinating Board for Monitoring Mystical Beliefs in Society (Bakor Pakem) under the Attorney General’s Office, (page : 2 , line 5) | | | |
| The | Religious | Affairs | Ministry |
| Deictic | Class | Epi | Thing |

According to the excerpt 23 above, it is found that the bold type in the table above is the nominal group with “**The Religious Affairs Ministry**”. Based on the previous phrase, it can be seen that there are four nominal group components found in the phrase above. Those nominal group components are Deictic which is identified by a definite article with “the”. Another nominal group produced by the native writer in his writing is classifier with a noun “religious” and epithet which is indicated by a noun “affair”. The last nominal group of D+C+E+T pattern is thing which is indicated by a noun “Ministry”.

4.2.1.11 Construction 11: C+E+T

There are 1 patterns found in the native writer’s writing in the Jakarta Post. The explanation of this pattern is as follows:

Excerpt 24

*Yudhoyono has turned a blind eye to members of his government who have explicitly encouraged abuses, including **Religious Affairs Minister Suryadharma Ali**, (page : 2, line 7)*

| |
|--|
| Yudhoyono has turned a blind eye to members of his government who have explicitly encouraged abuses, including Religious Affairs Minister |
|--|

| | | |
|--|---------|--------------------------|
| Suryadharma Ali , (page : 2, line 7) | | |
| Religious | Affairs | Minister Suryadharma Ali |
| Class | Epi | Thing |

According to the excerpt 24 above, it is found that the bold type in the table above is the nominal group with “**Religious Affairs Minister Suryadharma Ali**”. Based on the previous phrase, it can be seen that there are three nominal group components found in the phrase above. Those Nominal group components are classifier which is identified by noun phrase with “Religious”. Another nominal group produced by the Native writer in his writing is epithet which is indicated by a noun “Affairs”. The las nominal group of C+E+T pattern is thing with a noun “Minister Surya Dharma Ali”

4.2.1.12 Construction 12: N+T+Q

There is only 1 patterns found in the native writer’s writing in the Jakarta Post. The explanation of this pattern is as follows:

Excerpt 25

*a group of some 1,500 Islamist militants attacked **21 members of Cikeusik’s Ahmadiyah community** who were holding a prayer meeting in a private home on Feb. 6, 2011. (page : 1 line 2)*

| | | |
|--|---------|-----------------------------------|
| a group of some 1,500 Islamist militants attacked 21 members of Cikeusik’s Ahmadiyah community who were holding a prayer meeting in a private home on Feb. 6, 2011. (page : 1 line 2) | | |
| 21 | members | of Cikeusik’s Ahmadiyah community |

| | | |
|------------|-------|-----------|
| Numerative | Thing | Qualifier |
|------------|-------|-----------|

According to the excerpt 25 above, it is found that the bold type in the table above is the nominal group with “**members of Cikeusik’s Ahmadiyah community**”. Based on the previous phrase, it can be seen that there are three nominal group components found in the phrase above. Those nominal group components are Numerative which is identified by a Numeric with “21”. Another nominal group produced by the native writer in his writing is thing with a noun “members”. The last nominal group of N+T+Q pattern is Qualifier which is indicated by a prepositional phrase “of Cikeusik’s Ahmadiyah community”.

4.2.1.13 Construction 13: D+C+T+Q

There is only 1 patterns found in the native writer’s writing in the Jakarta Post. The explanation of this pattern is as follows:

Excerpt 26

*a group of some 1,500 Islamist militants attacked 21 members of Cikeusik’s Ahmadiyah community who were holding a **prayer meeting in a private home** on Feb. 6, 2011. (page : 1, line 2)*

| | | | |
|--|--------|---------|-------------------|
| a group of some 1,500 Islamist militants attacked 21 members of Cikeusik’s Ahmadiyah community who were holding a prayer meeting in a private home on Feb. 6, 2011. (page : 1, line 2) | | | |
| a | prayer | meeting | in a private home |
| Deictic | Class | Thing | Qualifier |

According to the excerpt 26 above, it is found that the bold type in the table above is the nominal group with “**a prayer meeting in a private home**”. Based on the previous phrase, it can be seen that there are four nominal group components found in the phrase above. Those nominal group components are Deictic which is identified by an indefinite article with “a”. Another nominal group produced by the native writer in his writing is classifier with a noun “prayer” and thing found in the phrase above with a noun “meeting”. The last nominal group of D+C+T+Q pattern is qualifier which is indicated by a prepositional phrase “in a private home”.

4.2.1.14 Construction 14: D+C+T

There is only 1 patterns found in the native writer’s writing in the Jakarta Post. The explanation of this pattern is as follows:

Excerpt 27

*Adding to the fear stalking religious minorities is **the government’s failure** to protect the victims of these attacks and bring their perpetrators to justice. (page : 1, line 7)*

| | | |
|--|--------------|---------|
| Adding to the fear stalking religious minorities is the government’s failure to protect the victims of these attacks and bring their perpetrators to justice. (page : 1, line 7) | | |
| the | government’s | failure |
| Deictic | Class | Thing |

According to the excerpt 27 above, it is found that the bold type in the table above is the nominal group with “**the government’s failure**”. Based on the previous phrase, it can be seen that there are three nominal group components found in the phrase above. Those nominal group components are Deictic which is identified by definite article “the”. Another nominal group produced by the native writer in his writing is classifier with a noun “government’s” and thing identified with an adjective “failure”.

4.2.1.15 Construction 15 : D+C+E+T+Q

There is only 1 patterns found in the native writer’s writing in the *Jakarta Post*. The explanation of this pattern is as follows:

Excerpt 28

The Shia Muslim community in Sampang regency, East Java, knows firsthand both the deprecation of violent extremists and official apathy in confronting them.
(page : 2, line 1)

| | | | | |
|--|-------|--------|-----------|-------------------------------|
| The Shia Muslim community in Sampang regency, East Java, knows firsthand both the deprecation of violent extremists and official apathy in confronting them. (page : 2, line 1) | | | | |
| The | Shia | Muslim | community | in Sampang regency, East Java |
| Deictic | Class | Epi | Thing | Qualifier |

According to the excerpt 28 above, it is found that the bold type in the table above is the nominal group with “**The Shia Muslim community in**

Sampang regency, East Java". Based on the previous phrase, it can be seen that there are five nominal group components found in the phrase above. Those nominal group components are Deictic which is identified by an indefinite article with "the". Another nominal group produced by the native writer in his writing is classifier with "shia" and epithet with "muslim" thing found in the phrase above with a noun "community". The last nominal group of D+C+T+Q pattern is qualifier which is indicated by a prepositional phrase "in Sampang regency, East Java".

4.2.2 The Nominal Group used by the Non Native Writer

According to the table 4.1 above, it can be seen that there are 14 types of nominal group pattern found in the Non Native writer's writing in the *Jakarta Post*. Those descriptions and analysis for each pattern are described in the following explanation.

