

AN UNDERGRADUATED THESIS

**AN ERROR ANALYSIS OF USING ELLIPSIS IN RECOUNT TEXT
AT THE SIXTH SEMESTER STUDENTS
OF STATE ISLAMIC COLLEGE JURAI SIWO METRO
IN ACADEMIC YEAR 2015/2016**

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Metro, August, 08 2016

The Writer,

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ABSTRACT

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TINA PURNAMASARI

Discourse either spoken or written must be arranged by good cohesive devices. By having a good mastery of cohesive devices including the grammatical and lexical cohesion, the writers can create a good and systematic text in order to make the readers easily understand the information delivered through text. The ideal discourse especially written discourse is constructed by the words arranged based on the appropriate context and structure. Therefore, the text must have a good quality both in meaning and in structure. In this case, the use of ellipsis plays important role in composing written discourse.

The primary goal from this research is to know the students' errors in using ellipsis in recount text at the sixth semester students of State Islamic College Jurai Siwo Metro. A qualitative descriptive was used as the research method. The data were collected by documentation and interview. Miles and Huberman model was used to analyze the data.

The findings research were the students' error in using three types of ellipsis. They are nominal, verbal, and clausal ellipsis. The percentage of students' error in using *clausal ellipsis was 58%, nominal ellipsis was 21%, and verbal ellipsis was 21%*. The form of the error were in using the concept of ellipsis and the error of using structure and grammar. In conclusion, there were some errors in using ellipsis in recount text made by the sixth students of State Islamic College Jurai Siwo Metro in academic year 2015/2016.

**ANALISIS KESALAHAN PENGGUNAAN *ELLIPSIS*
PADA TEKS *RECOUNT* MAHASISWA SEMESTER ENAM
STAIN JURAI SIWO METRO TAHUN AJARAN 2015/2016**

ABSTRAK

Oleh:

TINA PURNAMASARI

Wacana baik lisan ataupun tulisan harus disusun dengan perangkat bahasa yang baik. Dengan menguasai perangkat bahasa yaitu kepadu padanan kata dalam kalimat baik secara struktur kalimat dan maknanya, maka penulis dapat menciptakan tulisan yang baik dan terstruktur sehingga membuat pembaca akan mudah memahami informasi yang diterima melalui teks tersebut. Wacana yang ideal khususnya wacana tulis terbentuk dari kata-kata yang disusun berdasarkan konteks dan struktur yang sesuai. Sehingga, teks harus memiliki kualitas yang baik dari segi makna dan juga struktur kalimatnya. Dalam hal ini *ellipsis* sangat berperan penting dalam penyusunan wacana tulis.

Tujuan pokok dari penelitian ini adalah untuk mengetahui kesalahan mahasiswa STAIN Jurai Siwo Metro semester enam dalam menggunakan *ellipsis* pada teks *recount*. Kualitatif deskriptif digunakan sebagai metodologi penelitian ini. Data-data yang dikumpulkan dengan metode dokumentasi dan wawancara. Sementara itu model Miles dan Huberman digunakan untuk menganalisis data.

Temuan penelitian ini adalah kesalahan mahasiswa pada penggunaan tiga jenis *ellipsis* yaitu nominal, verbal, dan klausal. Persentase kesalahan mahasiswa dalam penggunaan *ellipsis* jenis *clausal* adalah 58%, *nominal* adalah 21%, dan *verbal* adalah 21%. Bentuk kesalahan tersebut yakni pada penggunaan konsep *ellipsis* dan kesalahan dalam susunan struktur kalimat. Hal ini disimpulkan bahwa masih terdapat banyak kesalahan dalam penggunaan *ellipsis* pada teks *recount* yang dilakukan oleh mahasiswa bahasa Inggris semester enam STAIN Jurai Siwo Metro tahun ajaran 2015/2016.

CHAPTER I

INTRODUCTION

A. Background of The Study

Discourse either spoken or written must be arranged by good cohesive devices. The ideal discourse especially written discourse is constructed by the words arranged based on the context and the appropriate structure. Therefore, the text must have a good quality both in meaning and in structure.

In this case, the use of ellipsis plays an important role in composing written discourse. Ellipsis occurs in the text when some essential structural element is omitted from the sentence or clause. By omitting the same word, it is effective to make the sentence in the text concise. Besides it, the sentence in the text becomes simple but it still fills the purpose of the sentence in the text without decreasing the meaning. In addition, the text resulted is concise by not reducing the meaning. Therefore, by applying the concept of ellipsis the repetition of same words can be avoided.

However, it is hard for the beginner to apply the concept of ellipsis in the text they write. It is because the writers do not understand yet about the main messages of the text. Because of that, it is hard to omit the word that makes the sentence in the text still too long. In addition, writers have less understanding about cohesive device, vocabulary, structure and grammar

mastery, and writing habit. Therefore, it is still too hard to apply the concept of ellipsis.

In this case, the researcher did pre survey in State Islamic College of Jurai Siwo Metro on December 11, 2015 by conducting the test. The researcher did the pre survey by choosing 40 students to answer 15 questions in form of fill in the blanks related on the use of ellipsis. The pre survey has aim to investigate whether they make error in using ellipsis in written discourse, especially recount text. Based on the pre survey which has been done, it was shown that there was error in using ellipsis in the sentences. It is illustrated briefly in the following table:

Table 1

The result of students' mastery in using ellipsis in recount text

| No | Score | Total of the students | Category | Percentage |
|-------|-----------|-----------------------|----------|------------|
| 1 | ≥ 71 | 13 | Pass | 32,5 % |
| 2 | ≤ 70 | 27 | Fail | 67,5 % |
| Total | | 40 | | 100 % |

Based on the table of the result of students' mastery in using ellipsis in recount text above, the percentage of the students pass is 32,5% and the students failed is 67,5%. It shows that the students have less competence in using ellipsis in recount text. The researcher could identify the problem faced by the students related to the use of ellipsis in recount text. One of the most

obvious problems is the students' have less in understanding about the use of ellipsis, structure and grammar mastery.

Based on the problem above, it is found that the students' have less in applying ellipsis in the text, especially in recount text. The researcher assumes that it is caused by less understanding about ellipsis construction and students of state Islamic College of Jurai Siwo Metro have less knowledge about structure and grammar mastery. Therefore, the research on analysis of error in applying ellipsis in recount text of the students of Islamic College Jurai Siwo Metro in academic year 2015/2016 becomes important.

B. Focus of the Study

1. Problem Limitation

To get a good result of the study especially in written discourse, the students should realize the importance of applying the concept of ellipsis in recount text that makes the sentence concise and the text becomes scientific. Therefore, the researcher focuses on error analysis in using ellipsis in recount text.

2. Problem Formulation

The researcher has outlined the problem formulation related to the background of the study above is "what are the students' errors in using ellipsis in recount text at the sixth semester students of State Islamic College Jurai Siwo Metro in Academic Year 2015/2016?"

C. Objectives and Benefits of the Study

1. Objectives of the study

The primary goal of this research is to know the students' errors in using ellipsis in recount text at the sixth semester students of State Islamic College Jurai Siwo Metro in academic year 2015/2016.

2. Benefits of the Study

Talking about the benefits, this research is expected to be useful to give knowledge to increase the quality of students' writing by the use of ellipsis in the text at State Islamic College of Jurai Siwo Metro. Specifically, it is expected to have the benefits as follows:

a. The students

Theoretically, the result of this research can give the additional information for the students related to how to use ellipsis in their writing. In addition, it is beneficial to have the students understand the use of ellipsis that makes the sentence in the text becomes concise, varied, without reducing the meaning of its sentence. It also makes the text to become scientific.

b. The lecturer

This research has some benefits to be one of additional references in teaching English, especially in teaching discourse analysis. Practically, from this research, after knowing the students' errors in

using ellipsis in recount text at the sixth semester students of State Islamic College Jurai Siwo Metro in academic year 2015/2016, the lecturer may be able to help the students to solve the problems related to use ellipsis in the text.

c. The institution

The yield of the research will be one of the considerable references for English Department. Practically, the institution can supply the material about cohesive device, specifically in using ellipsis in the text.

D. Prior Research

Based on the research entitled "*The Error Analysis on the Use of Cohesive Devices in English Writing Essay among the Seventh Semester Students of English Department of STAIN Salatiga in the Academic Year of 2011/2012.*" which was conducted by Yanti Nurhayati in 2012 from State Islamic College of Salatiga was composed using descriptive qualitative research. The researcher is aimed to investigate the phenomena of using cohesive device in writing essay.

The result of this research shown that there are many errors of the use cohesive devices in English writing essay. In addition, it explains how cohesion is used erroneously in the students' writing. It is strengthened by the total from the error of the use cohesive devices. The total of 817 errors are identified in those essays includes errors on the use of reference, conjunction,

substitution, ellipsis, and lexical cohesion. The percentage of errors on the use of ellipsis itself is 17, 26%.¹

In addition, the research entitled “*Ellipsis, Reference & Substitution as Cohesive Devices ‘the Bear’ by Anton Chekhov.*” The researcher is aimed at describing the phenomena of using cohesive device specifically about applying ellipsis in the text. The research which was conducted by Iqra Jabeen et al. in 2013 from University of Sargodha Pakistan was composed using descriptive qualitative research.

