

**ELLIPSIS IN FINDING AND DISCUSSION SECTIONS
OF SKRIPSI AT ENGLISH DEPARTMENT
UNIVERSITAS NEGERI JAKARTA**



*Building
Future
Leaders*

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of Sarjana Pendidikan***

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ABSTRACT

Arif Rachman. 2016. *Ellipsis in finding and discussion sections of skripsi at English Department State University of Jakarta.* Thesis, English Department, Faculty of Language and Arts, State University of Jakarta.

This study aims at examining ellipsis in finding and discussion sections of *skripsi*. The data were 20 *skripsi* taken from finding and discussion sections of *skripsi* in English Department in the year of 2015. The method used in this study is content analysis. The theoretical framework used to analyze was proposed by Halliday and Hasan (1976) that branch ellipsis into three categories: Nominal, Verbal, and Clausal. The finding indicated 232 ellipsis occurred from twenty *skripsi* with Nominal ellipsis is the first type and dominantly occurred which is 68.6%. That is followed by Clausal in the second which is 16.9% and Verbal in the least which is 14.5%. the correlation between finding and discussion sections towards the highest occurrence of Nominal ellipsis are caused by most of the interpretation of data analysis occurred are identified as a Noun which refers to the missing information of Noun. In addition, these sections have background information of the study which exposes the information and has been understood. Moreover, most of the elements occur more than once in finding and discussions of *skripsi*.

Keywords: Ellipsis, Cohesive Device, Academic Writing, Finding and Discussion, Skripsi.

ABSTRAK

Arif Rachman. 2016. *Penghilangan kata dalam Temuan dan Pembahasan pada Skripsi Mahasiswa Jurusan Bahasa Inggris di Universitas Negeri Jakarta.* Skripsi, Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian ini bertujuan untuk meneliti penghilangan kata yang terdapat pada temuan dan pembahasan dalam skripsi. Jumlah skripsi yang diambil dari temuan dan pembahasan adalah 20 di Jurusan Bahasa Inggris tahun 2015. Metode yang digunakan dalam penelitian ini adalah analisis isi. Teori yang digunakan untuk menganalisis diusulkan oleh Halliday dan Hasan (1976) yang membagi penghilangan kata menjadi 3 tipe: Nomina, Verba, dan Klausa. Temuan menunjukkan bahwa penghilangan kata muncul sebanyak 232 dari 20 skripsi dengan 68.6% Nominal menjadi tipe di posisi pertama dan yang paling sering muncul. Diikuti oleh Klausa di posisi kedua dengan 16.9% dan di posisi terakhir yaitu Verba dengan 14.5%.. Hubungan antara bab temuan dan diskusi dengan tingginya kemunculan Nomina disebabkan oleh banyaknya tafsiran analisis data yang muncul terindikasi sebagai Kata Benda yang merujuk pada hilangnya informasi dari Kata Benda tersebut. Sebagai tambahan, bab ini mempunyai latar belakang informasi yang menunjukkan informasi dan telah diketahui. Selain itu, banyak unsur-unsur Nomina muncul lebih dari sekali di Temuan dan Pembahasan dalam Skripsi.

Keywords: Penghilangan, Alat Kepaduan, Penulisan Akademik, Temuan dan Pembahasan. Skripsi.

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Arif Rachman

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CHAPTER I

INTRODUCTION

This chapter reveals the background of the study, research questions, purposes of the study, scope of the study, and significance of the study. The explanation of these parts is presented below.

1.1 Background of the study

Nga (2011, p. 3), in his journal *Ellipsis in abstracts of business journal articles in English and Vietnamese* published by University of Danang, stated that ellipsis takes significant part as a cohesive device because affects to link between coherence and cohesion in discourse analysis. It is also possibility as one of the devices of utterance building. Halliday and Hasan (1976, p. 142) define ellipsis as something left unsaid but understood nevertheless. The word “unsaid” refers to the omission of a word or phrase but there is no implication that the meaning “unsaid” is not understood. In other words, ellipsis means something that can be understood despite of some element is omitted. Those elements of omission can be retrieved by referring to an element in the preceding text (Azzouz, 2009, p. 29). Furthermore, Jabeen, Mehmood, & Iqbal (2013, p. 126) added the presupposition of omitting sentences which occur in early sentence create the meaning understood.

Ellipsis gives the meaning of a text indirectly identified to surface text elements (McShane & Babkin, 2015, p. 572). Moreover, It is organized to minimalize even avoid the repetition that is overused within the text in order to

make the whole coherence. The coherence itself is an aspect of comprehension that establishes in the mind of the reader as a result of perception of relatedness among a text's propositions between the text and the idea indeed (Jabeen, Mehmood, & Iqbal, 2013, p. 123).

Ellipsis creates a text hanging together and is related between sentences that makes an aspect of the essential texture (Halliday M.A.K, 1976, p. 146). The omitted sentences which come in the earlier will make the meaning clearly to be interpreted (Jabeen, Mehmood, & Iqbal, 2013, p. 126). When some elements of sentences are repeated, they become unnecessary information that led to redundancy. Therefore, the ellipsis must be provided to accomplish and then will focus on the necessary information only that is being delivered.

The previous study by Priadi (2014), In his journal, published by Ahmad Dahlan Journal of English Studies, examined ellipsis within the Jakarta Post Cartoon's dialogue. From the whole data, 52 elliptical forms-edited in June to August 2015, it showed that the occurrence of clausal ellipsis is about 71,15%. Followed by nominal, and verbal were about 17,31% and 11,54%. He led to the findings that the type of ellipsis mostly occur in the Jakarta Post Cartoon's dialogue was clausal ellipsis.

Besides, White, J. R. (2013), in his journal, ellipsis as a marker of interaction in spoken discourse, concerned to strategies for interaction in spoken discourse which focused on ellipsis phenomena in English. He took the data from the voice corpus, the Vienna-Oxford International Corpus of English (VOICE,

2011). The result showed that Verbal and Clausal are the most dominantly used. Moreover, the use of ellipsis indicated as a strong marker of interaction in spoken discourse.

According to Nga (2011), in his journal “Ellipsis in abstracts of business journal articles in English and Vietnamese”, published by University of Danang, examined 180 samples of AEBAs and AVBAs Journals, website. His study was conducted to find out 1.) Identifying and analyzing ellipsis in AEBAs and AVBAs in terms of classification, syntactic and pragmatic features. 2.) Discovering the similarities and the differences of the elliptical features between AEBAs and AVBAs.

He found that the major elliptical types occurred was nominal ellipsis with both 88.8 % in AEBAs and 86.6 % in AVBAs. Concerning the similarities, AEBAS and AVBAS have 3 main points. Firstly, the elliptical objects were considered to be noun, verb, and clause. Otherwise, verbal ellipsis was examined as the lower occurs with 3.33 % both AEBAs and AVBAs abstract journal. Otherwise, one of the features of an elliptical nominal group requires the availability of information necessary for filling it out. While the differences of ellipsis occurred when deictic, epithet, and numerative function as head in a text. The implication of the study both teachers and students should aware the use of cohesive devices in terms of ellipsis in classroom instruction. Furthermore, his study proved that ellipsis was overused in abstract journal.

Based on the previous studies, White (2013) and Priadi (2014) conducted ellipsis in a spoken discourse and proved that verbal and clausal ellipsis are the

most frequently occurred. Otherwise, Nga (2011), in his study had also analyzed ellipsis in abstract journal which is part of academic writing and found that was overused. Therefore, the researcher is interested to discover more about the occurrence of ellipsis in finding and discussion sections of *skripsi* because these sections are also part of academic writing which are not investigated yet by any researchers.

In academic writing, in terms of *skripsi*, finding and discussion sections contributes the result of a conducted research. According to McMillan and Wergin (2010, p. 11), finding section delivers an overview of the data analysis that is conducted by the research question or hypothesis. Meanwhile, discussion section is presented to convey the meaning of the results (Hess, 2004, p. 1238). It helps a researcher to interpret the problems that have been found in findings. Sometimes some researchers worry to conduct the discussion because the most common mistake is overstating the findings (Branson, 2004, p. 1227). Derntl (2014, p. 122) explained that a researcher should consider conducting the discussion because it guides the reader from certain results to more common. He added that this part consists of addressing background information as well as summarizing aims of the study.

This study focuses on types of ellipsis in written discourse, which is finding and discussion of *skripsi*. The researcher collects the sections in *skripsi* organized by English Department students' *skripsi* written in year 2015. The researcher also uses the model proposed by Halliday and Hasan (1976)

1.2 Research Question

Based on the background of the study above, the problem is:

1. What types of ellipsis are mostly found in finding and discussion sections of English Department students' *skripsi*?

1.3 Purpose of the study

This study aims to find out:

1. Types of ellipsis that are mostly found in finding and discussion sections of English Department students' *skripsi*.

1.4 Scope of the study

This study focuses on the use of ellipsis in written discourse, which is finding and discussion sections of *skripsi* at English Department UNJ according to Halliday and Hasan theoretical framework.

1.5 Significance of the study

The result of this study is aimed to build students awareness toward how important the ellipsis is. They could expand their knowledge to conduct either research or essay coherently and effectively. By using appropriate cohesive devices in terms of ellipsis, it might decrease the ambiguity. However, the lecturer should facilitate the study through ellipsis and create some creative learning with to get students interest to use. Furthermore, this study also helps other researchers to conduct similar topic.

CHAPTER II

LITERATURE REVIEW

This chapter reveals theoretical foundation of this study which is concerned on cohesion, cohesive devices, ellipsis, types of ellipsis, academic writing, previous study and theoretical framework.

2.1. Cohesion

(Halliday & Hasan, 1976, p. 1) define a text as any passage, spoken or written, whether length, that does from a unified whole. Text is not just a sequence of sentences fit together, but a sequence of units connected in some contextually appropriate ways (Azzouz, 2009, p. 16). He added that to broad a given discourse can conclude to create a text, then the principle factor in establish texture is cohesion

Tsareva (2010, p. 5) states cohesion is regarded as a semantic concept that refers to relations of meaning that exist in the language for making the text hang together. According to Halliday & Hasan (1976, p. 8) cohesion is a semantic relation between an element in the text and some other element that is also to be found in the text but its location in the text is no way determined by the grammatical structure. The two elements, the presupposing and the presupposed, may be structurally related to each other, or they may not. Thus it makes no difference to the meaning of the cohesive relation. It is supported by (Murphy, 2010, p. 16) that defines cohesion as some ideas that linking to each other within sentences and convincingly conducted for the reader. Cohesion is the first

standard of textually. It refers to the surface relations between the sentences that create a text and to create connected sentences within a sequence. The formal surface of the text components works according to grammatical forms and conventions. It helps the reader or hearer to sort out the meaning and uses.

A text should contain coherences in the part of sentences. It will make the relations between the underlying surface text, which is made of concepts and relations and the amount of their relevance to the central thought of the text. Moreover, the concepts refer to the knowledge which can be activated in the mind whereas relations refer to the connection between the surface texts concept (Azzouz, 2009, p. 18). The basic concept of cohesion concentrates on connections made by grammatical or lexical items, whereas coherence is a mental phenomenon that refers to the mind of the writer and reader (Tsareva, 2010, p. 6). That gives a concept that analyzing cohesion is not simply the matter of looking the occurrence of cohesive devices within the text. The point is to examine the cohesive tie built within the devices whether or not they have semantic relation.

2.2. Cohesive Devices



Cohesive devices are grammatical devices that used to create a link between sentences of a text (Gee, 2001, p. 159). They connect between words, phrases, and clauses which help the reader or listener identifying the text to make it coheres (Gee, 2001, p. 58 and Renkema, 2009, p. 213). Cohesive devices also help to understand the sequence, comparison and contrast, cause and effect, and addition within the text. Moreover, guide the writers to conclude, summarize, and present something in their piece of writing.

Based on the explanation, there are two types of cohesive devices identified by (Halliday & Hasan, 1976, p. 6), grammatical and lexical devices. The grammatical devices contain reference, substitution, ellipsis and conjunction. The following explanations are types of ellipsis devices which this present study is concerned.

2.3. Ellipsis

Ellipsis occurs when some element of a structural importance is omitted (Vujević, 2014, p. 414). The relation between ellipsis and substitution is very subtle to each other. When substitution appears by default, it is ellipsis. Ellipsis is known as substitution by zero. In other words, ellipsis can be interpreted as complete omission (Halliday & Hasan, 1976, p. 142). The omitted element can be recovered from a previous sentence comprehensibly (Hoey, 1983, p. 110). Ellipsis also occurs where there is presupposed in the structure that some element is supplied or understood (Halliday & Hasan, 1976, p. 144). This is an example of ellipsis conducted by (Halliday & Hasan, 1976, p. 143).

“Joan brought some carnations and Catherine  some sweet peas.”

That ellipsis element indicated by ‘’ means there is part of missing word. It must be clear, which is meant by *Catherine  some sweet peas*. The second clause can be interpreted to be *Catherine **brought** some sweet peas*. The word **brought** is elliptical element. The proximity where the ellipsis occurs is crucial because when some element is missing, which is adjacent, it will help the reader or listener to recall the message conveyed. There are three types of ellipsis; nominal, verbal, and clausal (Halliday & Hasan, 1976 p. 142-222).

2.3.1. Nominal Ellipsis

Nominal ellipsis means the omission of another noun in the sentence. It occurs where the omission of nominal group is provided a common noun, proper noun or pronoun (Azzouz, 2009, p. 30). Halliday & Hasan (1976, p. 148) noted there should be some information has to be filled out. They added there are two methods to fill out an elliptical nominal group; first reducing the function as Head, making it a Modifier, and add the 'missing' Head within the text. For example:

*“Which last longer, the curved rods or the straight rods? – The straight **s** are less likely to break.”*

On the above example, ***The straight*** in the second clause refers to ***the straight rods***, which is the word ***rods*** is omitted element. Thus, it ought to be clear that ***the straight*** functions as the nominal ellipsis. The nominal ellipsis may occur in some elements; deictic (determiners), numerative (numerals or other qualifiers), and epithet (adjectives).

2.3.1.1. Deictic

Halliday and Hasan (1976, p. 147) define deictic as commonly a determiner. The elliptical use of deictic elements provides a major source of cohesion in English texts. These elements are used to connect the presupposed item to its verbal and situational context. Deictic can be specified into three parts; specific deictic, non-specific deictic, and post deictic. Specific deictic consists of possessives, demonstratives, and article *the*. Possessive may include

nominal such items as *Smits, my father's, etc.*, and pronominals such items as *my, your, etc.* (Halliday & Hasan, 1976, p. 157). For example:

*“Just ask Janet how to polish the brassware. **Hers** sparkles.”*

On above example, it must clear that the word *hers* refers to *Janet's brassware*. Thus it is elliptical nominal group which is possessive. Halliday and Hasan, (1976, p. 157) categorize non-specific deictic become each, every, any, either, neither, a, and, same, all, and both. For example:

“Smith and Jones are on holiday. I wonder if either has left and address.”