4.2.2.1 Construction 1: D+T+Q

There are 8 numbers of this pattern found in the non native writer's writing in the *Jakarta Post*. The explanation of this pattern is as follows:

Excerpt 31

*The public is left in the dark about **the role of assessment in education**. (page : 1, line 2)*

| | | |
|---|-------|----------------------------|
| The public is left in the dark about the role of assessment in education . (page : 1, line 2) | | |
| the | role | of assessment in education |
| Deictic | Thing | Qualifier |

Based on the clause of the non native writer from Indonesia above, it can be seen in the table that the bold type is the nominal group phrase of the clause is “**the role of assessment in education**”. Based on the previous phrase, it can be seen that there are three nominal group components found in the phrase above. Those nominal group components are deictic which is identified by a definite article “the”. Another nominal group produced by a non native writer in his writing is thing which is indicated by a noun “exam”. Meanwhile, the third type of nominal group produced by a non native writer from Indonesia is qualifier and it is indicated by a prepositional phrase “of assessment in education”.

Another example can be seen in the following excerpt below:

Excerpt 31

Indonesian educators, bureaucrats and I may overlook the essence of assessment due to the gravity of routine and administrative tasks around us. (page : 1, line 5)

| | | |
|---|---------|---------------|
| Indonesian educators, bureaucrats and I may overlook the essence of assessment due to the gravity of routine and administrative tasks around us. (page : 1, line 5) | | |
| the | essence | of assessment |
| Deictic | Thing | Qualifier |

Based on the clause of the non native writer from Indonesia above, it can be seen in the table that the bold type is the nominal group phrase of the clause is

“**the essence of assessment**”. Based on the previous phrase, it can be seen that there are three nominal group components found in the phrase above. Those nominal group components are deictic which is identified by a definite article “the”. Another nominal group produced by a non native writer in his writing is thing which is indicated by a noun “essence”. Meanwhile, the third type of nominal group produced by a non native writer from Indonesia is qualifier and it is indicated by a prepositional phrase “of assessment”.

4.2.2.2 Construction 2: D+T

There are 13 numbers of this pattern found in the non native writer’s writing in the Jakarta Post. The explanation of this pattern is as follows:

Excerpt 32

First, it provides information about **the students** understanding of the subject matter. (page : 1, line 3)

| | |
|--|----------|
| First, it provides information about the students understanding of the subject matter. (page : 1, line 3) | |
| the | students |
| Deictic | Thing |

Based on the clause of the non native writer from Indonesia above, it can be seen in the table that the bold type is the nominal group phrase with “**the students**”. Based on the previous phrase, it can be seen that there are two nominal group components found in the phrase above. Those nominal group components

are deictic which is identified by a definite article “the”. Another nominal group produced by a non native writer in his writing is thing which is indicated by a noun “students”.

4.2.2.3 Construction 3: D+E+T

There are 9 numbers of this pattern found in the non native writer’s writing in the Jakarta Post. The explanation of this pattern is as follows:

Excerpt 33

The national exam was an unfortunate series of event and the troubles are pouring in like Lemony Snicket’s thought – provoking fiction.

| | | |
|--|----------|-------|
| The national exam was an unfortunate series of event and the troubles are pouring in like Lemony Snicket’s thought – provoking fiction. | | |
| The | National | Exam |
| Deictic | Epi | Thing |

Based on the clause of the non native writer from Indonesia above, it can be seen in the table that the bold type is the nominal group phrase of the clause is “**The national exam**”. Based on the previous phrase, it can be seen that there are three nominal group components found in the phrase above. Those nominal group components are deictic which is identified by a definite article “the”. Another nominal group produced by a non native writer in his writing is epithet which is indicated by a noun “Nasional”. Meanwhile, the third type is classifier and it is indicated by a noun “exam”.

4.2.2.4 Construction 4: D+E+T+Q

There are 3 numbers of this pattern found in the non native writer's writing in the Jakarta Post. The explanation of this pattern is as follows:

Excerpt 34

*The national exam was **an unfortunate series of event** and the troubles are pouring in like Lemony Snicket's thought – provoking fiction*

| | | | |
|--|-------------|--------|-----------|
| The national exam was an unfortunate series of event and the troubles are pouring in like Lemony Snicket's thought – provoking fiction. | | | |
| an | unfortunate | series | of event |
| Deictic | Epi | Thing | Qualifier |

Based on the clause above, it can be seen in the table that the bold type is the nominal group phrase of the clause is “**an unfortunate series of event**”. According to the previous phrase, it can be seen that there are four nominal group components found in the phrase above. Those nominal group components are deictic which is identified by an indefinite article “an”. Another nominal group produced by a non native writer in his writing is epithet which is indicated by an adjective “unfortunate”. Meanwhile, the third type is classifier and is indicated by a noun “series”. Then, the last type of nominal group found in the article produced by the non native writer in his writing is qualifier and it is indicated by a noun phrase “of event”.

4.2.2.5 Construction 5: D+C+T

There is only 4 pattern found in the non native writer's writing in the Jakarta Post. The explanation of this pattern is as follows:

Excerpt 35

*Formative testing type, on the other hand, is a continuous assessment during **the learning period**. (page : 1, line 7)*

| | | |
|---|----------|--------|
| Formative testing type, on the other hand, is a continuous assessment during the learning period . (page : 1, line 7) | | |
| the | learning | period |
| Deictic | Class | Thing |

Based on the clause above, it can be seen in the table that the bold type is the nominal group phrase of the clause is “**the learning period**”. According to the previous phrase, it can be seen that there are three nominal group components found in the phrase above. Those nominal group components are numeric which is identified by a deictic with a definite article “the”. Another nominal group produced by a non native writer in his writing is classifier which is indicated by an adjective “learning”. Meanwhile, the third type is thing which is indicated by “period”.

4.2.2.6 Construction 6: D+T+C

There is only 4 pattern found in the non native writer's writing in the *Jakarta Post*. The explanation of this pattern is as follows:

Excerpt 35

*At the end of session, she asked students to fill out a quiz that neatly listed all **the knowledge items** from the subject matter. (page : 2, line 2)*

| | | |
|---|-----------|-------|
| At the end of session, she asked students to fill out a quiz that neatly listed all the knowledge items from the subject matter. (page : 2, line 2) | | |
| the | knowledge | items |
| Deictic | Thing | Class |

Based on the clause of the non native writer from Indonesia above, it can be seen in the table that the bold type is the nominal group phrase of the clause is “**the knowledge items**”. Based on the previous phrase, it can be seen that there are three nominal group components found in the phrase above. Those nominal group components are Deitic which is identified by a definite article word “the”. Another nominal group produced by a non native writer in his writing is thing which is indicated by a noun “knowledge”. Meanwhile, the third type of nominal group produced by a non native writer from Indonesia is classifier and it is indicated by a noun “items”.

4.2.2.7 Construction 7: E+T

There are 3 pattern found in the non native writer's writing in the Jakarta Post. The explanation of this pattern is as follows:

Excerpt 36

*Why can't we conduct **formative and summative assessment** harmoniously in our schools? The answer is teachers. (page : 2, line 1)*

| | |
|---|------------|
| Why can't we conduct formative and summative assessment harmoniously in our schools? The answer is teachers. (page : 2, line 1) | |
| formative and summative | assessment |
| Epi | Thing |

Based on the clause above of the non native writer from Indonesia, it can be seen in the table that the bold type is the nominal group phrase of the clause is “**formative and summative assessment**”. Based on the previous phrase, it can be seen that there are only two nominal group components found in the phrase above. Those nominal group components are epithet which is identified by an adjective "formative and summative". Another nominal group produced by a non native writer in his writing is thing which is indicated by a noun “assessment”.