The quality is shown from the various cohesive devices in one act play of Anton Chekhov “*The Bear*”. There are highlight of substitution, ellipsis, and reference. These mechanisms of cohesion, common to all languages make a series of sentences coherent, so they do not seem to occur randomly. Their common purpose is to avoid the burdening repetitions within the text, and to make the whole text cohere. Therefore, these elements trigger and play important roles in passing the intention of the writer across.²

In the other prior research that was conducted by Swastami entitled “*An Analysis on the Use of Cohesion in Recount Text Composed by Students at State Islamic Institute of Tulungagung in Academic Year 2014*” shown that the use of cohesion device in the text specifically in recount text is often happened. Swastami conducted the research in 2014 from State Islamic Institute (IAIN) Tulungagung.

¹ Yanti Nurhayati, *The Error Analysis on the Use of Cohesive Devices in English Writing Essay among the Seventh Semester Students of English Department of STAIN Salatiga in the Academic Year of 2011/2012*, (Salatiga: 2012), p. 59

² Iqra Jabeen et al. “*Ellipsis, Reference & Substitution as Cohesive Devices the Bear by Anton Chekhov.*” *Social Sciences & Humanities*. 06 (2013): 123-131. Print

Based on the research, the researcher found the data from the text that composed by students of State Islamic Institute (IAIN) Tulungagung at the second semester. The result shown that the students or the writers' predominant use of lexical cohesive device than grammatical cohesive device in correctly usage. In those text lexical cohesive devices more often occur. In addition, incorrectly used of cohesion, many occur in grammatical cohesive devices than lexical cohesive devices. The frequency of correct using of cohesion are follows; reference 11,0%, substitution 0%, ellipsis 0%, conjunction 42,8%, repetition 39,7%, Synonym 0,5%, hyponymy 1,1%, metonymy 0,6%, antonym 2,0% and collocation 2,2%. In the other hand, the incorrect use of cohesion are follows; reference 8,8%, substitution 0%, ellipsis 1,3%, conjunction 88,6%, repetition 0%, synonym 1,3%, hyponymy 0%, metonymy 0%, antonym 2,0% and collocation 0%.³

Considering the research above, it is shown that the applying of cohesion device especially ellipsis in recount text plays important in the process of writing text. It is because by using cohesion device especially ellipsis, the writers can be able to get the good writing product. It is strengthened by the result of the text that consist more ellipsis. The text resulted is concise and seem scientific by not reducing the meaning.

Based on the prior research above, the researcher aims to conduct the research on analysis of error in using ellipsis in recount text at the students of English education in State Islamic College (STAIN) Jurai Siwo Metro. This

³ Novi Swastami, *An Analysis on the Use of Cohesion in Recount Text Composed by Students at State Islamic Institute of Tulungagung in Academic Year 2014*, (Tulungagung: 2014), p. 21

research is different with the previous research. It is shown by the advantages from this research. The previous research only focuses in the value of the aesthetics and literature. Whereas, the research that will be conducted by the researcher is the research that explain about the cohesive device in the sentence in the text which is used in daily activity especially in education. It also focuses in the use of ellipsis in the text that has been known by using ellipsis in the text, it makes the text scientific. Therefore, this research is important as the reference in education. It can be used by the students as the reference of their subject.

CHAPTER II

REVIEW OF THE LITERATURE

A. Theoretical Framework

1. The Concept of Discourse Analysis

a. The Definition of Discourse

Language in used for communication is called discourse. Discourse means a conceptual generalization of language or conversation which is performed in spoken and written.¹ It is also stated by Gee in Rebecca who said that discourse does not only focus on the symbolic expressions such as thinking, feeling, believing, valuing, and acting but also the meaning of the utterances related to the social factors.² According to Tanskanen, the definition of discourse as a set of interconnected texts (or a set of interconnected communicative events, if we include the definition of text).³ Discourse also means a structure of words in spoken and written that contains a certain messages characterized by its grammatical feature.

The definition of discourse is added by Flowerdew that the term 'discourse' can also be used to refer to a particular set of ideas and

¹David Nunan, *Introducing Discourse Analysis*, (England: Penguin Books, 1993), p. 5

²Rebecca Rogers, *An Introduction to Critical Discourse Analysis in Education*, (New York: Routledge, 2011), p. 6

³Sanna-Kaisa Tanskanen, *Collaborating towards Coherence*, (Amsterdam/Philadelphia: John Benjamins Publishing Company, 2006), p. 4

how they are articulated.⁴ Discourse is divided into two parts. There are spoken and written discourse.

According to Cook, discourse may be composed of one or more well-formed grammatical sentences and indeed it often but it does not have to be.⁵ Discourse is an instance of spoken or written language that has described internal relationship of form and meaning (e.g. word, structure, and cohesion) that relate coherently to an external communicative function or purpose and a given audience. Furthermore, the external function or purpose can only be properly determined if one take into account the content and participants in which a piece of discourse.

Considering the explanation above, it can be concluded that discourse is one of part of the language both written discourse and spoken one that become the important tools of communication for the human in doing socialization and social interaction.

b. The Definition of Discourse Analysis

In relation to the nature of discourse, it is also important to comprehend the concept of discourse analysis. It is defined by McCarthy that discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used.⁶ It is in line with the definition of discourse analysis stated by Cook that

⁴John Flowerdew, *Discourse in English Language Education*, (New York: Routledge Taylor and Francis Group, 2013), p. 1

⁵Guy Cook. *Discourse*, (Oxford: Oxford University Press, 1989), p. 6-7

⁶Michael McCarthy, *Discourse Analysis for Language Teachers*, (United Kingdom: Cambridge University Press, 1991), p. 5

there must be relationship between text and context.⁷ Brown and Yule stated that discourse analysis is conducted to an investigation of what language is used for.⁸ It means that discourse analysis is the language that is used by people both spoken and written.

Discourse analysis focuses on natural structure which is found in spoken and written language, as many find in discourse like conversation, interview, comment and utterance.⁹ It is also stated by Stubbs who explain that discourse analysis studies the language mechanism that is contained by sentence or clause.¹⁰ Expressed more generally, this means that discourse analysis must be concerned with ways in which information is selected to be known and shared as knowledge, taken for granted and not selected at all. It is therefore concerned, not just with whether statements are true or false but with states of information and differential access to information.

In addition, discourse analysis means a language analyzing based on the context in used that contain the social element.¹¹ It is because language as a communication tools for the society or the community. There are two important things that must be concerned in the concept of discourse analysis. It does not only cover the spoken discourse but

⁷Guy Cook, *Discourse*, p. i

⁸Gillian Brown and George Yule, *Discourse Analysis*, (Cambridge: Cambridge University Press, 1983), p. 1

⁹David Crystal, *The Cambridge Encyclopedia of Language (Second Edition)*, (Cambridge: Cambridge University Press, 1987), p. 116

¹⁰Michael Stubbs, *Words and Phrases; Corpus Studies of Lexical Semantics*, (Oxford: Blackwell Publishing, 2002), p. 5

¹¹Diemroh Ihsan, *Pragmatik, Analisis Wacana, dan Guru Bahasa*, (Palembang: Universitas Sriwijaya, 2011), p. 55

also it covers the written discourse. Discourse analysis cannot be separated from language aspect such as grammatical, vocabulary, and phonology. In the other words, the grammatical, vocabulary, and phonology cannot become indicator to determine the function of language itself.

Based on explanation above, it can be concluded that discourse analysis is study about the use of language that is used by people both spoken and written texts in a social context. Therefore, they will understand what message that is transferred well.

c. The Definition of Written Discourse

Written discourse is defined as a kind of discourse formed by well-constructed steps so that some of the problems associated with spoken transcripts are absent.¹² Writing develops in space in that it needs a means to carry the information. The writer is frequently able to consider the content of his work for almost unlimited period of time which makes it more coherent, having complex syntax.

Written discourse is more structurally complex and more elaborative than spoken discourse. Written discourse tends to have longer noun group. In other words, sentences in written discourse are longer and more complex than those in spoken one.

In addition, written discourse has differences with the spoken one. The differences between them is explained by Paltridge who highlight

¹²Michael McCarthy, *Discourse Analysis*, p. 25

the differences in form of grammatical intricacy, lexical density, nominalization, explicitness, contextualization, the spontaneous, and repetition.¹³

In written discourse it is expected to have not only the concise text, but also the meaningful and scientific one. In addition, the word or sentence are linked by good structure and grammar based on the context. Therefore, the text that is resulted has a good quality.

