NOMINAL ELLIPSIS IN THE STORY OF "THE BOYHOOD OF RONGGOWARSITO"

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Abstract

This study entitled *Nominal Ellipsis in the Story of* "The Boyhood of Ronggowarsito" aimed at analyzing and classifying the classification of the kinds of nominal ellipsis in English textbooks particularly in each text. The primary data was taken from the English textbooks: *The Boyhood of Ronggowarsito(1991).*The main theory used in this study was taken from a 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.

The required data were classified and analyzed based on the classification of nominal ellipsis. Nominal ellipsis consisted of the elements of deictic, numerative, epithet, classifier and qualifier and also the head. Nominal ellipsis consisted of modal element and propositional element. The findings showed that the type of nominal ellipsis must be the common noun and not proper noun or pronoun expressing the thing. The common noun created the functions of the element of deictic, numerative, epithet and classifier and these elements can function as head under certain circumstances.

Keywords: *story text, noun, nominal ellipsis, modal element and propositional element*

1. Introduction

There was an English textbooks used to be the data source. It is *The Boyhood of Ronggowarsito(1991).* The textbook is chosen, because there were some phenomenon of nominal ellipsis. Moreover, the book was easy to be understood, because of the use of common English dictions. Therefore, the ways of collecting and analyzing the data became easier.

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 element 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. Moreover, it is only nominal ellipsis becomes the major focus on this study. This kind of ellipsis is interesting to be discussed, since there are various elements embodying in this kind.

2 Materials and Methods

Ellipsis becomes one of the various elements in the study of the discourse analysis. Thereafter, of course there are a number of theories coming from the linguists towards it. From a number of those theories, the theories from Randolph Quirk and M. A. K. Halliday respectively were chosen to be the supporting theory and the main one in this theoretical framework.

It has been studied the theory of ellipsis proposed by Randolph Quirk. In the book entitled *A Comprehensive Grammar of the English Language,* he said that ellipsis may be more strictly described as 'grammatical omission', in contrast to other kinds of omission in language. There is, for example, the phonological loss (aphaeresis) of a syllable in the familiar form of because (Quirk, 1985:883).

Randolph Quirk classified ellipsis based on three categories. They are recoverability type, functional type and formal type. Recoverability covers three subcategories. They are textual, situational and structural. Textual is divided into four subcategories. These are anaphoric, cataphoric, general and special.

General and special are the subcategories of textual based on functional, where special is divided again into four subcategories. They are nonfinite and verbless clauses, coordinate constructions, comparative clauses and response forms. Whereas, formal covers three subcategories. Those are initial, medial and final (Quirk, 1985:895).

Then, It has been studied the theory of ellipsis coming from M. A. K. Halliday and Ruqaiya Hasan. They said in their book namely *Cohesion in English* that ellipsis is simply defined as 'substitution by zero' (Halliday, 1975: 142). 'Substitution by zero' means ellipsis within sentences, clauses, etc whose structure is such as to presuppose some preceding item, which then serves as the source of the missing information. An elliptical item is one which, as it were, leaves specific structural slots to be filled from elsewhere. This is exactly the same as presupposition by substitution, except that in substitution an explicit 'counter' is used, *eg*: *one* or *do*, as a place marker for what is presupposed, whereas in ellipsis nothing is inserted into the slot.

In other words, by referring to the theory of ellipsis proposed by Halliday and Hasan, it can be taken a general guide of the notion of ellipsis occurring when something that is structurally necessary is left unsaid. Where, it is also mentioned there is a sense of incompleteness associated with it (Halliday, 1975: 144).

Halliday and Hasan in their book also emphasizes the phenomenon of ellipsis occurs in three levels. They are nominal level, verbal level and clausal level. These three levels therefore, are called familiarly as nominal ellipsis.

2.1 Nominal ellipsis

Nominal ellipsis is an ellipsis within the nominal group. There are two dimensions embodied in it. The first one is logical dimension and the second one is experiential dimension. On the logical dimension, the structure of nominal ellipsis covers three elements. They are Head, Premodifier and Postmodifier. Premodifier and Postmodifier are optional modification becoming the modifying elements. Premodifier is regarded as some modifying elements which precede the head, conversely Postmodifier is considered as some which follow it. For example:

Those three fast electric cars with airbags.

Here, the Head is *cars,* the Premodifier is formed by *those three fast electric*, meanwhile the Postmodifier by *with airbags*.