In the second clause, it is clear that the word *either* is elliptical. It can be interpreted to *either Smith or Jones* yet *Smith or Jones* is omitted. Halliday and Hasan, (1976, p. 159) explain post-deictic functioning in the nominal group as adjectives, such as *other, same, different, identical, usual, regular, certain, odd, famous, well-known, typical, and obvious*. They also combine with *the, a*, or other determiner. For example: *I will have **the same**, **All** is lost, etc.*

2.3.1.2. Numerative

Halliday and Hasan (1976, p. 161) argue that the numerative is indicated as a numeral or other quantifier words, which has three subcategorizes; ordinals, cardinals, and indefinite

quantifiers. The ordinal members *are first, next, last, second, third, fourth, etc* and they usually occur with *the* or a possessive as deictic such this following example:

Smith was the first person to leave, I was the second.

The nominal group of *the second* indicates the ellipsis of ordinal members. It can also be interpreted that ordinal member of *the second* supplies the information to leave in. Another categorize of numerative is a cardinal numerals, which can be followed by any deictic in number such as *the three, these three, any three, all three*, and also by post-deictic adjectives as in *the usual three, the same three*. For example:

Have another chocolate, - No thanks; I've had my three.

The word *my three* functions as the cardinal group of ellipsis and refers to *my three chocolate*. We might know that the word chocolate is elliptical. The presupposed noun both ordinals and cardinals can be either singular or plural. Halliday and Hasan (1976, p. 162) explain the quantifiers are usually not followed by a deictic except *a* as in *a lot*. They categorize such as *much, many, more, most, few, several, a little, lots, a bit, hundreds*, etc. for example:

Can all cats climb trees? – They all can; and most do.

It must be clear that the word *most* functions as numerative in the nominal group, which is quantifier. It can be

interpreted that *most cats do (climb trees)* yet the *cats* is omitted word.

2.3.1.3. Epithet

Epithet functions as adjectives (Halliday & Hasan, 1976, p. 163). The epithet seems to be like post-deictic. The differences between are the post-deictic is combined with determiner like *the* or *a*, otherwise the epithet is normal adjective which requires numerative elements. Halliday and Hasan (1976, p. 160) differ nominal group between deictic and epithet such follows:

Deictic	Epithet
The identical three questions	Three identical questions
The usual two comments	Two usual comments
A different three people	Three different people
The odd few ideas	A few odd idea
The obvious first place to stop	The first obvious place to stop

2.3.2. Verbal Ellipsis

Verbal ellipsis refers to the omission of verbal group where the elliptical verb follows a preceding verbal group (Azzouz, 2009, p. 30).

Halliday & Hasan (1976, p. 167) Supported verbal ellipsis occurs in the verbal sentence. It mostly occurs in a conversation or in a spoken. An elliptical verbal group may presuppose either one or more words from a previous verbal group. The structure doesn't completely express in its systematic features. For example:

What have you been doing? - Swimming.

The word swimming functions as verbal group of ellipsis. We can interpret the verbal group *swimming* to be *I have been swimming*. In verbal group, there is only one lexical element as in the word *swim* above; the systematic selections are expressed by the whole of the verbal group. The principle systems are made for verbal groups such follows:

(1) Finiteness: finite or non-finite

If finite: indicative or imperative

If indicative: modal or non-modal

(2) Polarity: positive or negative, and marked or unmarked

(3) Voice: active or passive

(4) Tense: past, present, or future

(5) Contrast: contrastive or non-contrastive (spoken only and expressed by intonation)

For example:

a. What is he doing? - Taking photograph.

On the above example, it is obvious that the word *taking* functions as verbal group of ellipsis. The word taking can be interpreted

become *He is taking*. Verbal ellipsis is always followed by the omission of related clause elements. Thus, the verbal ellipsis consists of 2 types, which are lexical and operator ellipsis.

2.3.2.1. Lexical Ellipsis

Halliday and Hasan (1976, p. 170) state lexical ellipsis is the omission of lexical verb in the verbal group. It means verbal ellipsis occurs from the right or the final element, and all complements and adjuncts are also omitted in the verbal group (Halliday & Hasan, 1976, p. 192). It contains of modal operator such as *can, could, will, would, shall, should, may, might, must, ought to*. The forms *am to, is to, are to, was to, were to* also a modal operator but they has non-finite forms and no more variation in tense. Thus they cannot be functioned as a lexical verb. Otherwise, verbal group consists of a modal operator only can be accepted as elliptical. For example:

Is John going to come? – He might. He was to, but he may not. – he should, if he want his name to be considered.

The modal operators above such as *might, was to, may not, and should* function as elliptical verbal group. it can be interpreted to be *might come, was to come may not come, should come*. The modal operators are always finite and occur in first position in the verbal group.

2.3.2.2. Operator Ellipsis

Operator ellipsis is the omission of initial element in the verbal group (finite verbal operator, if finite; otherwise first non-finite operator) and the subject is also omitted. It can be said an ellipsis which occurs from the left (Halliday & Hasan, 1976, p. 192). For example:

A: *What is he going to do with all the paraphernalia?* B: *☐ Catch fish.*

The symbol *☐* indicates there is an omission in the text. B is replying not completely answer with only *catch fish*, which should be *he is going to catch fish*. The sentence *he is going to* is the element omitted and refers to operator ellipsis.

2.3.3. Clausal Ellipsis

Azzouz (2009, p. 30) defines clausal ellipsis as a function of verbal ellipsis, where a clause is omitted. Halliday and Hasan (1976, p. 198) explained clausal ellipsis may occur either in modal or prepositional. Clausal ellipsis mostly occurs in the dialogue which is modal ellipsis in WH- question while prepositional in yes-no question. They add that the occurring of clausal depends on a mood. The omission can be either complete or partial clause.

For example:

a. – *When did John arrived?*
– *Yesterday [John arrived yesterday]*

b. – I finish writing that story and it's going to be published.

– When? [is it going to be published]

On the example (a), the omitted element is the response of WH-question. Otherwise, in (b), the response with WH-question itself is the omitted element. Both of them are the examples of completely ellipsis in WH-question. There also partial ellipsis in WH-question such follows:

a. – They still have some copies in stock.

– Did you ask how many? [copies are in stock]

b. – Who can fix this car?

– I can. [fix this car]

On above examples, In (a) the question from the statement is ellipsis. While in (b), is the response of WH-element. Both of them are partial ellipsis because the omissions are some parts only. In addition, yes – no question has the same concept with WH-element. There may be either some parts or the whole clause which is omitted.

a. – Are you coming?

b. – Has John arrived?

– Yes [I am coming]

– Yes, he has [arrived]

On example (a), the omitted element is the whole clause. in another example (b), the response is partially ellipsis. It is possible to have that answer depends on the respondent's mood.

2.4. Academic Writing

Bowker (2007, p. 2) explained academic writing is a certain genre of writing that has several rules and practices. It requires a writer to observe underlying principles, theories, and concept that can give different perspective for common practices, processes, and procedures. She added that academic writing has some structure such as a beginning, middle, and end. In academic writing, it is necessary to be concerned on identifying and presenting compound ideas and arguments especially summarizing and paraphrasing (Murphy, 2010, p. 12).

Whitaker (2010, p. 2) mentioned ten principles of academic writing: clear purpose, audience engagement, clear point of view, single focus, logical organization, strong support, clear and complete explanations, effective use of research, correct APA style, and writing style. Academic writing is one of writing requirement for university courses. Your instructors may have different names for academic writing assignments (essay, paper, research paper, term paper, argumentative paper/essay, analysis paper/essay, informative essay, position paper), but all of these assignments have the same goal and principles. Thus a writer should consider conducting an academic writing by making it comprehend and clearly understood. In addition, it may derive them conveying the writer's idea logically.

2.4.1. Skripsi

Skripsi, which is known as a research paper, delivers original work, discusses new approach, provides a survey and evaluation of recent work in a given area, or give comprehensive and taxonomic tutorial

information (Saiedian, 2007, p. 1). He added that *skripsi* must emphasize concepts, principles, and authentic contribution to knowledge. *Skripsi*, as part of academic writings, has a contribution to develop education. The aim is to build students' experience to solve problems by using scientific approach (Fakultas Bahasa dan Seni, 2013, p. 1) *Skripsi* is also one of the requirements for students to graduate in a university. It contains several sections: abstract, introduction, literature review, methodology, data collection, data analysis, discussion, and conclusion. In this case, the writer will focus on the finding and discussion sections as the object of this study.

2.4.1.1. Finding and Discussion of *Skripsi*

McMillan and Wergin (2010, p. 11) define finding section as an overview of the data analysis which is conducted by the research question or hypothesis. Findings are explained by the use of table and charts. Meanwhile, discussion is a place for interpreting the results (Branson, 2004, p. 1227). He added that the discussion is a chance to review the new knowledge and explain how the study's findings add to the body of knowledge. Researchers may provide opinion as long as they identify the findings. Murphy (2010, p. 28) supported that discussion section presents unity and coherence of the material both for the writer and the reader.

Discussion helps the reader from narrow and specific results to more general conclusions. Thus, this section also includes: first is a presentation of background information as well as

recapitulation of the research aims of the study. Second is a brief summary of the results. Third is comparison of results with previously published studies. The last is proposed follow-up research questions and outlook on further work. (Derntl, 2014, p. 112).

2.5. Previous Study

Priadi (2014), In his journal, published by Ahmad Dahlan Journal of English Studies, examined ellipsis within the Jakarta Post Cartoon's dialogue. From the whole data, 52 elliptical forms-edited in June to August 2015, it showed that the occurrence of clausal ellipsis is about 71,15%. Followed by Nominal, and Verbal are about 17,31% and 11,54%. He led to the findings that ellipsis types mostly occurred in the Jakarta Post Cartoon's dialogue is clausal ellipsis.

According to White, J. R. (2013), in his journal, ellipsis as a marker of interaction in spoken discourse, concerned to strategies for interaction in spoken discourse which focused on ellipsis phenomena in English. He took the data from the voice corpus, the Vienna-Oxford International Corpus of English (VOICE, 2011). The result showed that the use of ellipsis was a strong marker of interaction in spoken discourse.

Wahby, M (2014), in his paper published by European Scientific Journal, conducted an experiment using 54 male Saudi pre-intermediate students who were native speakers of Arabic in Taibah University to test whether the more appropriately the student used cohesive devices, the higher writing score he got. It proved that the group of students who scored higher (cut off score = 8.99) wrote more cohesive compositions as a result of the more appropriate use of cohesive

devices. It also found that ellipsis was the least devices used by the students with 46.02% of the most error made. The percentage of errors represented the students' weak background about ellipsis devices.

In their journal, Mogadam, and Shabanipoor (2013) focused on comparing and contrasting the use of two types of cohesive devices (i.e., lexical cohesion and ellipsis). In the original dialogues of a television series with the Persian subtitled and dubbed versions of the same dialogues. The findings revealed that 69 cases of ellipsis were used in the original dialogues whereas 70 cases in the Persian subtitles and 109 cases in the dubbed version. Besides, clausal ellipsis was the most frequently occurred in the original dialogues with 62.31% whereas nominal ellipsis was found in the Persian subtitles 65.71 % and dubbed version 77.98 %. They also emphasized original dialogues and the two types of translation were significantly related to the use of repletion and verbal ellipsis; he used nominal ellipsis, and clausal ellipsis. Besides, the comparison of subtitled version and the dubbed version were the most related in the use of verbal ellipsis, and clausal ellipsis.

According to Nga (2011), in his journal "Ellipsis in abstracts of business journal articles in English and Vietnamese", published by University of Danang, examined 180 samples of AEBAs and AVBAs Journals, website. He found that the major elliptical types occurred was nominal ellipsis with both 88.8 % in AEBAs and 86.6 % in AVBAs. Concerning the similarities, AEBAS and AVBAS have 3 main points. Firstly, the elliptical objects were considered to be noun, verb, and clause. Otherwise, verbal ellipsis was examined as the lower

occurs with 3.33 % both AEBAs and AVBAs abstract journal. The differences of ellipsis occurred when deictic, epithet, numerative function as head in a text. The implication of the study both teachers and students should aware the use of cohesive devices in terms of ellipsis in classroom instruction. His study proved that ellipsis was overused in abstract journal.

2.6. Theoretical Framework

This study is designed to analyze the occurrence of ellipsis in English Department students' finding and discussion sections of *skripsi*. Based on the explanation above, the researcher uses Halliday and Hasan (1976) concept to investigate the most common types, the frequency of occurrence, and to extend the use of ellipsis in finding and discussion sections of *skripsi*. The concept categorizes ellipsis into three parts: nominal (noun), verbal (verb), and clausal (clause) ellipsis.

CHAPTER III

METHODOLOGY

This chapter reveals research method, subject of the study, source of the data, data collection procedure, and data analysis procedure.

3.1 Research Design

This study is designed to determine the ellipsis existence in finding and discussion sections of English Department students' *skripsi*. As a method of this study, the writer will be using qualitative study in terms of content analysis to conduct. The qualitative study focuses on understanding from the perspective of the phenomena being investigated (McMillan & Wergin, 2010, p. 89). The researcher considers that finding and discussion sections are the phenomena of the text that will be analyzed. Thus, content analysis will be chosen as a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use (Krippendorff, 2004, p. 18).

3.2 Setting and Data Resource

The source of data was taken from finding and discussion sections of English Department students' *skripsi* written in year 2015. The writer selected twenty students' *skripsi* randomly in English Department UNJ.

3.3 Data Collection Procedure

In this study, the data will be collected in some steps, such follows:

1. Collecting the *skripsi* from English Department's library.
2. Reading the finding and discussion sections of *skripsi* thoroughly.
3. Underlining the sentences which consist of ellipsis.

4. Categorizing the ellipsis based on (Halliday & Hasan, 1976, p. 144-222) theoretical framework into three types: nominal ellipsis, verbal ellipsis, and clausal ellipsis.

3.4 Data Analysis Procedure

The data will be analyzed by some following steps using Halliday and Hasan's (1976) theoretical framework, such as:

1. Identifying sentences which consist of ellipsis in finding and discussion sections of *skripsi*.
2. Classifying the ellipsis found in finding and discussion section of *skripsi* based on (Halliday & Hasan, 1976, p. 144-222) theoretical framework; Nominal Ellipsis. Verbal Ellipsis and Clausal Ellipsis. Such as the following table below:

No.	Sentence	Ellipsis element	Types of Ellipsis	Analysis
1.1	The data were conducted in application letter at English Department. <i>Those</i> were analyzed by using the framework of grammatical cohesion proposed by Halliday and Hasan (1976).	data	Nominal	The noun <i>Those</i> indicates Nominal functions as Diectic and is presupposed by the word <i>data</i> .
4.1	The interviews were also conducted to twenty three	The interviews	Clausal	The word <i>to fifteen and to six</i> indicate Clausal

	Teknik Kendaraan Ringan students, <i>to fifteen</i> English teachers and <i>to six</i> practitioners in order to support the data gained from the questionnaires.	were conducted		which are presupposed by the omitted clause <i>The interviews were conducted</i>
5.15	The writer also found adjectives which indicate certainty and emphasis. 6 adjectives and 8 adjectives are taken from Introduction section while 7 adjectives <i>is</i> from Conclusion:	taken	Verbal	The verbal group is refers to Verbal functions as Lexical with the omission of verb taken.