2. The Concept of Ellipsis

a. The Definition of Ellipsis

Ellipsis is one of part of written discourse. It contributes to the semantic structure of the discourse. Ellipsis is the elimination of words constructed by grammar competence.¹⁴ According to Salkie who states that in certain contexts it is possible to leave out a word or phrase rather than repeating it, that device is ellipsis.¹⁵ The same definition of ellipsis is also stated by Nunan who said that extrication of words in sentences or clauses is called ellipsis.¹⁶

Cook said that “omitting part of sentences on the assumption that an earlier sentence or the context will make the meaning clear is known as ellipsis.”¹⁷ The same definition of ellipsis is also revealed by Paltridge who said that some important element is omitted from the

¹³ Brian Paltridge, *Discourse Analysis*, (New York: Continuum, 2006), p. 13-18

¹⁴ Michael McCarthy, *Discourse Analysis*, p. 43

¹⁵ Raphael Salkie, *Text and Discourse Analysis*, (London: Routledge, 1995), p. 56

¹⁶ David Nunan, *Introducing Discourse Analysis*, p. 25

¹⁷ Guy Cook, *Discourse*, p. 20

text and can be recovered by referring to a preceding element in the text is called ellipsis.¹⁸ It means that ellipsis is the omission of an item in the utterances without reducing the meaning.

It is in line with the definition of ellipsis stated by Ihsan who explains that ellipsis is an omitting a word that is occurred in the sentence which its semantics can be understood by the reader and listener.¹⁹ Ellipsis means as the unit of semantic that is not only cover the grammatical but also its elements (morpheme, phrase, and clause) that is said or wrote. Frequently, ellipsis is often used by speaker or writer based on the context even though a word was omitted in the sentence it is can be understood by the reader or listener.

Halliday and Hasan refer to ellipsis as a variation on substitution. It is described by them as 'substitution by zero' that is to say that something is omitted.²⁰ Where ellipsis occurs, something is left unsaid, it is true, but, at the same time, it is nevertheless understood. Ellipsis is simple substitution. The starting point of the discussion of ellipsis can be familiar notion that it is 'something left unsaid'.²¹ It can be interpreted as that form of substitution in which the item is replaced by nothing. Therefore, it can be concluded that ellipsis is the elimination of the element in the sentence that it can be interpreted easily by the reader and the listener.

¹⁸ Brian Paltridge, *Discourse Analysis*, p. 141

¹⁹ Diemroh Ihsan, *Pragmatik, Analisis Wacana, dan Guru Bahasa*, p. 35

²⁰ John Flowerdew, *Discourse in English Language Education*, p. 37

²¹ M. A. K. Halliday & Hasan, *Cohesion in English*, (London: Longman Group Ltd, 1976), p. 142

b. The Importance of Ellipsis

Based on the experts that have explained about the concept of ellipsis. Ellipsis can give the influence to the quality of writing product. By applying ellipsis in the text, the sentences which is resulted will be concise and scientific. The writers can also avoid from the repetition of the same words that actually it can be understood in implied meaning by the listener and the reader.

According to McCarthy ellipsis has function as a writer option to express the meaning based on the context by eliminating certain element.²² In this case, the use of ellipsis plays important role in composing written discourse. “Ellipsis occurs in the text when some essential structural element is omitted from the sentence or clause.”²³

By omitting the same word, it is effective to make the concise sentences. In other words, the sentence in the text becomes simple but it still fills the purpose of the sentence in the text without decreasing the meaning. Therefore, by applying the concept of ellipsis the repetition of same words can be avoided.

c. The Types of Ellipsis

The presence of ellipsis in the text depends on the meaning of information conveyed by the concise structure. “Ellipsis thus assigns differential prominence to the elements of a structure: if they are non-prominent (continuous), they are ellipsed; if they are prominent

²² Michael McCarthy, *Discourse Analysis*, p. 43

²³ David Nunan, *Introducing Discourse Analysis*, p. 25

(contrastive), they are present.”²⁴ In other words, by using ellipsis, the information becomes clear and concise.

Ellipsis is divided into three types; there are nominal, verbal, and clausal ellipsis.²⁵

1) Nominal ellipsis

Nominal ellipsis is ellipsis within the nominal group. In other words, nominal ellipsis belongs to the omission of noun phrase or noun clause in a sentence.

Example:

- Many kids play an awful lot of sport. Both (0) are incredibly energetic.

The nominal ellipsis is *both (many kids)*. It presupposes the preceding sentence. It can be interpreted as *both of them are incredibly energetic*.²⁶

2) Verbal ellipsis

Verbal ellipsis belongs to the omission of verbal phrase or verbal clause in a sentence. In other words, verbal ellipsis belongs to the eliminating of the element (verb phrase or verb clause) in a sentence.

²⁴ M.A.K. Halliday, *Halliday's Introduction to Functional Grammar (Fourth Edition)*, (New York: Routledge, 2014), p. 635

²⁵ Michael McCarthy, *Discourse Analysis*, p. 43

²⁶ David Nunan, *Introducing Discourse Analysis*, p. 26

Example:

- A : Have you been swimming? – yes, I have

B : What have you been doing? – swimming.

The two verbal groups in the answers, *have* (in *yes, I have*) in A and *swimming* in B, are both instances of verbal ellipsis. Both can be said to ‘stand for’ *have been swimming*, and there is no possibility of ‘filling out’ with any other items. So for example, *swimming* in B could not be interpreted as *I will be swimming* or *they are swimming*.²⁷

3) Clausal ellipsis

Clausal ellipsis is the omission of an item within the clausal. Clausal ellipsis occurs typically in a dialogue sequence where in a response turn everything is omitted except the information bearing element.

Example:

- Who taught you to spell? – Grandfather *did*.

The clausal ellipsis is *did*. Here is omission of the verb and the complement the clause that is omitted is *taught you to spell*.²⁸

Ellipsis in the clause is related to mood which is specifically related to the question-answer process in dialogue and this determines that there are two kinds; yes/no ellipsis and WH-

²⁷ M. A. K. Halliday & Hasan, *Cohesion in English*, p. 167

²⁸ *Ibid*, p. 199

ellipsis.²⁹ The writer will consider the yes/no type fist. In yes/no question-answer sequence the answer may involve ellipsis of the whole clause.

For example:

X : you were interested in him as a man in private life.

Y : **Yes, yes.** [\emptyset : I was interested in him as a man in private life.]

X : Have you been interviewed by Bedford yet?

Y : **No.** [\emptyset : I haven't been interviewed by Bedford yet].³⁰

d. The Problem of Applying the Concept of Ellipsis

McCarthy said that “ellipsis not only creates difficulties in learning what structural omissions are permissible, but also does not seem to be readily used even by proficient learners in situations where native speaker naturally resort to it.”³¹ It is hard to apply the concept of ellipsis in the text. It is caused because the process of using ellipsis in the text must be supported by complex things such as vocabulary mastery (diction), pragmatic and structure of the sentence. It is concluded that in order to apply the concept of ellipsis the writer not only needs to comprehend in the main message based on the context of the text but also has to have a good vocabulary, structure and grammar mastery.

²⁹ M.A.K. Halliday, *Halliday's Introduction to Functional Grammar*, p. 636

³⁰ *Ibid*, p. 636

³¹ Michael McCarthy. *Discourse Analysis.*, p. 44

3. The Concept of Substitution

a. The Definition of Substitution

Same as ellipsis, substitution is one of written discourse parts. Both ellipsis and substitution belong to the simplest term as processes within the text. Semantically, ellipsis and substitution are very close. Ellipsis can be interpreted as substitution without a substitute. Grammatically, however, the two are fairly distinct. Halliday and Hasan states that substitution is the replacement of one item by another and it takes place when one feature in a text replaces a previous word or expression.³² It means that the writers avoid the repetition of a lexical item by replacing it.

It is in line with the definition of substitution stated by Brown and Yule who explain that substitution is the word (group) in the sentence which is replaced by using another item.³³ By using substitution, a substitute form is used for another language item, phrase or group.³⁴ It is concluded that in substitution there is no omitted word within the text but the writer change it with another word which has relation to the previous one.

³²M. A. K. Halliday & Hasan, *Cohesion in English*, p. 88

³³Gillian Brown and George Yule, *Discourse Analysis*, p. 201

³⁴Brian Paltridge, *Discourse Analysis*, p. 141

b. The Types of Substitution

Substitution is divided into three types; there are nominal, verbal, and clausal substitution.³⁵

1) Nominal substitution

Nominal substitution belongs to the replacement of noun phrase or noun clause within the nominal group. It means that substitution is happened where the noun or nominal group can be replaced by a noun. It consists of *one* and *ones* which function as head of a nominal group.

Example:

- There are some new tennis balls in the bag. These ones have lost their bounce.³⁶

The nominal substitution is *ones*. It presupposes the preceding word or clause (tennis balls). It can be interpreted as *these tennis balls have lost their bounce*.

2) Verbal substitution

Verbal substitution is verbal phrase or verbal clause that is substituted in a sentence. In other words, verbal substitution is occurred when the verb or a verbal group can be replaced by another verb which is *do* (does, did, doing, done). This functions as

³⁵ M. A. K. Halliday & Hasan, *Cohesion in English*, p. 90

³⁶ David Nunan, *Introducing Discourse Analysis*, p. 25

a head of verbal group and it is usually placed at the end of the group.

Example:

- A : Annie says you drink too much.