4.2.2.8 Construction 8: N+T+Q

There is 2 pattern found in the non native writer's writing in the Jakarta Post. The explanation of this pattern is as follows:

Excerpt 37

*There are **two types of assessment: formative and summative**. (page : 1, line 6)*

| | | |
|---|-------|--|
| There are two types of assessment: formative and summative . (page : 1, line 6) | | |
| two | types | of assessment: formative and summative |
| Numerative | Thing | Qualifier |

Based on the clause of the non native writer from Indonesia above, it can be seen in the table that the bold type is the nominal group phrase of the clause is “**two types of assessment: formative and summative**”. Based on the previous phrase, it can be seen that there are three nominal group components found in the phrase above. Those nominal group components are numerative which is identified by a numeric word “two”. Another nominal group produced by a non native writer in his writing is thing which is indicated by a noun “types” and the last is qualifier which is indicates by prepositional phrase “of assessment: formative and summative”.

4.2.2.9 Construction 9: C+T

There is 1 pattern found in the non native writer’s writing in the Jakarta Post. The explanation of this pattern is as follows:

Excerpt 38

***Indonesian educators**, bureaucrats and I may overlook the essence of assessment due to the gravity of routine and administrative tasks around us. (page : 1, line 5)*

| | |
|--|-----------|
| Indonesian educators , bureaucrats and I may overlook the essence of assessment due to the gravity of routine and administrative tasks around us. (page : 1, line 5) | |
| Indonesian | educators |
| Class | Thing |

Based on the clause of the non native writer from Indonesia above, it can be seen in the table that the bold type is the nominal group phrase of the clause is “**Indonesian educators**”. Based on the previous phrase, it can be seen that there are two nominal group components found in the phrase above. Those nominal group components are classifier which is identified by "indonesian". Another nominal group produced by a non native writer in his writing is thing which is indicated by a noun “educators”.

4.2.2.10 Construction 10: N+T

There is 1 pattern found in the non native writer’s writing in the Jakarta Post. The explanation of this pattern is as follows:

Excerpt 39

*Assassment takes an important role in education because it has at least **five goals**. (page : 1, line 3)*

| | |
|--|-------|
| Assessment takes an important role in education because it has at least five goals . (page : 1, line 3) | |
| five | goals |
| Numerative | Thing |

According to the clause above of the non native writer from Indonesia, it can be seen in the table that the bold type is the nominal group phrase of the clause is “**five goals**”. Based on the previous phrase, it can be seen that there are two nominal group components found in the phrase above. Those nominal group components are numerative which is identified by a numerative "five". Another nominal group produced by a non native writer in his writing is thing which is indicated by a noun “goals”.

4.2.2.11 Construction 11: E+C+T

There is 1 pattern found in the non native writer’s writing in the Jakarta Post. The explanation of this pattern is as follows:

Excerpt 40

***National Education Law** is a blanket guarantee for the national exams. (page : 1, line 5)*

| | | |
|--|-----------|-------|
| National Education Law is a blanket guarantee for the national exams. (page : 1, line 5) | | |
| National | Education | Law |
| Epi | Class | Thing |

Based on the clause above, it can be seen in the table that the bold type is the nominal group phrase of the clause is “**National Education Law**”. According to the previous phrase, it can be seen that there are three nominal group components found in the phrase above. Those nominal group components are Epithet which is identified by “National”. Next nominal group produced by a non native writer in his writing is classifier which is indicated by a noun “Education”. Meanwhile, the third type is thing and is indicated by a noun “law”.

4.2.2.12 Construction 12: N+C+T+Q

There is 1 pattern found in the non native writer’s writing in the Jakarta Post. The explanation of this pattern is as follows:

Excerpt 41

*Some experts believe that teachers with good assessment skills will overcome **many learning problems in their classrooms** because they know what is needed to deliver the subject matter. (page : 2, line 1)*

| | | | |
|--|----------|----------|---------------------|
| Some experts believe that teachers with good assessment skills will overcome many learning problems in their classrooms because they know what is needed to deliver the subject matter. (page : 2, line 1) | | | |
| many | learning | problems | in their classrooms |
| Numerative | Class | Thing | Qualifier |

Based on the clause of the non native writer from Indonesia above, it can be seen in the table that the bold type is the nominal group phrase of the clause is “**many learning problems in their classrooms**”. Based on the previous phrase, it can be seen that there are four nominal group components found in the phrase above. Those nominal group components are numerative which is identified by “many”. Another nominal group produced by a non native writer in his writing is classifier which is indicated by an adjective “learning”. Meanwhile, the third type of nominal group produced by a non native writer from Indonesia is thing and it is indicated by a noun “problems” and qualifier indicates by a prepositional phrase “in their classrooms”.

4.2.2.13 Construction 13 N+E+T

There is 1 pattern found in the non native writer’s writing in the Jakarta Post. The explanation of this pattern is as follows:

Excerpt 41

*Education has at least **three important processes**: curriculum, instruction and assessment. (page : 1, line 3)*

| | | |
|---|-----------|-----------|
| Education has at least three important processes : curriculum, instruction and assessment. (page : 1, line 3) | | |
| Three | important | processes |
| Numerative | Epi | Thing |

Based on the clause of the non native writer from Indonesia above, it can be seen in the table that the bold type is the nominal group phrase of the clause is “**three important processes**”. Based on the previous phrase, it can be seen that there are three nominal group components found in the phrase above. Those nominal group components are numerative which is identified by numeric “three”. Another nominal group produced by a non native writer in his writing is epithet which is indicated by an adjective “important”. Meanwhile, the third type of nominal group produced by a non native writer from Indonesia is thing and it is indicated by a noun “processes”.

4.3 Comparison between Native writing and Non Native Writing

Based on the data of the findings above, it can be seen that non native writer produces more deictic than the native writer in their writing. It indicates that the non native writer tend produce more indifinte or definite article in his writing which indicates that the non native writer wants to emphasis the thing he wants to tell to the redears. Meanwhile, the native writer is actually also want emphasis the thing he wants to explain to the readers. Both writers, American and Indonesian writer, have the same ideas that they want to give information about the knowledge they have to the readers. Eventhough, they way they present they writings are in different ways. The native writer mostly produced D+T+Q pattern with 21 numbers, for example *a group of some 1.500 Islamist militants attacked 21 members of Cikeusik’s Ahmadiyah community who were holding a prayer*

meeting in a private home on Feb. 6, 2011 (page : 1 line 2). It indicates that the Native writer wants to give more information about a group who attacked 21 members of Cikeusik's Ahmadiyah community. and for the Non Native writer mostly produced D+T with 14 numbers, for example *In summative testing, a student is assessed in the end of learning process, one time and one chance only. (page : 1, line 6)* it indicates that the Non Native writer just wants to emphasis about the Thing in his writing without adding more information. And for another example of comparison between Native and Non Native writer is N+T with 3 numbers for the Native writer and 1 number for the Non Native writer. The differences of N+T between Native and Non Native article is from the article, because the Native article tells the reader about some criminal cases, incidents and explain about how many victims because of the incident, for example *In several incidents we investigated, local officials and security forces facilitated harassment and intimidation of religious minorities (page : 2, line 3).* The Non Native article is about education the writer tells the reader about the process of education, for example *Assassment takes an important role in education because it has at least five goals (page : 1, line 3).* So, it's really different with the Native article.