Table 1. Classifying types of ellipsis and the analysis.

3. Calculating the types and the percentages of total ellipsis found on the text.

No	Types of Ellipsis	Total	Percentage
1.	Nominal		
2.	Verbal		
3.	Clausal		

Table 2. The total number types of ellipsis.

4. Summarizing the result of the data analysis.

CHAPTER IV

FINDING AND DISCUSSION

This chapter provides the results of ellipsis in English Department students' finding and discussion sections of *skripsi* based on the theory proposed by Halliday and Hasan (1976). It is divided into two parts; data description, findings and discussion.

4.1 Data Description

The data were taken from 20 finding and discussion sections of English Department students' *skripsi*. The data are words, phrases, or clauses which contain ellipsis. The data were taken from English Departments' library written in year 2015. The *skripsi* is one of the requirements for students to graduate in a university. Those were analyzed by using theoretical framework proposed by Halliday and Hasan (1976).

4.2 Findings

This study, which focused on analyzing ellipsis in 20 finding and discussion sections of *skripsi*, aims to acquire information related to answer question number (1) "What types of ellipsis are mostly found in finding and discussion sections of English Department students' *skripsi*?"

4.2.1. Types of Ellipsis

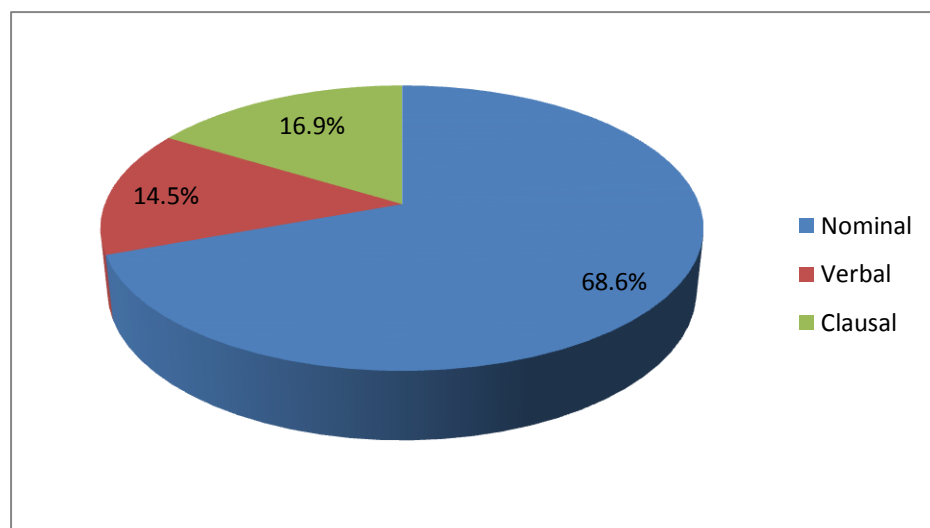
After analyzing the ellipsis which occurred in finding and discussion sections of *skripsi*, the researcher found that 338 ellipsis

occur in 20 *skripsi*. Those are Nominal, Clausal and Verbal with Nominal is the most dominantly used in this sections.

Table 1. Frequency of ellipsis occurred.

No.	Types of Ellipsis	Total	Percentage
1	Nominal	232	68,6 %
2	Clausal	57	16,9 %
3	Verbal	49	14,5 %
Total		338	100 %

Diagram 1. The Percentage of Ellipsis



Based on the diagram above, shows that the frequency in the first and most dominantly used is Nominal with 232 times or 68.6%. It is followed by Clausal in the second with 57 or 16.9%, and the last is Verbal with 49 or 14.5%.

4.3 Discussion

The findings showed that nominal ellipsis is the most dominantly used in finding and discussion sections of *skripsi* with 232 times or 68.6%. The highest occurrence of nominal is identified in the nominal ellipsis, Nga (2011) stated that noun or noun phrase playing a role as the subject or the object in the sentence is omitted in nominal ellipsis because ellipsis occurs with elements in basic structure of the sentence, they are subject, predicate and complement. His study claimed that ellipsis was overused in abstract journals and nominal is the most frequently used in the section.

Ellipsis mostly found in finding and discussion because it occurred simultaneously in this section. Besides, the highest percentage of ellipsis found, which is Nominal occur the most because this sections display an interpretation of the data analysis that has been and show background information of the purpose study. In addition, most of data analysis is identified as a Noun which has referred to the missing information. The data which consist of the omitted nouns are also simultaneously occurred.

According to (Halliday & Hasan, 1976, p. 147) occurs where the omission of another noun is provided by some modifying elements such as Deictic (Determiner), Numerative (Numeral or other qualifiers), and Epithet (adjective). To get the clear understanding about, these are some examples taken from the data analysis which belongs to nominal ellipsis occurred in finding and discussion sections of *skripsi*.

1.7 Kyriacou (2007, p.41) claimed that there are three indicators for good directing classroom discussion skill. **Those** are use exposition and questioning to engage students in thinking about the topic...

16.7 The article provides the lists which aims to make the reading process easier. **Some** are provided with some explanation, **Some** are not and **some** are made in the form of links.

18.17 The subject hardly distinguishes between him/herself with **the other**.

As in example (1.7) shows, the word **those** indicates the elliptical nominal group with the presupposed item is *indicators*. That can be implied to be *those indicators*. The word **those** represents a determiner type in which nominal ellipsis that functioning specific deictic as nominal group and also occurs as Head of an elliptical nominal group.

The word **some** in example (16.7) is identified as Nominal ellipsis with *article* as the presupposed item. It ought to be clear that the word **some** refers to *some article* which provided and occurs as Head in the elliptical nominal group. The word **some** also functions as non-specific deictic.

Based on example (18.17), the word **the other** shows as Nominal Ellipsis because indicates post-deictic *other* which combines with specific deictic *the*. The word **the other**, which is used as Head in the nominal group, means the last remaining members of a set. In this case, refers to the word *him/herself* in which as an omitted element.

Those examples contained nominal group such as *indicators*, *article*, *subject*, indicated as omitted elements which represent as nominal ellipsis. Those

have to be filled out by the Head which functions as nominal elements to make it cohesive. These functions of Head are represented by Deictic (*those, some, the other*), Numerative (*the second*), and Epithet (*the less*).

On the other type, clausal ellipsis also less occurred with 57 or 16.9%, because the representation of the omitted clause tends to be less in this section. As Nga (2013) explained that the internal structure which is similar to a clause (subject + predicate) is omitted in clausal ellipsis. Modal ellipsis is associated with a context that there is no choice of mood in the clause. In modal ellipsis, polarity is determined, and the subject can be presupposed from what has gone before.

The previous study by Priadi (2014), In his journal, examined ellipsis within the Jakarta Post Cartoon's dialogue revealed that the clausal is the most occur in the Jakarta Post Cartoon's. It happens because there are so many omitted of clause that occurred by someone's mood. It is also proved that the clausal tend to occur in a spoken discourse rather than written. Ellipsis occur where there is an omission of a clause and may occur either in modal or prepositional (Halliday & Hasan, 1976, p. 197). To get the clear understanding about, these are some examples taken from the data analysis which belongs to clausal ellipsis occurred in finding and discussion sections of *skripsi*.

5.23 *This type of boosters is ideal to establish the basis of the research for Introduction section and also **to presents** the findings of the research in Conclusion section*

13.12 *The word cocks is associated with the man because as a symbol of gay lover.*

In the first example (5.3), the first clause *this type of boosters is ideal* is left out in the second and there is an elliptical word *to present* which complement structure of the sentence. This is clausal ellipsis functioned to make it coherent and avoided from clause repetition. In the second (13.12) has the elliptical element which functioned as adverb. In the third has the first clause *the word cocks is associated* that is omitted in the second. Therefore, *as symbol of gay lover* may refer to *the word cocks is associated as symbol of gay lover*.

Those examples contained the data of clausal group such as *this type of boosters is ideal*, *The word cocks is associated*, and *Claims could be stated* indicated as omitted elements which represent as clausal ellipsis. Those are fill out by the word *to present*, *as symbol of gay lover*, and, *at the end* indicated as the Head of the sentences.

Otherwise, verbal ellipsis only occurred 49 times or 14.5% and the lower occurrence are caused by less of data analysis occurred is identified as a verb which has referred to the missing information. The missing information itself is characterized by verbal group. The structural verbal group doesn't represent its meaning in a direct and obvious way (Halliday & Hasan, 1976, p. 168). So if verbal ellipsis frequently occurs in a written text in case finding and discussion sections, this would affect to the text becomes meaningless.

Based on the previous study conducted from White, J. R. (2013), in his journal, ellipsis as a marker of interaction in spoken discourse, concerned to

strategies for interaction in spoken discourse which focused on ellipsis phenomena in English. The result showed that Verbal is the most dominantly used in a spoken discourse. Moreover, the use of ellipsis indicated as a strong marker of interaction in spoken discourse.

Verbal ellipsis tends to occur where another verb is omitted in the verbal group (Halliday & Hasan, 1976, p. 167). It always followed by the omission of related clause elements. This type has some element to complement the verbal; Lexical and Operator Ellipsis. To get the clear understanding about, these are some examples taken from the data analysis which belongs to clausal ellipsis appeared in finding and discussion sections of *skripsi*.

5.15 The writer also found adjectives which indicate certainty and emphasis.

6 adjectives and 8 adjectives are taken from Introduction section while

7 adjectives is from Conclusion:

*15.4 They should respect the history and **learn** that history of their country encourage the freedom of revolution.*

In the example 5.15, it is clear that (7) *is* in the clause *while (7) is from Conclusion:* refers to *is taken* where the elliptical lexical verbal group *be is (is)* so the clause has to be filled out by lexical verb *taken*. Therefore, it can be interpreted becomes *while (7) is **taken** from conclusion*.

Otherwise, the examples 15.4 expresses verbal group which functions to operator ellipsis. It means where the subject is always omitted from the clause and should be presupposed. In other words, operator ellipsis can be said as the omission from the left. In the third, the word *learn* indicates to verbal ellipsis

which functions to operator because doesn't include the subject and must be presupposed by the subject *they should*. Therefore, it is clear that the word *learn* defines as *they should learn*.

According to the examples that have been explained, the data contained verbal group such as *taken and learn*, indicated as omitted elements which represent as verbal group. Those are filled out by the word *is and learn* indicated as the Head of the sentences.

The correlation between ellipsis and finding and discussion sections are ellipsis conducted to create these sections focus on the explanation of the necessary information that the writer delivers. Moreover, that ellipsis makes the reader to be more efficient to read these sections because according to Derntl (2014), they present background information as well as the aims of the study. Therefore, if the reader has enough background information to allow ready inference of what has been omitted, they would get clear understanding of the interpretation from these sections.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explains conclusion based on the analysis object of the study in the previous and also provides suggestion towards the related-study for the future research.

5.1 Conclusion

According to the result, the research exposes that there are 3 types of ellipsis occurred in finding and discussions sections of *skripsi*. There are Nominal, Verbal, and Clausal ellipsis. Considered the total ellipsis occurred, which is 338 sentences, the most dominant is nominal ellipsis which occurred 232 times in finding and discussion sections of *skripsi*, with the percentage is 68.6 %. The other are the least types occurred with 57 which is clausal ellipsis in the second with the percentage is 16.9%, and verbal ellipsis in the last with 49 also its percentage is 14.5%.

Besides, this research also reveals that the students are still aware using ellipsis in finding and discussion sections of *skripsi*. Furthermore, the correlation between finding and discussion sections towards the highest occurrence of Nominal ellipsis are caused by most of the interpretation of data analysis occurred are identified as a Noun which refers to the missing information of Noun. In addition, these sections provide background information of the study which exposes the information and has been understood. Moreover, most of the elements occur more than once in these sections. Thus ellipsis takes a part as cohesive

devices to focus on the necessary information in finding and discussion sections and avoid unnecessary either repetition or redundancy that frequently occur.

5.2 Suggestion

Ellipsis as part of cohesive devices should be conducted either in spoken or written text because to provide a text coherently and effectively. Moreover, the use of ellipsis would avoid either repetition or redundancy that makes unnecessary information of a text but doesn't change the meaning indeed. So that would help the reader to gain the information needed efficiently. The lecturer could consider to create an interesting material toward cohesive devices, in terms of ellipsis and to encourage students in order to be more aware in applying especially verbal and clausal ellipsis on their research.

The occurrence of ellipsis in finding and discussion sections of *skripsi* revealed, shows that students tend to use nominal ellipsis rather than the other types. It is proven by Halliday and Hasan (1976) theoretical framework that verbal and clausal ellipsis tend to occur in spoken text rather than in written. The occurrence of those types would be affected to the speaker/writer's mood. Thus, the researcher suggests a researcher who would conduct this field to choose in the spoken area in order to fulfill the gap of this research.

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DATA ANALYSIS

No	Sentence	Ellipsis element	Types of ellipsis	Analysis
1.1	The data were conducted in application letter at English Department. Those were analyzed by using the framework of grammatical cohesion proposed by Halliday and Hasan (1976).	data	Nominal	The noun Those indicates Nominal functions as Diectic and is presupposed by the word <i>data</i> .
1.2	Analyzing the students' application letter of literature program, the writer found that there are 852 <i>grammatical cohesion</i> used in 40 application letters. It consists of reference 687 or 80.6% is the first frequently used, conjunction 103 or 12% is the second frequently used, ellipsis 64 or 7.5% is the third place.	grammatical cohesion	Nominal	The noun the first and the second indicate Nominal function as Numerative and are presupposed by the phrase grammatical cohesion.
1.3	Reference is one of elements cohesion functions to indicate the particular thing or class of things that is being referred to (Halliday & Hasan, 1976). It works by referring an item with another that has the same meaning	item	Nominal	The determiner another indicates Nominal functions as Diectic and is presupposed by the word <i>item</i> .
1.4	Reference is used dominantly 687 times or 80%. The total number includes personal reference 580 or 68%, demonstrative reference 100	references	Nominal	The phrase The total number indicates Nominal functions as Epithet and is

	or 11.7%, comparative reference 7 or 0.8%.			presupposed by the word <i>references</i> .
1.5	Even though, comparative reference is <i>the less</i> occur in the application letter.	reference	Nominal	The determiner <i>the less</i> indicates Nominal functions as Epithet and is presupposed by the word <i>reference</i> .
1.6	Personal reference is the most frequently types that used in the application letter. <i>This type</i> always found in each application letter.	personal reference	Nominal	The phrase <i>This type</i> indicates Nominal functions as Deictic and is presupposed by the word <i>personal reference</i> .
1.7	The words ‘I’ and ‘my’ in these sentences belong to personal reference type because <i>these</i> are refer to the writer.	words	Nominal	The noun <i>These</i> indicates Nominal functions as Deictic and is presupposed by the word <i>words</i> .
1.8	In this point, the word ‘this’ refers ‘team of translator’ in example (5) the previous sentence that <i>mentioned</i> .	has been	Verbal	The verb <i>mentioned</i> refers to Verbal functions as Operator with the omission of verbal group <i>has been</i> .
1.9	Therefore, ‘ <i>this</i> ’ belongs to nominal demonstrative in demonstrative reference type.	Type	Nominal	The noun <i>this</i> indicates Nominal functions as Deictic and is presupposed by the word <i>Type</i> .
1.10	It shows that it is mostly refers to thing in each application letter because the application letter	has been	Verbal	The verb <i>found</i> refers to Verbal functions as Operator with the

	mostly convey information about the advertisement that the writer <i>found</i> .			omission of verbal group <i>has been</i> .
1.11	It refers to the word ‘translating’. <i>This</i> is plural things form and the function as head of nominal group.	word	Nominal	The noun <i>this</i> indicates Nominal functions as Deictic and is presupposed by the word <i>word</i> .
1.12	From the example that <i>explained</i> before	has been	Verbal	The verb <i>explained</i> refers to Verbal functions as Operator with the omission of verbal group <i>has been</i> .
1.13	<i>These</i> are some examples of verbal ellipsis appearing in the application letters below:	examples	Nominal	The noun <i>these</i> indicates Nominal functions as Deictic and is presupposed by the word <i>examples</i> .
1.14	In this sentence, it belong operator ellipsis that involves <i>the deletion of operators</i> .	ellipsis	Nominal	The phrase <i>the deletion of operators</i> . indicates Nominal functions as Epithet and is presupposed by the word <i>ellipsis</i> .
1.15	The word ‘can’ in example (3), is also verbal ellipsis that can function as a lexical verb. Since <i>this</i> is a modal operator, it has no non-finite forms and no further variation in tense.	verbal ellipsis	Nominal	The noun <i>this</i> indicates Nominal functions as Deictic and is presupposed by the word <i>verbal ellipsis</i> .

