

AN UNDERGRADUATE THESIS
AN ERROR ANALYSIS OF ELLIPSIS ON REPORT WRITING
TEXT AMONG THE ELEVENTH GRADERS OF THE SMA
MUHAMMADIYAH 2 METRO

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1438 H / 2016 M

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MUHAMMADIYAH 2 METRO**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study Program

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ABSTRACT

AN ERROR ANALYSIS OF ELLIPSIS ON REPORT WRITING TEXT AMONG THE ELEVENTH GRADERS OF THE SMA MUHAMMADIYAH 2 METRO

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Ellipsis is the idea of omitting part of sentences on the assumption that an earlier sentence will make the meaning clear. Yet, in fact the use of ellipsis in SMA Muhammadiyah 2 Metro still needs further explanation. Hence, this research focuses on analyzing the students' ellipsis use in their report writing.

Types of this research is qualitative, there are primary and secondary. The primary data of this research were taken from fifteen report writings composed by the eleventh grades students of SMA Muhammadiyah Metro. The data were collected by observation and documentation.

The finding reserch shows that the students' ellipsis comprehension are still needed to be improved. After analyzing this phenomenon, the errors were 28% of clausal ellipsis, 43% of verbal ellipsis and error were 62% of nominal ellipsis.

The conclusion this reserch is, the students of SMA Muhammadiyah 2 Metro need further comprehension in using ellipsis and they should give more elaboration about the use of ellipsis in report performance correctly.

Keywords: Ellipsis, Report writing, Error analysis

ABSTRAK

ANALISIS KESALAHAN ELLIPSIS DALAM TULISAN TEKS REPORT PADA SISWA KELAS SEBELAS DI SMA MUHAMMADIYAH 2 METRO

Oleh:

DEVI WULAN SARI

Penghilangan Kata (*ellipsis*) merupakan sebuah ide untuk membuang kata penerimaan dalam sebuah kalimat sebelumnya yang membuat artinya jelas. Namun demikian, pada kenyataannya, penggunaan penghilangan kata pada siswa SMA Muhammadiyah 2 Metro masih membutuhkan penjelasan lebih mendalam. Oleh karena itu, penelitian ini focus pada analisa penggunaan penghilangan kata dalam penulisan report.

Jenis penelitian ini adalah kualitatif, yaitu data primer dan sekunder. Data primer penelitian ini diambil dari 15 karangan report yang dibuat oleh siswa kelas sebelas di SMA Muhammadiyah 2 Metro. Data dikumpulkan melalui observasi, dan dokumentasi.

Temuan peneliti menunjukkan bahwa pemahaman penghilangan kata siswa masih perlu dikembangkan. Setelah menganalisis fenomena tersebut, ditemukan kesalahan sebanyak 28% dalam penggunaan penghilangan kata jenis clausal, 43% jenis verbal dan 62% penghilangan kata dalam jenis nominal. Kesimpulan penelitian ini adalah, siswa SMA Muhammadiyah 2 Metro masih membutuhkan pemahaman yang lebih lanjut dalam penggunaan penghilangan kata dan para guru sebaiknya memberikan penjelasan tentang penggunaan penghilangan kata dalam performa penulisan report secara benar.

MOTTO

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ
وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ۱۱

“Allah akan meninggikan orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu pengetahuan beberapa derajat”

“Allah will exalt those of you who believe, and those who are given knowledge, in high degrees”

(Qs. Al-Mujadalah, verse: 11)

“ The greatest glory in living lies not in never falling, but in rising every time we fall”

“Kemuliaan terbesar dalam hidup tidak terletak pada keberhasilan kita untuk tidak jatuh, tetapi bangkit setiap kali jatuh”

(Nelson Mandela)

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

Allah SWT, the Most Gracious, the Most Merciful. To all of my beloved family
and all whom I greatly love.

CHAPTER I

INTRODUCTION

A. Background of Study

Writing is one of the most important skills which are needed to be attended in the educational world, especially in teaching and learning process of English. It is no exaggeration to state that writing becomes very crucial because by writing the teacher can discern all of about English skills of students including speaking, reading, and listening. In addition, Jordan argued that writing is a method used by human to conduct intercommunication by means of conventional visible marks or symbols. Through a piece of writing human being construct their communication in various ways.¹ Thus, it can be assumed that writing is one of non verbal communications that requires the linguistic skill. It is used by the people to share their thoughts, feelings, and ideas with others.

Furthermore, English writing is divided into some layers such as phrase, clause, sentence, paragraph and so forth. Phrase is a group of words that has a meaning. Then, clause is a group of words that contains a subject and a predicate. Sentence is also a group of word that begins with a capital letter and ends with a period. In brief, it can be said that a paragraph is built of some sentences and a sentence and clause are built of phrase.

¹R.R Jordan, *Academic Writing Course*, (England: Longman,2003),p. 41

In intermediate level, the students acquire more about the paragraph. Paragraph can interest the student of intermediate level to be more critical. In this level the intermediate students acquire the various model of paragraph. The kinds of paragraph are narrative, descriptive, report, argumentative, and etc.

Report paragraphs are non-fiction writing. Their purpose is to give the information to readers in an organized format. Report texts are result of observation or analysis toward particular things or object of research. According to Barker, report text is a piece of writing which aims to describe something in general way.² Often it is non-chronological and written in the present tense. This theory implies that report text refers too kind of text that describes the information by explaining the general information which is written in chronological order and constructed in present tense.

Then, Mustafa and Sundayana explains that report text is to describe the way things are related to history, science, geography, natural resources, man-made and environment phenomenon. It is explained that report text must include important information that is considered to write as a report form.

Thus, report text is a text that contains information that describe something in reality from source such as, natural, public place, animal, man-made and social phenomenon in our environment. In writing a report text the writer must describe the subject in correct information as it is observed.

²Risa Elfa Roza, “*Teaching Writing Report text by Combining Point, Illustration, Explanation (PIE) and Author’s Chair Strategies for Senior High Students*”, Volume 2, p. 2

The generic structures of the report text are general classification, description. General classification is to state classification of general aspects of thing such as, plant, animal, public place, etc. Then, description is to describe a thing that will be discussed in detail part per part, customs or deed is for living creatures and usage for materials.

Meanwhile, Iqra Jabeen reveals that ellipsis is the idea of omitting part of sentences on the assumption that an earlier sentence will make the meaning clear.³ Ellipsis is a universal property of natural language, but its scope and means of realization differ substantially from language to language. Considering the ubiquity of this phenomenon, it may seem rather surprising that ellipsis studies are relatively undeveloped or, at least, lack breadth and depth of coverage. It can be concluded that ellipsis is omitting something in a sentence to make the meaning clear.

Because of the crucial function of ellipsis, the students should comprehend the use of ellipsis based on the classification. Regrettably, not most students can do that. It can be caused by several factors, for instance, the students face a numerous difficulties in building report let alone matching the suitable ellipsis in a text. Moreover, lack of understanding about using ellipsis in writing brings about the students not interested in writing performance.

