ASSESSING THE EFFICACY OF ELLIPSIS IN CONVEYING MEANING IN ENGLISH COMMUNICATION AMONG ENGLISH DEPARTMENT STUDENTS AT IAIN LANGSA : AN INVESTIGATIVE STUDY

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STATEMENT OF APPROVAL

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ABSTRACT

Ghinaldi Anhar, 2024, Assessing The Efficacy Of Ellipsis In Conveying Meaning In English Communication Among English Department Students At Iain Langsa : An Investigative Study

Supervisor (1). Dr. Dedy Suhery, MS. Ph.D **(2).** Mauloeddin Afna, M.Pd.

The purpose of this study is to assess whether IAIN Langsa students have the efficacy to use ellipsis when they speak English or not to convey the meaning and to find out how ellipsis impacts the clarity, coherence, and overall effectiveness of English communication happen among English department students at IAIN Langsa. This research use qualitative research by the type of research is narrative research. The participants are 6 students of English Department IAIN Langsa using observation and questionnaire. The result provides the level of proficiency of English Department students in using ellipsis are not on the next level, but some of them know how to use ellipsis to convey meaning, and the use of ellipsis still have an impact on the clarity, coherence, and overall effectiveness of English communication among English department students at IAIN Langsa; provided by their statement in the questionnaire.

Keywords: Efficacy, Ellipsis, Level Proficiency, impact.

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Langsa, 10 January 2023

The writer,

GHINALDI ANHAR

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CHAPTER I

INTRODUCTION

A. Background of Study

English is *de facto* global *lingua franca*, which according to some experts such as Haegeman and Meierkord defined it as the language used by non-native speakers to talk about certain things, in the narrow sense that a lingua franca is a language a unifier for people who speak different languages.[1] Many people use English in most of aspects because English is the language of global commerce. It is based on Stanley Van Horn statement " the language of worldwide commerce of the 21th century.[2] The majority of academic journals use English. The most significant thing is English is the most common language on the internet and the language that international travellers with different native languages use to communicate with others. People from all over the world have spoken English. Even in China, about 350 millions students of English mastering English like a native – English speaker.[3]

Considering English is the most spoken language in the world, it is a must for a student to learn English. This is intended so that students are familiar with English vocabulary as well as grammar and pronunciation so

[1] Leena Louhiala-Salminen and Mirjaliisa Charles, "English as the Lingua Franca of International Business Communication: Whose English? What English," *Intercultural and international business communication* (2006): 30

[2] Stanley van Horn, "World Englishes and Global Commerce," *The handbook of world Englishes* (2019): introduction

[3] Barbara Seidlhofer, "Lingua Franca English," *The European con* (2010).1

that, in the end students are able to speak and write using English in accordance with existing

English grammar. And also, to make it easier for them to learn a science that is currently using English.

One of the skills we learn in English is grammar. Grammar is a fundamental skill that a student should learn to have good English. Some English grammar is predominantly for native speakers, and some others are for foreigners (non-native learners).[4] Nevertheless, according to an article written by Gladys Jean and Daphnée Simard in 2011, grammar is considered a boring subject among the four skills of the English language. The article states that 25% of learners described grammar as "tedious", "dry", or "monotonous".[5]

According to their research, they find a significant percentage of both FSL and ESL students do not like grammar. Specifically, 29% of FSL students and 25% of ESL students said they do not like it much, while 23% of FSL students and 9% of ESL students said they do not like it at all. However, although grammar may seem boring to some, it is an essential aspect of mastering English. By learning grammar, students can gain a deeper understanding of their mother tongue and expand their linguistic abilities. Additionally, since grammar is the foundation of all languages, it can make it

[4] Sidney Greenbaum, *English Grammar* (Oxford University, 1996). P.24

[5] Gladys Jean and Daphnée Simard, "Grammar Teaching and Learning in L2: Necessary, but Boring?," *Foreign language annals* 44, no. 3 (2011): 470

easier for people to communicate in other languages.[6] When students know the grammatical system of a language, they can at least understand that language easier.