On the experiential dimension, the modifier is said combined with another structure. The structure consists of the elements Deictic (d), Numerative (n), Epithet (e), Classifier (c) and Qualifier (q). They are represented here by *those, three, fast, electric* and *with airbags* respectively.

The Deictic is normally a determiner, the Numerative is a numeral or other quantifier, the Epithet is always an adjective, the Classifier is a noun and the Qualifier is a relative clause or prepositional phrase. However, these

correspondences are by no means. There may be submodifiers at various places, for instance *so, very and too*. The noun in this structure has the function referred to as the Thing.

The function of Head is always filled and normally filled by the common noun, proper noun or pronoun expressing the Thing. However, it is only the common noun becomes the subject of nominal ellipsis. It is because of the common noun designates classes and often further specified. Then, this becomes the function of the elements Deictic, Numerative, Epithet and classifier. Finally, under certain circumstances the Common noun may be omitted and the function of Head taken on by one of these other elements. By doing so, it is meant by nominal ellipsis. For example:

Two other students followed them, and yet another two.

Two is a Numerative and normally acts as a modifier, is upgraded to function as Head. *Another two* is also considered as elliptical nominal group. An elliptical nominal group clearly requires that there should be available from some source or other the information necessary for filling it out. For example:

Mary chooses the blue hat. However, jenny chooses the red.

The red belongs to an elliptical nominal group. *The* is Modifier, whereas *red* is Head.

2.1.1 Types of Nominal ellipsis

Now, it is considered in more detail some examples of the most frequently occurring types of nominal ellipsis. It is also equipped with comments on the words or word classes that function as Head in the elliptical group.

2.1.1.1 Deictic

Based on the earlier account of deixis in the nominal group, it is recognized a division of the Deictic element into two parts. They are Post-Deictic and Pre-Deictic. Post-Deictic includes the element of adjectives in the nominal group*, eg: other, same, different, identical, usual, regular, certain, odd, famous, well- known, typical* and *obvious.* They combine with *the, a* or other determiners and they may be followed by a Numerative, unlike adjectives in their normal function as Epithet which must follow any numerative element. Though, actually Deictic proper is divided into two types. They are specific deictics (possessive, demonstratives and *the*) and non- specific deictics (*each, every, all, both, any, either, no, neither, some, and a*). Specific deictics and non- specific deictics may be combined only through the use of partitive qualifier*, eg : each of my children.* Whereas, Pre- Deictic is where *all* and *both* as the exceptions can be joined directly to another determiner*, eg: all our yesterday, both these gates.*

2..1.1.2 Numeratives

Numerative is normally a numeral or other quatifier. It occurs after the Deictic in the nominal group and can function at all regularly as the Head in Ellipsis. The numerals or other quatifying words can form three

subcategories. They are ordinals, cardinals and indefinite quantifiers. The ordinals are *first, next, last, second, third, fourth*, etc. They are also often used elliptically, generally with *the* or a possessive as Deictic. Meanwhile, the cardinals include, *eg: the three, these three, any three, all three,* and also by post- deictic adjectives as in the *usual three, the same three.* And the indefinite quantifiers, such as *much, many, more, most, few, several, a little, lots, a bit, hundreds,* etc.

2.1.1.3 Epithets

The function of Epithet is typically fulfilled by an adjective. It is not common to find adjectives occurring as Head in ellipsis. Even though, color adjectives are perhaps the most usual in Ephitets, except in their comparative and, especially superlative forms. It reflects that superlative and comparative adjectives are really functioning in a way that is more like a Numerative. Possibly instead of the function Numerative in the nominal group we should recognize the more general function Ordinative, which would include superlative and perhaps also comparative adjectives.

The method applied in this study was documentation method. The documentation 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 *Cohesion in English (1976),* particularly regards to their ellipsis theory. The analysis was done as follows. Firstly, the collected date were classified based on the category of verbal ellipsis, secondly the collected data were classified based on the category of nominal ellipsis and lastly the collected data were classified based on the category of clausal ellipsis.

