



# Ellipsis and Substitution in Spontaneous Spoken Language: A Case Study of Jubilee Youtube Channel Videos

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## Abstract

*This study investigates the occurrence of ellipsis and substitution in spontaneous spoken language. By employing the textual qualitative method, the study analyzed 106 conversational texts obtained from videos on the Jubilee YouTube channel. The research reveals that speakers frequently use ellipses and substitutions in their spontaneous spoken language to establish cohesion in their utterances. Nominal ellipsis has the highest occurrence with 50 data across all forms (nominal, verbal, and clausal ellipsis as well as nominal, verbal, and clausal substitution), indicating speakers' propensity to avoid repetition, especially in nominal elements. Meanwhile, in terms of substitution, speakers are more likely to substitute their verbal elements, forming verbal substitution (occurred in 17 cases), in order to form variance in their utterances. This study provides fruitful significance, both theoretical and practical. Theoretically, it enriches the understanding of grammar, focusing specifically on the concepts of ellipsis and substitution. Practically, this study serves as a valuable resource for English learners and educators by providing strategies and examples that enhance their grammar, speaking, and writing skills.*

**Keywords:** *spoken language, cohesion, ellipsis, substitution, Jubilee YouTube channel*

## Introduction

Language is a fundamental tool of communication that enables humans to express thoughts, ideas, and emotions. Studies highlighted language's role in enabling efficient information exchange, allowing individuals to convey complex ideas, arguments, and perspectives in both social and professional environments. As communication becomes increasingly multicultural and multilingual, particularly in collaborative and academic settings, language diversity also shapes the way knowledge is shared and perceived within teams, underscoring its significance as a bridge in human interaction (Canestrino et al., 2022; Fedorenko et al., 2024). Language can be expressed through spoken and written (Sitti, 2018). To convey effective ideas through a language, language must be in a structure that connects each other. The system of structure that connects each other is called cohesion (Halliday, M. A. K., & Hasan, 1976).

Cohesion is the relationship between elements in a text to create a unified idea. It shows how one meaning relies on another in the overall context (Halliday, M. A. K., & Hasan, 1976). Cohesion arises from the use of cohesive devices that connect between elements (Halimatusyahdiah, 2021). Halliday, M. A. K., & Hasan (1976) classified cohesive devices into (1) grammatical cohesion, which consists of reference, conjunction, ellipsis, and substitution, and (2) lexical cohesion, which consists of repetition, synonymy, antonymy, hyponymy, meronymy, and collocation.

The importance of cohesive devices to create cohesion in language has attracted numerous scholars to observe them. Chanyoo's (2018) research on Thai undergraduate students discovered four types of cohesive devices frequently used by students, including reiteration, reference, conjunction, and ellipsis. The quality of students' writing is positively correlated with the total number of words and cohesive devices applied in the writing tasks, the researcher concluded. Saputra and Hakim (2020) affirmed that college students in Indonesia have been able to effectively use various types of grammatical cohesive devices, particularly references. However, they seem not familiar with other types of cohesive devices, such as ellipsis and substitution (Abdulrahman, 2018). Finally, Abdi Tabari & Johnson (2023) attained incredible results from their investigation of L2 students' ability to write narrative and argumentative essays. The researchers found that students' narratives relied on the use of connective devices to signal cohesion, whereas their argumentative texts relied on the use of global-level repetition.

In addition to written text, cohesive devices are also implemented in spoken language. Recent studies affirm that spoken language is inherently adaptive, allowing speakers to omit words, phrases, or clauses that are easily understood by both parties in context (Hwang et al., 2020). Haselow (2017) stated that spoken language is typically understood in a "direct and quick" manner due to its spontaneous nature. Therefore, the speaker and listener need to understand the context of the conversation (Green, 2020). Spontaneous message delivery in spoken language also relies on the use of cohesion systems. Martinková (2013) claimed that the most common phenomenon of cohesion structure in spontaneous language occurs in terms of parallelism, conjunctions, and elliptic structure. Another type of cohesive device mostly found in spoken language is substitution. Adiantika, N. H., & Floranti (2018) mentioned that both ellipsis and substitution belong more to the spoken language; they are something left but still understandable.

The investigations on ellipsis and substitution have been conducted by many. The study of Nouhou & Fuh (2023) on the use of cohesive devices in Phoenix Post revealed that references appeared more than ellipses and substitutions in the articles. Shet (2021) discovered that ellipsis and substitution are dominant in Leo Tolstoy's short story, *'A Grain as Big as a Hen's Egg'*. Moreover, in the context of spoken language, Sugiarto & Irawan (2022) confirmed that ellipsis was found in many conversations in the movie *The Annabelle*. Further, Nurazizah & Santoso (2020) discovered that these two are frequently used in Ridwan Kamil's interview conversation.