B : So do you!

The verbal substitution is *do*. It presupposes the preceding verb (drink too much). It can be interpreted that *do* same as *drink too much*.

3) Clausal substitution

Clausal substitution belongs to the replacement an item within the clausal. It means that substitution is a relation in which the entire clause not an element within the clause is presupposed and contrasting element is outside the clause.

Example:

- A : Is it going to rain?

B : I think so.³⁷

The clausal substitution above is *so*. It explains about *going to rain*. In each of these example, part of the preceding text has been replaced by *ones*, *do*, and *so* respectively. These words can only be interpreted in relation to what has gone before.

Based on the explanation of substitution above, it can be interpreted that substitution and ellipsis have close relationship.

³⁷ *Ibid*,

When some essential structural elements are omitted from the sentence or clause are called ellipsis. In addition, some essential structural elements are replaced from the sentence by another item are called substitution.

4. The Concept of Recount Text

a. The Definition of Recount Text

Recount text is a text which retell events or experiences in the past. There is no complication among the participants but there is reorientation at the end. It is the text telling the reader what happened. It retells past event. It begins by telling the reader who was involved, what happened, where this event took place and when it happened.³⁸ In other words, recount text summarizes the event in the order in which they happened (chronological order).

Based on the explanation above, it can be concluded that recount text is written out to make a report about an experience of a series of related event and it is to inform the reader or listener.

b. The Function of Recount Text

Recount is written to retell events with the purpose of either to inform the experience in past or to entertain the audience.³⁹ In other words, its purpose is to list and to describe past experiences by

³⁸Blake Education, *Targeting Text; Recount, Procedure, Exposition Middle Primary*, (Green Clara Press, 1998), p. 4

³⁹*Ibid*,

retelling events in the order in which they happened.⁴⁰ To achieve its purpose, the text will move through a different set of stages. They include of an orientation letting the reader knows who is involved, where, when, etc., and the retelling of a series of events in chronological sequence.

Frequent use is made of words, which link events in time, such as next, after, when, before, first, at the same time. It describes events, so plenty of use is made of verbs and of adverbs.

c. **The Types of Recount Text**

Recounts consist of a variety of text forms dealing with events. There are three types of recount text, there are personal, factual, and imaginative recount.⁴¹

1) Personal recount

Retelling of an activity that the writer or speaker has been personally involved in. In the other words, these usually retell an event that the writer was personally involved in. In the personal recount, there are some language features which consist of; use of the first person pronoun, personal responses to the events can be included, particularly at the end, details are often chosen to add interest or humor.

⁴⁰ Th. M. Sudarwati. *Look Ahead 1. An English Course for Senior High School Student Year X.* (Jakarta: Erlangga, 2007), p. 30

⁴¹ *Ibid*, p. 4

2) Factual recount

Recording the particulars of an incident, e.g. a science experiment, police report, a science experiment. In factual recount, there are some language features which consist of; use of the third person pronoun, details are usually selected to help the reader reconstruct the activity or incident accurately, sometimes the ending describe the outcome of the activity, mention of personal feelings is probably not appropriate, details of time, place, and manner may need to be precisely stated, descriptive details may also be required to provide precise information, use the passive voice, it may be appropriate to include explanation and justification

3) Imaginative recount

Writing an imaginary role and giving details of events, e.g. *A day and the life of an ant; My life as a Roman Emperor*.⁴² In the imaginative recount, there are some language features which consist of; usually written in the first person and it may be appropriate to include personal reaction.

d. Generic Structure of Recount Text

A recount focuses on a sequence of events relating to a particular activity. It follows three steps:⁴³

⁴²*Ibid*,

⁴³Elsie Nelly at al., *PM Writing (Teachers' Resource Book)*, (Canada: Nelson Education), p. 7

1) Orientation

The orientation sets the scene and it introduce the information about time, setting, and participant. The audience needs to know when the events occurred, who was involved, what happened, where the activity or event took place.

2) Sequence of event

Recount text focuses to inform about who, what, where, and when. Generally, it is sequenced in time order.

3) Personal comment/ Re-orientation

In this part, the optional stage can be chosen. It is often used to complete the writing. It refers back to some of the information in the orientation paragraph.

e. **Language Features of Recounts Text**

There are some language features of recount text. They are specific participants, temporal links, active and passive voice, inclusion of personal comments, opinions on and interpretations of events.⁴⁴ The recount has a title which summarizes the text. Recounts describe events, so plenty of use is made of verbs (action words), and of adverbs (which describe or add more detail to verbs). Past tense verbs are used, and frequent use is made of words which link events in time, such as; next, later, when, then, after, before, first.

⁴⁴ *Ibid*,

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

In this case, the researcher considered the importance of the use ellipsis in recount text to be explored. The researcher decided to use qualitative research to analyze what are the students' error in using ellipsis in recount text of the students at Islamic College of Jurai Siwo Metro in academic year 2015/2016.

According to Creswell, qualitative research is for exploring and understanding the meaning individual or group considered to social or human problem.¹ It can be said that qualitative research means investigate and understanding the problem of human or social by individual or groups.

Qualitative research is a research that aimed to describe, learn, and explain the phenomenon. The understanding of phenomenon can be reached by describing and exploring through narration. It means that the research procedure that result descriptive data written or spoken from the participants and the behavior that is observed. It also belongs to descriptive study that proposes to collect current information, to identify problem, to make comparison or evaluation and to learn from others' experience to establish decision.

¹John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3rd Ed*, (New Delhi: Sage Publications, 2003), p.4

The characteristic in this research focuses on the descriptive qualitative research. The researcher will take a survey that it can be used to describe phenomena and summarize. The aim of using survey for descriptive research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.²

In line with the explanation above, the purpose of this research to know the students' error of using ellipsis in recount text of the students at Islamic College of Jurai Siwo Metro in academic year 2015/2016.

B. Data Resources

In this research the researcher divides the sources into two items. They are primary and secondary.

1) Primary sources

Primary source are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. They present information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary source of this research was documentation of the students' task of the sixth semester students of State Islamic College Jurai Siwo Metro in academic year 2015/2016. The total numbers of the students are 15 students.

²Geoffrey Marczyk et. al., *Essentials of Research Design and Methodology*, (USA: John Wiley & Sons, Inc. 2005), p. 16.

2) Secondary sources

Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is interview.

C. Data Collecting Technique

Qualitative research typically follows an inductive process.³ It means that the data collection taken from process analyzing data become theory or interpretations. Creswell said that “in many qualitative studies, inquiries collect multiple forms of data and spend a considerable time in the natural setting gathering information”⁴ The data collection is the accumulation of specific evidence that will enable the researcher to properly analyse the results of all activities by his research design and procedures.

The data are needed in a research work to serve the raw material that is used in the production of data. It provides a definite direction and definite answer to a research inquiry. Whatever inquiry has to give a definite answer to an investigation. Data are very essential for a scientific research. In addition, the data are needed to substantiate the various arguments in research findings.⁵

³ Linda Kalof et.al., *Essential of Social Research*, (England: Open university press, 2008), p. 85.

⁴ John W. Creswell, *Research Design*, p. 184

⁵Yogesh Kumar Singh, *Fundamental of Research Methodology and statistics*, (New Delhi: New Age International Publisher, 2006), p. 212.

Qualitative researchers also have a toolbox of data-gathering techniques, including indepth interviewing, participant observation, and document analysis.⁶ The researcher in this research uses document to collect the data. The researcher takes documents from the result of the use of ellipsis in students' writing in recount text. In the process of collecting the data, the researcher collects the results of writing students to analyze and to identify the using of ellipsis in recount text.

In this research the researcher use two techniques to collect the data, there are documentation and interview.

1. Documentation

Qualitative researchers may use written documents or other artifacts to gain an understanding of the phenomenon under study.⁷ In this research, the researcher uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public documents provide in the form of minutes from meeting, official memos, and newspaper. Example of private documents is personal journal and diaries, letters, and personal notes.⁸ Furthermore, the researcher got the data from the result of students' task that is as the documentation.

⁶Donald Ary et. al., *Introduction to Research in Education Eight Edition*, (USA: Wadsworth Cengage Learning, 2010), p.32

⁷ *Ibid.*, p. 432

⁸ Jhon W. Creswell, *Research Design*, p. 18

2. Interview

Interview occurs when the researchers ask one or more participants general, open-ended questions and record their answers.⁹ It means that by interviewing the participants (students) can best voice their experiences unconstrained by any perspectives of the researcher or past research findings. Interview provides useful information when the researcher cannot directly observe participants, and the researcher permits participants to describe detailed personal information. Therefore, in this research the researcher used interview to support the data from the students.

D. Data Analysis Technique

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes of

⁹John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4rd Ed*, (New Delhi: Pearson Education, 2012), p. 217

two aspects, the aspects consists of text analysis and involve developing a description and themes.

The researcher would apply Miles and Huberman model to analyze the data.¹⁰ The componets of this analysis model are pictured by this figure.