1.16	there are only three types of conjunction that <i>used</i> in application letter.	are	Verbal	The verb <i>used</i> refers to Verbal functions as Operator with the omission of verbal group <i>are</i> .
1.17	In the application letter of English department conjunction is <i>the second</i> frequently used.	grammatical cohesion	Nominal	The noun <i>the second</i> indicates Nominal functions as Numerative and is presupposed by the phrase <i>grammatical cohesion</i> .
1.18	The total number of conjunction is used 103 times or 12%. <i>This</i> includes additive conjunction 89 times or 10%,	total number of conjunction	Nominal	The noun <i>this</i> indicates Nominal functions as Deictic and is presupposed by the phrase <i>total number of conjunction</i> .
1.19	The function is giving the same thing in the sentences as <i>seen</i> in the following examples below:	has been	Verbal	The verb <i>seen</i> refers to Verbal functions as Operator with the omission of verbal group <i>has been</i> .
1.20	the word ‘and’ in example (1) is additive conjunction that combines two sentences into one sentence. <i>This</i> connects between sentences majoring English Literature to joined the group of translator of UNJ.	additive conjunction	Nominal	The noun <i>this</i> indicates Nominal functions as Deictic and is presupposed by the phrase <i>additive conjunction</i> .
1.21	In example (4), the word	additive	Nominal	The noun <i>the function</i>

	'furthermore' is additive conjunction. The function is to link two different sentences to continue the sentence.	conjunction		indicates Nominal functions as Deictic and is presupposed by the phrase <i>additive conjunction</i> .
1.22	Temporal conjunction is the least used in the application letter.	Conjunction	Nominal	The determiner the least indicates Nominal functions as Epithet and is presupposed by the word <i>Conjunction</i> .
1.23	Temporal conjunction is the least used in the application letter It is only 3 times or 0.3%.	used	Verbal	The verbal group is refers to Verbal functions as Lexical with the omission of verb <i>used</i> .
1.24	These are some temporal conjunction taken as the examples:	examples	Nominal	The noun these indicates Nominal functions as Deictic and is presupposed by the word <i>examples</i> .
1.25	In this sentence, comparative reference more detail is an inappropriate grammatical cohesion device because it is a plural thing but the noun in detail here is singular .	Thing	Nominal	The adjective singular indicates Nominal functions as Epithet and is presupposed by the word <i>thing</i> .
1.26	Due to the use a in this sentence refer to singular following by the singular noun	Noun	Nominal	The adjective singular indicates Nominal functions as Epithet and is presupposed by the word <i>noun</i> .
2.1	In three microteaching practices,	microteachi	Nominal	The noun the first

	the teachers only gave feedback in <i>the first</i> and second microteaching practices.	ng practices		indicates Nominal functions as Deictic and is presupposed by the phrase <i>microteaching practices</i> .
2.2	They stated that there are four types of feedback, <i>those</i> are feedback about task (FT), feedback about processing of the task (FP),	feedback	Nominal	The noun <i>those</i> indicates Nominal functions as Deictic and is presupposed by the word <i>feedback</i> .
2.3	They stated that there are six types of feedback, <i>those</i> are explicit correction, metalinguistic feedback, clarification request, elicitation, recast, and repetition.	types	Nominal	The noun <i>those</i> indicates Nominal functions as Deictic and is presupposed by the word <i>types</i> .
2.4	The second most feedback was the feedback about task (26%), and then <i>the third</i> was feedback about self-regulation (22%), and <i>the last</i> was feedback about self as a person (11%).	most feedback	Nominal	The noun <i>the third and the last</i> indicate Nominal function as Numerative and is presupposed by the phrase <i>most feedback</i> .
2.5	The second most feedback was clarification request and metalinguistic feedback (23%), and <i>the last</i> was explicit correction (15%).	most feedback	Nominal	The noun <i>the last</i> indicates Nominal function as Numerative and is presupposed by the phrase <i>most feedback</i> .
2.6	The second most feedback was the feedback about processing of the task (38%), and then <i>the third</i> is feedback about self-regulation (9%).	most feedback	Nominal	The noun <i>the third</i> indicates Nominal function as Numerative and is presupposed by the phrase <i>most feedback</i> .

2.7	if the group used it in the first performance and still used it for the next performance.	the group	Nominal	The conjunction and indicates Nominal function as Deictic and is presupposed by the word <i>the group</i> .
2.8	For some groups the feedback could improve their teaching skill according to the indicator that had been used, but for some others did not	Had been improve	Verbal	The verb did refers to Verbal functions as Operator with the omission of verbal group <i>hadn't been improve</i> .
2.9	there are four indicators for set induction to be a good set induction. Those are elicit and support students' attention, indicate what the topic of the lesson,	indicators	Nominal	The noun Those indicates Nominal function as Deictic and is presupposed by the word <i>indicators</i> .
2.10	the feedback in first and second microteaching success in improving students set induction skill,	microteaching	Nominal	The noun the first indicates Nominal function as Numerative and is presupposed by the word <i>microteaching</i> .
2.11	the percentage show that in the first and second microteaching they could fulfil 100% of the indicator.	microteaching	Nominal	The noun the first indicates Nominal function as Numerative and is presupposed by the word <i>microteaching</i> .
2.12	Kyriacou (2007, p.38) stated that there are seven indicators for good explaining skill. Those are clear and pitched at the appropriate	indicators	Nominal	The noun those indicates Nominal function as Numerative and is presupposed by the word

	level,			indicators.
2.13	According to Kyriacou (2007, p.39-40), there are five indicators for good questioning skill. Those are distribute questions around the class, prompting and giving clues when necessary	indicators	Nominal	The noun those indicates Nominal function as Numerative and is presupposed by the word indicators.
2.14	As can be seen from the chart above, for group one, the feedback in first and second microteaching success in improving their questioning skill	microteaching	Nominal	The noun first indicates Nominal function as Numerative and is presupposed by the word <i>microteaching</i> .
2.15	For group two, the feedback in first and second microteaching success in improving their questioning	microteaching	Nominal	The noun first indicates Nominal function as Numerative and is presupposed by the word <i>microteaching</i> .
2.16	Then, for group four, the feedback in first and second microteaching success in improving their questioning skill	Microteaching	Nominal	The noun first indicates Nominal function as Numerative and is presupposed by the word <i>microteaching</i> .
2.17	for group five, the feedback in first and second microteaching success in improving their questioning skill	Microteaching	Nominal	The noun first indicates Nominal function as Numerative and is presupposed by the word <i>microteaching</i> .
2.18	Kyriacou (2007, p.41) claimed that there are three indicators for good directing classroom	indicators	Nominal	The noun those indicates Nominal function as Numerative and is

	discussion skill. <i>Those</i> are use exposition and questioning to engage students in thinking about the topic,			presupposed by the word <i>indicators</i> .
2.19	According to Kyriacou (2007, p.42), there are three indicators for good setting up academic task skill. <i>Those</i> are ensuring that students possess the skills required to undertake the task successfully	Indicators	Nominal	The noun <i>those</i> indicates Nominal function as Numerative and is presupposed by the word <i>indicators</i> .
2.20	the feedback in <i>first</i> and second microteaching did not success in improving their setting up academic task skill because the percentage showed that in the <i>first, second</i> , and third microteaching they only could fulfil 67% of the indicators.	microteaching	Nominal	The noun <i>first and second</i> indicate Nominal function as Numerative and are presupposed by the word <i>microteaching</i> .
2.21	the feedback in <i>first</i> and second microteaching did not success in improving their setting up academic task skill because the percentage showed that in the <i>first, second</i> , and third microteaching they only could fulfil 67% of the indicators.	microteaching	Nominal	The noun <i>first and second</i> indicate Nominal function as Numerative and are presupposed by the word <i>microteaching</i> .
2.22	As can be seen from the chart above, for group five, the feedback in <i>first</i> and second microteaching success in improving their setting	microteaching	Nominal	The noun <i>first</i> indicate Nominal function as Numerative and is presupposed by the word

	up academic task skill			<i>microteaching.</i>
2.23	Kyriacou (2007, p.61) stated that there are two indicators for good giving feedback skill. Those are use a sympathetic tone of voice and locating the problem in the task or activity rather than in the student.	indicators	Nominal	The noun those indicates Nominal function as Deictic and is presupposed by the word <i>indicators</i> .
2.24	the feedback in first and second microteaching did not success in improving their giving feedback skill because the percentage showed that in the first, second , and third microteaching they only could fulfil 50% of the indicators.	microteaching	Nominal	The noun first and second indicate Nominal function as Numerative and are presupposed by the word <i>microteaching</i> .
2.25	As can be seen from the chart above, for group five, the feedback in first and second microteaching did not success in improving their giving feedback skill	Microteaching	Nominal	The noun first and second indicate Nominal function as Numerative and are presupposed by the word <i>microteaching</i> .
2.26	for group six, the feedback in the first and second microteaching did not success in improving their giving feedback skill because in the first, second , and third microteaching	Microteaching	Nominal	The noun the first and second indicate Nominal function as Numerative and are presupposed by the word <i>microteaching</i> .
2.27	while in the second they could fulfil 100% of the indicator, and so they did in the third microteaching. Then, for group	Microteaching	Nominal	The noun the first and second indicate Nominal function as Numerative and are presupposed by

	two, the feedback in <i>the first</i> and second microteaching success in maintaining their smooth transition skill because in <i>the first, second</i> , and third microteaching they could fulfil 100% of the indicator.			the word <i>microteaching</i> .
2.28	As can be seen from the chart above, either for group three or group four, the feedback in <i>the first</i> and second microteaching success in maintaining their smooth transition skill because in <i>the first, second</i> , and third microteaching they could fulfil 100% of the indicator.	Microteaching	Nominal	The noun <i>the first and second</i> indicate Nominal function as Numerative and are presupposed by the word <i>microteaching</i> .
2.29	while in <i>the second</i> and third microteaching they could fulfil 100% of the indicator.	Microteaching	Nominal	The noun <i>the second</i> indicates Nominal functions as Numerative and is presupposed by the word <i>microteaching</i> .
2.30	(2.30) Kyriacou (2007, p.57) stated that there are two indicators for good set closure skill, <i>those</i> give word of praise about the work covered and give conclusion.	indicators	Nominal	The noun <i>those</i> indicates Nominal function as Deictic and is presupposed by the word <i>indicators</i> .
2.31	As can be seen from the chart above, for group one, the feedback in <i>first</i> and second microteaching did not success in improving their	Microteaching	Nominal	The noun <i>the first and second</i> indicate Nominal function as Numerative and are presupposed by

	set closure skill because the percentage showed that in <i>the first, second</i> , and third microteaching they only could fulfil 50% from the indicators.			the word <i>microteaching</i> .
2.32	in the first microteaching they could fulfil 50% of the indicators, so that they <i>did</i> in the second microteaching.	Could fulfill	Verbal	The verb <i>did</i> refers to Verbal functions as Operator with the omission of verbal group <i>could fulfill</i>
2.33	As can be seen from the chart above, either for group five or group six, the feedback in <i>first</i> and second microteaching did not success in improving their set closure skill because the percentage showed that in <i>the first, second</i> , and third microteaching they only could fulfil 50% from the indicators.	microteaching	Nominal	The noun <i>the first and second</i> indicate Nominal function as Numerative and are presupposed by the word <i>microteaching</i> .
3.1	Their responses should contain with the cultural elements. <i>The elements</i> are: language system, knowledge system	cultural	Nominal	The noun <i>the elements</i> indicates Nominal functions as Epithet and is presupposed by the word <i>cultural</i> .
3.2	Nobility people are the one who bear the title Datuk, Penghulu (kind of Adat leader in Minangkabau), Sutan (a hereditary aristocratic title after the father	people	Nominal	The noun <i>those</i> indicates Nominal function as Deictic and is presupposed by the word <i>people</i> .

	died to his son in the Minangkabau society) and those are kinds of high-class people			
3.3	the purple part has the highest frequency of responses and percentage than <i>the rest number</i>	Responses and percentage	Nominal	The phrase <i>the rest number</i> indicates Nominal function as Epithet and is presupposed by the word <i>Response and percentage</i> .
4.1	The interviews were also conducted to twenty three Teknik Kendaraan Ringan students, <i>to fifteen</i> English teachers and <i>to six</i> practitioners in order to support the data gained from the questionnaires.	The interviews were conducted	Clausal	The word <i>to fifteen and to six</i> indicate Clausal which are presupposed by the omitted clause <i>The interviews were conducted</i>
4.2	The questionnaires were in bahasa Indonesia in order to be more easily understood by the students and <i>avoid</i> misunderstanding (the questionnaires for students	The questionnaires were in bahasa Indonesia in order to	Clausal	The word <i>avoid</i> indicates Clausal which is presupposed by the omitted clause <i>The questionnaires were in bahasa Indonesia in order to</i>
4.3	we can tell that most of the materials are needed by the students <i>but</i> not enough given by the teacher. Such as memo, 75,4% students feel they need this material,	most of the materials are needed by the students	Clausal	The word <i>but</i> indicates Clausal which is presupposed by the omitted clause <i>most of the materials are needed by the students</i>
4.4	70% students except for direct <i>and</i>	speech	Nominal	The conjunction <i>and</i>

	indirect speech which is taught only by 66,7% teachers and complex sentences which is taught only by 53,3% teachers.			indicates Nominal function as Deictic and is presupposed by the word <i>speech</i> .
4.5	The reason why the teacher teach tenses the most is because they know the students need <i>that</i> .	Tenses	Nominal	The noun <i>that</i> indicates Nominal function as Deictic and is presupposed by the word <i>tenses</i> .
4.6	reading to find main idea (membaca untuk menemukan ide pokok), represented by 100%, followed by reading to find specific information <i>and</i> detailed information (membaca untuk menemukan informasi khusus dan informasi rinci), represented by 93,3%.	Reading to find	Nominal	The conjunction <i>and</i> indicates Nominal function as Deictic and is presupposed by the phrase <i>Reading to find</i> .
4.7	The students' answer show higher percentage than teachers' answer and according to their answer, 78,4% <i>teachers</i> did matching vocabulary and the meaning (mencocokkan).	answer	Nominal	The noun <i>teachers</i> indicates Nominal function as Deictic and is presupposed by the word <i>answer</i> .
4.8	the most activity done by the teachers were fill in the blank and matching vocabulary and <i>the meaning</i> .	the most activity done by the teachers were	Clausal	The word <i>the meaning</i> indicates Clausal which is presupposed by the omitted clause <i>the most activity done by the teachers were</i> .