One of the things that we learn in grammar is ellipsis. A distinctive feature of Ellipsis is that the content of Semantic elements is accomplished without an appropriate syntactic pattern. In this case, ellipsis is comparable to anaphora, the difference is that in ellipsis there is no explicit anaphoric element that exists. The only elements that exist in elliptical sentences randomly are arguments, predicates, or additions to what was neglected. The existence of these elements makes ellipsis is possible to be recognized.[7]

Ellipsis is a subject of interest among linguists and researchers because of its efficacy in conveying meaning. Although most students use ellipsis in their language, they often do not understand how to use it in spoken English. English is one of the most widely spoken languages across the world and it plays a crucial role in international communication and academic activities. However, students who learn English seldom use ellipsis when delivering their message, either verbally or in writing, because they do not know its definition. In a study written by Jing Wu, it was mentioned that ellipsis is the same as substitution and is less used in Chinese. The reason for this is that English is a hypotactic language while

[6] M Subasini and B Kokilavani, "Significance of Grammar in Technical English," *International Journal of English Literature and Culture* 1, no. 3 (2013): intoduction p.56.

[7] Jonathan Ginzburg and Philip Miller, "Ellipsis in Head-Driven Phrase Structure Grammar" (2018).

in Chinese, ellipsis is not as delineated either grammatically or even logically due to its paratactic nature.[8]

Students in the English Department at IAIN Langsa, a reputable educational institution, aim to develop a strong command of English to excel in their academic and professional attempts. Understanding and using ellipsis can significantly contribute professionally to their communication skills, allowing them to express themselves distinctly and concisely. As mentioned in an article entitle "*An Exploratory Investigation of E-Rest: Teletherapy for Chronically Aphasic Speakers*" that the continuous use of ellipses can improve functional communication due to an enhancement of verbal efficiency.[9]

The efficacy of ellipsis in conveying meaning is still not fully understood, especially among English Department students at IAIN Langsa. While existing literature focuses on ellipsis in general contexts or among native English speakers, it often overlooks the specific needs and challenges faced by English Department students. However, through the research, the researcher has identified five key areas where more attention is needed: (1) assessing the awareness and understanding of ellipses among English Department students at IAIN Langsa, (2) understanding the types and frequency of ellipses used by English Department students in English communication, (3) exploring the challenges faced by students in the English Department in understanding and using ellipses effectively, (4) understanding

[8] Jing Wu, "Shifts of Cohesive Devices in English-Chinese Translation.," *Theory & Practice in Language Studies* 4, no. 8 (2014). p.1661.

[9] Marina B Ruiter et al., "An Exploratory Investigation of E-REST: Teletherapy for Chronically Aphasic Speakers," *International Journal of Telerehabilitation* 8, no. 1 (2016): 25.

the effect of ellipsis on the clarity, coherence, and overall quality of English communication among English Department students, and (5) developing effective strategies to improve the use and understanding of ellipsis among English Department students. With focused research and attention in these areas, we can better understand the role of ellipsis in English communication and develop strategies to enhance its effectiveness.

Conveying the meaning is part of language. Often, conveying the meaning happens in speaking. That is why speaking skills are called " effective oral skills", which means that speaking skills are systematic verbal speech production that produces sound to convey the meaning.[10] Delivering a short message accurately so that people can understand it well by short message also helps people a lot. They do not need to make a long message to other people to understand their point of message. That is why we need a strategy to make it comprehensible, to make people easier to receive the message clearly. One of the strategies is using ellipsis. Beside that, Ellipsis have evolved in literary discourse to bring together spoken sounds, their interplay, and the interference with their production. Ellipsis are close rather than paralinguistic, although, as we shall see, many attempts have been made to perfect their accuracy.[11]

That is why the study of Ellipsis seems crucial to know. In this research, the researcher intends to find out the study of ellipsis, starting from the definition,

[10] Mohamad Yahya Abdullah, Supyan Hussin, and Kemboja Ismail, "Implementation of Flipped Classroom Model and Its Effectiveness on English Speaking Performance," *International Journal of Emerging Technologies in Learning* 14, no. 9 (2019): 131.