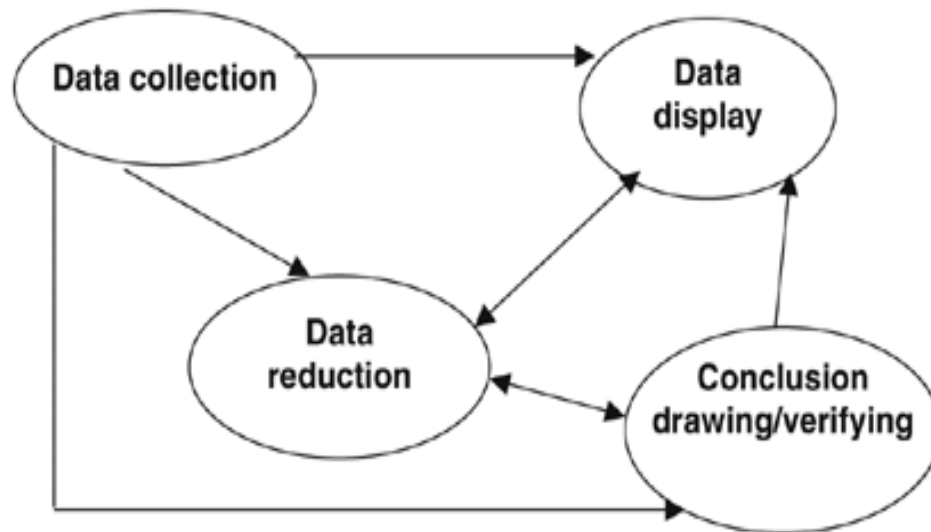


Figure I. Analysis Components of Miles and Huberman Model

Data analysis by Miles and Huberman model conducts the following steps:¹¹

- 1) Data collection is the step when the researcher gather all data which are used to complete the research.
- 2) The researcher reduces the data he had gotten by summarizing and choosing specific things.
- 3) To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.

¹⁰ Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), p. 429

¹¹ *Ibid*,

- 4) Lastly, the researcher verifies his research by making conclusion of data findings.

Therefore, it is concluded that the analysis of data has some functions in analyze research data that include in; to make the meaningful raw data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

1. The Historical Background of STAIN Jurai Siwo Metro

STAIN Jurai Siwo Metro is one of State College for Islamic Studies (PTAIN) in Indonesia which is located in Lampung Province. As all Islamic high educations, STAIN Jurai Siwo Metro was founded to graduate students who have quality in developing Islamic religious science and general science. It is described in its motto “always preaching the truth.”

STAIN Jurai Siwo Metro was established based on Presidential Decree No. 11 dated June 30, 1997. Starting from the idea of elite and religion figures to establish Islamic Institution of Higher Education. Tarbiyah and Syari’ah was formed under the shelter and the responsibility of Yayasan Kesejahteraan Islam Lampung (YKIL) in Tanjung Karang. YKIL was established in 1961 and lead by Raden Muhammad Sayid.

On October 1964, the ministry of Religious Affairs switched private status of Tarbiyah faculty to become state through the ministry of Religious Affairs Decree No. 86/1964. It was legalized as the branch of Tarbiyah Faculty of IAIN Raden Fatah Palembang.

Moreover, Tarbiyah and Syari’ah Faculty were also established in Metro in 1967. Since Tarbiyah Faculty of Metro was transformed into a

long-distance class of Tarbiyah Faculty of IAIN Raden Fatah Palembang in Tanjung Karang.

In 1965, YKIL brought up three faculties as the preparation to found Government Institute for Islamic Studies (IAIN) in Lampung such as Tarbiyah, Syari'ah, and Ushuludin Faculty. Nevertheless, YKIL had wide function, compensation, and construction toward the existing faculties. Hence, an institute was formed by the name Perguruan Tinggi Islam Lampung (YAPERTI) which runs on August 27, 1966. The official members of YAPERTI were K.H. Zakaria Nawawi as chief, Rafi'un Rafdi and R.H A. Basyid as secretary.

Some efforts were done by YAPERTI to realize the founding of IAIN Al Jami'ah in Lampung. Firstly, it was made state-owned faculties in private status. Next, YAPERTI formed a state-owned committee maker and penjami'ahan committee which were officially ratified by the ministry of Religious Affairs through the Decree No. 162/67 on December 16, 1967. The personals are; (1) H. Zainal Abidin Pagar Alam (Regional Leader Governor Level in Lampung) is as a chief, (2) R. H. A. Basyid and Muhtar Hasan, SH (Sekda Level I in Lampung) are as secretary, (3) H. Zakaria Nawawi is as exchequer. Finally, IAIN Al Jami'ah was founded based on the ministry of Religious Affairs Decree No. 187/68 which was named "Institute Agama Islam Negeri Al Jami'ah Al Islamiah Al Humiah Raden Intan Lampung" together with the making

state-owned Syari'ah and Ushuludin Faculty in Tanjung Karang and Tarbiyah Faculty in Metro.

Furthermore, the Ministry of Religious Affairs released the Decree No. 397, 1993 about Organization and Administration of IAIN Raden Intan. Then STATUTA of IAIN was noted on the Ministry of Religious Affairs Decree No. 411, 1993. IAIN Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung based on the change of the name of capital province of Lampung from Tanjung Karang to Bandar Lampung. Then, the Ministry of Religious Affairs went out a handbill of Director General of Bina Masyarakat (BIMAS) Islam about Settlement of Institutional Faculties IAIN outside central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN) on August 21, 1996.

Each STAIN was asked for giving name which was its special characteristic in its domiciling region. There were five names given to STAIN Metro, such name as STAIN Raden Imba Kusuma, STAIN Lampung, STAIN Sosrosudarmo, and STAIN Jurai Siwo. Then, STAIN Jurai Siwo was chosen as the name of STAIN Metro. It was based on the reason that was domiciling in Lampung Tengah which had culture of nine clans (marg/turunan) known "Jurai Siwo" could be eternalized as the name of STAIN Metro. Thus, 33 institutes of STAIN in Indonesia were ratified by the Ministry of Religious affairs on June 30, 1997.

Rapid advances in science and technology has driven STAIN Jurai Siwo Metro to be better performance. Institutionally, STAIN Jurai Siwo

Metro had two faculties namely Syari'ah and Tabiyah Faculty. Syari'ah Faculty covers Islamic Banking (D3 PBS), Islamic Banking (S1 PBS), Islamic Economy Department (EI), and Islamic Law Department (AS). Then, Tarbiyah Faculty includes Islamic Elementary School Teacher Education Program (PGMI), Arabic Education Study Program (PBA), Islamic Religious Education Study Program (PAI), and English Education Study Program (PBI). Additionally, STAIN Jurai Siwo Metro has made remarkable progress by launching the bilingual campus.

2. Organization Structure of STAIN Jurai Siwo Metro

The organization structure of STAIN Jurai Siwo Metro in academic year 2015/2016 as follows:

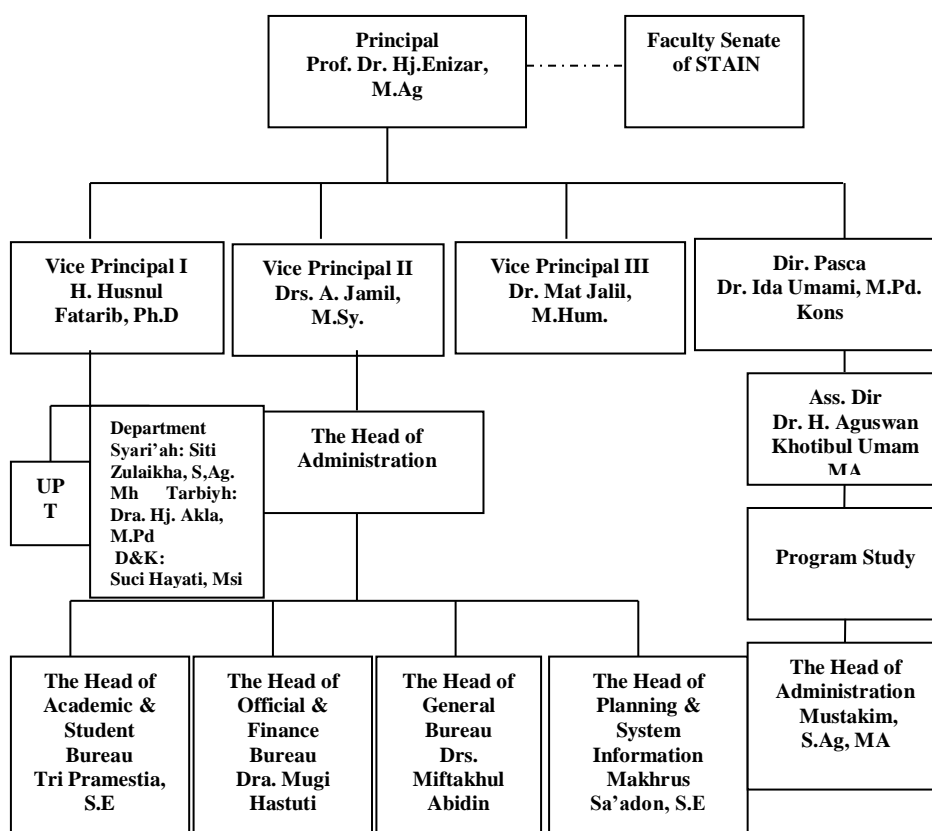


Figure 2. The organization structure of STAIN Jurai Siwo Metro.

