

**THE ANALYSIS OF VERBAL ELLIPSIS FOUND IN THE STORY BOOK OF  
“THE BOYHOOD OF RONGGOWARSITO”**

**I Putu Eka Suardana**

Program Studi Bahasa Inggris, Universitas Bali Dwipa  
email:Siputuekasuardana@gmail.com

**Abstract**

This research entitled *The Analysis of Verbal Ellipsis Found in The Story Book of “The Boyhood of Ronggowarsito* aimed at analyzing and classifying the classification of verbal ellipsis’s types in each text of story book entitled *The Boyhood of Ronggowarsito*. The primary data was taken from the English textbook of *The Boyhood of Ronggowarsito* (1991). The main theory used in this study was taken from the book entitled *Cohesion in English* (1975) by M.A.K Halliday and Ruqaiya Hasan. They stated that ellipsis is the omission of an item of a sentence on the assumption which an earlier sentence will make the meaning clear. They classify ellipsis into three types: nominal ellipsis, verbal ellipsis and clausal ellipsis. However, the focus of the research was only on the analysis of verbal ellipsis. The research method used in the research is qualitative research. The required data were classified and analyzed based on the classification of verbal ellipsis. Verbal ellipsis consisted of lexical verbal ellipsis and operator verbal ellipsis. The findings showed that verbal ellipsis consisted of lexical verbal ellipsis and operator verbal ellipsis, where lexical verbal ellipsis is marked by the omission of final element meanwhile, operator verbal ellipsis is marked by the omission of initial element.

**Keywords:** assumption, cohesion, ellipsis, omission, verb

## 1. Introduction

A text is a unit of language in use. It is not a grammatical unit, like a clause or a sentence and it is not defined by its size. Obviously, a text is best regarded as a semantic unit. It is a unit not of form but of meaning. Thus, it is related to a clause or sentence not by size but by realization. The realization is the coding of one symbolic system in another. A text does not consist of the sentences but, it is realized by or encoded in sentences (Halliday, 1976:2). A text can also make the relations that exist within the text and it is called cohesion. Cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another. When this happens, a relation of cohesion is set up and the two elements, the presupposing and the presupposed are thereby at least potentially integrated into a text. To make a relation of cohesion integrated into a text, therefore, it appears what we called cohesive devices. Cohesive devices appeared as the result of the text that is incoherent. It is because of the sentences are not connected to each other. Therefore, by the existing of cohesive devices the cohesiveness of the text can be achieved. Cohesive devices are divided into five types, those are; *reference, substitution, ellipsis, conjunction and lexical cohesion*. However, this study only focused on one of those cohesive devices, namely *ellipsis*. In spoken and written communications, we often omit the elements of grammatical sentence that are recoverable from the context. The omission of this element is called as ellipsis. Ellipsis is the omission of an item of a sentence on the assumption which an earlier sentence will make the meaning clear.

Ellipsis itself has three types, namely nominal ellipsis, verbal ellipsis and clausal ellipsis. However, the verbal ellipsis becomes the major focus on this research. The verbal ellipsis is interesting phenomenon to be discussed, since there are various elements embodying in it. Then, there are two problems that can be formulated as follows: (1) What are the types of verbal ellipsis occurred in the English textbooks of "*The Boyhood of Ronggowarsito*? (2) How are the various elements of verbal ellipsis embodied in each type are functioned in that English textbooks of "*The Boyhood of Ronggowarsito*?