[11] Anne Toner, *Ellipsis in English Literature* (Cambridge University Press, 2015). P.5.

the use of ellipsis, the student's problem, etc. In conclusion, the researcher wants to assess the efficacy of students in conveying meaning using ellipsis in English communication.

B. Research Question

1. What is the level of proficiency in using ellipses to convey the meaning of English communication among the students of IAIN Langsa English Department??
2. How does the use of Ellipsis impact the clarity, coherence, and overall effectiveness of English communication among English department students at IAIN Langsa ?

C. Purpose of Study

1. The purpose of the researcher in this study is to know the level of proficiency in using ellipsis to convey the meaning of English and to assess whether IAIN Langsa students have the efficacy to use ellipsis when they speak English or not to convey the meaning.
2. To find out how ellipsis impacts the clarity, coherence, and overall effectiveness of English communication happen among English department students at IAIN Langsa so that later in future this research will find an effective and efficient solution for mastering ellipsis material more and they have a better skill in delivering meaning using ellipsis.

D. Significance of Study

1. In general, the significance of the study of this research is to expand people's knowledge through ellipsis material. Furthermore, this research can grow people's awareness of the importance of English in all four elements. As we know, ellipsis can be used in all the elements of English. In addition, this study provides a clear picture of what the problems are in learning English and offers a good solution to learn English more easily.
2. For the students, this can encourage students to be more motivated to learn all the English material from all the English skills and increase their knowledge about ellipsis. And also, this study hopefully will show students have the efficacy of using ellipsis understand the material well and try to learn it even more to cultivate their knowledge and can master it by using to convey meaning.
3. And for the teacher, this study provides information related to the implementation of ellipsis in conveying meaning in English communication among English department students at IAIN Langsa so that the lecturer can see whether they need or do not need to evaluate the education system currently in use. The study of ellipsis can also help lecturers in teaching English. It can be a reference for the lecturer in cultivating ellipsis material for the students. In addition, the lecturer can know the detailed description of the efficacy of ellipsis in conveying meaning in English communication among English department students at

IAIN Langsa while they are in the classroom with the hope students can actualize ellipsis in the conversation well.

4. For the researcher, this study helps to improve the ability of the researcher to understand and identify types of ellipsis that are used by the students of IAIN Langsa. Furthermore, this research can inspire further research by using the components of the previous research, such as research variables, research methods, etc. Besides that, this study can develop the capability of the researcher to use ellipsis to produce effective sentences.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Researcher carries out several activities in research to discover the results needed to prove the truth and validity of the research, such as making observations, and also asking questions through questionnaires. This research began on October 26, 2023. The results obtained from this research are as follows:

1. Observation result

The researcher made observations twice within a period of two weeks. The researcher focused on finding students who used ellipsis when speaking. The results of the first observation showed that six students with " A" score often repeated the word "President" when talking about the criteria for a president. For example, the first, president should be….. , the second, president should be ….. , the third, president should be … etc. However, they often use nominal and clausal ellipsis *gapping and stripping* types unconsciously, and sometimes, they use verbal ellipsis type *pseudo gapping*. For example when they say " *The president should have good* ***intelligence*** *and* ***social spirit and the strategy of leading as well.*****"** In this case, students want to say that to become a president, apart from having good knowledge, you must also have a social spirit and strategy in leading. The missing word in the sentence is "*The president should have good*" which should be "*The president should have good*

*intelligence and the **president should have good** social spirit and the strategy of leading as well,*" that is very clear that the deletion of this word is a clausal ellipsis which removes almost all the same words in the previous sentence. Then in the sentence " Mr…. ***achievements*** are sensational, but Mr…. ***are not*** " which basically the sentence is "***Mr…. achievements are sensational, but Mr…. achievements are not sensational***" this is very clear that the students use nominal ellipsis by only omitting some words like noun and adjective in the word " *achievements and sensational*" And only one person uses verbal ellipsis in words " *The president is not only **able to overcome** today's challenges but also **bring hope and inspiration** in the future.* The deleted words is " *able to*" which basically the sentence becomes "*The president is not only able to overcome today's challenges but also **able to** bring hope and inspiration in the future.*

If the researcher put it in the table, the following result are :

