

ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2013



**AN ANALYSIS OF NOMINAL GROUP AND LEXICAL  
DENSITY IN ‘INTRODUCTIONS’ OF THE ARTICLES  
FOUND IN TEFLIN JOURNAL VOLUME 23  
NUMBER 2 JULY 2012**

**SKRIPSI**

**Presented to the University of Muria Kudus in Partial Fulfillment of the  
Requirements for Completing the Sarjana Program  
in the Department of English Education**

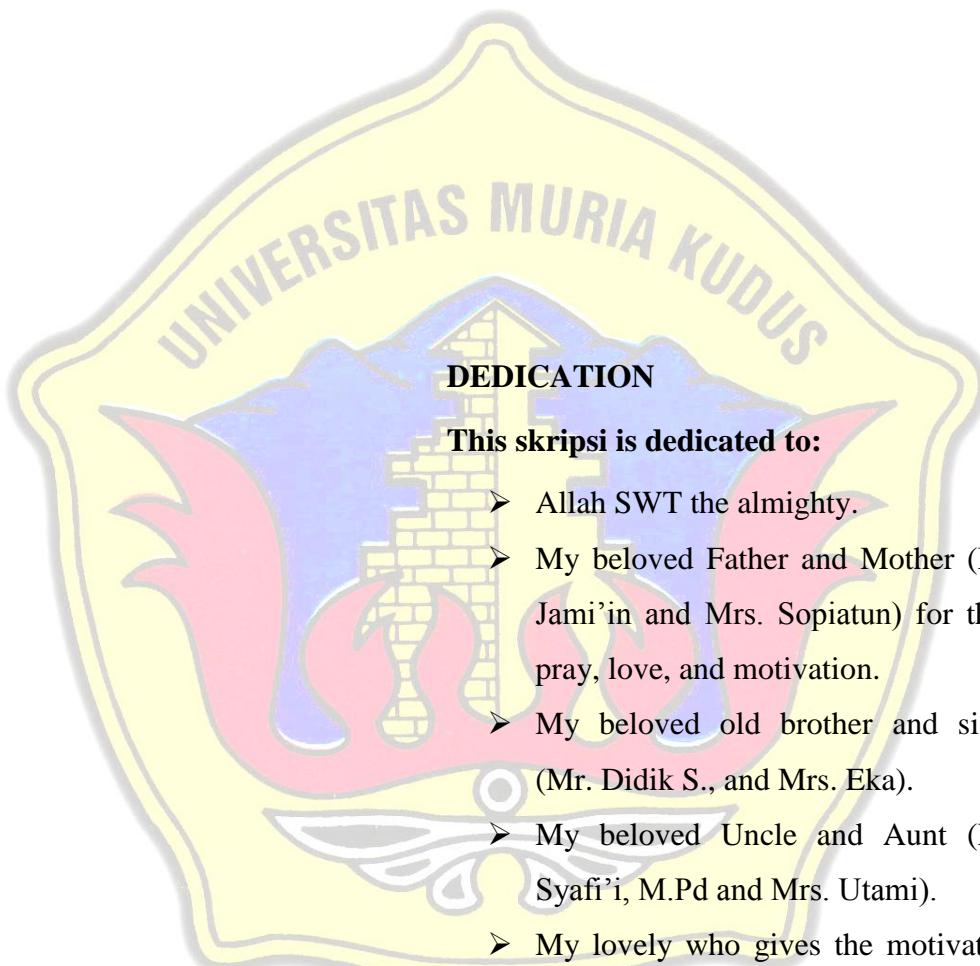


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2013**

## MOTTO AND DEDICATION

### MOTTO

- ❖ *Nothing is impossible in this world*
- ❖ *Kun fayakun (Sura Yasin, Chapter 23, Verse 82)*
- ❖ *Pray for safety and happiness*



## ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Siti Khanifah (NIM 200932148) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

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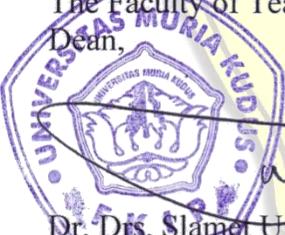
  
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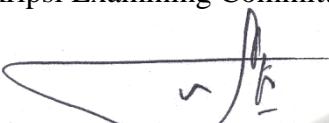
  
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## EXAMINER'S APPROVAL

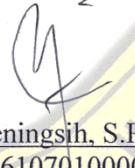
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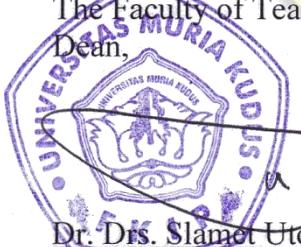
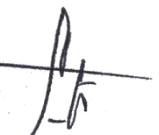
  
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## **ACKNOWLEDGEMENT**

The writer would like to say thanks to Allah because of His blessing and guidance, so that the writer can finish her skripsi entitled “An Analysis of Nominal Group and Lexical Density in ‘Introductions’ of the articles found in TEFLIN Journal Volume 23 Number 2 July 2012”.