## 2. Method

A scientific writing is suggested to make the research method. Research method may be regarded as a scientific manner to find the data source, to collect the data and finally to analyze the data. There is an English textbook used to be the data source. This is *The Boyhood of Ronggowarsito* (1991). The textbook is chosen, because there were many phenomena of ellipsis, particularly regards to the verbal ellipsis. Moreover, the book was easier to be understood than others, because of the English dictions were easy and the stories were interesting. Therefore, the ways of collecting and analyzing the data were became easier too. The method applied in this study was the documentation method. It was the action taken to record something or to keep a written account of something in the form of document. The documentation method is selected since the

data is sort of qualitative and it is analyzed descriptively. The recording was taking note the written account of the data from the written sources to the other written form. The data were collected through three steps: reading the textbooks, marking and recording the texts and finally grouping the texts based on their types in ellipsis. The method applied to analyze the data was descriptive qualitative method. The descriptive qualitative method can be defined as one of the qualitative methods where the researcher is said does not have a problem yet, however he could enter directly the object/fieldwork. When the researcher arrived at this step, the researcher was able to describe what is seen, what is listened, what is felt and what is asked (Sugiyono, 2007: 19). The data descriptively analyzed based on the major theory proposed by Halliday and Hasan in their book entitled *Cohesion in English* (1976), particularly regards to their ellipsis theory. The analysis was done by classifying the data collected based on the category of verbal ellipsis.

Verbal ellipsis is ellipsis within the verbal group. For example in:

- a. *Have you been teaching? - Yes, I have.*
- b. *What have you been doing? - Teaching.*

#### a. Lexical Ellipsis

Lexical ellipsis is the type of verbal ellipsis, where the lexical verb is missing from the verbal group. It is also familiarly known as 'ellipsis from the right'. It is because of the final element in the verbal group, the lexical verb and preceding elements from the right side are omitted. In Lexical ellipsis, the initial operator is not omitted in the verbal group. For example:

- a. *Have you been teaching? - Yes, I have.*

#### b. Operator Ellipsis

Operator ellipsis is the type of verbal ellipsis, where the lexical verb is not missing from the verbal group. It is also called 'ellipsis from the left'. It is because of the initial element in the verbal group (finite verbal operator, if finite; otherwise first non-finite operator) and following elements from the left side are omitted. In Operator ellipsis, the subject also is always omitted from the clause. For example:

- a. *What have you been doing? - Teaching.*

### 3. Research and Discussion

#### Text 1

*BagusBurham's first days in the pesantren were not very pleasant. He was surprised to see that the other boys could read the Holly Qur'an far better than he could. This made him shy and reluctant to learn. Ki Tanujoyo explained to KanjengKyahi that BagusBurham had been so spoilt by his grandfather that*

*he seldom spent his time in studying. While the two men were talking, BagusBurham was passing and he heard was what said about him. Ki Tanujoyo was talking in such a funny way that made KanjengKyahi laugh. Bagus*

(Hupoyo, 1991: 3)

*He was surprised to see that the other boys could **read** the Holy Qur'anfar better than he could.*

Text 1 belongs to the operator ellipsis because the lexical verb *read* is not missing from the verbal group.

Text 2

*But the improvement lasted a very shor time. He began to lose interest in his classes. Whenever there was no class, he disappeared from his room. Ki Tanujoyowould find him playing 'jirak', a kind of of children game that uses 'kemiri' seeds. Once BagusBurham started playing, it would be very hard to stop him. **He would only stop playing when he had to attend classes or go to the mosque.** There was no time for him to prepare his lessons. No wonder he did not make any progress after the early monthof studying in the pesantren.*

(Hupoyo, 1991: 4)

*He would only stop playing whenhe **had to attend classes or go to the mosque.**?*

Text 2 belongs to the lexical ellipsis because the lexical verb is missing from the verbal group.

Text 3

*All BagusBurham was interested in was playing games. Although he would attend his classes, he forgot everything he had learned as soon as he was out of the classroom. This terrible behavior of BagusBurham continued until almost the end of his first year in this pesantren. **Then he became interested in gambling and had to ask for more and more money from Ki Tanujoyo.** As BagusBurham was always given what he asked. Ki Tanujoyo could do nothing but gave him the money.*

(Hupoyo, 1991: 4)

*Then he became interested in gambling and had to **ask for** more and more money from Ki Tanujoyo.*

Text 3 belongs to the operator ellipsis because the lexical verb *ask fo ris* not missing from the verbal group.

