

# AN ANALYSIS ON ELLIPSIS WITH ‘AND’, ‘BUT’, AND OR’, IN 10TH GRADERS’ ENGLISH TEXTBOOK PUBLISHED BY INDONESIAN MINISTRY OF EDUCATION AND CULTURE

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## Abstract

This study analyses the ellipsis used in the English texts of 10th graders in high school books published by the Indonesian Ministry of Education and Culture using a syntactic approach using Swan's theory (1996). The aims of this study are: (I) to describe the type of ellipsis used in the reading text of the 10th grade English text, (II) to determine the dominant type of ellipsis in the 10th grade English text of the reading. This study uses qualitative research as a research design. The data in this study are sentences with ellipsis in grade 10 English reading. The results of this study shows that in total there are 7 types of ellipsis that appear.

**Keywords :** Ellipsis, story, syntaxes

## Abstrak

Penelitian ini menganalisis kalimat elipsis yang digunakan dalam teks bahasa Inggris siswa kelas 10 di buku Sekolah Menengah Atas yang diterbitkan oleh Kementerian Pendidikan dan Kebudayaan Indonesia dengan menggunakan pendekatan sintaksis dengan menggunakan teori Swan (1996). Tujuan dari penelitian ini adalah: (I) untuk mendeskripsikan jenis elipsis yang digunakan dalam teks bacaan pada teks bahasa Inggris kelas 10, (II) untuk menentukan jenis elipsis yang dominan dalam teks bacaan di Teks bahasa Inggris kelas 10. Penelitian ini menggunakan penelitian kualitatif sebagai desain penelitian. Data dalam penelitian ini adalah kalimat dengan elipsis yang ada dalam bacaan bahasa Inggris kelas 10. Hasil dari penelitian ini menunjukkan bahwa secara keseluruhan ada 7 jenis ellipsis yang muncul.

**Kata kunci:** *Ellipsis, Bacaan, Sintaksis*

## I. Introduction

A lot of English expressions are easily to understand in oral ways, that this is the reason why some people can communicate just by getting used to having conversation with English. But, in written form or text, it is quite difficult because several rules should be followed to meet the requirement of comprehensible English. No wonder, the written forms are relatively different from the oral forms.

In learning process, reading skill is one of useful tools since the reading capability aids to be an access to all information (PISA, 2009). And it is important to consider the textual aspect that this term commonly refers to cohesion, which is a part of the system of language and relations of meaning that exist within the text (Halliday & Hasan, 1976). For example, the conjunction is accomplished to connect a new clause or sentence. It produces the text join together. In other words, if cohesion exists in the text, each paragraph or sentence can connect, and the readers can communicate the text well.

Based on the previous studies, cohesion was used to investigate various kinds of texts, like in texts in school's textbook, novel and movie transcript. Furthermore, several studies merely focused on the use of one kind of cohesion, which is ellipsis. Swan (1996, 172) stated that "we often leave out words to avoid repetition or in other cases when the 3 meaning can be understood without them". This is called 'ellipsis'.

Based on this trend, this study will follow in analysing texts, specifically in 10 graders' English textbook. Because, it is believed that by also considering this aspect, it encourages the teacher to develop their teaching in English. Because, the teacher commonly only focuses on the use of vocabulary and the English tenses when teaching about reading materials.

The occurrence of ellipsis is still considered difficult by students with various reasons, in which one of them the occurrence of omission or unstated information provided in the text. It is difficult since readers or students should guess the non-expressed element in a sentence in which the meaning can still be retrieved by the hearer. This is commonly known as ellipsis, simply put: "Ellipsis is something left unsaid" (Halliday, 1976: 142). This phenomenon will be of interest of this study with the following objectives of the study: (1) To describe the types of ellipsis used in the reading texts in reading texts in 10 graders' English texts in textbook and (2) To define the dominant types of ellipsis in reading texts in 10 graders' English texts in textbook.

## II. Research Method

In this study, the researcher uses qualitative research as the design of the study. It was aimed at describing types of ellipsis that occurred in the reading passages in English textbook for grade 10 entitled 'Bahasa Inggris Kelas X' published by Indonesian Ministry of Education and Culture as the source of data. This study will base on ellipsis theory proposed Swan (1996). The data themselves were taken from the reading passages in reading sections of the book. The data were in the form of sentences which contain ellipsis.

## III. Findings and Discussion

### A. Findings

There are 34 data (60%) applying the ellipsis with 'and', 'but', and 'or'. The ellipsis comes into two categories: 'various kinds of word left out' (33 sentences) and 'word order' (1 sentence). In the category of 'various kinds of word left out', there are 6 sub categories identified. They are: (1) omitting repeated subject; (2) omitting repeated subject and verb; (3) omitting repeated preposition; (4) omitting repeated verb; (5) omitting repeated possessive adjective; and (6) omitting repeated adjective. Here is one of example of the sub-category of omitting repeated subject:

Example 1.

*He smiled and waved to all Afganism ... (B.I K.10, 33/08/111)*

In this example, there are two subjects that are linked by conjunction 'and'. In this case, the two verbs 'smiled' and 'waved' refer to the same subject 'he', but the second subject is omitted (to make a simpler sentence). The complete sentence is:

*He smiled and (he) waved to all Afganism ...*

The second type appeared in the data is ellipsis of reducing relative structures with 15 data (26%). This ellipsis goes with 3 categories, which are: deleting relative pronoun & be verb (12 data), leaving out relative pronoun + verb (2 data) and leaving out relative pronoun (1 datum). Here is one of example of the category of deleting relative pronoun & be verb:

Example 2.