In the Senior High School of Muhammadiyah 2 Metro, particularly among the students of the eleventh grades, writing can help students spread their ideas into paragraph. To show forth an acceptable writing, we most need

³Iqra Jabeen et al, Academic Research International: Ellipsis, Reference & Substitution As Cohesive Devices *The Bear* By Anton Chekhov, Vol. 4 No. 6 November 2013

to comprehend what like the elements within writing are. One of them is ellipsis which create a coherent text. Regrettably, ellipsis are slightly spelled out in writing subject. Ellipsis makes easier in spoken and written of English. Ellipsis presents to omit the word in a sentence and to avoid repetition word in a sentence. In addition, ellipsis is important that should be omitted to avoid repeating continually in a sentence and also makes easily to be interpreted by reader and make the meaning of sentence become clear. In addition, there is no special subject which explains about ellipsis. Hence, the students in the eleventh grades should learn harder to understand ellipsis in the writing paragraph completely.

The students' list of difficulties rate on ellipsis text in report text writing text based on the pre-survey data:

Student 1:

“.....*Comodo* can grow to a length 3 metres and weight of 150 kilos, foot and tail comodo is very strong. *Comodo* have color chocolate grayish that small scales. They have toxins in their saliva. *Comodo* find food by hunting.....”

Based on the report writing text above, the student 1 uses the word *comodo* repeatedly from the second sentence and so forth. To make it not exaggerated, the word *comodo* in the second sentence should be replaced to *it*.

Student 2:

“.....A cat have *sharpnail and sharp tooth*, cat have white fur and other....”

Fur, cat have beautiful eyes and cute face, cat eat meat, fish, and other, cat can run very speed to hunter mouse.

From the student's writing report text above, there is an exaggerated word *sharp* in the first sentence. To make it more clear without using the word *sharp* twice, it should be omitted to "*a cat has sharp nail and teeth*" in order to make the appropriate writing.

Student 3:

"...A elephant is an animals from Lampung. *Elephant very strong and big. Elephant that's a limited animal. Elephant is animal strong and cute, because have a big body....*"

In this writing, the student 3 writes the word *animal* repeatedly. It points out the repetition of the words. Its word should be omitted to avoid repeating continually. Thus, to make the suitable sentence, its sentence can be replaced to "*Elephant is strong, big, cute but limited animal.*"

Student 4:

"...A cat is animal that cute. *Eyes cat very beautiful. Body cat also very beautiful. Genre cat very many, example: cat angora, etc...*"

From the writing above, it can be assumed that the word "*very beautiful*" is incorrect because it shows a pleonasm. It should be replaced to "*the eyes and body cat are very beautiful*" to avoid repeating the words.

Student 5:

"... A cat is animal found only in Indonesia, although it has smaller relative. *A female cat has an external pouch on the front on its body. A body cat is very smaller and sweet.*

Based on the student's report writing above, there is not correct form in choosing the diction. It can be seen from the italic words above. Those should

be replaced to “*A female cat has an external pouch on the front on its body that is very smaller and sweet.*” Thus, the student 5 should use the word *that* to summarize the sentence and to avoid the repetition.

In general, after analyzing the results of students’ writing performance above, those can be indicated that there are several students of SMA Muhammadiyah 2 Metro who still find the difficulties of using ellipsis in report writing text. Hence, the researcher briefly proposes to analyze the use of ellipsis in report writing text among the eleventh grade of SMA Muhammadiyah 2 Metro.

B. Focus of The Research

The problems which can be sketched from the background of study above are:

1. Error analysis of ellipsis.
2. Subject is the eleventh grade.
3. The kinds of research is qualitative.

C. Problem Limitation

The major problem in this research is analyzing of ellipsis error on report writing text among the eleventh grade of SMA Muhammadiyah 2 Metro.

D. Problem Formulation

The problem formulation of this research is:

What are the kinds of ellipsis error on report writing text commonly encountered by the eleventh grades of SMA Muhammadiyah 2 Metro?

E. The Objective of Study

This research has an aim to find out the ellipsis error on report writing text among the eleventh grades of SMA Muhammadiyah 2 Metro.

F. The Benefit of Study

As a rule, this research is aimed to be a source of information in developing the quality of the students' writing performance. Specifically this research is expected can give:

a. For the students

This research is expected can give additional knowledge for the students to increase their writing performance.

b. For the teacher

This research is expected can give the description about students' problems in writing performance especially in buiding report paragraph by using ellipsis.

c. For the school

This research is expected can give an input for headmaster to create a policy concerning on the quality improvement of the English teacher.

d. Other researchers

The addition even comparation resources for other researchers to start researching.

CHAPTER II

THEORETICAL REVIEW

A. Prior Research

The studies on ellipsis have been widely conducted by some researchers. These show that ellipsis are indeed important in the learning language. Here are some previously-conducted researches related to ellipsis.

Based on the research conducted by Zhihui Fang in international journal of science education that the title is “*The Language Demands Of Science Reading In Middle School*” the results described the number of inappropriate ellipsis that is the omission of word, phrases and clause. Ellipsis is an important feature of written English language in general because it enables writers to avoid unnecessary redundancy.⁴

Furthermore, Iqra Jabeen in international journal highlights a case entitled “*Ellipsis, Reference and Substitution as Cohesive Devices the Bear By Anton Chekhov*” ellipsis is the idea of omitting part of sentences on the assumption that an earlier sentence will make the meaning clear is known as ellipsis.⁵

Guglielmo Cinque maintains in international journal of theoretical linguistics in the title “*A Generalization Concerning DP- Internal Ellipsis*”

⁴ Zhihui Fang, “The Language Demands Of Science Reading In Middle School”, *International Journal Of Science Education*, Vol. 28, No. 5, 2006, p. 491- 520

⁵ IqraJabeenEt.Al, Ellipsis, “Reference & Substitution As Cohesive Devices The Bear By Anton Chekhov”, *Academic Research International*, Vol. 4 No. 6 November 2013, p. 126

the ellipsis is the involves the previous movement of the elided material is the fact. Ellipsis can target a nominal modifier only if all constituents below are also elided.⁶

In conclusion, ellipsis is non expression that which is omitted in a sentence. That occurs if there is repeating word in the sentence. So, ellipsis presents to omit the word and to avoid the repetition of the word in a sentence.

1. The Understanding of Ellipsis

a. The Nature of Ellipsis

Halliday and Hasan propose that ellipsis is described as a form of substitution in which the original item is replaced by zero. In a later publication, Halliday combines substitution and ellipsis into a single category.⁷ Moreover, Iqra Jabeen enlarges that ellipsis is the idea of omitting part of sentences on the assumption that an earlier sentence will make the meaning clear.⁸

In the term of equivalency, Nunan maintains that ellipsis and substitution are essentially the same the types of cohesion although they are separated. Ellipsis occurs when some essential structural element is omitted from a sentence or clause and only be recovering by referring to an element

⁶ Guglielmo Cinque, "A Generalization Concerning DP- Internal Ellipsis", *An International Journal of Theoretical Linguistics* Vol 4.1 (2012), p. 174-193

⁷David Nunan, *Introducing Discourse Analysis*, London: Penguin Books, 1993 p.26.

⁸IqraJabeenEt.Al, Ellipsis, "Reference & Substitution As Cohesive Devices *The Bear* By Anton Chekhov", *Academic Research International*, Vol. 4 No. 6 November 2013, p. 126

in preceding text.⁹ Ellipsis is said to be a special case of substitution because an item in ellipsis is substituted by zero (0) item. It means that ellipsis omits a word or sentence which has a similar meaning with the preceding word or sentence.