Text 4

*At dawn Ki Tanujoyo and BagusBurham were nearly out of Ponorogo. **They stopped only a short while to rest and they continued their journey to the east.**BagusBurham must certainly have felt tired, but travelling with someone he loved and respected made him forget that he was tired. Soon they arrived in a village called Moro. Ki Tanujoyo had a cousin who lived there. His name was KasanNgali. KasanNgali had live there for many years as a rich farmer. He had large rice fields, many chickens and cows.*

(Hupoyo, 1991: 8)

*They **stopped** only a short while to rest and they continued their journey to the east.*

Text 4 belongs to the operator ellipsis because the lexical verb *stopped* is not missing from the verbal group.

Text 5

*As KasanNgali had some bussines to do in Madiun, he proposed that they all go together. He suggested that Ki Tanujoyo and BagusBurham rest for a few more days in Madiun before they continue on to Kediri. **In Madiun they stayed at the house of Manguncitro, another cousin of KasanNgali.** He was chief officer of Madiun's central market. His house was big and beautiful. Pangeran*

(Hupoyo, 1991: 8)

*In Madiun they **stayed** at the house of Manguncitro, another cousin of KasanNgali.*

Text 5 belongs to the operator ellipsis because the lexical verb *stayed* is not missing from the verbal group.

Text 6

*Even though he was very worried. Raden TumenggungSastronagoro tried to stay calm. **He meditated. Slowly, clearly.** He saw the picture of his grandson and his servant. They were in a certain place, somewhere in Madiun. He quickly sent one of his servants to Madiun to find BagusBurham and Ki Tanujoyo were. This servant's name was Ki Josono.*

(Hupoyo, 1991: 13)

*He **meditated.** Slowly, clearly.*

Text 6 belongs to the operator ellipsis because the lexical verb *meditated* is not missing from the verbal group.

Text 7

*Even though he was very worried. Raden TumenggungSastronagoro tried to stay calm. He meditated. Slowly, clearly. He saw the picture of his grandson and his servant. **They were in a certain place, somewhere in Madiun.** He quickly sent one of his servants to Madiun to find BagusBurham and Ki Tanujoyo were. This servant's name was Ki Josono.*

(Hupoyo, 1991: 13)

***They were** in a certain place, somewhere in Madiun.*

Text 7 belongs to the lexical ellipsis because the lexical verb is missing from the verbal group.

Text 8

***Disguising himself as a minstrel, Ki Jasono went up and down and through the town of Madiun, visiting one house after another, singing all kinds of songs.** After many days there was no sign yet of the persons he was looking for.*

*Ki Jasono grew tired. He had lost nearly all hope of ever finding BagusBurham and His servant.*

(Hupoyo, 1991: 13: 14)

*Disguising himself as a minstrel, Ki Joso**went up and down** and through the town of Madiun, visiting one house after another, singing all kinds of songs.*

Text 8 belongs to the operator ellipsis because the lexical verb *went up and down* is not missing from the verbal group.

Text 9

*Such a team was known as the 'jathilan' team. They equipped themselves with a couple of small musical instruments. They sang and danced beautifully. **Sometimes they talked in a funny but clever way.** Soon their jathilan team became popular. Everybody in Madiun began to know them as the jathilanKromoleyo. Many people even imitated their songs.*

(Hupoyo, 1991: 14)

*Sometimes they **talked** in a funny but clever way.*

Text 9 belongs to the operator ellipsis because the lexical verb *talked* is not missing from the verbal group.

Text 10

*On the fixed day, Ki Tanujoyo and BagusBurham left for Kediri. They travelled on foot, passing through villages and rice fields, crossing many rivers until they came to a forest. Ki Tanujoyo hesitated to enter the forest. It looked very thick and dark. But there was no other way to continue their journey. So he decided to enter the forest. He prayed that God would help him and his little master.*

(Hupoyo, 1991: 16)

*On the fixed day, Ki Tanujoyo and BagusBurham left for Kediri. They **travelled** on foot, passing through villages and rice fields, crossing many rivers until they came to a forest.*

Text 10 belongs to the operator ellipsis because the lexical verb *travelled* is not missing from the verbal group.