This research is comparable with three thesis and two journals which have the same topic in analyzing the ellipsis which are follows: The first proposed by Asmi (2006). Her thesis entitled "Analysis of Ellipsis in English Coordinated Clauses". Her thesis is more concerned in investigating the position of occurrences of ellipsis in coordinated clauses and analyzing the classification of ellipsis in coordinated clauses. The next was from Yundani (2006). "The Analysis

of Ellipsis as a Cohesive Device in Dialogues Text with Reference To 'Pygmalion' by Bernard Shaw" was the title of her thesis. Her thesis highlighted for the analysis of the types of clausal ellipsis and the types of ellipsis in question-answer and other rejoinder sequence especially in dialogues text. The last was made by Sukma (2003). His thesis named "Ellipsis Analysis of English Coordinated Clauses". The study tried to analyze when two or more clauses are coordinated, certain clause constituents are often ellipted from all but one of the clauses. If when we supply the ellipted items, the resultant sentence is semantically equivalent to the original elliptical sentence, then we have an instant or strict ellipsis. The first journal review entitled "Subject Ellipsis in English". This journal article was written by Nariyama (2003). Through this article the writer explained that English is probably least known as a language in which subject ellipsis in finite clauses may occur, given its extensive use of a dummy subject to keep the subject position filled. Subject ellipsis is a common phenomenon for pro-drop languages by definition, since the identity of the subject is morphologically shown by the verbal inflection. The next one entitled "Another Look at Ellipsis Non-native Recoverability of Ellipsis and its Implication for Linguistic Competence" by Kato (1986). He exposed in detail that In syntactically defined ellipsis words are ellipted if they are uniquely recoverable, i.e. if the words to be supplied are uniquely determined, and the antecedents of the ellipted words are usually found in the preceding linguistic context.

3 Results and Discussions

3.1. Nominal Ellipsis

3.1.1. Text 1

The story of Bagus Burham as a gambler and a poor student was spread all over the pesantren and finally reached Kanjeng Kyahi Imam Besari. *It made him angry. He blamed Ki Tanujoyo for having spoilt Bagus Burham to much. There had to be some way to teach him to be good. He tried to call Bagus Burham to come for a private talk, but Bagus Burham always gave excuses not to come. Then he had an idea. All the boys in the pesantren were told not to speak to Bagus Burham. Anyone who got caught speaking to Bagus Burham would be punished. So from that day on, nobody spoke to him. Bagus Burham was surprised to see his friends' strange behavior.*

(Hupoyo, 1991: 5)

The story *of Bagus Burham as a gambler and a poor student was spread all over the pesantren and finally reached Kanjeng Kyahi Imam Besari.*

3.1.2 Text 2

The story of Bagus Burham as a gambler and a poor student was spread all over the

*pesantren and finally reached Kanjeng Kyahi Imam Besari. It made him angry. He blamed Ki Tanujoyo for having spoilt Bagus Burham to much. There had to be some way to teach him to be good. **He tried to call Bagus Burham to come for a private talk, but Bagus Burham always gave excuses not to come.** Then he had an idea. All the boys in the pesantren were told not to speak to Bagus Burham. Anyone who got caught speaking to Bagus Burham would be punished. So from that day on, nobody spoke to him. Bagus Burham was surprised to see his friends' strange behavior.*

(Hupoyo, 1991: 5)

*He tried to call Bagus Burham to come for **a private talk**, but Bagus Burham always gave excuses not to come.***3.1.3 Text 3**

*As Kasan Ngali had some bussines to do in Madiun, he proposed that they all go together. He suggested that Ki Tanujoyo and Bagus Burham 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 Kasan Ngali. He was chief officer of Madiun's central market. **His house was big and beautiful**. Pangeran*

(Hupoyo, 1991: 8)

***His house was** big and beautiful.*

3.1.4 Text 4

*As soon as Ki Tanujoyo arrived at Manguncitro's house, he went straight to see Pangeran Cokrodiningrat. **The Prince had not seen the old servant for a very long time, but remembred him well from his visits to Bagus Burham's home.** Ki Tanujoyo talked about his plan to take Bagus Burham to Kediri, and the Prince invited them to stay at his house.*

(Hupoyo, 1991:10)

***The prince** had not seen the old servant for a very long time, but remembered him well from his visits to Bagus Burham's home.*