The writer also would like to express her gratitude to those who are directly orindirectly involved in completing this skripsi, they are:

1. Dr. Drs. Slamet Utomo, M.Pd., as the Dean of Teacher Training and Education Faculty of Muria Kudus University and the first advisor who has given me guidance, correction for the improvement of this skripsi.
2. Diah Kurniati, S.Pd, M.Pd., as the Head of English Education Department Teacher Training and Education Faculty Muria Kudus University.
3. Nuraeningsih, S.Pd, M.Pd as the second advisor who has given me the valuable advice in writing this skripsi.
4. All of the lecturers of English Education Department Teacher Training and Education Faculty Muria Kudus University who taught the writer during her study.
5. Her father, mother, brother, and sister in law who give me love, pray, and motivation in doing this skripsi.
6. Her beloved special boy friend “Arif Fatoni” and her best friend “IC E” who always courageously and patiently support her.

Finally, the writer also hopes that “skripsi” will be useful to the readers and those who focuses with this topic.

Siti Khanifah

2009-32-148



## ABSTRACT

Khanifah, Siti.2013. *An Analysis of Nominal Group and Lexical Density in 'Introductions' of the Articles Found in TEFLIN Journal Volume 23 Number 2 July 2012. Skripsi.* English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (1) Dr. Drs. Slamet Utomo, M.Pd, (11) Nuraeningsih, S.Pd, M.Pd.

**Key words :***nominal group, lexical density, TEFLIN journal.*

In English there are two kinds of language, they are spoken and written. In this research, the writer focuses on nominal group and lexical density. The meaning of nominal group is a group of words, which has a noun (a word that names a person, place, or thing) as its headword and includes all additional information related to that noun. The meaning of lexical density is calculated by the number of content words dividing by the number per clauses. Nominal group and Lexical Density which are most interesting and include in one of material for students in English Education Department.

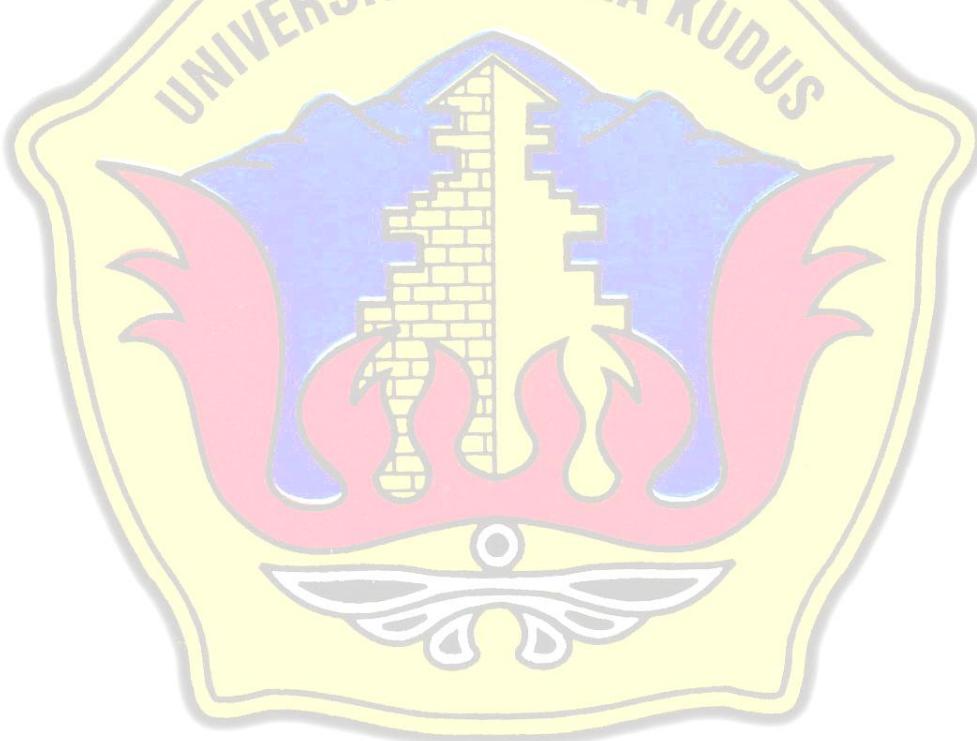
The objectives of this research are to find out the elements of nominal group in ‘introductions’ of the articles found in TEFLIN Journal Volume 23 Number 2 July 2012 , and to describe the lexical density in ‘introductions’ of the articles found in TEFLIN Journal Volume 23 Number 2 July 2012 .