Elliptical constructions are often used in contiguous utterance pairs such as a request and elliptical response or a question and elliptical answer, but they are not limited by contiguity or the presence of the linguistic antecedent as demonstrated below.¹⁰

Thus, it can be drawn a conclusion that ellipsis is the process to make the omission of the sentence in order to make the meaning of the sentence clear.

b. The Kinds of Ellipsis

David Nunan maintains three kinds of ellipsis, as follows:¹¹

1) Nominal Ellipsis

Nominal ellipsis operates on the nominal group; it omits a noun within a noun phrase. In this ellipsis, the sentence whose item is omitted can be understood by understanding the previous sentence. The following example tells about the use of nominal ellipsis in a sentence:

⁹David Nunan, *Introducing Discourse*, p. 25

¹⁰Mary D. Swift and Shanley E. M. Allen, "Verb Base Ellipsis in Inuktitut Conversational Discourse", *International Journal of American Linguistics*, Vol. 68, No 2, April 2002. P. 133

¹¹David Nunan, *Introducing Discourse Analysis*, London: Penguin Books, 1993 p.26.

- 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*.¹²

2) Verbal Ellipsis

Verbal ellipsis also operates on the nominal group. This ellipsis is defined as the complete omission of a verb phrase. The structure of the verbal group usually *expresses* the systemic features such as; finiteness (finite; indicative or imperative, non finite; modal or non modal), polarity (positive or negative), voice (active or passive), and tense (past, present, or future). The structure of this ellipsis does not fully express in its systemic features, but it have to be recovered by presupposition.

Example:

A : Have you been working?

B : Yes, I have

The sentence of been working is omitted to make the sentence clear.

3) Clausal Ellipsis

¹² David Nunan, *Introducing Discourse Analysis*, p. 26

Clausal ellipsis functions as verbal ellipsis, where the omission refers to a clause. Example:

- I am sorry (*that*) I could not meet you at the station¹³. The word of *that* is ellipsis, so in this sentence that is omitted, it should be I am sorry I could not meet you at the station.
- He *bought* one and his wife (*bought*) *two*¹⁴. In this sentence it should be, He *bought* and his wife two.

Here is omission of the verb and the complement the clause that is omitted is bought.

In this example the omission is on the “bought”. An elliptical sentence is one which is ‘missing’ a piece, and an ellipsis site is the position in an elliptical sentence where the piece is missing. By using ellipsis, it can avoid the repetition and redundancy in the sentence. Thus, the sentence can be easily understood.

Furthermore, the main usage of ellipsis is to indicate an omission within quoted material. The writers use the ellipsis to eliminate material from the quotation because the information is not needed for the current context; however, care must be taken not to obscure or change. After using ellipsis, it should be put the word “*only*” if part of the final sentence of the quote is omitted.

For example,

A : Have you read the journal?

¹³ Marcella Frank, *Modern English a practical reference guide*, p.291

¹⁴ Moji Olateju (Ph.D), *Advanced English Composition 1*, Nigeria: National Open University of Nigeria, 2010, p.80

B : No, I have not

From the sentence above the ellipsis item is read. The word of read in the second sentence is omitted.

c. 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, so in a sentence there is no repetition and redundancy it make the meaning of the sentence clear.

According to McCarthy ellipsis has function as a writer option to express the meaning based on the context by eliminating certain element.¹⁵ “Ellipsis occurs in the text when some essential structural element is omitted from the sentence or clause.”¹⁶

By omitting the same word, it is effective to make the concise sentences. The book of *Komposisi, sebuah pengantar kemahiran bahasa*, written by Gorys Keraf said that frugality is the use of sentence is not being complicated and wasteful words.¹⁷ In other words, the sentence in the text becomes simple, but it still fills the purpose of the sentence in the text

¹⁵ Michael McCarthy, *Discourse Analysis*, p. 43

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

¹⁷ Gorys Keraf, *Komposisi. sebuah pengantar kemahiran bahasa*, (Yogyakarta: Gadjah Mada University Press, 1989), p.147

without decreasing the meaning. Therefore, by applying the concept of ellipsis the repetition of same words can be avoided.

B. Theoretical Framework

1. The Concept of Report Writing

a. The Definition of Report Writing

Reports are highly structured so that the information that contains can be easily understood.¹⁸ Furthermore, Platt states a report is presentation of facts and finding, usually as a basis for recommendations, written for a specific readership, and probably intended to be kept as a record.¹⁹

In addition, Mustafa and Sundayana propose that report text is to describe the way things are related to history, science, geography, natural resources, man-made and environment phenomenon.²⁰ It is explained that report text must include important information that is considered to write as a report form.

Moreover, Turmudi maintains that report text are the result of observation or analysis the word particular things or objects of research.²¹ Moreover, Emmanuel C. Sharndama states that academic report writing is different from composition writing because it is based on the investigated facts. It is a professional writing which requires the learners to acquire its

¹⁸*Ibid*, p. 16-17

¹⁹BryanPlat, *Report Writing*, (England: Multimedia PublishingLtd, 1975), p. 1

²⁰Risa Elfa Roza, *Teaching Writing Report*, p. 3

²¹Dedi Turmudi, *Smart and Skilful Writer: Developing Writing 2*, (Metro: CV Laduny Alifatama, 2014), p. 43

critical skills and conventions.²² Every kind of writing that involves investigation into a complex phenomenon in institutions of learning falls under academic report writing. They are research papers which could be a term paper, laboratory report, thesis or dissertation. These reports have the seasoned or well educated scholars and experts in the field or people having more knowledge of the subject matter than the learners/writers.

At the same time, Priyono et.al state the social purpose of information of the report text is presenting information about something.²³ It generally describes an entire class of things, whether natural or made: mammals, the planets, rocks, plants, computers, countries of origin, transportation, and so on. It is as a result of systematic observation and analysis.

Based on the definition above, a report text is a text which presents the information about factual phenomenon like plant, animals, natural phenomenon and so forth.

b. The Elements of Report Writing

²²Emmanuel C. Sharndama, "An Analysis Of Discourse Markers In Academic Report Writing: Pedagogical Implications" , *International Journal of Academic Research and Reflection*, Vol. 1 No. 3, 2013, p. 16

²³Joko Priyono et.al, *Interlanguage: English for Senipr High School Student*, (Jakarta: Pusat Perbukuan, 2008), p. 28

In making up a good report writing, it needs numerous helpful elements that cannot be separated from the contain of writing along with report writing. To compose a good paragraph, however, it also needs both cohesion and coherence. Two of them have crucial role in beautifying the content of paragraph.

1) Cohesion

Bailey maintains that cohesion is the linked phrase to combine the whole text to be clear and readable. Cohesion is applied by several techniques such as using conjunctions and linking phrases or sentences with connectors like *he, they* and *that*.²⁴

Moreover, Hinkel assumes that cohesion is the connectivity of ideas in discourse and sentences to one text to another text. It becomes a notable aspect in composing ideas to make a sentence so that the good paragraph can be produced. Furthermore, in textbooks of the writing, cohesion can also refer to the ways of connecting sentences and paragraphs into a unified whole.²⁵ In a similar way, Harmer asserts that cohesive device shows the elements of the text which relate the phrases and sentences to each other.²⁶

Based on the quotations above, the writer argues that cohesion is an important aspect in writing. It also has the function to link the sentence in

²⁴Bailey, Stephen, *Academic Writing: A Handbook for International Students*, New York: Routledge, 2006, p.73

²⁵Eli, Hinkel, *Teaching Academic ESL Writing*, New Jersey: publishers mahwah, 2004, p. 279

²⁶Harmer, Jeremy. *How to Teach Writing*. England: Pearson Longman, 2004, p. 24

order that it can be a legible writing. To sum up in a nutshell, a very good sentence contains some cohesiveness.