P	S	ST	W
P1	The president must have a good record / achievement. For example Mr…. ***achievements*** are sensational but Mr… are not	The P1 uses ellipsis in her speaking to omit the word " achievement" in the second sentence	The P1 still repeats the word " President", whereas he can omit the word to make it better

P2	Some of the criteria for an Indonesian presidential candidate that people want : First, integrity, second, competence, etc.	The P2 did not repeat the word " president in his speaking while he directly said first, second, etc. to arrange the criteria number of a president	The P2 did not use ellipsis in his speaking from the first time until the end except he did not repeat only " president" word
P3	The third is the president should have good intelligence and social spirit and the strategy of leading as well.	The P3 use some of ellipsis in the sentence.	The P3 repeated the word " President" in every criterion of the president
P4	There is an expectation for the president to be connected with the citizens, consult with them, and be seen as actively working for the benefit of the	The P4 use ellipsis well in the sentence.	It seems like the P4 was memorizing the text before

	people.		spoke, the reason is because the P4 close the eyes when speaking
P5	The third is competence. The people expect a presidential candidate who has adequate knowledge, experience and skills in leading the country. The president is not only able to overcome today's challenges but also bring hope and inspiration in the future.	The P5 uses ellipsis well.	The P5 did not use ellipsis consciously. It will be provided on the questionnaire result.
P6	Furthermore, a genuine commitment to environmental protection is essential. Indonesia's natural beauty is a treasure, and our president should prioritize sustainable policies to preserve our	_____	The P6 did not use ellipsis at all in her speaking.

	environment for future generations.		

P = Participant

S = Sentence

ST = Strength

W = Weakness

Then, the researcher grouped the omitted words in the table as follows:

No	Ellipsis (omitted word)	Phonetic Symbols	Types of Ellipsis
P1	Achievement	əˈʧiːvmənt	Nominal Ellipsis
	Sensational	sɛnˈseɪʃənəl	Nominal Ellipsis
P2	President	ˈprɛzəˌdɛnt	Nominal Ellipsis
P3	expectation for the president to	ˌɛkspɛkˈteɪʃən fɔr ðə ˈprɛzəˌdɛnt t u	Clausal Ellipsis
P4	The president should have good	ðə ˈprɛzəˌdɛnt ʃʊd hæv gʊd	Clausal Ellipsis
P5	The people expect a presidential	ðə ˈpipəl ɪkˈspɛkt ə ˌprɛzəˈdɛnʧəl ˈkændədeɪt hu hæz	Clausal Ellpsis

	candidate who has		
	Able	ˈeɪbəl	Verbal Ellipsis
P6	___	___	___

Overall, the results of the first observation did not show anything significant about students' use of ellipsis in conveying meaning consciously. However, their ability to use ellipsis unconsciously then made the researcher carries out observations again to find out more clearly about English students' ability to use ellipsis to convey meaning.

In the second observation, students were seen using more ellipsis in their conversations. For example, when students say sentences " it is the thing to show ***who you are and what***" which comes from " it will show ***who you are and what you are***" and also in sentence" ***I took the job and also made more money***" that comes from " I took the job and ***I*** also made more money", also " I have experience in ***sales and marketing as well*** " from" I have experience in ***sales*** and I have experience in ***marketing***". Then the sentence" I hope I can get more ***(salary)*** than previous job". From the question " how much ***salary*** do you want ?". It can be seen here that students no longer mention the word "**salary**" in their conversations, and simply explain it using words "***more***" which means " ***more salary***" then when students delivering something by saying " ***one*** that describes me" from question " do you have any ***activities*** that describe you ?" Here it can

also be seen that the student no longer mentions the word "activities" but only explains it with the word "**one** (activity)" which is able to make the questioner understand the meaning conveyed by the student even though he has omitted one word in the sentence. And finally, in the student's statement mentioning " I am a ***marketing in the… company***, previously ***street vendor***" from " I am marketing in the …. Company, previously ***I am a*** street vendor" by omitting the words " ***I am a***", Students are still able to convey the meaning well even though they have omitted several words in the sentence.