Despite numerous previous studies, the investigation regarding ellipsis and substitution in the context of spontaneous spoken language seems to be neglected. Therefore, this present study attempts to investigate the implementation of these two kinds of cohesive devices in spontaneous spoken language. The data was obtained from conversations in Jubilee's YouTube channel videos. The channel was chosen since it often mediates discussions between two parties discussing social matters. As the discussions are conducted live, all utterances are spontaneous, which matches the purpose of this research. The results of this study are expected to enrich the knowledge and become an additional medium for EFL students to know the use of ellipsis and substitution in spontaneous conversations in English.

## Theoretical Framework

### 1. Spoken Language

Spoken language, a language produced using articulate sounds or manual gestures, relies heavily on the context of the conversation to create a logical meaning for the speaker and listener (Garten et al., 2019). In its production, spoken language tends to be shorter yet complex. Vibar (2022) affirmed that spoken language is characterized by complex sentence structures with low lexical density. It implies that spoken language tends to have fewer lexical (content) words compared to its functional (grammatical) words.

Like written language, spoken language also depends on cohesive devices to convey logical and understandable information between speakers and listeners. Since it is shorter and relies on the context of conversation, spoken language allows the use of elliptic structures that present unclear structures and depend on the context of the text (Martinková, 2013). Besides, Halliday, M. A. K., & Hasan (1976) stated that verbal substitution tends to be used more in spoken language to express statements. Suningsih et al. (2022) discovered that, during the teaching-learning process, teachers tend to use references, ellipses, conjunctions, and substitutions in their utterances. However, ellipsis in simple sentences is mostly used in giving explanations or instructions.

### 2. Cohesion

According to Halliday, M. A. K., & Hasan (1976), cohesion is the interconnected meaning within a text that is called a cohesion entity. Cohesion arises when the meaning of one part of the text must depend on the previous meaning. Further, Halliday, M. A. K., & Hasan (1976) stated that cohesion can be achieved by employing cohesive devices. Halliday, M. A. K., & Hasan (1976) divided cohesive devices into two kinds: grammatical cohesion and lexical cohesion. Grammatical cohesion is the cohesion that is expressed through the grammar unit, consisting of references, substitutions, ellipses, and conjunctions. This present study only focuses on analyzing the use of two grammatical cohesive devices: ellipsis and substitution.

#### a. Ellipsis

Ellipsis refers to the omission of elements normally required by the grammar that the speaker/writer's assumption is obvious from the context and therefore need not be raised (Bilbâie & Nykiel, 2023). Halliday, M. A. K., & Hasan (1976) divided ellipsis into three types, namely nominal ellipsis, verbal ellipsis, and clausal ellipsis.

- 1) A nominal ellipsis is the omission of a nominal group in the structure of text or utterance (Halliday, M. A. K., & Hasan, 1976). For example:

*“Nelly liked the green tiles; I preferred the blue.”*

The nominal group, *tiles*, is omitted since the context has been already given in the previous clause. The complete structure of this sentence is *“Nelly liked the green tiles; I preferred the blue tiles.”*

- 2) A verbal ellipsis is an ellipsis in a verbal group. It has two types: lexical ellipsis and operator ellipsis. Lexical ellipsis is an omission of the lexical verb and operator ellipsis is an omission of the operator verb (Halliday, M. A. K., & Hasan, 1976). For example:

*“Have you been swimming? – Yes, I have”.*

The verbal group *“been swimming”* is omitted since it has been stated in the the previous question. The complete structure of the response is *“Have you been swimming? – Yes, I have been swimming.”*

- 3) A clausal ellipsis is the omission of a clause in a sentence. Clausal ellipses show an omission of subject and verb in the text (Halliday, M. A. K., & Hasan, 1976). Moreover, clausal ellipsis also occurs in response to yes or no questions. For example:

*“What was the Duke going to do? – Plant a row of poplars in the park.”*

There is an omission of the complement within the clausal group of the response. The complete structure should be *“What was the Duke going to do? – The Duke was going to plant a row of poplar in the park.”*

#### b. Substitution

Substitution is a method to refer to a noun, verb, or clause using a substitution unit to create cohesiveness (Fang, 2020; Liu, 2024). Halliday, M. A. K., & Hasan (1976) stated that substitution is the replacement of a word by substituting it into another word. There are three types of substitution, namely nominal substitution, verbal substitution, and clausal substitution (Halliday, M. A. K., & Hasan, 1976).

- 1) A nominal substitution is used to substitute the nominal group from the context into the word 'one' or 'ones' (Halliday, M. A. K., & Hasan, 1976). For example:

*I shoot the hippopotamus with bullets made of platinum because if I use leaden ones, his hide is sure to flatten ‘em.”*

The noun *bullets* in the first clause is substituted with *ones* in the second clause. This substitution functions to create variation in a sentence.