2) Coherence

Coherence comes from the Latin verb *cohere* means “hold together”. To make a coherent writing, the sentences must hold together and be logical and smooth from one sentence to others. Each sentences should flow smoothly into the next one.²⁷

In addition, Harmer also pointed out that coherence is frequently achieved by the way in which a writer sequences information. It indicates that the reader should be able to understand what the writer’s information in the text of writing. Therefore, when a text is coherent, the reader can understand what the information in a whole of text is.²⁸

Besides, according to Hinkel, coherence also refers to the organization of discourse with all elements which are presented together logically.²⁹ Barli explains that a coherent paragraph contains smoothly-connected idea. To achieve coherence, the writer needs to use the transitions also known as conjunction.

In conclusion, to make a good report writing is needed writing elements like cohesion and coherence. Two of them have the crucial parts in paragraph

²⁷Oshima, Alice. And Ann Hogue. *Introduction to Academic Writing*. California: Pearson Longman, 1988, p.21

²⁸Jeremy Harmer, *How to.*, p.25

²⁹Hinkel Eli, *Teaching Avademic.*, p. 280

because they can create an acceptable writing related to the idea which is connected smoothly by using conjunction as well.

c. The Organizations of Report Writing

According to Naveed Rehman, an organization means a designed and structured process which create the changes and developments for attaining the objectives.³⁰ Here are some organizations in report writing based on Lehman statements:³¹

1. Title.

A title states a subject to be discussed based on the data which have been analyzed or observed by the writer.

2. General classification or identification of subject.

This part as an introduction to the main discussion. It means that briefly stating classification of general aspects of things, such as animal, plants, public place, nature, man-made and phenomenon in our environment.

3. Description of subject.

This part as an introduction to the main discussion. It means that describing about something or things which will be discussed in details about the described objects resulted from a research or analysis.

³⁰Haque, Sirajul. And Naveed Rehman, "Modern Organization Theory: Analyzing the Complexity of Cooperation in the Modern Organizations", *International Journal of Management and Sustainability*, 2014, 3(5): 261-268, p. 262

³¹Risa Elfa Roza, *Teaching Writing Report*, p. 3

Based on the explanation above, it can be inferred that a good report writing needs a comprehension about the report writing organizations namely title, general classification and description.

d. Language Features of Report Text

Gerot and Wignell maintain that language features of report text:

1. Introducing group or general aspect
2. Using of Relational Processes
3. Using conditional logical connection; when, so,
4. Using of simple present tense (unless extinct)
5. No temporal sequence.

C. The Implications To The Teaching Of Writing

In teaching writing is needed the ellipsis to make the sentence become clearly. The ellipsis is used to indicate the omission of words in the middle of a quoted sentence or the omission of sentences within a quoted paragraph. Then, the function of ellipsis is to avoid repeating continually and redundancy a word in a sentence. The importance of ellipsis in writing is to make the sentence show an omission of a word from a text, to create a pause for effect, to show an unfinished thought, and to show a trail off into silence. This is example from the verbal ellipsis involves the omission of the verb For example:

John : Have you been to Bali?

Alice : Yes, I **have**

The complete response must be *Yes, I have been to Bali*. In the dialogue, the speaker does not use long response, so the sentence *I have been to Bali* is omitted. It is clearly understood that the speaker does not want to confuse to his/ her.

CHAPTER III

RESEARCH METHOD

A. Type and Characteristics of Study

Two prevalent categories of the research are quantitative and qualitative research. Two of them take a part in a research methodology field to enhance more understanding about those researches. Not only quantitative but also qualitative research methodologies have distinction manner in reaching the goal. Those can be distinguished by collecting the data technique and analysing the data. Thus, it is not an excessive fact that either quantitative or qualitative is most absolutely disparate.

This research is a qualitative research. Donal Ary et al interpret that qualitative is a research which grasps a depth understanding by turning to account a holistic data than numeric data.³² In the same way, a study which do not attempt to quantify the results by means of statistical data or analysis is called by qualitative research.³³

Correspondingly, a qualitative classified as most natural research for it conducts in a natural setting to gain a deep understanding of a specific participant or a few by taking the data in a particular place. Thus, the different data taken indicated a different result as well.

In this study, the researcher employed case study approach since the researcher's intention to the use of ellipsis in report text among the eleventh

³²Ary, Donald, *et.al, Introduction to Research in Education*, USA: Wadsworth Cengage Learning, 2010, p.29

³³Marczyk, Geoffrey et. *et.al, Essentials of Research Design and Methodology*, New Jersey: John Wiley & Sons, Inc, 2005, p.17

grade students in Senior High School of Muhammadiyah 2 Metro. Creswell stated that case study is where the researcher investigates in the depth of a phenomenon, a program, an event, an activity, a process, or one or more individuals.³⁴ Similarly, it involves an in-depth examination of a single person or a few people to provide an accurate and complete description of the case. In line with Creswell explanation, the researcher proposed a case study as a type of this research.

Based on the explanation propounded above, the researcher conducted this research at Senior High School Muhammadiyah 2 Metro. In this research, the researcher investigated the use of ellipsis in report writing text among the eleventh grade students of the Senior High School Muhammadiyah 2 Metro. The representation would be shown by using the informative and detailed data of using ellipsis in report writing. It aims to encourage students' knowledge about ellipsis in building a report writing.

B. Data Resource

³⁴Creswel, W. John. *Research Design: qualitative, quantitative, and mixed methods approaches 2nd ed*, California:Sage Publication, 2003, p.15

In this research, in conducting the data resource, the researcher divided them into primary and secondary data. Primary data is the data resource which directly will be acquired by data collector. It means that the first hand data of students' about the use of ellipsis in the report paragraph had been obtained by the researcher as an object of this research. Whereas, collecting the the data which already exist so that the researcher doesn't need to establish a survey called a secondary data like as syllabus English subject in Senior High School of Muhammadiyah 2 Metro.

C. Data Collecting Technique

In qualitative studies, the data can be amassed by collecting two basic types, namely observation and documentation. In this research, the researcher will set up the data by using the instruments as follow:

1. Documentation

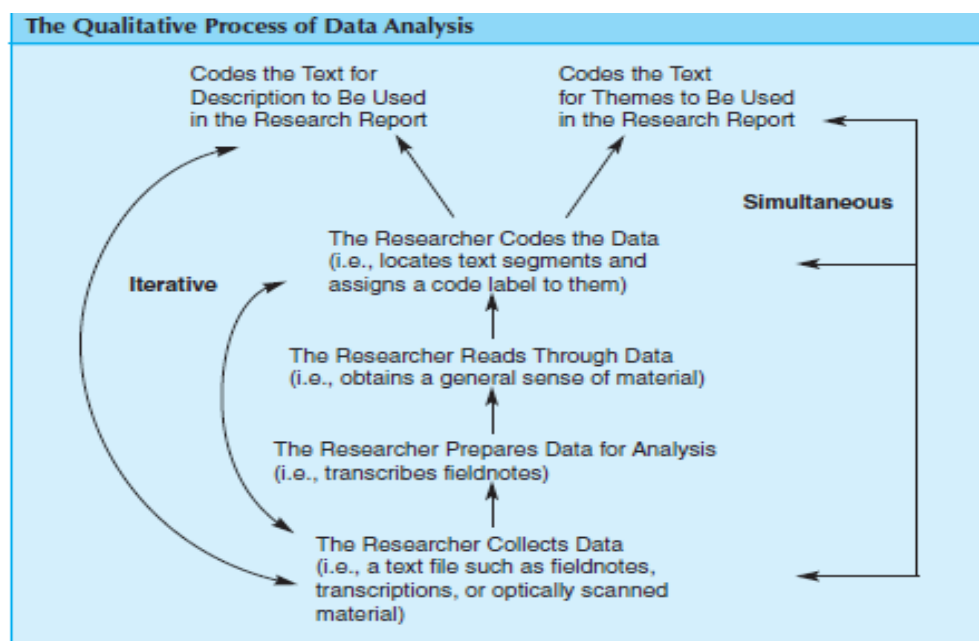
In conducting this research process, the researcher collected some appropriate documents by means of the data from ellipsis book, report writing, the history of school, writing books, the International journals related to the theories between the use of ellipsis and report writing text. Equally, after documenting the data, the writer recorded the information obtained into the field notes.