The kind of this research is descriptive qualitative. The writer uses nominal group and lexical density as the data that taken from introductions of the articles found in TEFLIN Journal Volume 23 Number 2 July 2012 as the data source.

The result of this research are; firstly, the elements of nominal group. From the introductions of the articles found in TEFLIN Journal Volume 23 Number 2 July 2012, the writer concludes that there are 401 nominal groups which have their own elements. They are; (Deictic and Thing)= 134, (Deictic and Qualifier)= 2, (Post deictic and Thing)= 1, (Numerative and Thing)= 4, (Numerative and Qualifier)= 8, ( Epithet and Thing)= 2, (Classifier and Qualifier)= 2, (Deictic and Classifier)= 1, (Thing and Qualifier)= 24, (Deictic, Epithet, and Thing)= 5, (Deictic, Numerative, and Thing)= 1, (Deictic, Epithet, and Qualifier)= 1, (Deictic, Thing, and Qualifier)= 181, (Deictic, Numerative, and Qualifier)= 1, (Deictic, Post deictic, and Thing)= 1, (Post deictic, Thing, and Qualifier)= 4, (Epithet, Thing, and Qualifier)= 6, (Numerative, Classifier, and Qualifier)= 1, (Numerative, Thing, and Qualifier)= 6, (Deictic, Post deictic, Thing, and Qualifier)= 6, (Deictic, Numerative, Thing, and Qualifier)= 3, (Deictic, Epithet, Thing and Qualifier)= 6, (Numerative, Epithet, Thing, and Qualifier)= 1. Based on the analysis result, the dominant element of nominal group in Introductions of the articles found in TEFLIN Journal Volume 23 Number 2 July 2012 is Deictic, Thing, and Qualifier which has the function to specify the thing and circumstantial information about the thing. So, the readers understand about the context of sentence itself. Secondly, The lexical densities in Introductions of the articles found in TEFLIN Journal Volume 23 Number 2 July 2012, are; introduction of the first article is 7.8 (less dense), introduction of the second

article is 7.4 (less dense), introduction of the third article is 7.2 (less dense), introduction of the fourth article is 9.4 (less dense), introduction of the fifth article is 8.8 (less dense), introduction of the sixth article is 6.7 (quite dense), and introduction of the seventh article is 7.4 (less dense). Based on the result above, the writer concludes that the introduction of the sixth article found in TEFLIN Journal Volume 23 Number 2 July 2012 is the easiest text to be understood because it has lowest lexical density. While the hardest text to be understood is the introduction of the fourth article because it has highest lexical density.

The writer suggests that this research can help the lecturers increase their knowledge about nominal group and lexical density well when they teach those material, can help the students get information about the way to analyze nominal group also lexical density in the sentence, and help the students understand about nominal group also lexical density clearly, also can help the next researchers give contribution to inform other researchers who want to conduct about nominal group and lexical density, actually analyzing the elements and the patterns of nominal group also measure the lexical density in the sentence.



## ABSTRAK

Khanifah, Siti.2013. *Analisis dalam kelompok kata dan porsi kepadatan leksikal di pendahuluan- pendahuluan dari artikel dalam Jurnal TEFLIN Volume 23 Nomor 2 bulan Juli tahun 2012. Skripsi.* Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (1) Dr. Drs. Slamet Utomo, M.Pd, (2) Nuraeningsih, S.Pd, M.Pd.

**Kata Kunci :***kelompok nominal, porsi kepadatan leksikal, TEFLIN Journal.*

Dalam bahasa Inggris ada dua jenis bahasa, yaitu lisan dan tertulis. Dalam penelitian ini, penulis fokus pada kelompok nominal dan porsi kepadatan leksikal. Pengertian dari kelompok kata benda adalah kelompok kata yang memiliki sebuah kata benda (yang mana kata tersebut merupakan nama seseorang, tempat, atau sebuah benda) sebagai induk atau kepala kata dalam sebuah kalimat dan termasuk seluruh informasi yang mendukung kata benda tersebut. Pengertian dari porsi kepadatan leksikal adalah kalkulasi dari bilangan muatan kata di bagi bilangan per klausa. Kelompok nominal dan porsi kepadatan leksikal adalah paling penting dan merupakan salah satu materi untuk siswa dalam jurusan bahasa Inggris.