Since the native writer is an American, he can produce a smooth and clear ideas in his writing. And he can produce nominal group components at the same level. What the researcher mean the same level here is that the native writer can produce balance number the use of nominal group in his writing and it is different from Indonesian writer. He tend to focus more on the use of deictic in his

writing. He only focuses in a specific thing that he wants to explain to the readers. Besides that, the non native writer tends to specifies the thing of his writing where it focuses on the ideas of the information given to the readers.

CHAPTER V

CONCLUSION AND SUGESTIONS

5.1 Conclusion

After the data of the analysis was done. The next step is giving its conclusion. According to the findings and analysis in chapter 4, it can be seen that the native speaker from United States of America produced more nominal group pattern in his writing than Non native from Jakarta, Indonesia. It is found that the use of nominal group in a writing can help the writer to develop his ideas to write. Based on the result in chapter 4, the most dominant of nominal group pattern produced by the native writer is D+T+Q pattern with 21. It means that the native speaker writer emphasis his writing to the “thing” he mentioned because he wants to tell the readers that there is an important information to be delivered. Meanwhile, in the non native writer, it can be seen that the most dominant nominal group pattern produced in his writing is D+T with 14 numbers and D+E+T patterns with 13 numbers for each. It indicates that the non native writer tend to write directly the information.

5.2 Sugestion

After the researcher had done this research, the researcher assumes that nominal group is very important aspect of writing because it will make the result of our writing is more understandable. Besides that, nominal group also help us the

writer to give a clear information that the writers want to deliver so that the readers will understand what has been stated in the writings.

The researcher also suggests the other researchers who are willing to conduct a study about nominal group to analyze not only seen at the written data but also at the spoken data.

BIBLIOGRAPHY

- Bloor, Thomas and Bloor, Meriel. 2004. *The Functional Analysis of English* Second Edition. London: Arnold .
- Butt, David *et al.* 1995. *Using Functional Grammar: An Explorer's Guide*. Sydney: Macquarie University.
- Eggins, Suzanne. 1994. *An Introduction to Systemic Functional Linguistics* Second Edition. London: Continuum
- Gerot, Linda and Wignell, Peter. 1994. *Making Sense of Functional Grammar*. New South Wales: Gerd Stabler.
- Given Lisa M. 2008. *The Sage Encyclopedia of Qualitative Research Methods*. California: Sage, Thousand Oaks.
- Halliday, M.A.K. 1994. *An Introduction to Functional Grammar* Second Edition. London: Edward Arnold.
- Halliday, M., & Matthiessen, C. 2004. *An introduction to Functional Grammar* Third edition. London: Arnold.
- Halliday, M., & Matthiessen, C. 1999. *Sonstruing Experience through Meaning*. London: Biddies Ltd., King's Lynn, Norfolk.
- Hornby, A.S. 2000. *Guide to patterns and usage in English 2nd Edition*. London: Oxford University Press.
- Martin, J.R., Rose, D. 2003. *Working with Discourse*. New York: Brown and Company.
- Smith, Stephenson, S. 2003. *The New International Webster's Comprehensive Dictionary of The English Language*.
- Simpson, John. 2008. *The Oxford Dictionary*. London: Oxford University Press

APPENDIX I

The Nominal Groups used by Native Writer “Leadership Deficit Fuels Intolerance by Phelim Kine, New York”

| No. | NOMINAL GROUPS | Construction |
|-----|--|--------------|
| 1. | United States President Barack Obama praised “ the spirit of religious tolerance that is enshrined in Indonesia’s constitution, (page : 1, line 1) | D+T+Q |
| 2. | Barely three months after Obama sang the praises of Indonesia’s religious harmony , (page 1, line 2) | D+T+Q |
| 3. | a group of some 1,500 Islamist militants attacked 21 members of Cikeusik’s Ahmadiyah community who were holding a prayer meeting in a private home on Feb. 6, 2011. (page : 1, line 2) | D+T+Q |
| 4. | The harassment and intimidation has included disrupting the religious observances of minority faiths with protests amplified by high-volume loudspeakers and the dumping of animal carcasses , (page 1 , line 6) | D+T+Q |
| 5. | Adding to the fear stalking religious minorities is the government’s failure to protect the victims of these attacks and bring their perpetrators to justice. (page : 1, line 7) | D+T+Q |
| 6. | Those gangs justify their abuses as efforts to defend the Muslim community against Christian proselytization and rid the country of “infidels” and “blasphemers” . (page : 1, line 8) | D+T+Q |
| 7. | The Shia Muslim community in Sampang regency, East Java, knows firsthand both the depredation of violent extremists and official apathy in confronting them. (page : 2, line 1) | D+T+Q |
| 8. | the impending violence, stood by at the scene of the attack and declined to intervene. (page : 2, line 1) | D+T+Q |
| 9. | Such government indifference to the plight of | |

| | | |
|-----|--|-------|
| | religious minorities targeted by groups like the FPI or intolerant neighbors is a growing concern. (page : 2, line 2) | D+T+Q |
| 10. | in some cases even blaming the victims for the violent attacks. (page : 2, line 3) | D+T+Q |
| 11. | and the semi-official Indonesian Ulema Council, have eroded religious freedom by issuing decrees and fatwas (edicts) against members of religious minorities and using their position of authority to press for the prosecution of “blasphemers”. (page : 2, line 5) | D+T+Q |
| 12. | President Susilo Bambang Yudhoyono’s response to rising incidents of religious intolerance and related violence has been empty rhetoric rather than decisive action in support of besieged religious minorities and the rule of law. (page : 2, line 6) | D+T+Q |
| 13. | Police have on some occasions sided with Islamist militants at the expense of the rights of religious minorities, (page : 3, line 1) | D+T+Q |
| 14. | police have sometimes opted to persuade the victims of such attacks to leave the area or close their houses of worship. (page : 3, line 1) | D+T+Q |
| 15. | Shamefully, police have in some cases colluded with the attackers for religious, economic, or political reasons. (page : 3, line 2) | D+T+Q |
| 16. | Across the board, the absence of effective police action reflects an institutional failure to hold perpetrators of violent crimes to account and uphold the law. (page : 3, line 3) | D+T+Q |
| 17 | The lack of leadership by President Yudhoyono to stand down religious militants and defend religious freedom and tolerance is serving only to ensure that religious minorities continue to face harassment, (page : 3, line 4) | D+T+Q |
| 18 | the situation could well multiply if the violence and harassment are not nipped in the bud. (page | D+T |