2. Observations

In this term, the researcher observed the students' behaviour, activities, condition and environment around the participants taking field notes in order to know directly how the process in the class is. In addition, the students' data of the use of ellipsis in report writing text among the eleventh grade students of the Senior High School of Muhammadiyah 2 Metro had been acquired by the data collector shortly.

D. Data Analysis Technique

In this discussion, data analysis techniques were divided into several components. Here are the steps analyzing the data based on the Creswell's model:



Source: Creswell's model³⁵

³⁵Creswel. W. Jhon. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4thed*, Lincoln: Pearson, 2012, p. 237

- In the first process, the researcher collected the detailed data by means of fieldnotes, transcriptions, typed notes from interviews, or optically scanned material to the general codes and themes from the participants.
- Secondly, the students' data of report writing performance by using ellipsis were prepared by the researcher to be analyzed.
- Thirdly, the whole data about students' report writing text by using ellipsis had been read to obtain a deeper understanding about the information from the participants.
- Fourth, the researcher will code and then label the data about student's report writing text by using ellipsis descriptively.

All of the sequential steps above can be done simultaneously from collecting the data, preparing and reading the whole data until coding the data descriptively. In addition, the researcher might cycle back and forth between data collection and analysis data to collect more representative data from the participants.

E. Approach

It is stated again that this research used qualitative design and had been conducted by using a model proposed by Creswell. Here are the procedures of the research:

1. The data had been prepared and organized to be analyzed. This step involves transcribing interviews, writing field notes, or arranging the data depend on different sources of information. The data had been collected from the students' writing performance in building report text by using ellipsis.

2. The researcher will read the whole data and try to understand the characteristics of ellipsis which commonly used by the students in report text. Thus, the researcher gotten the codes from this general view to reach the next data.
3. The codes had been analyzed and labelled in detail based on the types of ellipsis used.
4. The researcher described the students' ellipsis data through graph or diagram.
5. Fifth, in this step, the researcher conveyed the description result about the students' ellipsis by qualitative narrative.
6. Sixth, this final step was interpreting the information of the data by presenting a list of students' ellipsis knowledge in graph or diagram.³⁶

³⁶John W. Creswell. *Research Design.*, p.191

CHAPTER IV

DATA PRESENTATION

A. Description of Research Setting

1. The Historical Background of SMA Muhammadiyah 2 Metro

General picture is considered as a complement to the data that is the data about the condition of the school which include:

a. The Brief History of SMA Muhammadiyah 2 Metro

SMA Muhammadiyah 2 Metro was established on July 1, 1983 which was originally a laboratory STKIP Muhammadiyah Metro. Since the birth status of SMA Muhammadiyah 2 listed on Muhammadiyah Metro Council Education Teaching and Culture No. 4070/II-6/LP-83/1983 dated December 22, 1983.

Based on the scores of Private School Accreditation conducted by the Ministry of Education and Culture, the status of SMA Muhammadiyah 2 Metro in the next year are:

- Starting on February 1, 1989 by the Decree Recognized status of the Director General of Dikdasmen No: 011/C/Kep/I/1989
- Beginning on December 31, 1991 by the Decree Recognized status of the Director General of Dikdasmen No: 476/C/Kep/I/1991
- Beginning on December 12, 2000 status Recognized by Decree of the Head Office of the Ministry of National Education Lampung No. 37044/112.A/Kep/2000

- Starting on August 11, 2005 with a rating of B BAS Assembly Decision of Lampung Province National Schools Accreditation Board Number: Ma.000768
- National Accreditation Board of Education set the SMA Muhammadiyah 2 Metro received ratings of “B” began on December 14, 2007 to 2012 by Number: Ma.002508

SMA Muhammadiyah 2 Metro is one of the five private schools that are members of the sub-rayon SMA Muhammadiyah 1 Metro, among others: SMA Muhammadiyah 1 Metro, SMA Muhammadiyah 2 Metro, SMA Kristen Metro, SMA Ma'arif Metro, SMA PGRI Metro, SMA TMI Metro.

b. The Leadership

The condition of Leadership, since its establishment in 1983 SMA Muhammadiyah 2 Metro experienced leadership turnover as 9 (nine) times, namely:

Table 1:
The Condition of Leadership of SMA Muhammadiyah 2 Metro

Number	Period	Principal Name	Work Period
1.	I	Dr. Marzuki	1983 – 1987
2.	II	Drs. Marsum Ahmadi	1987 – 1991
3.	III	Drs. Tukiman S.	1991 – 1995
4.	IV	Drs. M. Bashori	1995 – 1999
5.	V	Drs. Zainal Abidin	1999 – 2003
6.	VI	Drs. Wiradi	2003 –

			2008
7.	VII	Ari Tri Wahyuni, S.E.	2008 - 2011
8.	VIII	Ari Tri Wahyuni, S.E.	2011 – 2015
9.	IX	Hari Ardianto, S.Pd.	2015 - 2019

c. School Conditions

1) Circumstances Infrastructure

SMA Muhammadiyah 2 Metro has educational facilities such as school buildings located in the center of Metro City. The building is also equipped with: Office Space, Learning Space, Space Library, Space Science Laboratory, Computer Laboratory Space (Pentium) and the Internet, IPM Space.

2) The Condition of Teachers and Official Employers

The members of teachers and official employers in SMA Muhammadiyah 2 Metro consist of 30 person of teachers. The teachers besides as the teacher given function as representative leader of Curriculum, leader of students, representative students, builder IPM, PASKIBRA and a class sain. Therefore, selected teachers and officers are very helpful in teaching learning process.