3. The Facilities in STAIN Jurai Siwo Metro

To support lecturers and students, there are several facilities in STAIN Jurai Siwo Metro namely: lecturer's room, Computer Laboratory Unit & Baitul Mal wa Tamwil, Library Unit, Language Laboratory Unit, Micro-Teaching Laboratory, Islamic Development Unit, classroom, mosque, futsal field, basketball field, wall climbing field, volley field, tennis field, auditorium, Students Activities Unit (UKM) room, Students Committee Office. For getting the details of facilities, it can be shown in the table below:

Table 2
Facilities in STAIN Jurai Siwo Metro

| No | Facilities | Total of unit | Large (m ²) |
|----|--------------------------------|---------------|-------------------------|
| 1 | Lecturers' room | 1 | 556 |
| 2 | Computer Laboratory Unit & BMT | 1 | 1000 |
| 3 | Library Unit | 1 | 1000 |
| 4 | Language Laboratory Unit | 1 | 180 |
| 5 | Micro-Teaching Laboratory | 1 | 106,8 |
| 6 | Islamic Development Unit | 1 | 30 |
| 7 | Classroom | 16 | 1248 |
| 8 | Mosque | 1 | 1000 |
| 9 | Futsal Field | 1 | 510 |
| 10 | Basketball Field | 1 | - |
| 11 | Wall Climbing Field | 1 | 92 |
| 12 | Volley Field | 1 | - |
| 13 | Tennis Field | 1 | 650 |
| 14 | Auditorium | 1 | - |
| 15 | Students Activities Unit | 1 | - |
| 16 | Students Committee Office | 1 | - |

Source: Observation of STAIN Jurai Siwo Metro in academic year 2015/2016.

4. Location Sketch of STAIN Jurai Siwo Metro

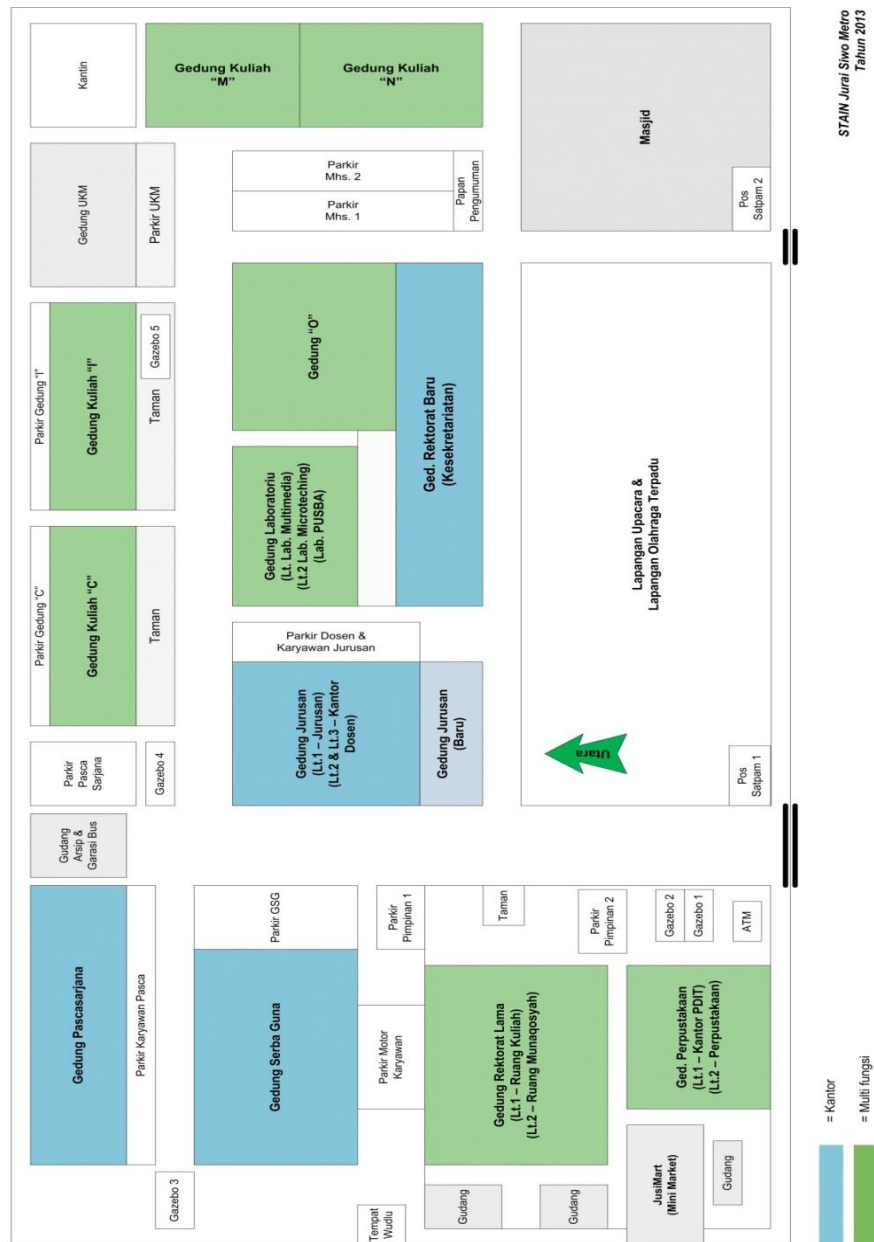


Figure 3. The Location Sketch of STAIN Jurai Siwo Metro

5. The Profile of English Education Study Program

English Education Study Program (PBI) is S1 degree of Tarbiyah Faculty in State Islamic College (STAIN) of Jurai Siwo Metro. In 2002, previously, English Education Study Program was known as Diploma 3

(D3). In response to the stakeholders, Diploma 3 appropriately was needed for higher level education. Thus, it was converted to S1 degree of English Education Study Program based on Directorial Decree of College for Islamic Studies No. Djl/220.C/2007 on May 28, 2007.

A vision of integrating Islamic values and academic excellent is mutually developed by the English Education Study Program of State Islamic College (STAIN) of Jurai Siwo Metro. In this regard, the students are expected to be professional educator in the modern era, as well as in the wide bargaining. To get achieve such vision is implemented throughout several missions as follow; (1) the English Education Study Program strives for students' personality by exploring knowledge, understanding, and mastering the Islamic values to be implemented in religious and national context, (2) the English Education Study Program creates humanistic, democratic, and modern academic atmosphere, (3) English Education Study Program stimulates professional ethic of basic science theoretically and practically, (4) English Education Study Program applies an integrated educational system to give an eligible contribution of its educational development.

The English Education Study Program is established to devote the particular goals, such as; (1) the students are exercised to be a deep understanding English teacher toward religious, knowledge, technology, and art. Indeed, they are hoped to be agent of change in society, (2) the students are presented to be professional English teacher who can expand

the English subject within fully Islamic motivation, (3) the students are taught a highly English mastery in order to give an available contribution toward Islamic culture and society at large.

In line with the vision, mission, and aim above, some integrated aspects are focused by the English Education Study Program to assess the students' performance. The integrated aspects are named as cognition, psychomotor, and affection. Interestingly, the researcher conducted the research about an error analysis in using ellipsis in recount text. The research is expected to help to solve the students' problem in their subject and it is expected to be exerted in achieving the aim of English Education Study Program.

B. General Description of Research Data

As mentioned previously in chapter one, the researcher conducted this research to analyze the students' error of using ellipsis in recount text. The objectives of this research were to find out the errors and the problems that students' have in using ellipsis in recount text. This research was conducted on June 09, 2016 at the sixth semester students of English Education Study Program in State Islamic College Jurai Siwo Metro.

In this research, the researcher used two techniques to get the data. They were documentation and interview. The documentation was taken from the result of students' task which related on the use of ellipsis in recount text.

In addition, the researcher used 15 documents to be analyzed as the source of data research.

The documentation was used to investigate the error of using ellipsis in recount text. In this documents, there were three types of ellipsis error. They were nominal ellipsis error, verbal ellipsis error, and clausal ellipsis one. The code of each types of ellipsis error was NEE (nominal ellipsis error), VEE (verbal ellipsis error), and CEE (clausal ellipsis error).

Moreover, the interview was done by asking the students some questions related on the use of ellipsis. There were fifteen students that have been interviewed. Since there were fifteen students that have been interviewed the code of them were S1-S15.

The purpose of this research was to know the students' error in using ellipsis in recount text and to know the types of ellipsis which common error made by students. In this research, the researcher focused on collect the data by analyzing the result of students' task related to the use of ellipsis.