5.1	The writer used hyland's taxonomy and justification of boosters (2005, p. 218). After analyzed 25 students skripsi, the writer later put the findings in the table below and discussed every aspect in several sub-headings.	the writer	Nominal	The preposition after indicates Nominal function as Deictic and is presupposed by the word <i>the writer</i> .
5.2	Introduction as the place where the writer states their purpose and introduces the reason of why doing the research in details (Murison, E. & Webb, C.,1991), surely needs many boosters to help them requiring acceptance	introduction	Nominal	The adverb surely indicates Nominal function as Deictic and is presupposed by the word <i>introduction</i> .
5.3	it is seen by constructing his first paragraph with most and should. Very tiny room to negotiate is made by most and should which caused the reader to see that grammatical pattern is obviously needed to have good communication.	it is seen	Clausal	The word very indicates Clausal which is presupposed by the omitted clause <i>it is seen</i>
5.4	Meanwhile, in (4), 05EDU suggested that students can get better if they know the meaning of vocabulary and effective yet efficient writing technique.	meaning	Nominal	The adjective better indicates Nominal function as Epithet and is presupposed by the word <i>meaning</i> .
5.5	It is necessary to be applied in Conclusion since the readers will understand what 06LIT is up to	be applied	Verbal	The verb to refers to Verbal functions as Lexical with the omission

				of verbal group <i>be applied</i> .
5.6	It helps writer to state the propositions strongly and <i>express</i> certainty in the statement especially in stating results as in the excerpts below:	It helps writer to	Clausal	The word <i>express</i> indicates Clausal which is presupposed by the omitted clause <i>it helps writer to</i> .
5.7	The lexical verbs used above were showing a great commitment to the propositions because, <i>as</i> have been mentioned above,	The lexical verbs	Nominal	The preposition <i>as</i> indicates Nominal function as Deictic and is presupposed by the phrase <i>The lexical verbs</i> .
5.8	These findings above indicate that writer has to be careful and <i>aware</i> because by using lexical verbs as boosters to state an uncertain data will certainly backfire (Dafouz-Milne, 2008, p. 99).	has to be	Verbal	The verb <i>aware</i> refers to Verbal functions as Operator with the omission of verbal group <i>has to be</i> .
5.9	On the other hand, mean/means/meant is more to show the writer inference or to qualify the truth value of the proposition. <i>These</i> are the excerpts:	mean/means /meant	Nominal	The noun <i>these</i> indicates Nominal function as Deictic and is presupposed by the word <i>mean/means/meant</i>
5.10	Then the idea of cognitive test and affective and psychomotoric assesment will be hardly denied because <i>those</i> are what the teachers do.	idea of cognitive test and affective and psychomoto	Nominal	The noun <i>these</i> indicates Nominal function as Deictic and is presupposed by the clause <i>idea of cognitive test and affective and</i>

		ric assesment		<i>psychomotoric assesment</i>
5.11	In (2), similar function is identified where the result of the study has revealed that Mythological allusion is on the bottom position of occurrences among <i>all</i>	the result of the study	Nominal	The determiner <i>all</i> indicates Nominal function as Deictic and is presupposed by the phrase <i>the result of the study</i> .
5.12	Least is to emphasize and <i>give</i> certainty .	is to	Verbal	The verb <i>give</i> refers to Verbal functions as Operator with the omission of verbal group <i>is to</i> .
5.13	Same case happens in (3) and (4) where the writers seems to be blocking any other viewpoints and <i>give</i> a strong Conclusion by using <i>highest</i> followed with reliable evidence.	seems to	Verbal	The verb <i>give</i> refers to Verbal functions as Operator with the omission of verbal group <i>seems to</i> .
5.14	Just if these boosters are omitted, the power of the proposition surely decreases. The writers put <i>these</i> because they are sure	boosters	Nominal	The noun <i>these</i> indicates Nominal function as Deictic and is presupposed by the word <i>boosters</i> .
5.15	The writer also found adjectives which indicate certainty and emphasis. (6) and (8) are taken from Introduction section while (7) <i>is</i> from Conclusion:	taken	Verbal	The verbal group <i>is</i> refers to Verbal functions as Lexical with the omission of verb <i>taken</i> .
5.16	fearful can represent how	fearful	Nominal	The modal <i>can</i> indicates

	grammatical error is haunting ESL students, can cause terrible mistake and misunderstanding in communication.			Nominal function as Deictic and is presupposed by the word <i>fearful</i> .
5.17	Only limits the room for readers to argue by saying that if the book does not make them interested and enjoy , then it is not a pleasure reading.	the book does not make them	Clausal	The word enjoy indicates Clausal which is presupposed by the omitted clause <i>the book does not make them</i> .
5.18	He also added that very was identified as problematic and overused by English language learners	was	Verbal	The verb overused refers to Verbal functions as Operator with the omission of verbal group <i>was</i> .
5.19	Originally he only advised the readers and movie goes to be open minded	he only advised	Clausal	The word movie indicates Clausal which is presupposed by the omitted clause <i>he only advised</i>
5.20	12EDU said that students of vocational school are not only demanded to use English but highly demanded .	are	Verbal	The verb demanded refers to Verbal functions as Operator with the omission of verbal group <i>are</i> .
5.21	the students that are more concerned to grammar rather than the terms and words.	the students that are concerned to	Clausal	The word the terms indicates Clausal which is presupposed by the omitted clause <i>the students that are concerned to</i> .

5.22	He highlights how the truth of the beginner students in Indonesia concern about grammar <i>rather than</i> the message itself.	concern about	Nominal	The adverb <i>rather than</i> indicates Nominal function as Deictic and is presupposed by the phrase <i>current about</i> .
5.23	This type of boosters is ideal to establish the basis of the research for Introduction section and also <i>to presents</i> the findings of the research in Conclusion section	This type of boosters is ideal	Clausal	The word <i>to present</i> indicates Clausal which is presupposed by the omitted clause <i>This type of boosters is ideal</i> .
5.24	The writer also found numerous boosters for <i>each type</i> .	boosters	Nominal	The pronoun <i>each type</i> indicates Nominal function as Deictic and is presupposed by the word <i>boosters</i> .
5.25	110 lexical verbs as boosters found in 25 skripsi or 4,4 for <i>each</i> have made this type win the second most dominant type.	Skripsi	Nominal	The pronoun <i>each</i> indicates Nominal function as Deictic and is presupposed by the word <i>skripsi</i> .
5.26	Reveal/Reveals/Revealed and Know/Knows/Known are revealed as <i>the fourth</i> and fifth most frequently used lexical verbs with 11 and 4 words.	most frequently used	Nominal	The noun <i>the fourth</i> indicates Nominal functions as Numerative and is presupposed by the phrase <i>most frequently used</i> .
5.27	fifth most frequently used lexical verbs with <i>II</i> and 4 words.	Words	Nominal	The noun <i>II</i> indicates Nominal function as Numerative and is presupposed by the word

				<i>words.</i>
5.28	Modal Verbs boosters found are only <i>four</i>	modal verbs boosters	Nominal	The noun <i>four</i> indicates Nominal function as Numerative and is presupposed by the phrase <i>modal verbs boosters</i> .
5.29	15 and 12 occurrences placed Has/Have/Had to and Must in <i>fourth</i> and fifth rank.	rank	Nominal	The noun <i>fourth</i> indicates Nominal functions as Numerative and is presupposed by the word <i>rank</i> .
5.30	Crucial and least on <i>third</i> and fourth position with 3 occurrences and <i>the fifth</i> is largest with 2 occurrences.	position	Nominal	The noun <i>the third and the fifth</i> indicate Nominal function as Numerative and are presupposed by the word <i>position</i> .
5.31	Meanwhile, especially and very on <i>fourth</i> and fifth place with 14 words.	place	Nominal	The noun <i>fourth</i> indicates Nominal functions as Numerative and is presupposed by the word <i>place</i> .
5.32	It is claimed and as the result are three times applied and ranked in <i>fourth</i> and fifth position each.	position	Nominal	The noun <i>fourth</i> indicates Nominal functions as Numerative and is presupposed by the word <i>position</i> .
5.33	it is assumed that some of the students are actually aware to the use of solidarity features to create niche and <i>urgency</i> in their writing.	some of the students are actually aware to the	Clausal	The word <i>urgency</i> indicates Clausal which is presupposed by the omitted clause <i>some of</i>

		use of solidarity features to create		<i>the students are actually aware to the use of solidarity features to create.</i>
5.34	words as it indicates how boosters is seen whether important or not	important	Nominal	The conjunction or indicates Nominal functions as Deictic and is presupposed by the word <i>important</i> .
6.1	evaluate various theories of first and second language learning and the implication of the theories towards the teaching and learning of English in classroom	language learning	Nominal	The noun first indicates Nominal functions as Numerative and is presupposed by the phrase <i>language learning</i> .
6.2	the course are students will be able to summarize and differentiate first and second language acquisition and learning	language acquisition and learning	Nominal	The noun first indicates Nominal functions as Numerative and is presupposed by the phrase <i>language acquisition learning and</i> .
6.3	The students' perception about the aims and objectives can be seen in statements 3 and 4	statements	Nominal	The noun 4 indicates Nominal functions as Numerative and is presupposed by the word <i>statements</i> .
6.4	they can choose the most appropriate methods or theories in teaching English	they can choose the most appropriate	Clausal	The word theories indicates Clausal which is presupposed by the omitted clause <i>they can choose the most</i>

				<i>appropriate.</i>
6.5	they can choose the most appropriate methods or theories in teaching English and can develop the factors which affecting the success in language learning in the classroom.	They	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>they</i> .
6.6	Based on the syllabus, there are a lot of sources and book references for the learning materials in.	there are a lot of	Clausal	The word book references indicates Clausal which is presupposed by the omitted clause <i>there are a lot of</i> .
6.7	For the twelfth statement that “students were actively involved in the teaching and learning activities”, 7	Activities	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>activities</i> .
6.8	Thus, it can be concluded that teaching and learning activities in Language Learning and Teaching Theories course not too student-centered and also not too teacher-centered.	activities	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>activities</i> .
6.9	However, 31% of students somewhat disagreed and 6% students disagreed with the statement	with the statement	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the phrase <i>with the statement</i> .
6.10	However, 17% of students	with the	Nominal	The conjunction and

	somewhat disagreed and 2% students disagreed with the statement.	statement		indicates Nominal functions as Deictic and is presupposed by the phrase <i>with the statement</i> .
6.11	In contrast, 19% of students somewhat disagreed and 13% students disagreed with the statement	with the statement	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the phrase <i>with the statement</i> .
6.12	Several students stated that they only has been given assessment in the form of test in multiple choice and essay questions	they only has been given assessment in the form of	Clausal	The word essay questions indicates Clausal which is presupposed by the omitted clause <i>t they only has been given assessment in the form of</i> .
6.13	Meanwhile, 11% of students somewhat disagreed and 2% of students disagreed with the statement.	with the statement	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the phrase <i>with the statement</i> .
7.1	The writer needs just to straight to the section of the writer focused on	the section	Nominal	The preposition on indicates Nominal functions as Deictic and is presupposed by the word <i>the section</i> .
7.2	The word dealt does not explain what specific thing the writer did with the data	explain	Verbal	The verb did refers to Verbal functions as Operator with the omission of verbal group <i>explain</i> .

7.3	It means that a sentence which contain two or more words with the same meaning	Words	Nominal	The noun two indicates Nominal functions as Deictic and is presupposed by the word <i>words</i> .
7.4	The number of redundant found in the research proposal is 11 and the percentage is 6%.	of redundant found in the research proposal	Nominal	The noun the percentage indicates Nominal functions as Deictic and is presupposed by the phrase <i>of redundant found in the research proposal</i> .
7.5	The number of the already understood found in the research proposal is 3 and the percentage is 1.7%.	of the already understood found in the research proposal	Nominal	The noun the percentage indicates Nominal functions as Deictic and is presupposed by the phrase <i>of the already understood found in the research proposal</i> .
7.6	The number of the weak and hesitant found in the research proposal is 2 and the percentage is 1.1%.	of the weak and hesitant found in the research proposal	Nominal	The noun the percentage indicates Nominal functions as Deictic and is presupposed by the phrase <i>of the weak and hesitant found in the research proposal</i> .
7.7	The number of the nonsensical found in the research proposal is 1 and the percentage is 0.6%.	of the nonsensical found in the research proposal	Nominal	The noun the percentage indicates Nominal functions as Deictic and is presupposed by the phrase <i>of the nonsensical found</i>