Text 11

*The forest was not only thick and dark, but it was also very large. They walked on and on through it all day. There seemed to be no end. When night came they had to sleep in the middle of the forest. The next morning they tried again to find their way out. For three more days they tried to find the edge of the forest, but it was no use.*

(Hupoyo, 1991: 16)

*The forest was not only thick and dark, but it was also very large. They **walked** on and on through it all day.*

Text 11 belongs to the operator ellipsis because the lexical verb *walked* is not missing from the verbal group.

Text 12

*The old man disappeared quietly in the darkness. Ki Tanujoyo woke BagusBurham up, and they followed the direction shown by the old man. After walking for some time, they passed a house on the side of the road. It was full of people celebrating a wedding party. There was a man standing at the entrance door who welcomed them to enter the house. The host received them warmly and they were invited to enjoy the food. Ki Tanujoyo gave the host some money as a wedding present. **Before Ki Tanujoyo and BagusBurham left the house, the host gave them a basket containing rice, various dishes and some cakes.** They thanked the host for his kindness and continued their journey. In a few hours they would arrive back in Madiun.*

(Hupoyo, 1991: 17)

*Before Ki Tanujoyo and BagusBurham left the house, the host **gave** them a basket containing rice, various dishes and some cakes.*

Text 12 belongs to the operator ellipsis because the lexical verb *gave* is not missing from the verbal group.

Text 13

*The afternoon was warm when Ki Tanujoyo and BagusBurham entered the town of Madiun. They saw a big tree not far away and decided to rest under the tree. Strangely enough, at the same time Ki Josono and Kromoleyo were walking towards the same tree from the opposite direction. **That day not many people had seemed to like watching their jathilan performance, so they decided to rest, too, and to pass the time they started talking about the progress of their search to find BagusBurham and Ki Tanujoyo.** They had become very tired of being jathilan actors and yet they had not succeeded in their search.*

(Hupoyo, 1991: 17: 19)

*That day not many people had seemed to like watching their jathilan performance, so they **decided** to rest, too, and to pass the time they started talking about the progress of their search to find BagusBurham and Ki Tanujoyo.*

Text 13 belongs to the operator ellipsis because the lexical verb *decided* is not missing from the verbal group.

Text 14

*Then the four of them excitedly told each other about their adventures and how they came to Madiun. BagusBurham and Ki Tanujoyo were invited to spend the night at Ki Josono's place. **Kromoleyo told BagusBurham that KanjengKyahi had forgiven him and asked him to come back to the pesantren to continue his***

*study. It took some time for BagusBurham to fell sure that the best thing for him to do was to go back to the pesantren.*

(Hupoyo, 1991: 19)

*Kromoleyo told BagusBurham that **KanjengKyahi had** forgiven him and asked him to come back to the pesantren to continue his study.*

Text 14 belongs to the lexical ellipsis because the lexical verb missing from the verbal group.

Text 15

***Ki Tanujoyo did not answer. He just could not.** He took his master in his arms and tears of happiness slowly came out of his old eyes. Before he went to see KanjengKyahi to tell him his decision. From that day on BagusBurham did study much harder. As a result his reading continuously progressed from day to day. Both KanjengKyahi and Ki Tanujoyo were very happy to see that after all BagusBurham's stay in Ponorogo was useless.*

(Hupoyo, 1991: 23)

*Ki Tanujoyo did not **answer.** He just could not.*

Text 15 belongs to the operator ellipsis because the lexical verb *answeris* not missing from the verbal group.