| | | |
|----|---|-------|
| | : 3, line 5) | |
| 19 | We are also urging President Yudhoyono to convene a high-level working group composed of people of stature, known for their independence, to map out a national strategy for safeguarding religious freedom and curbing acts of violence in the name of religion . (page : 2, line 8) | D+T+Q |
| 20 | The clock is ticking . For each day that President Yudhoyono fails to act against the rising trend of religious intolerance and violence, (page : 4, line 1) | D+T+Q |
| 21 | the list of victims and grievances grows ever longer. (page : 4, line 1) | D+T+Q |
| 22 | Without a sustained and decisive government defense of religious freedom, the “spirit of religious tolerance” praised by President Obama becomes ever more distant. (page : 4, line 1) | D+T+Q |
| 23 | A court sentenced 12 of the perpetrators to prison sentences of three-to-six months. (page : 1, line 3) | D+T |
| 24 | A court sentenced 12 of the perpetrators to prison sentences of three-to-six months. (page : 1, line 3) | D+T |
| 25 | the court also sentenced an Ahmadiyah man to a six-month prison term for attempting to defend himself. (page : 1, line 3) | D+T |
| 26 | The harassment and intimidation has included disrupting the religious observances of minority faiths with protests amplified by high-volume loudspeakers and the dumping of animal carcasses, (page 1, line 6) | D+T |
| 27 | Those gangs justify their abuses as efforts to defend the Muslim community against Christian proselytization and rid the country of “infidels” and “blasphemers”. (page : 1, line 8) | D+T |
| 28 | hundreds of Sunni militants attacked the community , torching some 50 homes, killing one man and seriously injuring another. (page : 2, line 1) | D+T |
| 29 | Such government indifference to the plight of religious minorities targeted by groups like the | D+T |

| | | |
|----|--|-------|
| | FPI or intolerant neighbors is a growing concern. (page : 2,line2) | |
| 30 | in direct contravention of the guarantee in the International Covenant on Civil and Political Rights, which Indonesia ratified in 2005, (page : 2, line 4) | D+T |
| 31 | made at a March 2011 political convention exhorting the government to “ban Ahmadiyah”and comments in September 2012 (page : 2, line 7) | D+T |
| 32 | in September 2012 suggesting mass conversion of Shia to Sunni Islam as the solution to anti-Shia sentiment and violence. (page : 2, line 7) | D+T |
| 33 | The police appear to have taken their cue from those poor examples. (page : 3, line 1) | D+T |
| 34 | Across the board , the absence of effective police action reflects an institutional failure to hold perpetrators of violent crimes to account and uphold the law. (page : 3, line 3) | D+T |
| 35 | Across the board, the absence of effective police action reflects an institutional failure to hold perpetrators of violent crimes to account and uphold the law . (page : 3, line 3) | D+T |
| 36 | While the targets today are mostly members of relatively small, (page : 3, line 5) | D+T |
| 37 | Human Rights Watch believes the president should also make clear that all government officials, (page 3, line 7) | D+T |
| 38 | the court also sentenced an Ahmadiyah man to a six-month prison term for attempting to defend himself. (page 1, line 3) | D+E+T |
| 39 | The new study documents how religious minorities, (page 1, line 5) | D+E+T |
| 40 | Those gangs justify their abuses as efforts to | D+E+T |

| | | |
|----|--|---------|
| | defend the Muslim community against Christian proselytization and rid the country of “infidels” and “blasphemers”. (page : 1, line 8) | |
| 41 | the impending violence , stood by at the scene of the attack and declined to intervene. (page : 2, line 1) | D+E+T |
| 42 | and the semi-official Indonesian Ulema Council , have eroded religious freedom by issuing decrees and fatwas (edicts) against members of religious minorities and using their position of authority to press for the prosecution of “blasphemers”. (page : 2, line 5) | D+E+T |
| 43 | The police appear to have taken their cue from those poor examples . (page : 3, line 1) | D+E+T |
| 44 | What is needed is swift and decisive action by President Yudhoyono beginning with a clear message to police and prosecutors (page 3 : line 6) | D+E+T |
| 45 | We are also urging President Yudhoyono to convene a high-level working group composed of people of stature, known for their independence, to map out a national strategy for safeguarding religious freedom and curbing acts of violence in the name of religion. (page : 2, line 8) | D+E+T |
| 46 | The working group mandate should include reviewing laws, (page : 2, line 8) | D+E+T |
| 47 | Tell that to the Ahmadiyah community in Cikeusik, Banten . (page :1, line 2) | D+E+T+Q |
| 48 | As a new report from Human Rights Watch describes, (page 1, line 5) | D+E+T+Q |
| 49 | The harassment and intimidation has included disrupting the religious observances of minority faiths with protests amplified by high-volume loudspeakers and the dumping of animal carcasses, (page : 1, line 6) | D+E+T+Q |
| 50 | in direct contravention of the guarantee in the International Covenant on Civil and Political Rights , which Indonesia ratified in 2005, (page : 2, line 4) | D+E+T+Q |

| | | |
|----|---|---------|
| 51 | minorities shall not be denied the right, in community with the other members of their group , to enjoy their own culture, to profess and practice their own religion”. (page : 2, line 4) | D+E+T+Q |
| 52 | The Religious Affairs Ministry, the Coordinating Board for Monitoring Mystical Beliefs in Society (Bakor Pakem) under the Attorney General’s Office, (page : 2, line 5) | D+E+T+Q |
| 53 | We are also urging President Yudhoyono to convene a high-level working group composed of people of stature , known for their independence, to map out a national strategy for safeguarding religious freedom and curbing acts of violence in the name of religion. (page : 2, line 8) | D+E+T+Q |
| 54 | The clock is ticking. For each day that President Yudhoyono fails to act against the rising trend of religious intolerance and violence , (page : 4, line 1) | D+E+T+Q |
| 55 | United States President Barack Obama praised “the spirit of religious tolerance that is enshrined in Indonesia’s constitution , (page :1, line 1) | E+T |
| 56 | Police have yet to publicly release results of their internal investigation into the attack. (page 1, line 4) | E+T |
| 57 | In several incidents we investigated, local officials and security forces facilitated harassment and intimidation of religious minorities (page : 2, line 3) | E+T |
| 58 | Official responsibility for the state failure to adequately confront rising extremism goes to the very top of Indonesia’s government . (page : 2, line 6) | E+T |
| 59 | intimidation and physical attack by vigilante thugs espousing a creed at violent odds with Indonesian law . (page : 3, line 4) | E+T |
| 60 | Without a sustained and decisive government defense of religious freedom, the “spirit of religious tolerance” praised by President Obama becomes ever more distant. (page : 4, line 1) | E+T |
| 61 | United States President Barack Obama praised “the spirit of religious tolerance that is enshrined | C+T |

| | | |
|----|--|-------|
| | in Indonesia's constitution, (page : 1, line 1) | |
| 62 | Setara Institute , which monitors religious freedom in Indonesia, has compiled statistics which indicate cases of violent attacks on religious minorities rose to 264 incidents in 2012 from 216 in 2010. (page : 1, line 9) | C+T |
| 63 | Kontras, Indonesia's leading nongovernmental human rights organization , (page : 1, line 9) | C+T |
| 64 | hundreds of Sunni militants attacked the community, torching some 50 homes, killing one man and seriously injuring another. (page : 2, line 1) | C+T |
| 65 | Indonesian government institutions in some instances have exacerbated religious intolerance, (page : 2, line 4) | C+T |
| 66 | Human Rights Watch believes the president should also make clear that all government officials , (page 3, line 7) | C+T |
| 67 | In several incidents we investigated, local officials and security forces facilitated harassment and intimidation of religious minorities (page : 2, line 3) | N+T |
| 68 | in some cases even blaming the victims for the violent attacks. (page : 2, line 3) | N+T |
| 69 | In two cases , local officials have refused to implement Supreme Court decisions granting minority groups the right to build houses of worship. (page : 2, line 3) | N+T |
| 70 | one of its defining and inspiring characteristics " during a visit to Jakarta in November 2010. (page :1, line 1) | N+E+T |
| 71 | several Protestant groups , Shia Muslims and Ahmadiyah, are targets of increasingly routine | N+E+T |