				<i>in the research proposal.</i>
8.1	Reiteration is one word referring back to <i>another</i> in the sentence (Halliday & Hassan, 1976).	word	Nominal	The determiner <i>another</i> indicates Nominal functions as Deictic and is presupposed by the word <i>word</i>
8.2	This lexical cohesive tie is used 235 times or 88,67% in the application letters. The total number includes repetition <i>189</i> or 71,32%, synonymy <i>6</i> or 2,26%, antonymy <i>2</i> or 0,75%, hyponymy <i>37</i> or 13,96%, and meronymy <i>1</i> or 0,37%.	times	Nominal	The noun <i>189</i> indicates Nominal functions as Numerative and is presupposed by the word <i>times</i>
8.3	In other words, reiteration types are frequently found in the application letters are repetition and hyponymy. Meanwhile, synonymy, antonymy and meronymy are <i>the less</i> found in the application letters.	Types	Nominal	The adjective <i>the less</i> indicates Nominal functions as Epithet and is presupposed by the word <i>types</i> .
8.4	They give cohesive effect in the abstract of English Department students' application letter to make <i>theirs</i> easier to be understood.	abstract of English Department students' application letter	Nominal	The possessive pronoun <i>theirs</i> indicates Nominal functions as Deictic and is presupposed by the phrase <i>abstract of English Department students' application letter</i> .
8.5	Collocation is the relationship between words on the basis of the	Relationship	Nominal	The determiner <i>these</i> indicates Nominal

	fact that <i>these</i> often occur in the same surroundings or closely related (Halliday, 1994)			functions as Deictic and is presupposed by the word <i>Relationship</i> .
8.6	The word “fresh” and “current” are reiterate by showing different words <i>but</i> have the same meaning.	The word “fresh” and “current”	Nominal	The conjunction <i>but</i> indicates Nominal functions as Deictic and is presupposed by the phrase <i>The word “fresh” and “current”</i> .
8.7	collocation gives link one word to <i>another</i> in term of relation	Word	Nominal	The determiner <i>another</i> indicates Nominal functions as Deictic and is presupposed by the word <i>word</i> .
8.8	This sentence needs noun phrase “fresh graduate” not “fresh graduated” to explain the writer’s identity and <i>collocate</i> with the word “student”.	This sentence needs noun phrase “fresh graduate” not “fresh graduated” to explain	Clausal	The word <i>collocate</i> indicates Clausal which is presupposed by the omitted clause <i>This sentence needs noun phrase “fresh graduate” not “fresh graduated” to explain</i> .
8.9	This sentence will be cohesive if the lexical cohesion ties changed the word “graduated” <i>into</i> “graduate”.	the word	Nominal	The preposition <i>into</i> indicates Nominal functions as Deictic and is presupposed by the word <i>The word</i> .
9.1	The data were taken from <i>six</i> to nine minutes speech performances	Minutes	Nominal	The noun <i>six</i> indicates Nominal functions as

	of each students'			Numerative and is presupposed by the phrase <i>minutes</i> .
10.1	students will be able to identify and correct grammatical mistakes in texts used for interpersonal and social communication	will be able to	Verbal	The verb correct refers to Verbal functions as Operator with the omission of verbal group <i>will be able to</i> .
10.2	Diction in Discourse will be able to identify lexical choices in written and spoken texts, analyze lexical choices in written and spoken texts, infer meaning from lexical choices in written and spoken texts, use their repertoire of their lexical choices to structure their sentences and utterances.	will be able to	Verbal	The verb analyze, infer, and use refer to Verbal functions as Operator with the omission of verbal group <i>will be able to</i> .
10.3	And the teaching learning activities in English for Interpersonal Communication course not too student-centered and also not too teacher-centered .	the teaching learning activities in English for Interpersonal Communication course	Clausal	The word not too teacher-centered indicates Clausal which is presupposed by the omitted clause <i>the teaching learning activities in English for Interpersonal Communication course</i> .
11.1	It was not only used Freud feminist psychoanalysis but also other feminist critiques such as Betty Freidan, Shulamith	it was used	Clausal	The phrase other feminist critiques indicates Clausal which is presupposed by the omitted clause <i>it was</i>

	Firestone, Alfred Adler, Karen Horney, and Clara Thompson.			<i>used.</i>
11.2	Explaining Chanel behavior from one stage to <i>another</i> starts from her childhood which explaining the process of Chanel's self-construction.	Stage	Nominal	The determiner <i>another</i> indicates Nominal functions as Deictic and is presupposed by the phrase <i>stage</i> .
11.3	When Chanel was abandoned and <i>fooled</i> by her father	was	Verbal	The verb <i>fooled</i> refers to Verbal functions as Operator with the omission of verbal group <i>was</i> .
11.4	She was craving for her father love that she cannot ever get from his owned father,	her father love	Nominal	The preposition <i>from</i> indicates Nominal functions as Deictic and is presupposed by the phrase <i>her father love</i> .
11.5	While in her era wearing corset was one way to look beautiful, <i>to attract man eyes</i> .	wearing corset was one way	Clausal	The phrase <i>to attract man eyes</i> indicates Clausal which is presupposed by the omitted clause <i>wearing corset was one way</i> .
11.6	Dressing like a man might be just one of many ways of her struggle equalizing <i>men</i> and women status	status	Nominal	The noun <i>men</i> indicates Nominal functions as Deictic and is presupposed by the word <i>status</i> .
11.7	Chanel not only used man clothing to be equal with them, <i>but also</i>	Chanel	Nominal	The preposition <i>but also</i> indicates Nominal

	used the way man think.			functions as Deictic and is presupposed by the word <i>chanel</i> .
11.8	The way she think, communicate , build a relationship, and later the way she rock European politics with her design.	The way she	Verbal	The verb communicate , build , refers to Verbal functions as Operator with the omission of word <i>the way she</i> .
11.9	This was the stage in liberal feminism where Chanel wanted to be equal as men not only in society but also in the workplace .	Chanel wanted to be equal as men	Clausal	The adverb in the workplace indicates Clausal which is presupposed by the omitted clause <i>Chanel wanted to be equal as men</i> .
11.10	She first deconstruct women's beauty standard by removing corsets from women's body and change it with her free style.	She	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>she</i> .
11.11	Chanel finale be able to spread her wings and become a free bird	be able to	Verbal	The verb become refers to Verbal functions as Operator with the omission of verbal group <i>be able to</i> .
12.1	The term "losing face" is used in order to be more polite and softer , than saying "losing status".	The term "losing face" is used in order to be	Clausal	The word softer indicates Clausal which is presupposed by the omitted clause <i>The term "losing face" is used in</i>

				<i>order to be.</i>
12.2	This is a euphemism to mention something harsh or blunt	something	Nominal	The conjunction or indicates Nominal functions as Deictic and is presupposed by the phrase <i>something</i> .
12.3	it will be more polite if we called it as miraculous pitcher instead of vagina	we called it as	Clausal	The word vagina indicates Clausal which is presupposed by the omitted clause <i>we called it as</i> .
12.4	As we already know, axe is a tool symbolizes fear <i>and</i> crime.	crime	Verbal	The verbal group is refers to Verbal functions as Lexical with the omission of verba <i>crime</i> .
12.5	Although it does not state clearly, but it can be interpreted as it is	stated	Verbal	The verbal group is refers to Verbal functions as Operator with the omission of verb <i>stated</i> .
12.6	, the initial “S.U., Z.A., S.I., J.M., W.S., N.P.” is an example of abbreviation euphemism found in the data. The initial can not be read as one word	“S.U., Z.A., S.I., J.M., W.S., N.P.”	Nominal	The adjective the initial indicates Nominal functions as Epithet and is presupposed by the phrase “S.U., Z.A., S.I., J.M., W.S., N.P.”
12.7	The word “disputes” is also the example of one for one substitution euphemism, since it replaces the word “strike” or “conflict” (Holder, 2002, p. 108).	the word	Nominal	The conjunction or indicates Nominal functions as Deictic and is presupposed by the word <i>the word</i>

12.8	in this context it is used to be more polite and avoid offense rather than mentioning directly about “new government”.	it is used to	Clausal	The word avoid indicates Clausal which is presupposed by the omitted clause <i>it is used to</i> .
12.9	The term is used to be more polite and avoid saying something harsh.	The term is used to	Clausal	The word avoid indicates Clausal which is presupposed by the omitted clause <i>The term is used to</i> .
12.10	The word “is not happy” is also an example of understatement euphemism which is used to substitute the word “disagree”. The word is used in order to be more polite	“is not happy”	Nominal	The noun the word indicates Nominal functions as Deictic and is presupposed by the phrase “ <i>is not happy</i> ”
12.11	Only a few people know about this term and those people usually used this term to avoid hurting others when mentioning the kind of media.	are	Verbal	The verb mentioning refers to Verbal functions as Operator with the omission of verbal group <i>are</i> .
12.12	It is used in order to avoid saying something impolite and too harsh .	It is used in order to avoid saying something	Clausal	The word too harsh indicates Clausal which is presupposed by the omitted clause <i>It is used in order to avoid saying something</i> .
12.13	Therefore, people usually used the term “unbelievers” to call those who do not have religion,	people	Nominal	The determiner those indicates Nominal functions as Epithet and is

				presupposed by the word <i>people</i> .
12.14	Therefore, people usually make it less threatening by replacing <i>the term</i> “court” to “legal action”.	the term	Nominal	The noun <i>the term</i> indicates Nominal functions as Deictic and is presupposed by the word <i>the term</i>
12.15	The writer chose to use the words “may disappear” <i>than</i> “may be corrupted” to avoid hurting certain party’s involved and also to be less offensive.	the words	Nominal	The preposition <i>than</i> indicates Nominal functions as Deictic and is presupposed by the word <i>the words</i> .
12.16	The protective euphemism can also be seen in the sentence above when the writer chose to use the word “revolts” <i>than</i> “rebells”.	the word	Nominal	The preposition <i>than</i> indicates Nominal functions as Deictic and is presupposed by the word <i>the word</i> .
12.17	Most euphemism are not used direct term as <i>it is</i> .	used	Verbal	The verbal group <i>is</i> refers to Verbal functions as Lexical with the omission of verb <i>used</i> .
12.18	The term “picked up” in this sentence, may have two meanings, <i>first</i> , as being truly picked up by the police, or <i>second</i> , being arrested by the police.	meaning	Nominal	The noun <i>first and second</i> indicates Nominal functions as Numerative and is presupposed by the word <i>meaning</i> .
12.19	The uplifting euphemism usually used to talk up or <i>to inflate</i> term in profession	The uplifting euphemism usually used	Clausal	The word <i>to inflate</i> indicates Clausal which is presupposed by the omitted clause <i>The</i>

				<i>uplifting euphemism usually used.</i>
12.20	The statement above is too exaggerate as it used the words “angry residents” and “stormed onto the streets”.	the words	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>the words</i> .
12.21	The cohesive euphemism deals with taboo as a common value that often link the people of a community together. Those who are outsiders may look taboo as something funny or silly. Even those who are inside the community are often unaware of the reason that might have led to their establishment.	people	Nominal	The preposition those indicates Nominal functions as Deictic and is presupposed by the word <i>people</i> .
12.22	the writer chose the word “march” instead of “demonstration” or “took in to the street”, in order to show solidarity to the demonstrators.	the word	Nominal	The adverb instead of and conjunction or indicates Nominal functions as Deictic and is presupposed by the word <i>the word</i> .
13.1	First is experimentation with drugs, there are several words, phrase, and clause indicates experimentation with drugs which is done by The Beat Generation which is portrayed in Howl poem. Second is indicates alternative	central idea of The Beat Generation which portrayed the countercultu	Nominal	The noun First, second, third, and fourth indicate Nominal function as Numerative and is presupposed by the phrase <i>central idea of The Beat Generation which</i>

	forms which is means the strategic rejection of conventions grammar, spelling, and punctuation. Third is the word, clause, and phrase indicates sexual freedom. Fourth is the word, phrase, and clause that indicates an interest in Eastern religion especially Buddhism Furthermore, the last central idea of The Beat Generation which portrayed the counterculture is rejection of Middle Class Value.	re		<i>portrayed the counterculture.</i>
13.2	the last central idea of The Beat Generation which portrayed the counterculture is rejection of Middle Class Value. In this case, the beat tries to reject all of the things that being restrictive and head in one direction which is material prosperity.	generation	Nominal	The noun the beat indicates Nominal functions as Deictic and is presupposed by the word <i>generation</i> .
13.3	Howl poem expressed The Beat counterculture towards the signifier that indicates the counterculture through their central idea such as the use of vulgar and obscene words,	words	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>words</i> .
13.4	They are waiting the container because they are in high condition and need more drugs to use.	they	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word

				<i>they.</i>
13.5	Meter is the regular pattern of stressed and unstressed syllables in a line of poetry	syllables	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>syllables.</i>
13.6	The second stanza is entirely different from the first (or the third) and, after the initial question	stanza	Nominal	The noun the first and the third indicate Nominal function as Deictic and is presupposed by the word <i>stanza.</i>
13.7	they made a commotion on the subway and got kicked off the roof of a building, naked once again,	they	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>they.</i>
13.8	the poet used religious context then combine with new and unpredictable word.	word	Nominal	The adjective new indicates Nominal functions as Epithet and is presupposed by the word <i>word..</i>
13.9	The word cocksman itself means a man well schooled and or trained in the art of sexual stimulation using his penis. In addition,	a man	Nominal	The conjunction or indicates Nominal functions as Deictic and is presupposed by the word <i>a man.</i>
13.10	Ginsberg is homosexual, not only had a relationship with Neal	Ginsberg	Nominal	The determiner not only indicates Nominal functions as Deictic and is presupposed by the word

				<i>Ginsberg.</i>
13.11	Ginsberg is homosexual, not only had a relationship with Neal but also <i>Jack Kerouac</i> .	Ginsberg had a relationship with	Clausal	The word <i>Jack Kerouac</i> indicates Clausal which is presupposed by the omitted clause <i>Ginsberg had a relationship with</i>
13.12	the word cocks is associated with the man because <i>as a symbol of gay lover</i> .	the word cocks is associated	Clausal	The clause <i>as a symbol of gay lover</i> indicates Clausal which is presupposed by the omitted clause <i>the word cocks is associated.</i>
13.13	This word could be interpreted as the Buddhist state of enlightenment or <i>a style of meditation</i> .	This word could be interpreted as	Clausal	The phrase <i>a style of meditation</i> indicates Clausal which is presupposed by the omitted clause <i>a style of meditation.</i>
13.14	they hated with the middle class value <i>and</i> the situation that makes them being investigated by the F.B.I and consider as a criminals.	they	Nominal	The conjunction <i>and</i> indicates Nominal functions as Deictic and is presupposed by the word <i>they</i> .
13.15	they wandered around a railroad yard and then left without anyone missing them.	they	Nominal	The conjunction <i>and</i> indicates Nominal functions as Deictic and is presupposed by the word <i>they</i> .
13.16	in that situation if people work in capitalist office or <i>industry</i> so they	if people work in	Clausal	The word <i>industry</i> indicates Clausal which is

	just dream about material prosperity			presupposed by the omitted clause <i>if people work in.</i>
13.17	they feel hopeless with the situation and condition at that time which are being restrictive,	they feel hopeless with the	Clausal	The word condition indicates Clausal which is presupposed by the omitted clause <i>they feel hopeless with the.</i>
13.18	so they try to eat egg or some of vegetable .	they try to eat	Clausal	The phrase some of vegetable indicates Clausal which is presupposed by the omitted clause <i>they try to eat.</i>
13.19	This clause portrayed that they do not have a right and freedom when they work at that office.	they do not have a	Clausal	The word freedom indicates Clausal which is presupposed by the omitted clause <i>they do not have a.</i>
13.20	The connotative meaning of this clause is association because it is associated with American people and their condition .	it is associated with	Clausal	The phrase their condition indicates Clausal which is presupposed by the omitted clause <i>it is associated with.</i>
13.21	the government did not care and notice the condition of society.	did not	Verbal	The verb notice refers to Verbal functions as Operator with the omission of verbal group <i>did not.</i>

13.22	he cannot think clearly and <i>see</i> the reality.	cannot	Verbal	The verb <i>see</i> refers to Verbal functions as Operator with the omission of verbal group <i>cannot</i> .
13.23	The connotative meaning of this term is derived from cultural value because related with the situation after war and many people get serious traumatic with <i>that</i>	Situation	Nominal	The determiner <i>that</i> indicates Nominal functions as Deictic and is presupposed by the word <i>situation</i> .
14.1	The texts also implies about the Japanese cultural features from <i>the beginning</i> until the last of the page of the novel.	page of the novel	Nominal	The noun <i>the beginning</i> indicates Nominal functions as Deictic and is presupposed by the phrase <i>page of the novel</i> .
14.2	They often use <i>red</i> , <i>white</i> and black color for their kimono (Tatsuya, 1991: 67).	color	Nominal	The adjective <i>red and white</i> indicate Nominal function as Epithet and is presupposed by the word <i>color</i> .
14.3	According to Goldstein-Gidoni (1999), bowing in Japan shows respect for the person or thing that being bowed <i>to</i> .	the person	Nominal	The preposition <i>to</i> indicates Nominal functions as Deictic and is presupposed by the word <i>the person</i> .
14.4	<i>The deeper</i> and longer the bow shows how strong the respect and emotion given.	the bow	Nominal	The noun <i>the deeper</i> indicates Nominal functions as Epithet and is presupposed by the word <i>the bow</i> .