3) The Students' Quantity of SMA Muhammadiyah 2 Metro in Academic Year 2015/2016

The students' quantity of SMA Muhammadiyah 2 Metro is 194 that can be identified as follows:

Table 2:
The Data of Students of SMA Muhammadiyah 2 Metro
2015/2016

No	Kelas	Jumlah Rombel	Jenis Kelamin		Jumlah
			L	P	
1.	X-1	1	9	23	32
2.	X-2	1	10	16	26
3.	XI IPA-1	1	10	19	29
4.	XI IPA-2	1	13	17	30
5.	XI IPS	1	14	19	33
6.	XII IPA	1	4	18	22
7.	XII IPS	1	7	15	22
	Jumlah	7	67	127	194

Source: Documentation of students condition SMA Muhammadiyah 2 Metro 2015/2016

Table 3:

**The Members of Teachers and Official Employers
SMA Muhammadiyah 2 Metro
Academic Year 2015/2016**

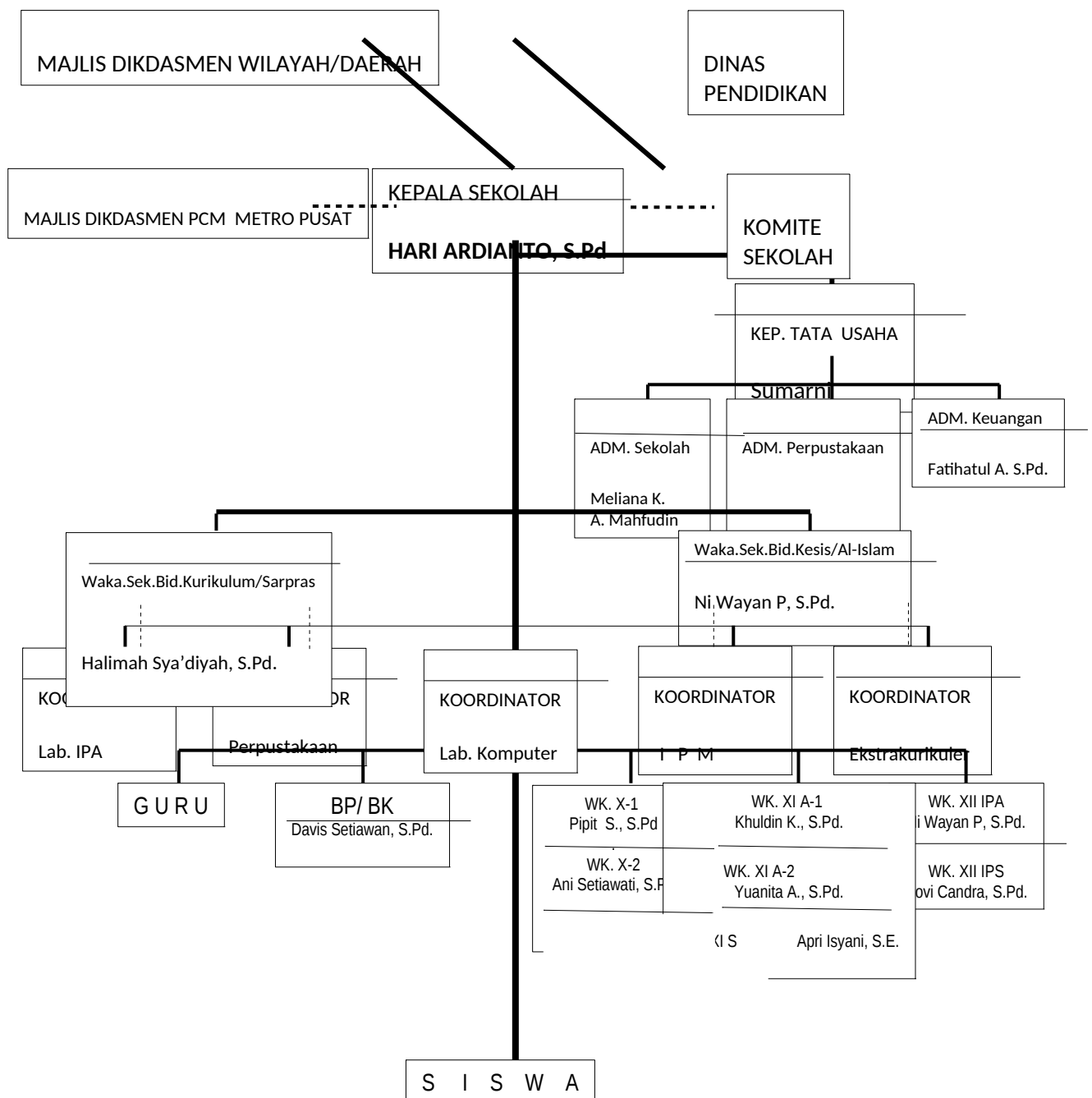
NO	NAMA GURU	L/P	STATUS	JABATAN	BIDANG STUDI
1.	HARI ARDIANTO, S.Pd	L	DPK	Kepala Sekolah /Guru	Fisika
2.	ARI TRI WAHYUNI, S.E.	P	DPK	Waka.Sek.Bagian Sarpras/Guru	Akuntansi
3.	MAS HAERANI, S.Pd.	P	DPK	Guru/ Ka Laboratorium IPA	Kimia
4.	HALIMAH SYA'DIYAH, S.Pd.	P	DPK	Waka.Sek.Bagian Kurikulum/Guru	Kimia
5.	Hj.NI WAYAN PURNIASIH, S.Pd.	P	DPK	Guru/ W. Kelas XII IPA-1	Sejarah
6.	Dra.SUSILAWATI	P	DPK	Guru/ Ka. Perpustakaan	Ekonomi
7.	APRI ISYANI, S.E.	P	DPK	Guru/ W. Kelas XI IPS	Geografi
8.	NURMALINA, S.Pd.	P	DPK	Guru	Biologi
9.	Drs WIRADI	L	GTU	Guru	Sosiologi
10.	SUYADI, BA.	L	GTT	Guru	Akuntansi
11.	Drs.TAUFIK	L	GTT	Guru	Al Islam
12.	YULI MERIYANTO, S.Pd.	L	GTT	Guru/ Waka.Sek.Bagian Kesiswaan	Penjaskes
13.	FATIHAH ALAWIAH, S.Pd.	P	GTT	Guru/ Bendahara Sekolah	Matematika
14.	NOVI CANDRA DEWI, S.S	P	GTT	Guru/ W. Kelas XII IPS	Bahasa Inggris
15.	UJANG KURNIA	L	GTT	Guru	Bahasa Arab
16.	ANI SETIAWATI, S.Pd.	P	GTT	Guru/ W. Kelas X-2	Bahasa Indonesia
17.	KHULDIN KUSAIRI, S.Pd.	P	GTT	Guru/ W. Kelas XI IPA-1	Bahasa Inggris
18.	DAVIS SETIAWAN, S.Pd.	L	GTT	Guru	BK
19.	YUANITA ANGGRAENI, S.Pd.	L	GTT	Guru/ W. Kelas XI IPA-2	Matematika
20.	ZULHANA, S.Pd.	P	GTT	Guru	Biologi
21.	LIFI ENDAR WAHONO, S.Pd.	L	GTT	Guru	Al Islam
22.	EKO YUNANTO, S.Kom.	L	GTT	Guru/ Ka Komputer	TIK
23.	ANGGI INTAN LESTARI, S.Pd.	P	GTT	Guru	PKn
24.	PIPIT SEPTIANA, S.Pd.	P	GTT	Guru/ W. Kelas X-1	Fisika
25.	NOVA DELYANTI, S.Pd.	P	GTT	Guru	P.Seni/ B. Lampung
26.	SUMARNI	P	PTT	Guru/ Ka TU	KMD/ Pembina IPM
27.	A. MAHFUDIN	L	PTT	Staff TU	Bag. Administrasi
28.	MELIANA KUSNAWATI	P	PTT	Staff TU	HW/Paskibra

29.	RIZKY SEPTIN, Amd.	P	PTT	Staff TU	Bag. Perpustakaan
30.	MIRZA IKHSAN SANJAYA	L	PTT	Staff TU	Bag. Administrasi

Source : Administration of the data The members of teachers and official employers SMA Muhammadiyah 2 Metro academic year 2015/2016