Based on the analysis, the researcher found the ellipsis errors from students' recount text that were explained in the following table:

Table 3
Analysis of Students' Recount Text

| No | Participants | Previous Sentence | Ellipsis Error | Types of Ellipsis Error | The Correct Ellipsis |
|----|--------------|-------------------------------------|---|-------------------------|----------------------|
| 1 | WL | Where will you continue your study? | I would like to continue my study at IAIN Raden | CEE | At IAIN Raden Intan. |

| | | | | | |
|----|------|--|----------------------------------|-----|------------------------------|
| | | | Intan. | | |
| | | Where will you continue your study? | Yes, I could | VEE | At IAIN Raden Intan too. |
| | | Do you like accompanying me? | Yes, I could | VEE | Yes, I like |
| 2 | UNA | Hi Mut, today is going to rain? | I think so | CEE | I think |
| | | Do you like this bag? | I like the green one | NEE | I like the green |
| 3 | AS | Are you not look there? | I didn't | VEE | No, I aren't |
| | | Sorry Sir, I make you angry. | The police answered 'so am I'. | CEE | Yes |
| 4 | PR | It is very a nice day, right? | I think so | CEE | I think |
| 5 | ASN | Do you like red, blue, or black shoes? | And she answered "The blue one". | NEE | And she answered "The blue". |
| | | Do you think about the red shoes? | I don't think so | CEE | I don't think |
| 6 | RE | Hi, I've been waiting for you | Oh me too | CEE | Really? |
| 7 | ANM | What do you think that is better Alvi? The red or blue veil? | I like the red one | NEE | I like the red |
| 8 | OH | I hope that our lecturer doesn't come today. | I hope so | CEE | Yes, I hope |
| | | Today, I had two subject. | Both of them didn't come. | NEE | Both are didn't come. |
| 9 | EJ | Oh dear, this is your bag. | Oh mom, I prefer the black one. | NEE | Oh mom, I prefer the black. |
| 10 | NYCD | Is it difficult so study English? I think English is so difficult. Asked my grandpa. | Yes, I think so. | CEE | Yes, I think. |
| 11 | IAJ | Are you still | Yes, I | VEE | Yes, of |

| | | | | | |
|----|----|--|--|-----|---------------|
| | | remember our experience? | remember it. | | course. |
| 12 | CL | Is it going to rain, sister? | Yes, I think so. | CEE | Yes, I think. |
| 13 | SA | Ana think that the beach is wonderful place. | And I think so | CEE | Yes, I think. |
| 14 | MN | - | - | - | - |
| 15 | YA | Are you serious will be a winner? | I answered with my confidence "Yes, I think so". | CEE | Yes, I think. |

Based on the table above, the researcher concluded that there were some errors of using ellipsis in recount text which made by the sixth students of State Islamic College Jurai Siwo Metro. Moreover, it was added by the data of students' error in using ellipsis in recount text based on the classification of the types of ellipsis error. The researcher also explained the findings in the following table:

Table 4
The Types of Ellipsis Error

| No | Participants | Types of Error | | | TOTAL |
|----|--------------|----------------|--------|---------|-------|
| | | Nominal | Verbal | Clausal | |
| 1 | WL | 0 | 2 | 2 | 4 |
| 2 | UNA | 1 | 0 | 1 | 2 |
| 3 | AS | 0 | 1 | 1 | 2 |
| 4 | PR | 0 | 0 | 1 | 1 |
| 5 | ASN | 1 | 0 | 1 | 2 |
| 6 | RE | 0 | 0 | 2 | 2 |
| 7 | ANM | 1 | 0 | 0 | 1 |
| 8 | OH | 1 | 0 | 1 | 2 |
| 9 | EJ | 1 | 0 | 0 | 1 |
| 10 | NYCD | 0 | 0 | 2 | 2 |
| 11 | IAJ | 0 | 2 | 0 | 2 |

| | | | | | |
|-------------------|----|------------|------------|------------|-------------|
| 12 | CL | 0 | 0 | 1 | 1 |
| 13 | SA | 0 | 0 | 1 | 1 |
| 14 | MN | 0 | 0 | 0 | 0 |
| 15 | YA | 0 | 0 | 1 | 1 |
| TOTAL | | 5 | 5 | 14 | 24 |
| Percentage | | 21% | 21% | 58% | 100% |

According to the result of data analysis above, it could be explained that there were some ellipsis errors which were commonly found in recount text. The researcher classified those errors into three types, namely nominal ellipsis error, verbal ellipsis error, and clausal ellipsis error. Furthermore, the following brief description explains the data analysis.

1. Nominal Ellipsis Error (NEE)

Nominal ellipsis is ellipsis within the nominal group. In other words, nominal ellipsis belongs to the omission of noun phrase or noun clause in a sentence.

There were 5 errors showed nominal in students' recount text. The examples of nominal ellipsis error were:

“Do you like red, blue, or black shoes?” and she answered “The blue one”. (*ASN, paragraph 1, line 4)

*“I had two subjects. Both of **them** did not come”.* (*OH, paragraph 1, line 6)

The data above showed us that there were several errors in applying nominal ellipsis. For instance, in the first example the writer had to use nominal ellipsis, but it was not nominal ellipsis form. It was nominal substitution form. Then, in the second example, the writer want

to use nominal ellipsis form, but it was not nominal ellipsis form. It was nominal substitution one.

2. Verbal Ellipsis Error (VEE)

Verbal ellipsis belongs to the omission of verbal phrase or verbal clause in a sentence. In other words, verbal ellipsis belongs to the eliminating of the element (verb phrase or verb clause) in a sentence.

There were 5 errors showed verbal in students' recount text. The examples of verbal ellipsis error were:

*“Do you like accompany me?” “Yes, I **could**. Sorry Tina my phone is ringing”. (*WL, paragraph 2, line 8)*

*“Are you not look there?” “I **didn't**. Sorry Sir I make you angry”. (*AS, paragraph 2, line 7)*

The data above showed that there were several errors in using verbal ellipsis. In the first example, the writer want to use verbal ellipsis, but there was ungrammatical in that sentence. It was because in the first sentence, the writer used auxiliary *do* but in the second sentence he/she used auxiliary *could*. It was not parallel. Whereas, in the second example, the writer used present tense, but the answer was past form.

3. Clausal Ellipsis Error (CEE)

Clausal ellipsis is the omission of an item within the clausal. Clausal ellipsis occurs typically in a dialogue sequence where in a response turn everything is omitted except the information bearing element.

There were 5 errors showed clausal in students' recount text. The examples of clausal ellipsis error were:

*"Hi, Mut....today is going to rain?" "I think so". (*UNA, paragraph 1, line 4)*

*"Is it difficult to study English?" "I think **English is so difficult.**" (*NYCD, paragraph 1, line 4)*

It shown that there were errors in applying clausal ellipsis. In the first example, the writer was not to use clausal ellipsis, but it was clausal substitution form because there was *so* after verb. It means that *so* explained the full sentence. In other words, *so* was replaced the complete sentence from the first sentence. Whereas, in the second example also was not clausal ellipsis form because in that sentence there was not the word or phrase that was omitted.

From the data analysis above, the researcher got the specific data of error in using ellipsis in recount text based on the types of ellipsis itself. In addition, the findings were strengthened by interview. It was done by asking the students some questions related on the use of ellipsis. It was done outside classroom to keep the concentration of students being interviewed. In this process, the researcher interviewed fifteen students of English Study Program in sixth semester. These lists were the result of the interview in fifteen respondents.

1. What is ellipsis?

Answer:

- S1 : ellipsis is there is something omitted.
- S2 : ellipsis is simple substitution, if substitution is 'replace' ellipsis is 'omit'
- S3 : ellipsis is an omitting a word that is occurred in the sentence which its semantics can be understand by the reader and listener.
- S4 : ellipsis is omitting the words or clause from the sentence.
- S5 : ellipsis is there is something omitted from the sentence.
- S6 : ellipsis is eliminating process of words or phrase from the sentence.
- S7 : ellipsis is an omitting words.
- S8 : ellipsis is omitting the words or phrase.
- S9 : ellipsis is omitting the words from the sentence.
- S10 : ellipsis is an omitting the words.
- S11 : ellipsis is there is something omitted from the sentence.
- S12 : ellipsis is omitting the words or clause from the sentence.
- S13 : ellipsis is omitting the words.
- S14 : ellipsis is the process of omitting the essential element from the sentence.
- S15 : ellipsis is there is word that was omitted.

2. What kinds of ellipsis do you know?

Answer:

- S1 : there are three kinds/types of ellipsis. They are nominal, verbal, and clausal ellipsis.
- S2 : nominal, verbal, and clausal ellipsis.
- S3 : they are nominal, verbal, clausal ellipsis.
- S4 : verbal, nominal, and clausal.
- S5 : nominal, verbal, and clausal ellipsis.
- S6 : they are nominal, verbal, and clausal.
- S7 : there are nominal, verbal, and clausal ellipsis.
- S8 : they are nominal, verbal, and clausal ellipsis.
- S9 : nominal, verbal, and clausal.
- S10 : nominal, clausal, and verbal ellipsis.
- S11 : verbal, nominal, clausal.
- S12 : nominal, verbal, and clausal ellipsis.
- S13 : they are nominal, verbal, and clausal.
- S14 : there are nominal, verbal, and clausal.
- S15 : nominal, verbal, and clausal.