3.1.5 Text 5

At the same time another man was also looking for Bagus Burham and Ki Tanujoyo. His name was Kromoleyo. He had just arrived in Madiun from Ponorogo. Yes, he was sent by Kanjeng Kyahi. Kromoleyo's duty was to find Bagus Burham and Ki Tanujoyo and asked him to come back to the Ponorogo pesantren. He went

to all kinds of places and asked many people about Bagus Burham and Ki Tanujoyo, but there were no result yet. Feeling tired he went to take a rest under a big tree near a small river. He washed his face and feet. The he sat down. Soon he fell asleep. **In his dream he met an old man. The old man told him to find a man by the name of Ki Josono.** *That person would be sitting under the biggest tree in the 'alun-alun'. The old man said that it would help him in finding Bagus Burham.*

(Hupoyo, 1991: 14)

In his dream *he met an old man. The old man told him to find a man by the name of Ki Josono.*

3.1.6 Text 6

Meanwhile Pangeran Cokrodiningrat was sitting at the backyard of Manguncitro's house. **He saw a beautiful piece of batik cloth in front of Bagus Burham's room. The design showed that it was the batik cloth used by people for a palace visit.** *Pangeran Cokrodiningrat grew curious and he asked Manguncitro.*

(Hupoyo, 1991: 9)

He saw a beautiful piece **of batik** *cloth in front of Bagus Burham's room. The design showed that it was the batik cloth used by people for a palace visit.*

3.1.7 Text 7

Suddenly Ki Josono heard someone calling his name. He could hardly believed his own eyes! He saw Bagus Burham and Ki Tanujoyo walking quickly towards him and Kromoleyo. How happy the four people were to know that at last they could find each other. Ki Josono could not help crying when he saw Bagus Burham. **The child was so thin and looked very sick.** *As tears rolled down his cheeks, he prayed sincerely,*

(Hupoyo, 1991: 19)

The child *was so thin and looked very sick.*

3.1.8 Text 8

The groups of boys went in different directions. **One group walked to the north, another went to the south and the rest walked to the west and east.** *In the beginning Bagus Burham's group did the work as well as the other groups did. They brought much food from the rich*

people. Many people gave food to the boys since they knew that Kanjeng Kyahi was also very good to them. In this way all the boys in the pesantren were well fed.

(Hupoyo, 1991: 20)

*One **group** walked to the north, another went to the south and the rest walked to the west and east.*

3.1.9 Text 9

*The groups of boys went in different directions. One group walked to the north, another went to the south and the rest walked to the west and east. **In the beginning Bagus Burham's group did the work as well as the other groups did.** They brought much food from the rich people. Many people gave food to the boys since they knew that Kanjeng Kyahi was also very good to them. In this way all the boys in the pesantren were well fed.*

(Hupoyo, 1991: 20)

*In the beginning Bagus Burham's group did **the work** as well as the other groups did.*

3.1.10 Text 10

*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 Tanujoyo saw 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)

*After the rice was cooked, Ki Tanujoyo took **the ride pot** and put in very close to him.*

3.2. Nominal Ellipsis

3.2.1 Deictic

3.2.1.1 Text 1

***The story of Bagus Burham as a gambler and a poor student was spread all over the pesantren and finally reached Kanjeng Kyahi Imam Besari.** It made him angry. He blamed Ki Tanujoyo for having spoilt Bagus Burham to much. There had to be some way to teach him to be good. He tried to call Bagus Burham to come for a private talk, but Bagus Burham always gave excuses not to come. Then he had an idea. All the boys in the pesantren were told not to speak to Bagus Burham. Anyone who got caught*

speaking to Bagus Burham would be punished. So from that day on, nobody spoke to him. Bagus Burham was surprised to see his friends' strange behavior.

(Hupoyo, 1991: 5)

> **The story** *of Bagus Burham as a gambler and a poor student was spread all over the pesantren and finally reached Kanjeng Kyahi Imam Besari.*

In the first line *the story* is the presupposing element. The word *the* is deictic or specifically belongs to the specific deictic. Meanwhile, *story* poses the element of classifier. Therefore, *the* can function as a modifier however *story* can function as a head in nominal ellipsis. The complete text might be described as follows:

> **The story** *of Bagus Burham as a gambler and a poor student was spread all over the pesantren and finally .***the story** *reached Kanjeng Kyahi Imam Besari.*

3.2.1.1.2 Text 2

> *The story of Bagus Burham as a gambler and a poor student was spread all over the pesantren and finally reached Kanjeng Kyahi Imam Besari. It made him angry. He blamed Ki Tanujoyo for having spoilt Bagus Burham to much. There had to be some way to teach him to be good.* **He tried to call Bagus**