| | | |
|----|--|---------|
| | intimidation, threats and violence. (page 1, line 5) | |
| 72 | Setara Institute, which monitors religious freedom in Indonesia, has compiled statistics which indicate cases of violent attacks on religious minorities rose to 264 incidents in 2012 from 216 in 2010. (page : 1, line 9) | T+Q |
| 73 | and the semi-official Indonesian Ulema Council, have eroded religious freedom by issuing decrees and fatwas (edicts) against members of religious minorities and using their position of authority to press for the prosecution of “blasphemers”. (page : 2, line 5) | T+Q |
| 74 | The Religious Affairs Ministry , the Coordinating Board for Monitoring Mystical Beliefs in Society (Bakor Pakem) under the Attorney General’s Office, (page : 2 , line 5) | D+C+E+T |
| 75 | The Religious Affairs Ministry, the Coordinating Board for Monitoring Mystical Beliefs in Society (Bakor Pakem) under the Attorney General’s Office , (page : 2, line 5) | D+C+E+T |
| 76 | Yudhoyono has turned a blind eye to members of his government who have explicitly encouraged abuses, including Religious Affairs Minister Suryadharma Ali , (page : 2, line 7) | C+E+T |
| 77 | a group of some 1,500 Islamist militants attacked 21 members of Cikeusik’s Ahmadiyah community who were holding a prayer meeting in a private home on Feb. 6, 2011. (page : 1 line 2) | N+T+Q |
| 78 | a group of some 1,500 Islamist militants attacked 21 members of Cikeusik’s Ahmadiyah community who were holding a prayer meeting in a private home on Feb. 6, 2011. (page : 1, line 2) | D+C+T+Q |
| 79 | Adding to the fear stalking religious minorities is the government’s failure to protect the victims of these attacks and bring their perpetrators to | D+C+T |

| | | |
|----|--|-----------|
| | justice. (page : 1, line 7) | |
| 80 | The Shia Muslim community in Sampang regency, East Java , knows firsthand both the depredation of violent extremists and official apathy in confronting them. (page : 2, line 1) | D+C+E+T+Q |

APPENDIX II

The Nominal Groups used by Native Writer “Assessment is education”

| No. | NOMINAL GROUPS | Construction |
|-----|---|--------------|
| 1. | The public is left in the dark about the role of assessment in education. (page : 1, line 2) | D+T+Q |
| 2. | Indonesian educators, bureaucrats and I may overlook the essence of assessment due to the gravity of routine and administrative tasks around us. (page : 1, line 5) | D+T+Q |
| 3. | Indonesian educators, bureaucrats and I may overlook the essence of assessment due to the gravity of routine and administrative tasks around us. (page : 1, line 5) | D+T+Q |
| 4. | The advantages of formative testing are twofold. (page : 1, line 7) | D+T+Q |
| 5. | For example, teacher A just delivered the theory of gravity. (page : 2, line 2) | D+T+Q |
| 6. | the teacher can adjust her teaching technique to the one that is most effective in conveying the knowledge to students. (page : 2, line 3) | D+T+Q |
| 7. | The national exam was an unfortunate series of event and the troubles are pouring in like Lemony Snicket’s thought – provoking fiction. (page : 1, line 1) | D+T |
| 8. | The public is left in the dark about the role of assessment in education. (page : 1, line 2) | D+T |
| 9. | First, it provides information about the students understanding of the subject matter. (page : 1, line 3) | D+T |
| 10. | First, it provides information about the students understanding of the subject matter. (page : 1, | D+T |

| | | |
|-----|---|-------|
| | line 3) | |
| 11. | Third, it gives teachers an important tool to adjust and adapt the subject matter . (page : 1, line 3) | D+T |
| 12. | structure and use the learning subject matter in the context to solve complex problems. (page : 1, line 4) | D+T |
| 13. | In summative testing, a student is assessed in the end of learning process, one time and one chance only. (page : 1, line 6) | D+T |
| 14. | Why can't we conduct formative and summative assessment harmoniously in our schools? The answer is teachers. (page : 2, line 1) | D+T |
| 15. | Some experts believe that teachers with good assessment skills will overcome many learning problems in their classrooms because they know what is needed to deliver the subject matter . (page : 2, line 1) | D+T |
| 16. | A skillful teacher can integrate assessment in a classroom action research through a quantitative or qualitative method or both. (page : 2, line 1) | D+T |
| 17 | At the end of session, she asked students to fill out a quiz that neatly listed all the knowledge items from the subject matter . (page : 2, line 2) | D+T |
| 18 | The quiz can be arranged as building blocks of gravity theory and its each relation to the teaching and learning techniques that have been implemented. (page : 2, line 2) | D+T |
| 19 | The quiz can be arranged as building blocks of gravity theory and its each relation to the teaching and learning techniques that have been implemented. (page : 2, line 2) | D+T |
| 20 | The national exam was an unfortunate series of event and the troubles are pouring in like Lemony Snicket's thought – provoking fiction. (page : 1, line 1) | D+E+T |
| 21 | However,we have a delusional education and culture minister who finds excuses at every turn | D+E+T |

| | | |
|----|---|-------|
| | of the exam process. (page : 1, line 2) | |
| 22 | Third, it gives teachers an important tool to adjust and adapt the subject matter. (page : 1, line 3) | D+E+T |
| 23 | structure and use the learning subject matter in the context to solve complex problems. (page : 1, line 4) | D+E+T |
| 24 | National Education Law is a blanket guarantee for the national exams . (page : 1, line 5) | D+E+T |
| 25 | We learned from history that this kind of attitude might shoulder a risk of sacrificing the bright minds of future generations all over the country. (page : 1, line 5) | D+E+T |
| 26 | An interesting analogy by Stake, R. as cited in Earl (2004) as the following, “When the cook tastes the soup, that’s formative; when the guests taste the soup, that’s summative.” (page : 1, line 6) | D+E+T |
| 27 | A skillful teacher can integrate assessment in a classroom action research through a quantitative or qualitative method or both. (page : 2, line 1) | D+E+T |
| 28 | Teacher A then could build a schematic platform that describes the relationships between students’ comprehension and the teaching techniques. (page : 2, line 2) | D+E+T |
| 29 | The national exam in this scheme is assembled on the formative assessments . (page : 3, line 1) | D+E+T |
| 30 | Ideally, the formative tests are conducted every time students complete certain stages of the learning process. (page : 3, line 1) | D+E+T |
| 31 | A good assessment develops good learning; good learning builds good education. (page : 3, line 2) | D+E+T |
| 32 | Indeed, it is a beautiful concept that first and | D+E+T |