3. What is the difficulty of using ellipsis in the sentence or text?

Answer:

- S1 : less vocabulary, don't understand the meaning.
- S2 : still confused with the ellipsis construction.
- S3 : don't understand yet the main messages from the sentence, less grammar mastery.
- S4 : hard to differ between ellipsis and substitution construction.

- S5 : less understanding about ellipsis construction.
- S6 : less vocabulary, grammar mastery, and ellipsis construction.
- S7 : less vocabulary, grammar mastery, and ellipsis construction.
- S8 : misconception and misapplication between ellipsis and substitution.
- S9 : less understanding about ellipsis construction.
- S10 : less vocabulary and grammar mastery.
- S11 : don't understand yet about ellipsis construction.
- S12 : misconception between ellipsis and substitution.
- S13 : less grammar mastery
- S14 : don't understand yet the main messages from the sentence, less grammar mastery.
- S15 : less understanding about ellipsis construction.

4. Did you use ellipsis in your recount text?

Answer:

- S1 : yes, I did
- S2 : yes, I did
- S3 : yes, I did
- S4 : yes, ever
- S5 : yes, I did
- S6 : yes, I did
- S7 : yes, I did
- S8 : yes, I did
- S9 : yes, I did

- S10 : yes, I did
- S11 : yes, I did
- S12 : yes, I did
- S13 : yes, I did
- S14 : yes, I did
- S15 : yes, I ever use it in recount text.

5. What are the common errors in using ellipsis in recount text?

Answer:

- S1 : the error when identify the types
- S2 : misconception and misapplication between ellipsis and substitution.
- S3 : not able to analyse the sentence that can be omitted.
- S4 : make error when construct the sentence because don't understand yet about ellipsis construction.
- S5 : confusing in the grammar construction.
- S6 : not able to analyse the sentence that can be omitted.
- S7 : not able to analyse the sentence that can be omitted.
- S8 : have difficulty to understand the ellipsis construction.
- S9 : have difficulty to understand grammar and ellipsis construction.
- S10 : not able to analyse the sentence that can be omitted.
- S11 : have difficulty to understand the ellipsis construction.
- S12 : confusing in the grammar construction.
- S13 : have difficulty in distinguish the types of ellipsis.
- S14 : have difficulty in identifying ellipsis in the conversation.

S15 : misconception and misapplication between ellipsis and substitution.

The result of interview shown that the students have error in using ellipsis. It was caused by less of understanding the main message, less of vocabulary and grammar mastery, and less of ellipsis construction mastery. They often confused when they omit the word or phrase based on the ellipsis construction. In additional, it was hard for the students to differ, analyze and apply the concept of ellipsis and substitution in the text. Therefore, there were misconception and misapplication between ellipsis and substitution.

Furthermore, the researcher concluded that there were students' error in using ellipsis, especially in recount text. It was because the students do not understand yet about the main messages of the text, they have less understand about vocabulary, structure and grammar mastery, and the important one is that they have less the ellipsis construction mastery.

C. Discussion

Based on the findings, there were many errors in using ellipsis in recount text. The students are still careless in using ellipsis in their text. Whereas, the good text or scientific writing must has a good quality both in meaning and in structure. Therefore, the writing product will be a good product that has highly quality.

In addition, the researcher explained the ellipsis error of each ellipsis type analyzed that including verbal, nominal, and clausal one. Each type analysis was illustrated as the following chart:

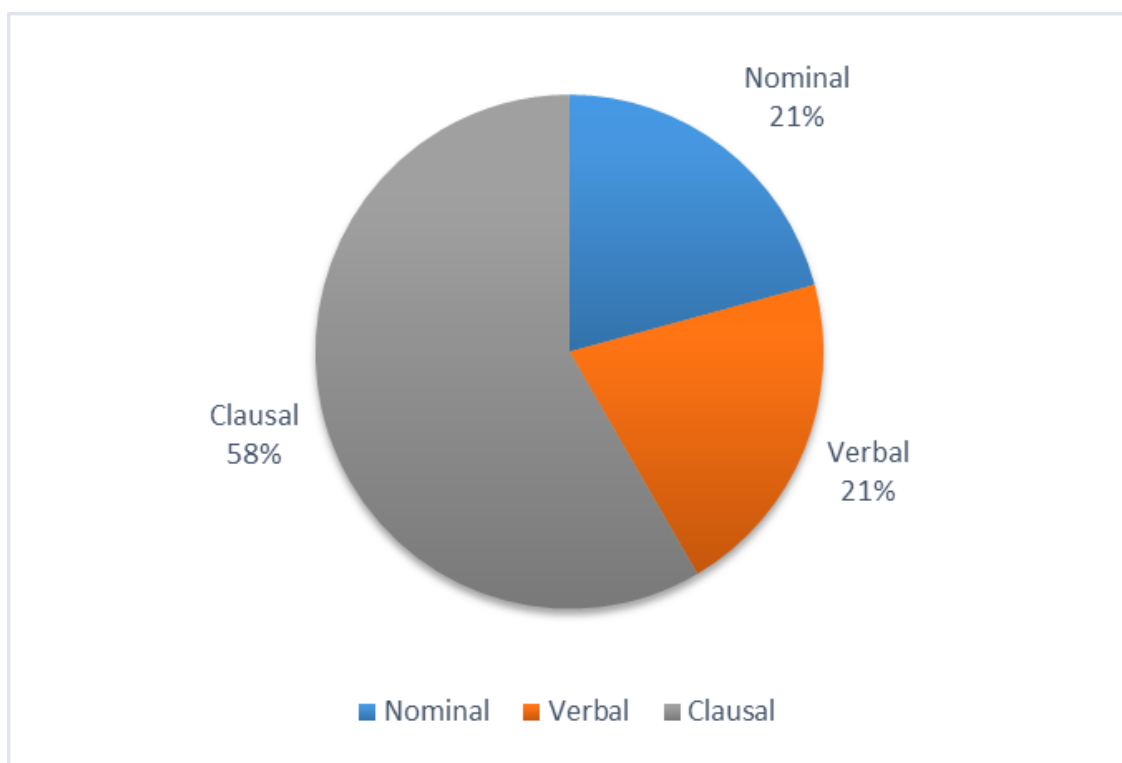


Figure 4. *The frequency of ellipsis error existing in students' recount text.*

Based on the explanation of the chart above, the researcher concluded that there were some errors in using ellipsis in recount text. The students made error in each types of ellipsis. The errors was 5 items (21%) of nominal ellipsis error (NEE), 5 items (21%) of verbal ellipsis error (VEE), and 14 items (58%) of clausal ellipsis error (CEE). Moreover, ellipsis error mostly occurred in the sixth students' recount text in State Islamic College Jurai Siwo Metro was clausal ellipsis error with 14 items or 58%. It was followed

by nominal ellipsis error with 5 items or 21% and verbal ellipsis error was 5 items or 21%.

By conducting this research, we could know the common ellipsis errors which occurred in students' recount text. Therefore, it can be said that the concept of ellipsis plays importance in composing the writing products. The students should deeply enhance their knowledge about the use of ellipsis in the text, especially in recount text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding of the research, it shown that there were some errors in using ellipsis in recount text which was made by students, such as the use of nominal ellipsis, verbal ellipsis, and clausal ellipsis. Here was shown from the result of students' task. The students were not able to use the correct ellipsis based on ellipsis construction. In additional, it was hard for the students to differ, analyze and apply the concept of ellipsis and substitution in the text. It was because both of them had the relationship. Therefore, there were misconception and misapplication between ellipsis and substitution.

Furthermore, the students' error of using ellipsis in recount text was drawn from analysis of the data that the sixth semester students of Jurai Siwo Metro more often made error when they used the clausal ellipsis. It was drawn by the percentage of clausal ellipsis error 58%. It was followed by nominal ellipsis error 21% and verbal ellipsis error was 21%. They were not able to analyze the ellipsis based on the ellipsis construction. Additionally, they have less in structure and grammar mastery and have misconception between ellipsis and substitution form.

B. Suggestion

From this research, the researcher want to give some suggestions for the readers. The first is for English Department students, it is suggested to be more aware of the importance of the use ellipsis in the text which exists both in spoken and written forms of language especially grammatical cohesion. Moreover, the ideal discourse especially written discourse is constructed by the words arranged based on the context and the appropriate structure. Therefore, the English learner cannot only create understandable text but also interpret it in understanding a complex text and the text has a good quality both in meaning and in structure.

The second is for the lecturers, practically, from this research the researcher suggests to the lecturers may be able to help the students to solve the problems related to use ellipsis in the text. Therefore, the students can improve their writing by using ellipsis in their text.

The last is for the next researchers, the researcher does hopes that the result of this study can lead the next researchers who conduct research in the same field as the reference or comparison that might be informative to the researches. Hopefully, further researchers are going to be interested in using actual and more corpuses to cover the limitation of this research.

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