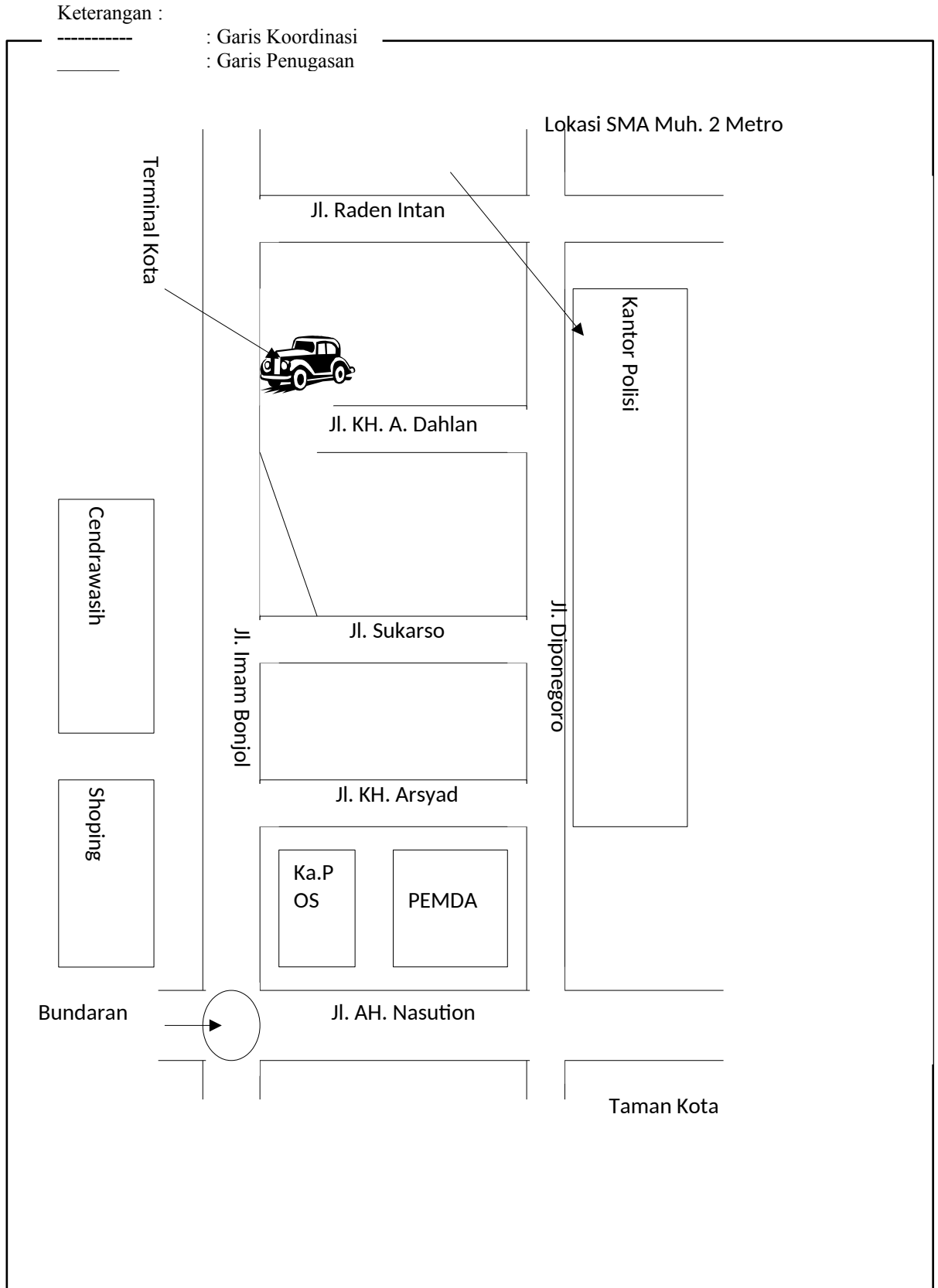
d. Organization Structure of SMA Muhammadiyah 2 Metro

Organization Structure of SMA Muhammadiyah 2 Metro



e. **The Location Sketch of SMA Muhammadiyah 2 Metro**

The Location Sketch of SMA Muhammadiyah 2 Metro



B. General Description of Research Data

Report paragraphs are non-fiction writing. Their purpose is to give the information to readers in an organized format. Report texts are result of observation or analysis toward particular things or object of research. According to Barker, report text is a piece of writing which aims to describe something in general way.

Furthemore, ellipsis is omitting something in a sentence to make the meaning clear. According to Iqra Jabeen reveals that ellipsis is the idea of omitting part of sentences on the assumption that an earlier sentence will make the meaning clear.

In this research, the researcher specifically analyzed the errors of students' ellipsis especially in report writing. As the primary data, they were collected from the students' report writing product of the eleventh grades in SMA Muhammadiyah 2 Metro. The data were taken randomly from fifteen students of SMA Muhammadiyah 2 Metro in eleventh grades. Then, the reseacher classified the kinds of errors in using of ellipsis in report writing text commonly encountered by the eleventh grades students.

Regrettably, ellipsis are still low comprehended by the students in the eleventh grades of SMA Muhammadiyah 2 Metro. From the collected data, the reseacher found 133 errors of ellipsis which obtained from fifteen students' writing which were categorized into three kinds errors namely, nominal, verbal and clausal ellipsis. The following table illustrated the errors which they make.

Table 4:

The ellipsis errors existing in the report writing students

Participants	Kinds of Errors in Using Ellipsis in Report Writing			
	Nominal	Verbal	Clausal	Total
MLN	4	-	1	5
FRS	5	4	2	11
RY	5	5	2	12
DNA	4	5	2	11
SRN	5	3	2	10
RIO	5	3	2	10
MWR	3	3	2	8
DRA	4	4	2	10
ZNB	4	3	2	9
AIN	4	2	2	8
DIH	4	2	2	8
ALY	3	4	1	8
DIA	4	2	2	8
PTA	4	1	2	7
APR	4	2	2	8
Total	62	43	28	133
Percentage	47%	32%	21%	

Based on the table above, it can be said that there are some ellipsis errors generally found in the report writing students. In addition, the followings are the descriptions

Table 5:
The Result of Analyze of Students' Writing

Nominal	Verbal	Clausal
Nominal ellipsis operates on the nominal group; it omits a noun within a noun phrase. In this ellipsis, the sentence whose item is omitted can be understood by understanding the previous sentence. The total of the use of nominal ellipsis are 62 errors which were made by twenty students. The illustrations of	This ellipsis is defined as the complete omission of a verb phrase. The total of the use of verbal ellipsis are 43 errors which were made by twenty students. The illustrations of the errors were as followed: a. RIO "A : Have you seen my gloves anywhere? B: They are in the	Clausal ellipsis functions as verbal ellipsis, where the omission refers to a clause. a. AIN "A : Why would you only deliver a bouquet of flowers? Aisyah hopes much more flowers, doesn't she? B : Does she? She didn't tell me that Aisyah hopes much more flowers. Based on the