Burham to come for a private talk, but Bagus Burham always gave excuses not to come. *Then he had an idea. All the boys in the pesantren were told not to speak to Bagus Burham. Anyone who got caught speaking to Bagus Burham would be punished. So from that day on, nobody spoke to him. Bagus Burham was surprised to see his friends' strange behavior.*

(Hupoyo, 1991: 5)

> *He tried to call Bagus Burham to come for* **a private talk***, but Bagus Burham always gave excuses not to come.*

Here *a private talk* denotes the presupposing element. The word *a* constitutes deictic or more specifically belongs to non- specific deictic, meanwhile *private* includes epithet and *talk* is a classifier. So that, in this case *a* is a modifier, on the contrary, *talk* acts as a head in nominal ellipsis. Then, please take a look at the full text as follows:

> *He tried to call Bagus Burham to come for* **a private talk***, But Bagus Burham always gave excuses not to come* **a private talk***.*

3.2.1.1.3 Text 3

> *As soon as Ki Tanujoyo arrived at Manguncitro's house, he went straight to see*

Pangeran Cokrodiningrat. **The Prince had not seen the old servant for a very long time, but remembred him well from his visits to Bagus Burham's home.** *Ki Tanujoyo talked about his plan to take Bagus Burham to Kediri, and the Prince invited them to stay at his house.*

(Hupoyo, 1991:10)

The Prince *had not seen the old servant for a very long time, but remembered him well from his visits to Bagus Burham's home.*

Here *the prince* is the presupposing element. The word *the* is the determiner and belongs to the modifier of specific deictic. Meanwhile, *prince* is a noun and belong the element of classifier. The word *prince* can be upgraded to function as head in nominal ellipsis. Moreover, this is the full text without nominal ellipsis as follows:

The prince *had not seen the old servant for a very long time, but* **the Prince** *remembered him well from his visits to Bagus Burham's home.*

3.2.1.1.4 Text 4

Suddenly Ki Josono heard someone calling his name. He could hardly believed his own eyes! He saw Bagus Burham and Ki Tanujoyo walking quickly towards him and Kromoleyo. How happy the

four people were to know that at last they could find each other. Ki Josono could not help crying when he saw Bagus Burham. **The child was so thin and looked very sick.** *As tears rolled down his cheeks, he prayed sincerely,*

(Hupoyo, 1991: 19)

The child *was so thin and looked very sick.*

Here *the child* is the presupposing element. The word *the* is the determiner and belongs to the modifier of specific deictic. Meanwhile, *child* is a noun and belong to the element of classifier. The word *child* can be upgraded to function as head in nominal ellipsis. Moreover, this is the full text without nominal ellipsis as follows:

The child *was so thin and* **the child** *looked very sick.*

3.2.1.1.5 Text 5

The groups of boys went in different directions. One group walked to the north, another went to the south and the rest walked to the west and east. **In the beginning Bagus Burham's group did the work as well as the other groups did.** *They brought much food from the rich people. Many people gave food to the boys since they knew that Kanjeng Kyahi was also very good to*

them. In this way all the boys in the pesantren were well fed.

*In the beginning Bagus Burham's group did **the work** as well as the other groups did.*

Here *the work* is the presupposing element. The word *the* is the determiner and belongs to the modifier of specific deictic. Meanwhile, *work* is a noun and belong the element of classifier. The word *work* can be upgraded to function as a head in nominal ellipsis. Moreover, this is the full text without nominal ellipsis as follows:

*In the beginning Bagus Burham's group did **the work** as well as the other groups did.*

3.2.1.1.6 Text 6

*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 Tanujoyo saw 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.*

*After the rice was cooked, Ki Tanujoyo took **the ride pot** and put in very close to him.*

Here *the ride pot* is the presupposing element. The word *the* is the determiner and belongs to the modifier of specific deictic. Meanwhile, *ride* and *pot* is a noun and belong to the element of classifier. The word *ride* and *pot* can be upgraded to function as a head in nominal ellipsis. Moreover, this is the full text without nominal ellipsis as follows:

*After the rice was cooked, Ki Tanujoyo took **the ride pot** and put **the ride pot** in very close to him.*