| | | |
|----|--|---------|
| | foremost requires qualified teachers. (page : 3, line 2) | |
| 33 | What is important in meaningful learning , according to Dietel, Hermann and Knuth (1991), is how and whether students organize (page : 1, line 4) | E+T |
| 34 | Why can't we conduct formative and summative assessment harmoniously in our schools? The answer is teachers. (page : 2, line 1) | E+T |
| 35 | A skillful teacher can integrate assessment in a classroom action research through a quantitative or qualitative method or both. (page : 2, line 2) | E+T |
| 36 | Indonesian educators , bureaucrats and I may overlook the essence of assessment due to the gravity of routine and administrative tasks around us. (page : 1, line 5) | C+T |
| 37 | The national exam was an unfortunate series of event and the troubles are pouring in like Lemony Snicket's thought – provoking fiction. (page : 1, line 1) | D+E+T+Q |
| 38 | Let us discuss the last part of the process . (page : 1, line 3) | D+E+T+Q |
| 39 | Assessment takes an important role in education because it has at least five goals. (page : 1, line3) | D+E+T+Q |
| 40 | Second, it emphasizes the important aspects of the subject matter that students must master. (page : 1, line 3) | D+E+T+Q |
| 41 | Fourth, it guarantees an objective evaluation of students and teachers . (page : 1, line 3) | D+E+T+Q |
| 42 | The national exam in this scheme is assembled on the formative assessments. (page : 3, line 1) | D+E+T+Q |
| 43 | Students learn from their mistakes and successes because assessment is an important part of | D+E+T+Q |

| | | |
|----|---|-------|
| | teaching and learning. (page : 3, line 1) | |
| 44 | However,we have a delusional education and culture minister who finds excuses at every turn of the exam process. (page : 1, line 2) | D+C+T |
| 45 | Formative testing type, on the other hand, is a continuous assessment during the learning period. (page : 1, line 7) | D+C+T |
| 46 | Second, it provides the teachers information about the students' comprehension and gives warnings to adjust, adapt and improve the teaching process. (page : 1, line 8) | D+C+T |
| 47 | Second, it provides the teachers information about the students' comprehension and gives warnings to adjust, adapt and improve the teaching process. (page : 1, line 8) | D+C+T |
| 48 | At the end of session, she asked students to fill out a quiz that neatly listed all the knowledge items from the subject matter. (page : 2, line 2) | D+T+C |
| 49 | Teacher A then could build a schematic platform that describes the relationships between students' comprehension and the teaching techniques. (page : 2, line 2) | D+T+C |
| 50 | This test-and-adjust process runs along the learning process until the end of semester or year. (page : 2, line 3) | D+T+C |
| 51 | At the end of the learning period, (page : 2, line 3) | D+T+C |
| 52 | There are two types of assessment: formative and summative. (page : 1, line 6) | N+T+Q |
| 53 | Some experts believe that teachers with good assessment skills will overcome many learning problems in their classrooms because they know what is needed to deliver the subject matter.(page : 2, line 1) | N+T+Q |
| 54 | Assessment takes an important role in education | N+T |

| | | |
|----|--|---------|
| | because it has at least five goals . (page : 1, line 3) | |
| 55 | National Education Law is a blanket guarantee for the national exams. (page : 1, line 5) | E+C+T |
| 56 | Some experts believe that teachers with good assessment skills will overcome many learning problems in their classrooms because they know what is needed to deliver the subject matter. (page : 2, line 1) | N+C+T+Q |
| 57 | The national exam was an unfortunate series of event and the troubles are pouring in like Lemony Snicket's thought – provoking fiction. (page : 1, line 1) | D+T |
| 58 | Education has at least three important processes : curriculum, instruction and assessment. (page : 1, line 3) | N+E+T |

Leadership deficit fuels intolerance

Phelim Kine, New York | Opinion | Sat, March 23 2013, 11:44 AM

United States President Barack Obama praised “the spirit of religious tolerance that is enshrined in Indonesia’s constitution, and that remains one of its defining and inspiring characteristics” during a visit to Jakarta in November 2010.

Tell that to the Ahmadiyah community in Cikeusik, Banten. Barely three months after Obama sang the praises of Indonesia’s religious harmony, a group of some 1,500 Islamist militants attacked 21 members of Cikeusik’s Ahmadiyah community who were holding a prayer meeting in a private home on Feb. 6, 2011. The militants bludgeoned three Ahmadis to death and injured five others.

A court sentenced 12 of the perpetrators to prison sentences of three-to-six months. Adding insult to injury, the court also sentenced an Ahmadiyah man to a six-month prison term for attempting to defend himself.

Police have yet to publicly release results of their internal investigation into the attack.

As a new report from Human Rights Watch describes, religious intolerance and acts of violence targeting religious minorities are increasingly frequent in Indonesia. The new study documents how religious minorities, including several Protestant groups, Shia Muslims and Ahmadiyah, are targets of increasingly routine intimidation, threats and violence.

The harassment and intimidation has included disrupting the religious observances of minority faiths with protests amplified by high-volume loudspeakers and the dumping of animal carcasses, feces and rotten eggs on the doorsteps of houses of worship.

Adding to the fear stalking religious minorities is the government’s failure to protect the victims of these attacks and bring their perpetrators to justice.

Groups such as the Islam Defenders Front (FPI) have become emboldened — and increasingly more violent — in their tactics of mobilizing masses of “protesters” to swarm minority houses of worship and harass, intimidate or physically attack their congregants. Those gangs justify their abuses as efforts to defend the Muslim community against Christian proselytization and rid the country of “infidels” and “blasphemers”.

Those have not been empty threats. Setara Institute, which monitors religious freedom in Indonesia, has compiled statistics which indicate cases of violent attacks on religious minorities rose to 264 incidents in 2012 from 216 in 2010. KontraS, Indonesia's leading nongovernmental human rights organization, documented a total of 18 incidents of religious-motivated intimidation, discrimination and violence — including an arson attack on a Makassar church — in the first six weeks of 2013 alone.

The Shia Muslim community in Sampang regency, East Java, knows firsthand both the depredation of violent extremists and official apathy in confronting them. On Aug. 20, 2012, hundreds of Sunni militants attacked the community, torching some 50 homes, killing one man and seriously injuring another. The local police, warned ahead of time of the impending violence, stood by at the scene of the attack and declined to intervene.

Such government indifference to the plight of religious minorities targeted by groups like the FPI or intolerant neighbors is a growing concern.

In several incidents we investigated, local officials and security forces facilitated harassment and intimidation of religious minorities — in some cases even blaming the victims for the violent attacks. Officials have made discriminatory statements, refused to issue building permits for houses of worship even when all relevant regulations were complied with, and pressured minority congregations to relocate. In two cases, local officials have refused to implement Supreme Court decisions granting minority groups the right to build houses of worship.

Indonesian government institutions in some instances have exacerbated religious intolerance, in direct contravention of the guarantee in the International Covenant on Civil and Political Rights, which Indonesia ratified in 2005, that “persons belonging to [...] minorities shall not be denied the right, in community with the other members of their group, to enjoy their own culture, to profess and practice their own religion”.