Tujuan dari penelitian ini adalah untuk menemukan unsur dari kelompok kata yang ditemukan di pendahuluan- pendahuluan dari artikel dalam Jurnal TEFLIN Volume 23 nomor 2 bulan Juli tahun 2012, dan untuk mendeskripsikan porsi kepadatan leksikal di pendahuluan artikel dalam Jurnal TEFLIN Volume 23 Nomor 2 bulan Juli tahun 2012.

Jenis dari penelitian ini adalah kualitatif deskriptif. Penulis menggunakan kelompok kata dan porsi kepadatan leksikal sebagai data yang diambil di pendahuluan-pendahuluan dari artikel dalam Jurnal TEFLIN Volume 23 Nomor 2 bulan Juli tahun 2012 sebagai sumber data.

Hasil dari penelitian ini adalah; pertama, penulis menemukan unsur kelompok kata di pendahuluan-pendahuluan dari artikel dalam Jurnal TEFLIN Volume 23 Nomor bulan 2 Juli tahun 2012 penulis menyimpulkan bahwa ada 403 kelompok kata yang punya banyak unsur yaitu; (Deictic and Thing)= 134, (Deictic and Qualifier)= 2, (Post deictic and Thing)= 1, (Numerative and Thing)= 4, (Numerative and Qualifier)= 8, ( Epithet and Thing)= 2, (Classifier and Qualifier)= 2, (Deictic and Classifier)= 1, (Thing and Qualifier)= 24, (Deictic, Epithet, and Thing)= 5, (Deictic, Numerative, and Thing)= 1, (Deictic, Epithet, and Qualifier)= 1, (Deictic, Thing, and Qualifier)= 181, (Deictic, Numerative, and Qualifier)= 1, (Deictic, Post deictic, and Thing)= 1, (Post deictic, Thing, and Qualifier)= 4, (Epithet, Thing, and Qualifier)= 6, (Numerative, Classifier, and Qualifier)= 1, (Numerative, Thing, and Qualifier)= 6, (Deictic, Post deictic, Thing, and Qualifier)= 6, (Deictic, Numerative, Thing, and Qualifier)= 3, (Deictic, Epithet, Thingand Qualifier)= 6, (Numerative, Epithet, Thing, and Qualifier)= 1. Berdasarkan hasil analisis , unsur yang paling dominan di pendahuluan-pendahuluan dari artikel dalam Jurnal TEFLIN Volume 23 Nomor 2 bulan Juli tahun 2012 adalah Deictic, Thing, and Qualifier yang mempunyai

fungsi untuk menkhususkan benda dan informasi keterangan tentang benda. Maka para pembaca memahami tentang konteks dalam kalimat itu sendiri. Kedua, porsi kepadatan leksikal di pendahuluan-pendahuluan dari artikel dalam Jurnal TEFLIN Volume 23 Nomor 2 bulan Juli tahun 2012 yaitu; pendahuluan di artikel pertama 7.8 (kurang singkat), pendahuluan di artikel kedua adalah 7.4 (kurang singkat), pendahuluan di artikel ketiga adalah 7.2 (kurang singkat), pendahuluan di artikel keempat adalah 9.4 (kurang singkat), pendahuluan di artikel kelima adalah 8.8 (kurang singkat), pendahuluan di artikel keenam adalah 6.7 (singkat), dan pendahuluan di artikel ketujuh adalah 7.4 (kurang singkat). Berdasarkan hasil diatas, penulis menyimpulkan bahwa pendahuluan dalam artikel keenam bacaannya paling mudah untuk dipahami karena mempunyai porsi kepadatan leksikal paling rendah. Sedangkan bacaan yang paling sulit untuk dipahami adalah pendahuluan dalam artikel keempat karena mempunyai porsi kepadatan leksikal paling tinggi.

Penulis menyarankan bahwa penelitian ini dapat membantu para dosen meningkatkan pengetahuan mereka tentang kelompok kata dan porsi kepadatan leksikal dengan baik ketika mengajar materi- materi itu, dapat membantu murid-murid mendapatkan informasi tentang cara untuk menganalisis kelompok kata juga porsi kepadatan leksikal dalam kalimat, dan membantu murid-murid memahami tentang kelompok kata juga porsi kepadatan leksikal dengan jelas. Selain itu penelitian ini dapat membantu peneliti-peneliti selanjutnya memberikan kontribusi untuk menginformasikan kepada peneliti-peneliti yang lain yang ingin meneliti mengenai kelompok kata dan porsi kepadatan leksikal, terutama menganalisis unsur-unsur dan pola-pola dalam kelompok kata juga megukur porsi kepadatan leksikal dalam kalimat.

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