14.5	She was born in States and <i>sent</i> to school in Japan for several years	was	Verbal	The verb <i>sent</i> refers to Verbal functions as Operator with the omission of verbal group <i>was</i> .
14.6	She always keeps their house clean, <i>does</i> all the tradition, <i>goes</i> to shrine regularly, <i>and</i> always polite, hospitable to all of their husband's colleagues.	She	Nominal	The conjunction <i>and</i> indicates Nominal functions as Deictic and is presupposed by the word <i>she</i> .
14.7	The narration show that Hidemi expects to have a son rather than <i>a daughter</i>	Hidemi expects to have	Clausal	The phrase <i>a daughter</i> indicates Clausal which is presupposed by the omitted clause <i>Hidemi expects to have</i> .
14.8	it is different with a daughter who will do nothing but serve her husband in the future.	a daughter	Nominal	The possessive pronoun <i>her</i> indicates Nominal functions as Deictic and is presupposed by the word <i>a daughter</i> .
14.9	She follow the tradition to not make her husband panic, think about her <i>and</i> leave his work only for her.	she	Nominal	The conjunction <i>and</i> indicates Nominal functions as Deictic and is presupposed by the word <i>she</i> .
14.10	She has to keep it secret, they usually bound her stomach tightly. This is an important thing <i>to do</i>	keep it secret	Verbal	The verb <i>to do</i> refers to Verbal functions as Operator with the omission of verbal group <i>keep it secret</i> .

14.11	she believes in her mother and her sister's ability to help her.	she believes in	Clausal	The phrase her sister's ability indicates Clausal which is presupposed by the omitted clause <i>she believes in.</i>
14.12	She is feeling guilty because she can't go to the hospital and work.	she can't go to the	Clausal	The word work indicates Clausal which is presupposed by the omitted clause <i>she can't go to the.</i>
14.13	she will bring her son to her workplace and will not let it disturb her work.	she	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>she.</i>
14.14	Kobe is the sixth-largest city in Japan and is the capital city Hyogo Prefecture.	Kobe	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>Kobe.</i>
14.15	Kobe was one of the cities to open for trade with the West following the 1853 end of the policy of seclusion and has since been known as a cosmopolitan port city.	Kobe	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>Kobe.</i>
14.16	Fukuoka is the capital city of Fukuoka Prefecture and is situated on the northern shore of the island of Kyushu in Japan.	Fukuoka	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>Fukuoka.</i>

14.17	As of 2008, the city has an estimated population of 36,814 and a population density of 110 persons per km ² .	the city has an estimated	Clausal	The phrase a population density indicates Clausal which is presupposed by the omitted clause <i>the city has an estimated</i> .
14.18	The meat or fish is often set aside before 30 minutes or more before being broiled or cooked over very hot coals.	The meat or fish is often set	Clausal	The word more indicates Clausal which is presupposed by the omitted clause <i>The meat or fish is often set</i>
14.19	Kabuki theatre is known for the stylization of its drama and for the elaborate make-up worn by some of its performers.	Kabuki theatre is known	Clausal	The phrase for the elaborate indicates Clausal which is presupposed by the omitted clause <i>Kabuki theatre is known</i>
14.20	although after World War II the dance was opened to the public and has even toured around the world in 1959.	the dance	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>the dance</i> .
14.21	She said shikata ga nai, to tell Peter that nothing can help her unless she stays strong and accept all the conditions around her.	she	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>she</i> .
14.22	San can also be attached to the names of animals or even inanimate objects	San can also be attached to	Clausal	The phrase inanimate objects indicates Clausal which is presupposed by the omitted clause <i>San</i>

				<i>can also be attached to.</i>
14.23	A pet rabbit might be called usagi-san, and fish used for cooking can be referred to as sakana-san. Both uses would be considered childish	usage-san and sakana san	Nominal	The determiner both indicates Nominal functions as Deictic and is presupposed by the word <i>usage-san and sakana san</i> .
14.24	it sits inside a sliding glass door or window .	it sits inside a sliding	Clausal	The word window indicates Clausal which is presupposed by the omitted clause <i>it sits inside a sliding</i> .
14.25	Varied accounts indicate the duration of the earthquake was between four and ten minutes.	Minutes	Nominal	The noun four indicates Nominal functions as Numerative and is presupposed by the word <i>Minutes</i> .
14.26	. It is defined as an action-centered religion, focused on ritual practices to be carried out diligently	is	Verbal	The verb focused refers to Verbal functions as Operator with the omission of verbal group <i>is</i> .
14.27	Shinto practices were first recorded and codified in the written historical records of the Kojiki and Nihon Shoki in the 8th century	first	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>first</i> .
14.28	Shinto is the largest religion in Japan, practiced by nearly 80% of the population, yet only a small	population	Nominal	The determiner these indicates Nominal functions as Deictic and is

	percentage of these identify themselves as “Shintoists” in survey.			presupposed by the word <i>population</i> .
14.29	Japanese chess or the Generals’ Game, is a two-player strategy board game in the same family as Western chess, chaturanga, makruk, shatranj and xiangqi, and is the most popular of a family of chess variants native to Japan.	Japanese chess or the Generals’ Game	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the phrase <i>Japanese chess or the General’s Game</i> .
14.30	the biggest history that ever happened was World War II. World War II (WWII or WW2), also known as the Second World War, was a global war that lasted from 1939 to 1945,	the biggest history that ever happened	Nominal	The adverb also indicates Nominal functions as Deictic and is presupposed by the word <i>words</i> .
14.31	It was the most widespread war in history, and directly involved more than 100 million people from over 30 countries.	was	Verbal	The verb involved refers to Verbal functions as Operator with the omission of verbal group <i>was</i> .
15.1	the first speech of Margaret Thatcher on the speech to College Of Europe (The Bruges Speech), 155 sentences in the second on the speech to Leningrad State University ("Freedom's Evolution), and 166 sentences in the third speech on the speech at Jagiellonian University in	Speech of Margaret Thatcher	Nominal	The noun the second and the third indicate Nominal function as Numerative and are presupposed by the phrase <i>Speech of Margaret Thatcher</i> .

	Krakow.			
15.2	Rebuttal is useful to answer audience's questions and objections in order to strengthen argument	Rebuttal is useful to answer audience's	Clausal	The word objections indicates Clausal which is presupposed by the omitted clause <i>Rebuttal is useful to answer audience's</i> .
15.3	Claims could be stated at the beginning or at the end of text.	Claims could be stated at	Clausal	The phrase at the end of text indicates Clausal which is presupposed by the omitted clause <i>Claims could be stated at</i> .
15.4	they should respect the history and learn that history of their country encourage the freedom of revolution.	should	Verbal	The verb learn refers to Verbal functions as Operator with the omission of verbal group <i>should</i> .
15.5	The first and second example is classified as Claim of Value	example	Nominal	The noun The first indicates Nominal functions as Numerative and is presupposed by the word <i>example</i> .
15.6	since those statements are assessing about plagiarism and then freedom and discussion .	those statements are assessing about	Clausal	The word freedom and discussion indicate Clausal which is presupposed by the omitted clause <i>those statements are assessing about</i> .

15.7	The third example is talking about the definition that lies in freedom of discussion, putting it as Claim of Definition.	The third example is	Verbal	The verb putting refers to Verbal functions as Operator with the omission of verbal group <i>is</i> .
15.8	the statement is talking about the effect why democrats in Russia and the old Soviet Union had right to eradicate, while the cause was because The Communist Party could not ever been a political party at all.	why democrats in Russia and the old Soviet Union had right to eradicate	Nominal	The conjunction while indicates Nominal functions as Deictic and is presupposed by the clause <i>why democrats in Russia and the old Soviet Union had right to eradicate</i> .
15.9	The first data is used to give the reason about why university should have more than one purpose. While the second explains about her statement that education in a university should have taken practical requirements fully into account.	data	Nominal	The noun the second indicates Nominal functions as Numerative and is presupposed by the word <i>data</i> .
15.10	The second and third example are supporting arguments to the claim	Example	Nominal	The noun the second indicates Nominal functions as Numerative and is presupposed by the word <i>example</i>
15.11	The first example is the exception about the Chinese had discovered the magnetic compass, while the second is the exception about the	example	Nominal	The noun the second indicates Nominal functions as Numerative and is presupposed by the

	Tibetans had discovered turbine movement.			word <i>example</i>
16.1	The articles are chosen based on author" s consideration and <i>the most searched articles</i> on WebMD according to http://www.alex.com/siteinfo/webmd.com [Accessed 26 March 2015] and <i>on Google</i>	The articles are chosen based	Clausal	The phrase <i>the most searched articles</i> .indicates Clausal which is presupposed by the omitted clause <i>The articles are chosen based.</i>
16.2	Most of them are used for base evidence in which the disease symptoms are measured by numbers, <i>followed</i> by reference set to describe heath risk,	are	Verbal	The verb <i>followed</i> refers to Verbal functions as Operator with the omission of verbal group <i>are.</i>
16.3	Jones (2013a) mentions that this process is used to communicate probability and <i>to influence the readers</i> about what they should and should not do.	this process is used	Clausal	The phrase <i>to influence the readers</i> .indicates Clausal which is presupposed by the omitted clause <i>this process is used.</i>
16.4	If longer than that, the readers may or may not need to see a doctor or <i>get</i> more medical help.	may not need to	Verbal	The verb <i>get</i> refers to Verbal functions as Operator with the omission of verbal group <i>may not need to.</i>
16.5	Metaphorization is quite rarely used in WebMD articles and this is the only <i>one</i> found in the migraines article.	Metaphorization	Nominal	The noun <i>one</i> indicates Nominal functions as Numerative and is presupposed by the word <i>Metaphorization.</i>

16.6	three types of modality are used, each with its own function.	types	Nominal	The pronoun each indicates Nominal functions as Deictic and is presupposed by the word <i>types</i> .
16.7	The article provides the lists which aims to make the reading process easier. Some are provided with some explanation, Some are not and some are made in the form of links.	article	Nominal	The determiner some indicates Nominal functions as Deictic and is presupposed by the word <i>article</i> .
16.8	The way the author distinguishes cold and flu is through describing how they make the readers “feel bad” and “feel quite ill” which sound less scientific but more conversational.	sound	Nominal	The conjunction but indicates Nominal functions as Deictic and is presupposed by the word <i>sound</i> .
16.9	People usually and naturally try to measure and identify their diseases to determine its state of condition.	people	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>people</i> .
16.10	The article opens with a conversational and interpersonal style to engage with the readers by using “you”.	style	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>style</i> .
16.11	the mood is used to connect with the readers and as a fundamental question to start up the article.	the mood is used	Clausal	The phrase to start up the article . indicates Clausal which is presupposed by

				the omitted clause <i>the mood is used..</i>
16.12	There are four subjects in the table. The first subjects discuss the symptoms between the flu and cold symptoms and <i>the rest</i> discuss about complications, preventions and treatment of each of the diseases.	subjects	Nominal	The noun <i>the rest</i> indicates Nominal functions as Deictic and is presupposed by the word <i>subjects</i> .
16.13	In this case, the flare-up means worsen skin condition in which it is inflamed <i>and</i> shows some redness.	it	Nominal	The conjunction <i>and</i> indicates Nominal functions as Deictic and is presupposed by the word <i>it</i> .
16.14	This is a way to describe the medicine in a more conversational way, <i>but also</i> gives an implication that the readers/sufferers can reach/buy the medicines easily. In the same paragraph,	this	Nominal	The conjunction <i>but also</i> indicates Nominal functions as Deictic and is presupposed by the word <i>this</i> .
16.15	Some medications are also provided in the form of links which encourages them to find out <i>more</i>	medications	Nominal	The determiner <i>more</i> indicates Nominal functions as Deictic and is presupposed by the word <i>medications</i> .
16.16	This conditionality will attract and <i>encourage</i> the readers to look up for the medications to treat their eczema.	will	Verbal	The verb <i>encourage</i> refers to Verbal functions as Operator with the omission of verbal group

				<i>will.</i>
16.17	In the section above, the article assure that “many people have diarrhea once or twice each year”.	each year	Nominal	The adverb once indicates Nominal functions as Numerative and is presupposed by the phrase <i>each year.</i>
16.18	The first three questions treats diarrhea as an object excluded from the readers/sufferers. Meanwhile in the rest of the three the readers are treated as information seekers	questions	Nominal	The noun three indicates Nominal functions as Numerative and is presupposed by the word <i>questions.</i>
16.19	Hence, the only one answer (yes or no) to the question eventually will solidify the truth in the information in which there is no other answer.	question	Nominal	The adverb there indicates Nominal functions as Deictic and is presupposed by the word <i>question.</i>
16.20	What makes this article slightly different from the others is that there repeatedly stated a message to contact the doctor	articles	Nominal	The determiner the others indicates Nominal functions as Epithet and is presupposed by the word <i>articles.</i>
16.21	Most of the description in this article is written in form of pointers/list. Some are provided with explanation and some are not.	Descriptions	Nominal	The determiner some indicates Nominal functions as Deictic and is presupposed by the word <i>Descriptions.</i>
16.22	WebMD is the best health website that provides mental health information. Written in three	is	Verbal	The verb written refers to Verbal functions as Operator with the

	webpages,			omission of verbal group <i>is</i> .
16.23	This circumstantial adjunct is entextualized in natural probability which although generates weak probability, <i>may also</i> be convincing for the readers	This circumstantial adjunct	Nominal	The conjunction <i>also</i> indicates Nominal functions as Deictic and is presupposed by the phrase <i>This circumstantial adjunct</i> .
16.24	The medications in this section are also provided with links which the readers can seek for <i>more</i>	medications	Nominal	The determiner <i>more</i> indicates Nominal functions as Deictic and is presupposed by the word <i>medications</i> .
16.25	the analysis that has been designed by the author is very simple <i>and</i> might be prone to imperfections.	the analysis that has been designed by the author	Nominal	The conjunction <i>and</i> indicates Nominal functions as Deictic and is presupposed by the clause <i>the analysis that has been designed by the author</i> .
16.26	This is because the theory that has been published and <i>proposed</i> by Rodney Jones is still fairly new.	has been	Verbal	The verb <i>proposed</i> refers to Verbal functions as Operator with the omission of verbal group <i>has been</i> .
17.1	They have great voices <i>and</i> did not know each other in the first place, but they were instantly connected	They	Nominal	The conjunction <i>and</i> indicates Nominal functions as Deictic and is presupposed by the word <i>They</i> .
17.2	The bilingual between Indonesia-	is	Verbal	The verb <i>realizing</i> refers

	English which Sheryl did was considered to express her support to GAC that it looks sincere when releasing all their songs in this album.			to Verbal functions as Operator with the omission of verbal group <i>is</i> .
17.3	Sheryl tells the audience and starts to talking about Justin Bieber for this episode in Breakout.	Shery	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>Shery</i> .
17.4	It is the word Basically which is an adverb. Based on Oxford dictionary, basically is most importantly.	it	Nominal	The adverb basically indicates Nominal functions as Deictic and is presupposed by the word <i>it</i> .
17.5	Boy switching his language to call the audiences at home to give a VT about One Direction and asks to enjoy it.	Boy	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>Boy</i> .
17.6	they have given the audiences a couple of quizzes and will give away for three One Direction albums.	they	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>They</i> .
17.7	The host said that the song they played earlier ‘What Makes you Beautiful’ was released in 2012 and won the British Awards 2012.	the song	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>The song</i> .