The Religious Affairs Ministry, the Coordinating Board for Monitoring Mystical Beliefs in Society (Bakor Pakem) under the Attorney General's Office, and the semi-official Indonesian Ulema Council, have eroded religious freedom by issuing decrees and fatwas (edicts) against members of religious minorities and using their position of authority to press for the prosecution of “blasphemers”.

Official responsibility for the state failure to adequately confront rising extremism goes to the very top of Indonesia's government. President Susilo Bambang Yudhoyono's response to rising incidents of religious intolerance and related violence has been empty rhetoric rather than decisive action in support of besieged religious minorities and the rule of law.

Even worse, Yudhoyono has turned a blind eye to members of his government who have explicitly encouraged abuses, including Religious Affairs Minister Suryadharma Ali, whose hostile comments about the Shia and the Ahmadiyah have included a speech he made at a March 2011 political convention exhorting the government to “ban Ahmadiyah” and comments in September 2012 suggesting mass conversion of Shia to Sunni Islam as the solution to anti-Shia sentiment and violence.

The police appear to have taken their cue from those poor examples. Police have on some occasions sided with Islamist militants at the expense of the rights of religious minorities, ostensibly to avoid violence. Rather than investigating and arresting groups and individuals implicated in threats or physical attacks on religious minorities, police have sometimes opted to persuade the victims of such attacks to leave the area or close their houses of worship.

Shamefully, police have in some cases colluded with the attackers for religious, economic, or political reasons. In other instances, they choose a course of inaction due to a lack of clear directives from above or concerns that militants outnumber the police.

Across the board, the absence of effective police action reflects an institutional failure to hold perpetrators of violent crimes to account and uphold the law.

The lack of leadership by President Yudhoyono to stand down religious militants and defend religious freedom and tolerance is serving only to ensure that religious minorities continue to face harassment, intimidation and physical attack by vigilante thugs espousing a creed at violent odds with Indonesian law.

While the targets today are mostly members of relatively small, politically weak minority groups, the situation could well multiply if the violence and harassment are not nipped in the bud. Intolerance has a way of spreading, and a few years down the road one could see competing groups within the Sunni majority in Indonesia trying to impose their will on co-religionists through intimidation and violence rather than persuasion.

What is needed is swift and decisive action by President Yudhoyono beginning with a clear message to police and prosecutors that alleged perpetrators of violence against religious minorities must face investigation and prosecution. Such “zero tolerance” for violence should be put into effect immediately.

Human Rights Watch believes the president should also make clear that all government officials, including members of his own cabinet, who make discriminatory comments or condone or encourage harassment of religious minorities will face immediate consequences, up to and including dismissal.

We are also urging President Yudhoyono to convene a high-level working group composed of people of stature, known for their independence, to map out a national strategy for safeguarding religious freedom and curbing acts of violence in the name of religion. The working group mandate should include reviewing laws, regulations and decrees that have facilitated discrimination and violation of religious minority rights.

The clock is ticking. For each day that President Yudhoyono fails to act against the rising trend of religious intolerance and violence, the list of victims and grievances grows ever longer. Without a sustained and decisive government defense of religious freedom, the “spirit of religious tolerance” praised by President Obama becomes ever more distant.

The writer is deputy director of the Asia division at Human Rights Watch.

Assessment is education

Totok Amin Soefijanto, Jakarta | Opinion | Fri, May 24 2013, 10:55 AM

The national exam was an unfortunate series of events and the troubles are pouring in like Lemony Snicket's thought-provoking fiction. They keep coming and disturbing everyone, certainly for the test taker students, their parents and teachers alike.

However, we have a delusional education and culture minister who finds excuses at every turn of the exam process. The public is left in the dark about the role of assessment in education.

Education has at least three important processes: curriculum, instruction and assessment. Let us discuss the last part of the process. Assessment takes an important role in education because it has at least five goals. First, it provides information about the students' understanding of the subject matter. Second, it emphasizes the important aspects of the subject matter that students must master. Third, it gives teachers an important tool to adjust and adapt the subject matter. Fourth, it guarantees an objective evaluation of students and teachers. Fifth, it inculcates good values in society, such as discipline, fairness, honesty and promptness.

What is important in meaningful learning, according to Dietel, Hermann and Knuth (1991), is how and whether students organize, structure and use the learning subject matter in the context to solve complex problems. Have we educated our children properly? More importantly, have we assessed our students properly as well?

National Education Law is a blanket guarantee for the national exams. Indonesian educators, bureaucrats and I may overlook the essence of assessment due to the gravity of routine and administrative tasks around us. We learned from history that this kind of attitude might shoulder a risk of sacrificing the bright minds of future generations all over the country.

There are two types of assessment: formative and summative. National exams or other high-risk testing are summative type. In summative testing, a student is assessed in the end of learning process, one time and one chance only. An interesting analogy by Stake, R. as cited in Earl (2004) as the following, "When the cook tastes the soup, that's formative; when the guests taste the soup, that's summative."

Formative testing type, on the other hand, is a continuous assessment during the learning period. Students take the test on a daily, weekly or monthly basis. The

advantages of formative testing are twofold. First, it gives the students an early warning to study now, not later. The test persuades students to study frequently, to be aware of his or her gap between what s/he knows and what s/he should know in certain stage of learning subject matter. Cramming, studying in a hurry just before the test day is discouraged.

Second, it provides the teachers information about the students' comprehension and gives warnings to adjust, adapt and improve the teaching process. Formative evaluation facilitates a meaningful and constructive learning process. Students learn new things based on what they have known; meanings were developed and created by the students from their reflection and experience.

Assessment is not a rocket science. Why can't we conduct formative and summative assessment harmoniously in our schools? The answer is teachers. Our teachers are not trained to conduct proper assessments. Some experts believe that teachers with good assessment skills will overcome many learning problems in their classrooms because they know what is needed to deliver the subject matter. A skillful teacher can integrate assessment in a classroom action research through a quantitative or qualitative method or both.

For example, teacher A just delivered the theory of gravity. At the end of session, she asked students to fill out a quiz that neatly listed all the knowledge items from the subject matter. The quiz can be arranged as building blocks of gravity theory and its each relation to the teaching and learning techniques that have been implemented. Teacher A then could build a schematic platform that describes the relationships between students' comprehension and the teaching techniques.

In the next session, the teacher can adjust her teaching technique to the one that is most effective in conveying the knowledge to students. This test-and-adjust process runs along the learning process until the end of semester or year. At the end of the learning period, the teacher can be rest assured that the students can take a local, regional or national level summative assessment.

The national exam in this scheme is assembled on the formative assessments. Students have been taking the tests and building their knowledge on the subject matter from day one. Ideally, the formative tests are conducted every time students complete certain stages of the learning process. Students learn from their mistakes and successes because assessment is an important part of teaching and learning.

A good assessment develops good learning; good learning builds good education. Indeed, it is a beautiful concept that first and foremost requires qualified teachers.

We need to train and upgrade our teachers, especially in assessment and research skills.

In conclusion, assessment must be done thoroughly by teachers. Failure in managing assessment is a failure in managing education.

The writer is the deputy rector for academics, research and student affairs at Paramadina University, Jakarta.