Here is the table of the students' sentence in using ellipsis

P	S	ST	W
P1	It is the thing to show who you are and what.	P1 as the first interviewer uses ellipsis in the sentence	She only use ellipsis once during the conversation
P2	I am a villager in a small village. I come here to have a good experience in working. My personality always loyal to people.	P2 as the first interviewee speaks a lot and have good English	P2 as the first interviewee does not use ellipsis in his speaking
P3	well, I heard a lot about you. So the next question to be asked is " how much salary do you want ?	The P3 as the second interviewer speaks fluently	He does not use ellipsis from the beginning of the interview

P4	In the end, I took the job and also made more money. I have experience in sales and marketing as well “ I hope I can get more (salary) than previous job	The P4 as the second interviewee uses ellipsis quite much.	She still take time to omits the words of the sentence.
P5	So, Mrs. Sekak, let’s go through the question. do you have any activities that describe you ?	____	The P5 does not seem to understand ellipsis
P6	one that describes me I am a marketing in the… company, previously street vendor	The P6 as Interviewee uses ellipsis	She use it unconsciously.

Then the researcher groups the omitted words in the table as follows:

No	Ellipsis (omitted word)	Phonetic Symbols	Types of Ellipsis
P1	You are	juː ɑː	Nominal Ellipsis
P2	___	___	___
P3	___	___	___
P4	I	aɪ	Nominal Ellipsis
	Experience	ɪkˈspɪəriəns	Nominal Ellipsis
	Salary	ˈsæləri	Nominal Ellipsis
P5	___	___	___
P6	Activity	ækˈtɪvəti	Nominal Ellipsis
	I am	aɪ æm	Nominal Ellipsis

This data showed that all of the students use nominal ellipsis, consciously or unconsciously. The following table shows the results of the researcher's observations during the 2 stages:

OBSERVATION CHECKLIST				
No	Criteria	Responses		Notes
		Yes	No	
1	Participant have the ability to use Ellipsis	✓		Some of students use ellipsis in speaking
2	Participants want to speak English in the classroom		✓	They are not really active to speak when they are in the class
3	Participants speak English actively when the lecturer asks them to speak.	✓		They try to speak more fluent without seeing any texts when the lecturer ask them to speak
4	Participants can convey the meaning well while speaking English	✓		Their friends understand them well even when a student is using ellipsis
5	Participants use ellipsis to convey meaning in English communication consciously	✓		one use ellipsis consciously to practice
6	Participants use ellipsis to			Most participants

	convey meaning in English communication unconsciously	✓		use ellipsis unconsciously by the assumption that they do not know what ellipsis is
7	Participants mostly use ellipsis while speaking because they like it		✓	Most of them do not know ellipsis and use it unconsciously

2. Result of Questionnaire

Questionnaire is given to six students with " A" score in "*Academic Speaking*" class. They say that ellipsis is a good thing to practice advanced speaking skills. And also their ability to use ellipsis to convey meaning is not bad. Sometimes they use ellipsis to represent meaning, whether consciously or not. They also mentioned that one way to study ellipsis is through learning *Discourse Analysis* which includes learning material about ellipsis. Because this research uses an open - ended questionnaire, the answers produced are students' opinions about ellipsis and how to apply it in conveying meaning. These opinions are expressed through the questions provided. As mentioned before that this type of questionnaire allows respondents to answer in an open text format more specifically and encourages them to use their knowledge, opinions and judgment as much as possible. Therefore, the researcher explained the results of the questionnaire that had been discussed with

students of the IAIN Langsa English Study Program through the results of the data that had been reduced as follows.:

QUESTIONNAIRE

OPEN – ENDED QUESTIONNAIRE

NO	QUESTION	ANSWER	EXPLANATION
1	What do you think the students should do to improve English ?	Practice, discipline, and having of vocabulary	Practice more especially in speaking skills, do the practice continuously, memorizing 20 to 30 vocabulary in a day
2	How do you explain ellipsis in a simple way ?	Easy communication, hard skill to learn	Because it can make students understand the meaning effectively, because to omit the words, it is not an easy way moreover to students who sounds unfamiliar with ellipsis
3	Does ellipsis important to student to convey meaning ?	Important, crucial, not that significant	It is to improve the level of speaking to the next level, one of the way to make the speaking looks more native as long as we do not put it too much in the sentence,

			many of students still doing the repetition of words because they are still learning ellipsis material recently
4	What do you think the level of proficiency of English Department to convey meaning using ellipsis ?	Average, not bad, still on the low level	The level of English Department students in using ellipsis are not on the next level, but some of them know how to use ellipsis to convey meaning.
5	How does the use of Ellipsis impact the clarity, coherence, and overall effectiveness of English communication among English department students at IAIN	It has impact, not that much	It can create effective sentence in English, some students are still trying to use ellipsis step by step. Can still understand the spoken language even though it cannot be implemented in speaking

	Langsa		
6	What do you think your ability to use ellipsis in conveying meaning especially in the classroom ?	Not bad, know a little bit, still unfamiliar with ellipsis	My friends are able to understand my English, in the condition that has not got used to use ellipsis in speaking especially to convey meaning
7	What would you do to improve your knowledge about ellipsis ?	Study Discourse Analysis, practice more	There is a subject material about ellipsis, students should practice more inside and outside the classroom.
8	Do you have partner to speak to make yourself become more fluent and capable of using ellipsis ?	Yes I do, practice alone, never practice	They can help me to improve my English using ellipsis, do not have friend to practice ellipsis, speak with ellipsis unconsciously.
9	Which one you prefer, speaking using ellipsis or speaking without using ellipsis ?	With ellipsis, without ellipsis	It is easier to speak using ellipsis and not exhausted moreover when speaking a long sentence, more fluent to speak without ellipsis due to

	please tell the reason		the lack of practice using ellipsis, and the same thing as grammar, it takes time to use ellipsis and make the speaking stuck
10	What do you suggest for the lecturer about the ellipsis material ?	More practice in daily speaking class, making special class to speak using ellipsis	Rarely speaking using ellipsis in the classroom

After reducing the data and entering it in the questionnaire table, the researcher then presented the resulting data from all the answers obtained through the questionnaire that had been given by percentage of the number of students who used and did not use ellipsis when speaking. To calculate the data, the researcher use Descriptive statistical analysis, namely accumulation carried out to provide a description of data seen from the number of samples, sum, mean, standard deviation, etc.[72] The percentage calculation is then formulated using the following formula:

[72] Icha Nurmala, "Analisis Kepuasan Penumpang Terhadap Rekonstruksi Terminal Check-in Counter Di Bandar Udara Internasional Raden Inten II Lampung," *Sekolah Tinggi Teknologi Dirgantara* (2021): 21–28, https://digilib.sttkd.ac.id/id/eprint/1694.

$$P = \frac{F}{N}\ x\ 100\%$$

by P as (Percentage), F as (Frequency) and N as (Number of Students). Then the following results are obtained:

a. The importance of ellipsis in conveying meaning

Response	Frequency	Percentage
Important	3	50%
Crucial	1	17%
Insignificant	2	33%

50% of the 6 students who gave the questionnaire answered that the use of ellipsis in conveying meaning was important and 17% answered crucial, (the use of ellipsis was felt to be very important) and the other 33% thought that the use of ellipsis was important. conveying meaning is not very significant so they do not use ellipsis too often in their conversations.

b. The use of Ellipsis impact the clarity, coherence, and overall effectiveness of English communication among English department students at IAIN Langsa

Response	Frequency	Percentage
Impactful	3	50%
Not that much	3	50%

The same frequency was obtained between those who answered that ellipsis impact towards clarity ,coherence, and overall effectiveness of English communication among English department students at IAIN Langsa, and some others answered that the ellipsis did not have much impact on the clarity, coherence, and overall effectiveness of English communication especially among English Department students at IAIN Langsa.

c. The ability to use ellipsis in the classroom

Response	Frequency	Percentage
Not Bad	1	17%
Know a Little	1	17%
Still unfamiliar with ellipsis	4	66%

From these responses, there were 66% of students who stated that they still felt unfamiliar with the use of ellipsis, and no one stated that they mastered conversation using ellipsis above average.