*these plans are in accordance with the regulations required by the authorities... (B.I K.10, 27/06/084).*

The ellipsis occurs in the sentence is omitting its relative pronoun & be verb. We can see that in the form of complex sentences, omission of relative conjunction and be verb is possible then it can simply be replaced by past participle. The complete sentence is:

*these plans are in accordance with the regulations (which are) required by the authorities...*

The third is Ellipsis in 'be after' conjunctions with 4 data (7%). Though, there is only 1 note for this which is 'leaving out subject pronoun + be verb'. Here is one of the examples.

Example 3.

*... for a short period before moving to Oberforstbach (B.I K.10, 41/10/135).*

The example above is clear that it has two clauses which are independent and dependent clause. To relate both clauses, there should exist another S+Be after conjunction. So, the omission of "S+Be" is between conjunction and complement. The complete sentence will be:

*... for a short period before (he was) moving to Oberforstbach*

The fourth kind is ellipsis in noun phrases. It has 2 data (3%) and 1 note which is ellipsis after determiner (dropping determiner), Here is one of examples of this type:

Example 4.

*...a misunderstanding between **British troops** in Jakarta and those (British troops) in Surabaya (B.I K.10, 35/09/123).*

This construction is a kind of omitting its noun followed by determiner. The complete form is actually "det+ N/NP" but the 'noun phrase' is omitted so there is only determiner.

The fifth is ellipsis with 'that' and relative pronouns which has 1 datum (2%) and 1 note which is dropping 'that' conjunction. Let's see the following example:

Example 5.

*Another singer I like is Maher Zain with his religious songs. (B.I K.10, 08/01/005).*

In the example above, in the form of complex sentence, the 'that' conjunction is possibly omitted. Even though being omitted but that does not reduce its meaning. Generally, the pattern of this type is: "(that)+S+V". We can see that only 'that' conjunction is possible omitted. The complete sentence should look like:

*Another singer (that) I like is Maher Zain with his religious songs.*

The last one is ellipsis at the beginning of a sentence having 1 datum (2%) and 1 note which is stressed forms of *be, will, would, have*. See this example:

Example 6.

*Can't wait to hear from you! (B.I K.10, 05/01/004).*

In this case, the sentence construction should have at least one subject and a verb. But in the example, the subject is omitted. Accordingly, this kind commonly happens in postcards, diary entries and other kinds of very informal writing. The complete sentence will be:

*(I) can't wait to hear from you!*

## **B. Discussion**

This section tries to highlight the analysis of the findings. There are at least two points that can be learned from the findings. They are the use of ellipsis and the dominant types of ellipsis used in reading texts, particularly English textbook entitled '*Bahasa Inggris Kelas X*' for 10 graders' senior high school published by Indonesian Ministry of Education and Culture which has 15 chapters.

The researcher starts from the dominant types, which is ellipsis with '*and*', '*but*', and '*or*'. This type, according to Swan (1996), refers to a compound sentence which is composed from two simple sentences joined together by a comma and a joining word (coordinating conjunction). The total data that occur this type of ellipsis are 34 sentences. As stated by Swan (1996), overall the data has a connector that join among word to word, phrase to phrase, or clause to clause. In detail, the connectors that appear are '*and*' and '*or*'. Furthermore, this type of ellipsis has two sub-types which are '*various kinds of word left out*' with 6 categories and '*word order*'.

The occurrence of this ellipsis has several reasons that essentially ellipsis is something left unsaid in a text but has been understood by the reader or hearer. Accordingly, Hendricks and Spender (2005, p. 1) there should be reasons why the texts occur omission, that one of is to remove readings. Particularly, he added that although ellipsis often causes ambiguity but sometimes it can remove ambiguity too, for example: '*A fish walked and a fish talked*' & '*A fish walked and talked*'. The first example is ambiguous because one reader can imply that there are two different fishes while another reader may imply that there is a fish did two actions. The second example only makes one conclusion that there is a fish walked and talked. Therefore, based on his statement, readers can know that this occurrence of omission, in this case '*various kinds of word left out*' with 6 categories and '*word order*', is used to remove further ambiguity in a sentence, because if it is stated completely without any omission, it may cause further confusion to readers to decide or imply which subject refers to which verb, which verb are referred to and so on.

#### **IV. Conclusion**

Based on findings and discussion of the analysis, it was found the types of ellipsis which appeared in the book were: (a) ellipsis with '*and*', '*but*', and '*or*', (b) ellipsis of reducing relative structures, (c) ellipsis in '*be after*' conjunctions, (d) ellipsis in noun phrases, (e) Ellipsis with '*that*' and relative pronouns and (f) Ellipsis at the beginning of a sentence. Furthermore, it was clear that there were 57 data or sentences found in English. Based on the analysis, it indicated that the highest occurrence ellipsis in the textbook was Ellipsis with '*and*', '*but*', and '*or*' (60%) and the lowest were both Ellipsis with '*that*' and relative pronouns (2%) and Ellipsis at the beginning of a sentence (2%), because the two types show the same amount.

Hopefully, this study added more information about a syntax approach, mainly an ellipsis which dealt with the kinds, forms and analysis examples within its occurrence. This study provided a guide for students in understanding ellipsis commonly found in reading texts. Also, it was expected to encourage the teachers to develop their teaching in English, mainly reading. And for the next researchers, the study will help and guide as reference for conducting the ellipsis theory with the different objects of study.

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