17.8	Gamal GAC shared about the name of new album for GAC that was very crucial and was confused at first	Gamal GAC	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>Gamal GAC</i> .
17.9	the switch action is attempted to get someone to do something that the speaker wants to	do	Verbal	The verb to refers to Verbal functions as Operator with the omission of verbal group <i>is do</i> .
17.10	Sheryl expresses her feeling of touching when she knows about One direction and watched the movie of One Direction.	she	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>she</i> .
17.11	she apologize to the fans about yesterday and giving special episode to the fans.	is	Verbal	The verb giving refers to Verbal functions as Operator with the omission of verbal group <i>is</i> .
17.12	Next, she switch the language by informs about the request on twitter and tells that Boy was sick now	she	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>she</i> .
17.13	Sheryl tries to switch the language and asks about GAC to performs in Breakout	Shery	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>Shery</i> .

17.14	She changes the topic again about the launch of new album from GAC and tells that she already download all the songs in Itunes.	She	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>she</i> .
17.15	Sometimes people want to express their own ideas and emotion in an unusual way.	Sometimes people want to express their	Clausal	The word emotion . indicates Clausal which is presupposed by the omitted clause <i>t Sometimes people want to express their..</i>
17.16	He acts like Vidi and make the others laughing.	he	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>he</i> .
18.1	Both Oedipus and Kafka share the same prophecy of killing their fathers and being with their mothers. The difference is Kafka happens to be the modern version of the story of Oedipus Rex.	Both Oedipus and Kafka	Nominal	The adjective the difference indicates Nominal functions as Epithet and is presupposed by the phrase <i>Both Oedipus and Kafka</i> .
18.2	he never made any resistance or refusal about this,	he never made any	Clausal	The word refusal indicates Clausal which is presupposed by the omitted clause <i>he never made any</i> .
18.3	Later he focuses on finding his mother and sister.	his	Nominal	The conjunction and indicates Nominal functions as Deictic and is

				presupposed by the word <i>his</i> .
18.4	Yet both of them show one thing in common: only in that scene Kafka can feel relieved from any burden he weighs. There he feels intact and complete.	scene	Nominal	The adverb there indicates Nominal functions as Deictic and is presupposed by the word <i>scene</i> .
18.5	it is quite clear that a mother figure play an important role in Kafka's life though he does not get one for real .	mother	Nominal	The adjective real indicates Nominal functions as Epithet and is presupposed by the word <i>mother</i> .
18.6	he never pays attention to his environment and people surround him .	he never pays attention to	Clausal	The phrase people surround him . indicates Clausal which is presupposed by the omitted clause <i>he never pays attention to</i> .
18.7	This explains why Kafka does not really pay attention on what he has or would have done in his life	done	Verbal	The verbal group has refers to Verbal functions as Operator with the omission of verb <i>done</i> .
18.8	even though for some times it happens only in his imagination and dreams.	his	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>his</i> .
18.9	Saeki is able to give him something nobody else can .	give	Verbal	The modal can refers to Verbal functions as Lexical with the

				omission of verbal group <i>give</i> .
18.10	he creates a kind of illusory experience of control of the self while in reality he cannot do	create	Verbal	The verbal group do refers to Verbal functions as Lexical with the omission of verb <i>create</i> .
18.11	Murakami kept on describing Kafka as he does not know or feel confused about himself,	does not	Verbal	The verb feel refers to Verbal functions as Operator with the omission of verbal group <i>does not</i> .
18.12	Kafka begins to feel that he is unwanted, has no position in his family, and wants to erase the DNA of his parents from himself	he	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>he</i> .
18.13	Kafka grew up without a role of a mother or father to imitate,	a role of a	Nominal	The conjunction or indicates Nominal functions as Deictic and is presupposed by the word <i>a role of a</i> .
18.14	while he did not get any attention, love, and affection from his familial environment	he did not get any	Clausal	The word affection indicates Clausal which is presupposed by the omitted clause <i>he did not get any</i> .
18.15	Kafka gets to know who he is and begins to understand what he wants to become.	kafika	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word

				<i>Kafka.</i>
18.16	Crow can show how much Kafka feels lonely and enjoys his loneliness at the same time.	how much Kafka	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the phrase <i>how much Kafka.</i>
18.17	the subject hardly distinguishes between him/herself with the other .	subject	Nominal	The determiner the other indicates Nominal functions as Deictic and is presupposed by the word <i>subject.</i>
18.18	Crow is undeniable Kafka's another self, but is not Kafka for the real.	Crow	Nominal	The conjunction but indicates Nominal functions as Deictic and is presupposed by the word <i>Crow.</i>
18.19	so that he creates Crow to be the substitute and to fill up his solitude .	he creates Crow	Clausal	The phrase to fill up his solitude indicates Clausal which is presupposed by the omitted clause <i>he creates Crow.</i>
18.20	one day he would kill his father and be with his mother and sister.	would	Verbal	The verb be refers to Verbal functions as Operator with the omission of verbal group <i>would.</i>
18.21	First he meets Sakura on the bus going to his runaway-destination small city, Takamatsu. Both only meet once yet Kafka arbitrarily	Sakura and Tkamatsu	Nominal	The determiner both indicates Nominal functions as Deictic and is presupposed by the word

	consider Sakura as his older sister			<i>Sakura ad Tkamatsu.</i>
18.22	Kafka misses his mother and wishes for her to be beside him all the time.	Kartika	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>Kartika</i> .
18.23	He avoids to see Saeki and Sakura for the way they are;	He avoids to see	Clausal	The word Sakura indicates Clausal which is presupposed by the omitted clause <i>He avoids to see</i> .
18.24	Saeki's ex-lover then becomes the biggest obstacle for Kafka in getting Saeki's love and cherish	Saeki's	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>Saeki's</i> .
18.25	he meets Miss Saeki and takes her as his own mother	he	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>he</i> .
18.26	whether he loves the fifty-Saeki or the-fifteen one .	he loves	Clausal	The word the-fifteen one indicates Clausal which is presupposed by the omitted clause <i>he loves</i> .
18.27	Saeki never takes Kafka as her lover; even never consider him as an adult man	Saeki	Nominal	The adverb even indicates Nominal functions as Deictic and is presupposed by the word <i>Saeki</i> .

19.1	all the conversation are identified and categorized based on the rule of conversational maxims proposed by Paul Grice.	are	Verbal	The verb categorized refers to Verbal functions as Operator with the omission of verbal group <i>are</i> .
19.2	the writer finds and analyzes the maxim that mostly flouted	the writer	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>the writer</i> .
19.3	Table 4.2.2 below was made in order to help the readers understand the reasons of the flouting of the maxims in an easy and clear way.	way	Nominal	The conjunction and indicates Nominal functions as Deictic and is presupposed by the word <i>way</i> .
19.4	There are several reasons of flouting the Maxim of Quantity; first of all is to strengthen opinion (41.17%), and the second is to praise something (38.23%). The third reason is be in neutral position (20.58%).	reasons	Nominal	The noun first of all and the second indicate Nominal function as Numerative and are presupposed by the word <i>reasons</i> .
19.5	the writer will discuss further about the result and explain the significance of the percentage and the reasons of flouting maxim.	will	Verbal	The verb explain refers to Verbal functions as Operator with the omission of verbal group <i>will</i> .
19.6	The most flouted maxim that always appeared is flouting maxim quantity (45.3%). The rest result	flouted maxim	Nominal	The noun the rest indicates Nominal functions as Epithet and is

	that the flouting maxim manner takes the least percentages (4%) than the other <i>two</i> ; flouting maxim relation (34.7%) and flouting maxim quality (12%).			presupposed by the word <i>flouted maxim</i> .
19.7	the writer conclude that the users addressed flouting maxim quantity often to strengthen their opinion, <i>to praise</i> their favorite characters, and <i>to be</i> in neutral position in voting between the two characters	the users addressed flouting maxim quantity often	Clausal	The word <i>to praise</i> indicates Clausal which is presupposed by the omitted clause <i>the users addressed flouting maxim quantity often</i> .
19.8	flouting in this forum is used to show users" opinion and <i>describe</i> about characters in Harry Potter based on their point of view.	flouting in this forum is used to	Clausal	The word <i>describe</i> indicates Clausal which is presupposed by the omitted clause <i>flouting in this forum is used to</i> .
19.9	It is also to create and <i>develop</i> humorous situations in forum interaction.	is also to	Verbal	The verb <i>develop</i> refers to Verbal functions as Operator with the omission of verbal group <i>is also to</i> .
19.10	All of <i>those</i> could be seen by how they converse, how they show their expressions	situations	Nominal	The determiner <i>those</i> indicates Nominal functions as Deictic and is presupposed by the word <i>situations</i> .
19.11	Forlong gives too much information <i>than</i> is needed in explaining that Harry is not playboy to Gandhi.	Forlong	Nominal	The preposition <i>than</i> indicates Nominal functions as Deictic and is presupposed by the word

				<i>Forlong.</i>
19.12	Actually he has a reason behind his flouting, which is he wants to strengthen his opinion that is not a playboy	he	Nominal	The noun that indicates Nominal functions as Deictic and is presupposed by the word <i>he</i> .
19.13	All she needed to say was about her choice, whether she is in Snape" s or Sirius" s side.	side	Nominal	The conjunction or indicates Nominal functions as Deictic and is presupposed by the word <i>side</i> .
19.14	His comment implied that he hate J.K. Rowling and her masterpiece .	he hate	Clausal	The word her masterpiece indicates Clausal which is presupposed by the omitted clause <i>he hate</i> .
20.1	There are castle and palace. Those are places where the stories take place and explain where the character comes from	castle and palace	Nominal	The determiner those indicates Nominal functions as Deictic and is presupposed by the word <i>castle and palace</i> .
20.2	when the princess and her house in the stable , the picture shows the stable condition.	condition	Nominal	The noun the stable indicates Nominal functions as Deictic and is presupposed by the word <i>condition</i> .
20.3	the writer conducts a survey to 9 until 12 years old children.	years	Nominal	The noun 9 indicates Nominal functions as Numerative and is presupposed by the word

				<i>years.</i>
20.4	Every category of age consists of ten children. So, <i>the total</i> is 40 respondenses.	category of age	Nominal	The noun <i>the total</i> indicates Nominal functions as Epithet and is presupposed by the phrase <i>category of age</i> .
20.5	The second word in this category is dwarfs. In this bilingual short stories, it translated as “kurcaci”. <i>These</i> are the answers of the children	dwarfs	Nominal	The determiner <i>these</i> indicates Nominal functions as Deictic and is presupposed by the word <i>dwarfs</i> .
20.6	three children answered “kerdil”, <i>two</i> more answered “kurcaci”	children	Nominal	The noun <i>two</i> indicates Nominal functions as Numerative and is presupposed by the word <i>children</i> .
20.7	These re the answers from the children. In 9 years old group, <i>ten</i> of them did not answer the meaning.	children	Nominal	The noun <i>ten</i> indicates Nominal functions as Numerative and is presupposed by the word <i>children</i> .
20.8	<i>The last</i> is 12 yeras old group,	group	Nominal	The noun <i>the last</i> indicates Nominal functions as Numerative and is presupposed by the word <i>group</i> .
20.9	five children answered “penjaga rumah”, <i>two</i> answered “kipar”, and three children did not answer.	children	Nominal	The noun <i>two</i> indicates Nominal functions as Numerative and is presupposed by the word

				<i>children</i>
20.10	Duke is the fourth word in this category. In this bilingual short stories, it translated as “Duke”. But these are the answers from the children.	words	Nominal	The determiner these indicates Nominal functions as Deictic and is presupposed by the word <i>words</i> .
20.11	The last is 12 years old group, ten of them did not answer anything.	group	Nominal	The noun the last indicates Nominal functions as Numerative and is presupposed by the word <i>group</i> .
20.12	The fifth word in this category is ribbon. In this bilingual short stories, it translated as “medali”. These are answers from	words	Nominal	The determiner these indicates Nominal functions as Deictic and is presupposed by the word <i>words</i> .
20.13	five children answered “pita”, and five again did not answer it	children	Nominal	The noun five indicates Nominal functions as Numerative and is presupposed by the word <i>children</i>
20.14	Mermaid is the seventh word in this category. It translated as “putri duyung” in this bilingual stories. These are the answers from children	words	Nominal	The determiner these indicates Nominal functions as Deictic and is presupposed by the word <i>words</i> .
20.15	The explanation below describes about the acceptability of those words based on survey for 9 until 12 years old children.	years	Nominal	The noun 9 indicates Nominal functions as Numerative and is presupposed by the word

				<i>years</i>
20.16	Study is the third word in this category. In this bilingual short stories, it translated as “ruang baca”. These are the answeres from the children.	Word	Nominal	The determiner these indicates Nominal functions as Deictic and is presupposed by the word <i>word..</i>
20.17	The fifth word in this category is stable. It translated as “istal” in this bilingual short stories. These are the answers from children.	words	Nominal	The determiner these indicates Nominal functions as Deictic and is presupposed by the word <i>words.</i>
20.18	The explanation below describes about the acceptability of those words based on survey for 9 until 12 years old children	years	Nominal	The noun 9 indicates Nominal functions as Numerative and is presupposed by the word <i>years</i>
20.19	The second word in this category is cake. In this bilingual short stories, it translated as “kue” and also “cake”. These are the answers from children.	word	Nominal	The determiner these indicates Nominal functions as Deictic and is presupposed by the word <i>word.</i>
20.20	Cookie is the third word in this category. In this bilingual short stories, it translated as “kue-kue kering” and also “kue”. These are the answers from children.	word	Nominal	The determiner these indicates Nominal functions as Deictic and is presupposed by the word <i>word.</i>
20..21	The last word in this category is frosting. It translated as “hiasan gula” in this bilingual short stories. These are the answers	word	Nominal	The determiner these indicates Nominal functions as Deictic and is presupposed by the word

	from children			<i>word.</i>
20.22	The first word in this category is big hug. In this bilingual short stories, it translated as “memeluk erat-erat”. <i>These</i> are the answers from children.	word	Nominal	The determiner <i>these</i> indicates Nominal functions as Deictic and is presupposed by the word <i>words</i> .
20.23	The next word in this category is hair. Actually hair in this case refers to hair of course. So it translated in this bilingual short stories as “surai”. <i>These</i> are the answers form children.	words	Nominal	The determiner <i>these</i> indicates Nominal functions as Deictic and is presupposed by the word <i>words</i> .