d. Improving ellipsis

Response	Frequency	Percentage
Study Discourse Analysis	2	33%
Practice more	3	50%
Does not have any ideas	1	17%

The answer above shows that to improve the skills of ellipsis, it need a lot of practice and also learning more about ellipsis in the discourse analysis subject which contains material about studying ellipsis in theory.

e. Partner to be fluent in implementing Ellipsis

Response	Frequency	Percentage
Have partner	1	17%
Practice alone	4	66%
Never Practice	1	17%

Most of the students who were given the questionnaire answered that they did not have a partner in practicing ellipsis except that they tended to practice it alone sometimes to understand more about ellipsis.

f. Speaking using ellipsis / without ellipsis

Response	Frequency	Percentage
Using Ellipsis	1	17%
Without Ellipsis	5	83%

Many students stated that they were less likely to consciously use ellipsis. The reason is because they assume that when speaking, using ellipsis will hinder

speaking fluency because they still have to think about which words to omit in a conversation and sometimes the listener has difficulty grasping the meaning of what is being said.

From the results of the questionnaire, the researcher then concluded in general that students indeed considered the use of ellipsis in conveying meaning to be important, however, many of them preferred not to use ellipsis in conversation for various reasons, one of which was are still not used to using ellipsis in speaking and only understand ellipsis theoretically, so the ability to use ellipsis in conveying meaning to English students is not very significant and requires a lot of practice to be able to implement ellipsis to a more advanced level.

B. Discussion

The efficacy of ellipsis in conveying meaning in English communication seems to be important to learn. The use of ellipsis can help students to further improve their skills in English to a higher degree. As previously mentioned, the aim of this research is to know the level of proficiency in using ellipsis to convey the meaning of English and to assess whether IAIN Langsa students have the efficacy to use ellipsis when they speak English or not to convey the meaning. In addition, to find out how ellipsis impact the clarity, coherence, and overall effectiveness of English communication happen among English department students at IAIN Langsa so that later in future this research will find an effective and efficient solution for mastering ellipsis material more and they have a better skill in delivering meaning using ellipsis. From the displayed findings, what is actually the level of proficiency in using ellipses to

convey the meaning of English communication among the students of IAIN Langsa English Department?

The results of observations and questionnaires showed that several students used ellipsis in their conversations, both consciously and unconsciously. The main factor is that they did not really understand ellipsis as a whole and are still in the stage of trying to improve their ability to use ellipsis. This is clearly a difficult challenge because ellipsis itself is still unfamiliar, especially among English language students. This is in line with what was said by Ari Prasetyaningrum et al who stated in their research results that even students who were writing a thesis very rarely used two cohesive types, one of which was the ellipsis which was only used in 0.16% of the 10 theses studied.[73] This clearly supports the statement that the difficulty of applying ellipsis is the main factor why students are not used to using ellipsis, especially in speaking, where the aim is to convey meaning directly. So basically, the level of proficiency of English Department students in using ellipsis are not on the next level, but some of them know how to use ellipsis to convey meaning. That means there are still many things to be fixed to upgrade their level of proficiency in using ellipsis to convey meaning.

Then, how does the use of ellipsis impact the clarity, coherence, and overall effectiveness of English communication among English department students at IAIN Langsa ?. The researcher asked three students, and they stated that ellipsis had an impact on its use, but only one student provided an explanation

[73] Ari Prasetyaningrum et al., "Grammatical Cohesion in Students' Undergraduate Thesis," *Premise: Journal of English Education* 11, no. 2 (2022): 297.

about the impact that ellipsis can have on making English sentences more effective. The good thing is that ellipsis still have an impact on the clarity, coherence, and overall effectiveness of English communication among English department students at IAIN Langsa; this is provided by their statement in the questionnaire that they can still understand the spoken language even though not that much. That means for English department students, the understanding of ellipsis in spoken language is still average. That is why the English Department IAIN Langsa needs to find a solution to upgrade students' understanding of ellipsis in spoken language so that they can minimise the misunderstood of the spoken language that is delivered by the speaker when trying to convey meaning using ellipses.