3.2.1.1.7 Text 7

*"How I wish I could find those strange animals," he said to himself. As he was thinking about how to fulfill the King's demand, he saw three buffalo come to drink at the nearby river. They seemed to be wild buffalo. There was no one tending the animals and they were no ropes. Ladomanu approached the buffalo and saw that they had golden horns. What a surprise! He gathered the three buffalo and began to lead them through the forest back to the Kingdom of the Sun. Suddenly, he heard a noise and looked around to see three wild horses running and playing in an open field. **The horses were beautiful***

with manes and tails of gold. *These were the horses for the Princess! But how was he to catch them? As if his dog understood the problem, it approached the horses and started to bark. The horse stopped running and turned to follow the dog to its master. Ladomanu now had everything the King of the Sun had requested. When Ladomanu arrived back in the Kingdom of the Sun, Princess Wongarunu was waiting for him. She was glad to see Ladomanu and happy that he was able to bring the dowry her father had demanded.*

(Ulle, 1987: 4)

The horses were beautiful with *manes and tails of gold.*

Here *the horses were beautiful with* is the presupposing element. The word *the* is the determiner and belongs to the deictic and can be upgraded to function as a head in nominal ellipsis. Meanwhile, *horses* is a noun and belongs to the element of classifier. The word *beautiful* is an adjective and belongs to the element of epithet and *with* is a preposition and belongs to the element of qualifier. Moreover, this is the full text without nominal ellipsis which as follows:

The horses were beautiful with *manes and* **the horses were beautiful with** *tails of gold.*

3.2.1.1.8 Text 8

"How I wish I could find those strange animals," he said to himself. As he was thinking about how to fulfill the King's demand, he saw three buffalo come to drink at the nearby river. They seemed to be wild buffalo. There was no one tending the animals and they were no ropes. Ladomanu approached the buffalo and saw that they had golden horns. What a surprise! He gathered the three buffalo and began to lead them through the forest back to the Kingdom of the Sun. Suddenly, he heard a noise and looked around to see three wild horses running and playing in an open field. The horses were beautiful with manes and tails of gold. These were the horses for the Princess! But how was he to catch them? As if his dog understood the problem, it approached the horses and started to bark. **The horse stopped running and turned to follow the dog to its master.** Ladomanu now had everything the King of the Sun had requested. When Ladomanu arrived back in the Kingdom of the Sun, Princess Wongarunu was waiting for him. She was glad to see Ladomanu and happy that he was able to bring the dowry her father had demanded.*

(Ulle, 1987: 4)

The horses stopped running and turned to follow the dog to its master.

Here *the horses* is the presupposing element. The word *the* is the modifier and belongs to the determiner or deictic in nominal ellipsis. Meanwhile, the word *horses* is a noun and belongs to the element classifier and can be upgraded to function as a head in nominal ellipsis. Moreover, this is the full text without nominal ellipsis as follows:

The horses stopped running and the horses turned to follow the dog to its master.

3.2.1.1.9 Text 9

Because the old woman seemed so friendly the Princess nodded in consent. The Princess was happy to have a friend and followed the woman to the river to take a bath. There, the old woman said,

(Ulle, 1987: 7)

The Princess was happy to have a friend and followed the woman to the river to take a bath.

Here *the princess* is the presupposing element. The word *the* is the modifier and belongs to the determiner or deictic in nominal ellipsis. Meanwhile, the word *princess* is a noun and belongs to the element of classifier and can be upgraded to function as a head in nominal ellipsis. Moreover, the full

text without nominal ellipsis which as follows:

The Princess was happy to have a friend and the Princess followed the woman to the river to take a bath.

3.2.1.1.10 Text 10

One, morning all the people in the village gathered on a hill near a canyon. There were many old trees with hanging vines. The people used these vines as swings. While one person held on a vine another person pushed. The villagers played and laughed. Seeing what fun they were having, Grandma Ngiu decided to join in. She too took a

(Ulle, 1987: 8) *While one person held on a vine another person pushed.*

Here *a vine* is the presupposing element. The word *a* is the modifier and belongs to the determiner or deictic in nominal ellipsis. Meanwhile, the word *vine* is a noun and belongs to the element of classifier and can be upgraded to function as a head in nominal ellipsis. Moreover, the full text without nominal ellipsis which as follows:

While one person held on a vine another person pushed a vine.

4 Conclusion

It has been taken some main points to be upgraded as some conclusion that can be made and they are as follows:

firstly, the nominal ellipsis nearly embodies in some of the story text and so does the verbal one, secondly, the nominal ellipsis' types found in these story texts is deictic. The function of the type of this ellipsis might be called as head. The head itself has the function as the common noun.

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