<p>the errors were as followed:</p> <p>a. DIH</p> <p>“They” <i>features are thick white roots that illustrate their origin as ephitet or the plants that grow in the other plants.”</i></p> <p>Based on the report writing text performance of DIH, it could inferred that the word “they” is not appropriate to be used in the first sentence because it</p>	<p><i>kithcen.</i></p> <p>C: Really?</p> <p>Have you seen the gloves?</p> <p>Based on the conversation above the student of RIO in last sentence of really? <i>Have you seen the gloves?</i> It should be ommit so the sentence is clear.</p> <p>b. SRN</p> <p><i>“A : She sang and she played the violin at the</i></p>	<p>conversation above student of AIN answer <i>does, she didn’t.</i> AIN answer is incorrect it should be <i>does she?</i> So the sentence it make clear.</p> <p>b. FRS</p> <p><i>“A :Why would you only deliver a bouquet of flowers? Aisyah hopes much more flowers, doesn’t she?</i></p> <p><i>B : Does she?She didn’t tell me that Aisyah hopes much more flowers.</i></p> <p>Based on the</p>
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<p>expresses the cause of ellipsis. Whereas, to make the first sentence coherent, they need the nominal of ellipsis. Thus, it should be changed to “<i>their</i>”.</p>	<p><i>same time.</i></p> <p><i>B : Are you ready yet?</i></p> <p><i>A : Yes, I am ready now. I am sorry to keep you waiting.</i></p> <p><i>B : Don't mention it.</i></p> <p>Based on the conversation above the student of SRN in the third sentence SRN answer <i>yes, I am ready now.</i> SRN answer is incorrect because is</p>	<p>conversation above student of AIN answer <i>Aisyah hopes much more flowers.</i> AIN answer is incorrect it should be <i>does she? She didn't tell me.</i> So the sentence it make clear and to avoid the repetition of the word in a sentence.</p>
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	<p>not suitable in ellipsis. It should be just answer <i>yes</i>. So the it word should be omitted to avoid repeating continually.</p> <p>c. DIA</p> <p><i>“A : Why do you only eat fruit? Mariam has paid all the dishes, hasn't she? B : Has she paid all the dishes? A : Yes, mariam has</i></p>	
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	<i>paid all the dishes.</i>	
<p>b. FRS</p> <p><i>“Orchids do not grow in soil but they live on the ground while others grow perched on trees or rocks.”</i></p> <p>From the writing above, there is an unsuitable use ellipsis.</p> <p>The word of they should be dellet, to make the meaning of</p>		

<p>the sentence clear.</p>		
<p>c. DNA</p> <p><i>“The biggest they family includes vanilla, they and many commonly cultivated plant, such as palaenopsis and Cattleya”.</i></p> <p>From the writing above the word of <i>the biggest they</i> is not appropriate in ellipsis, it</p>		

<p>should be <i>their.</i></p>		
<p>d. AIN</p> <p><i>“My children like going to the gym with their father. My father usually go there in the Sunday afternoon. What about your children?”</i></p> <p>In this term from the text above before word in the first sentence of their father is</p>		

<p>addition conjunction, it should be <i>and.</i></p>		
<p>e. DIA “ A: <i>My children like going to the gym with their father. My father usually go there in the Sunday afternoon. What about your children? B: They prefer swimming in the weekend. In this section from</i></p>		

<i>the text</i>		
<i>above in</i>		
<i>second</i>		
<i>sentence of</i>		
<i>they</i> it		
should be		
ommit to		
<i>both.</i>		

There are the various answers of the solution in comprehending ellipsis. Yet, nearly do students solve the difficulties in building report let alone matching the suitable ellipsis in a text.

Based on the gained data above, those can be inferred that most of students have comprehended the definition of report writing and ellipsis theoretically. Yet, lack of writing performance by using ellipsis influence their comprehension about them in writing let alone the types of ellipsis are not few. To illustrate this point, the researcher found 133 errors of ellipsis which are obtained from fifteen students' writings and the highest type of the error was in nominal ellipsis.

Though writing teacher uses ellipsis in teaching them in writing class, they still find difficulties in comprehending the use of ellipsis in report writing especially in writing performance. Hence, they have the solution to

solve their problem as follows by explanation from the teacher about the report and ellipsis, especially to the use of each types of ellipsis.

To sum up in a nutshell, the researcher proposes for the students to read other references related to the ellipsis books, for instance, David Nunan's book entitled, Halliday's book "*Cohesion in English*" which point out the types of ellipsis.

C. Discussion

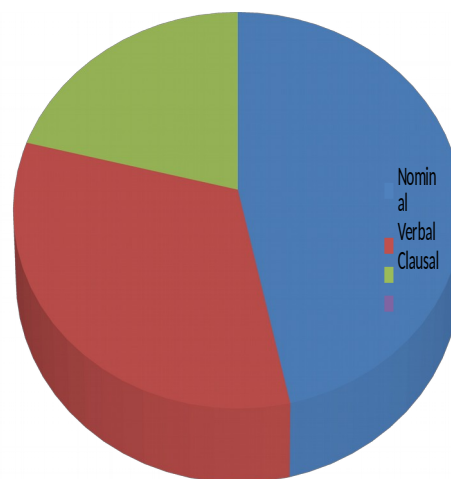
This research was conducted in the eleventh grades of SMA Muhammadiyah 2 Metro, it means that the result of this research was definite and limited only on these participant in that place and time. In other words, the result might be different when it was conducted in the different place, time and participant even though it had the same matter.

Based on interview data with the eleventh grades students in SMA Muhammadiyah 2 Metro, the writing teacher has taught ellipsis in teaching writing including report text. Yet, the students still find difficulties in comprehending the use of ellipsis types let alone in writing skill. Those can be seen by means of chart below:

Figure 1:

The Percentage of Errors in Using Ellipsis in Report Writing in the eleventh grades students of SMA Muhammadiyah 2 Metro

The Kinds of Errors in Using Ellipsis in Report Writing in the eleventh grades students of SMA Muhammadiyah 2 Metro



The diagram pie above points out that there are several errors of using ellipsis in report writing made by the students. The errors were 21% of clausal ellipsis, 32% of verbal ellipsis and the large percentage of the use ellipsis in students' report writing of the SMA Muhammadiyah 2 Metro were 47% of nominal ellipsis.

Hence, because of the errors data which made by the eleventh grades students above, it can be assumed that the students are expected to increase their knowledge about the types of usage of ellipsis in report writing in order to avoid the errors in writing performance.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the researcher is eagerly going to deduce this research that some kinds of errors are still found in using ellipsis in report writing text by the eleventh grades students at the SMA Muhammadiyah 2 Metro. The kinds of errors in using ellipsis in report writing were 28 items of clausal ellipsis, 43 items of verbal ellipsis and the highest ellipsis errors found were 62 items of nominal ellipsis.

Hence, the researcher assumes that most of the eleventh grades students at the SMA Muhammadiyah 2 Metro have lack of understanding in using ellipsis, especially in writing skill. It has been illustrated by the total of the kinds of errors encountered by the students through the previous table and diagram for the percentage of the errors as well.

B. Suggestion

After conducting and gaining the result of this research, the researcher is going to constructively give suggestions as follows:

1. For the students

The students who have lack of understanding ellipsis are supposed to enrich not only their writing comprehension in using ellipsis but also writing performance in order to avoid the writing errors particularly of using each

type of ellipsis in writing. Meanwhile, the students who are good at writing especially in using ellipsis in report text are expected to maintain their comprehension.

2. For the teacher

The teacher should give a clear elaboration about report writing and the usage of each types of ellipsis deeply in teaching process in order to reduce students' unknown about the use of ellipsis in report writing.

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