The researcher finds that most of the participants use nominal ellipsis, both from the first and the second interview, while verbal and clausal ellipsis are rarely to use, only in the first observation. Moreover, they use ellipsis unconsciously. It is very unfortunate that researchers hope that students will be able to implement all types of ellipsis in their conversations, but what happens is that students still have difficulty implementing them in conversations. This can be seen from the results of the questionnaire that was obtained previously, that most students answered that they practiced using the ellipsis alone without a partner.

Another factor is that there are students who think that the use of ellipsis in conveying meaning is not important. The assumption that ellipsis is an obstacle to fluency in speaking is a question mark as to why ellipsis, which is supposed to make conversation more effective, becomes an obstacle to fluency in

speaking. There were also some students who stated that ellipsis was important and very important, but in reality, the students' answers showed that they preferred not to use ellipsis in conversation compared to using ellipsis.

The researcher then provided a general description of the ability of IAIN Langsa English students to use ellipsis to convey meaning. Students stated that ellipsis was important, but they were reluctant to use ellipsis in their conversations. They study ellipsis only as material to increase their knowledge in English. Then, in terms of ability, many students are not able to use ellipsis well in conveying meaning, so this then becomes a parameter of students' ability to use ellipsis. Moreover, the results of the findings show that ellipsis does not have a very significant influence on clarity, coherence, and overall effectiveness of English communication among English department students at IAIN Langsa.

Nevertheless, because the ellipsis is still among English students, especially IAIN Langsa, researchers assume that this tends to be easy to correct so that material about ellipsis no longer sounds unfamiliar and is often used, especially in conveying something when communicating. The theory that supports the researcher's assumptions is an article entitled "*Processing Ellipsis: A Processing Solution to the Under generation Problem*?" which states that the study of ellipsis has been very much discussed in recent years.[74]

He also stated about the use of ellipsis. Even though in practice the speaker is not completely able to use ellipsis well, if the listener is able to

[74] Lyn Frazier, "Processing Ellipsis: A Processing Solution to the Undergeneration Problem," in *Proceedings of the 26th West Coast Conference on Formal Linguistics* (Cascadilla Proceedings Project Somerville, MA, 2008), 22

understand it well and is able to correct it to make it a lesson, then this has really fulfilled the purpose of speaking,[75] that is the same understanding between the speaker and listener of the sentences conveyed

[75] Ibid. 30

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Based on the findings and the discussions, the researcher concluded that:Based on the result, the level of proficiency of English Department students at IAIN Langsa in using ellipsis are not on the next level, but some of them know how to use ellipsis to convey meaning. That means their level of proficiency is still low, but not the lowest. It can be proven from the result of this research that 4 students are still unfamiliar with ellipsis, while 2 students are average. That is why the reason they seldom using ellipsis in class, because the 4 of 6 students practice ellipsis alone.
2. Students stated that the use of ellipsis impacts the clarity, coherence, and overall effectiveness of English communication among English department students at IAIN Langsa by creating effective sentences in English. Nevertheless, some students are still trying to use ellipsis step by step. Some of them can understand the delivered speech well, but only few words. From their answer, they can understand what the speaker say, as long as they do not use ellipsis too much. In other side, the three students say the ellipsis does not impact the clarity, coherence, and overall effectiveness of English communication among English department students at IAIN Langsa.

B. Suggestion

In accordance with the existing research results, the researcher then wants to provide several suggestions. And then, the students can develop in mastering the ellipsis material. The research implies a potential need for the development of teaching materials that specifically address the use of ellipsis. This could include exercises, examples, and resources that aid students in grasping the concept and applying it in their written and spoken communication. So, therefore, some suggestions are as follows :

1. Based on the students' answers, they stated that there was a need for a special class to practice ellipsis, not just theory or as an introduction to learning.
2. For students, learning about ellipsis is very crucial, because it is an advanced stage of students' English language development. Therefore, studying ellipsis should not only be done in the classroom, but also outside the classroom by practicing it with a partner, or studying it in more depth via internet.
3. For lecturers, there needs to be a special method to teach ellipsis material practically and not just in theory. Because the use of ellipsis is not only in the writing aspect but also in speaking.

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