Text 16

*Ki Tanujoyo could do nothing but obey his master. BagusBurham would do the meditation for forty times on forty nights. Every night after his evening lesson at the mosque, BagusBurham returned to his room to take a rest. By midnight he went out with Ki Tanujoyo to the Watu river. He went into a shallow part of the river. **Being chest deep in the water, he would pray and meditate.** All the while Ki Tanujoyo would sit by the river side, waiting for his master. They would go home early in the morning.*

(Hupoyo, 1991: 23: 24)

*Being chest deep in the water, **he would pray and meditate.***

Text 16 belongs to the lexical ellipsis because the lexical verb ismissing from the verbal group.

Text 17

*It was quiet by the river side. Only the sound of water and the wind, and the soft songs of night insects were heard. It was a peaceful night. Suddenly Ki Tanujoyosaw a bright star falling down straight in the direction of the rice pot. **He was startled and frightened.** But after that nothing else happened. Everything was quiet again. After the rice was cooked, Ki Tanujoyo took the ride pot and put in very close to him. He was afraid that it would be lost like the basket of cooked beef before.*

(Hupoyo, 1991: 24)

***He was startled and frightened.***



Text 17 belongs to the lexical ellipsis because the lexical verb is missing from the verbal group.

Text 18

*BagusBurham had studied for four years in the pesantren. He had changed quite a lot. **One day he came to KanjengKyahi's office telling him that he would leave the pesantren and go home.** He had finished his study and he had been missing his parents and grandparents.*

(Hupoyo, 1991: 25)

*One day he came to the KanjengKyahi's office telling him that **he would** leave the pesantren and go home.*

Text 18 belongs to the lexical ellipsis because the lexical verb is missing from the verbal group.

#### **4. Conclusion**

It has been taken some main points to be upgraded as some conclusion that can be made and they are as follows: The types of verbal ellipsis such as, lexical ellipsis and operator ellipsis also embody in several texts. Lexical ellipsis contains in each text only highlights for the use of the initial operator and the missing of the lexical verb. Meanwhile, in operator ellipsis the initial operator is omitted and replaced by the lexical verb.

## References

- Asmi, Ni Luh Made Merriyanthi. 2006. "Analysis of Ellipsis in English Coordinated Clause". Denpasar: Udayana University.
- Brown, Gillian and George Yule .1983. *Discourse Analysis*. Cambridge: Cambridge University Press.
- Halliday M.A.K. and Ruqaiya Hasan. 1985. *Language, context, and text: Aspect of language in a social-semiotic perspective*. Deakin: Deakin University Press.
- Halliday M.A.K. and Ruqaiya Hasan. 1975. *Cohesion in English*. Essex: University of Essex.
- Hatch Evelyn. 1992. *Discourse and Language Education*. Cambridge: Cambridge University.
- Hupoyo, Gunawan. 1991. *The Boyhood of Ronggowarsito*. Jakarta: Gramedia Pustaka Utama.
- Kato, Kazuo. 1986. *Journal of Pragmatics. Another Look at Ellipsis Non-native Recoverability of Ellipsis and its Implication for Linguistic Competence*. Melbourne: The University of Melbourne. (www.google scholar.com)
- Nariyama, Shigeko. 2003. *Journal of Pragmatics. Subject Ellipsis in English*. Melbourne: The University of Melbourne. (www. google scholar.com).
- Sugiyono, Prof. DR. 2007. *Metode Penelitian Kuantitatif dan Kualitatif dan R & D*. Bandung: Alfabeta.
- Sukma, I Made Didi. 2003. "Ellipsis Analysis of English Coordinated Clauses". Denpasar: Udayana University.
- Sumarlam, dan Kundharusaddhono. 2003. *Teori dan Praktik Analisis Wacana*. Surakarta: Pustaka Cakra.
- Yundani, Dewa Ayu Kade Dewi. 2006. "The Analysis of Ellipsis as a Cohesive Device in Dialogues Text With Reference to 'Pygmalion' By Bernard Shaw". Denpasar: Udayana University.