- 2) A verbal substitution is used to substitute a verb into auxiliary verbs do, does, did, doing, and done (Halliday, M. A. K., & Hasan, 1976). For example:

*“Does Jean sing? – No, but Mary does.”*

The word *“does”* substitutes the verb *“sings”*.

- 3) A clausal substitution is used to substitute an entire clause that is marked with the use of 'so' or 'not'. Clausal substitution functions to shorten the text and avoid repetition (Halliday, M. A. K., & Hasan, 1976). For example:

*“...if you’ve seen them so often, of course you know what they’re like’. ‘I believe so,’ Alice replied thoughtfully.”*

The word *so* is used to substitute the whole clause *I know what they’re like”*.

## Method

This study employed descriptive qualitative with text analysis technique to videos uploaded on the Jubilee YouTube channel. The videos were chosen based on the following criteria, (1) being uploaded on the Middle Ground Jubilee YouTube channel series ([Middle Ground | Jubilee - YouTube](#)), (2) being watched by more than 1 million viewers, and (3) having duration between 15

to 50 minutes. The criteria for selecting videos ensure that the analysis focuses on content that is widely viewed and engaging, with videos of a duration that allows for meaningful discussion without overwhelming the viewer. The videos were watched and transcribed to obtain the conversational texts. The data was then analyzed by employing the theory of cohesive devices proposed by Halliday, M. A. K., & Hasan (1976). Those utterances containing ellipses and substitutions were identified and documented in a Microsoft Excel table. This process resulted in 106 utterances to be further classified and analyzed.

## Results and Discussion

### Results

This study investigates the implementation of ellipsis and substitution in spontaneous spoken language. The data was taken from conversational texts from Jubilee YouTube channel videos. Table 1 demonstrates the results of the analysis.

**Table 1** Results of analysis

No	Video Title	Ellipsis			Substitution		
		Nominal	Verbal	Clausal	Nominal	Verbal	Clausal
1	Flat earthers and scientists: can we trust science?	8	4	0	4	2	0
2	Free ranger vs strict parents: is spanking your kids ever okay?	11	8	2	2	6	0
3	Is being fat a choice?	17	2	0	2	6	1
4	Are women and men equal? Ex-Muslims vs Muslims	7	3	1	2	2	1
5	Flat earthers vs scientists: can we trust science?	7	3	3	1	1	0
<b>Subtotal</b>		<b>50</b>	<b>20</b>	<b>6</b>	<b>11</b>	<b>17</b>	<b>2</b>
<b>Total data</b>		<b>76</b>			<b>30</b>		

Table 1 reveals that all types of ellipses and substitutions are implemented in the spontaneous spoken language used in the videos of the Jubilee YouTube channel. Generally, it can be seen that ellipsis cases are most likely to occur with 76 data compared to substitution with only 30 data. It implies that speakers tend to omit some elements of their sentences in order to make their utterances shorter, and simpler, but still understandable with the help of the context. Further elaboration of the results of the analysis is presented in the discussion part.

### Discussion

#### Ellipsis

Ellipsis is an omission part of the text that the meaning relies on the context (Halliday, M. A. K., & Hasan, 1976). Ellipsis mostly happens in spoken language as the language tends to be direct and

quick (Goldberg & Perek, 2019). This particular kind of cohesive device can be classified into three categories: nominal, verbal, and clausal ellipsis.

### 1. Nominal ellipsis

Nominal ellipsis is the omission of a nominal group from the text (Halliday, M. A. K., & Hasan, 1976). Among the three types of ellipsis, nominal ellipsis happens to occur the most in spontaneous spoken conversations of Jubilee YouTube channel videos with 50 data. Some examples and analyses are shown below.

**Table 2** Nominal ellipsis samples

No	Original sentence	The complete version of the sentence
a)	<i>I remember a time my son called me. He was <b>10</b> at the time and he said, "Mom, can I have another piece of banana bread?"</i>	<i>I remember a time my son called me. He was <b>10 (years old)</b> at the time and he said, "Mom, can I have another piece of banana bread?"</i>
b)	<i>"Of course, not every factor is purely choice. I don't think that every factor <b>is</b>, but I do think a majority of it is, and in most cases for most people, being skinny or being fat is about willpower."</i>	<i>"Of course, not every factor is purely choice. I don't think that every factor <b>is (purely choice)</b>, but I do think a majority of it is <b>(purely choice)</b>, and in most cases for most people, being skinny or being fat is about willpower."</i>
c)	<i>A: "I think that you're very well educated as well as you are Jim." B: "Certainly, Ali <b>is</b>"</i>	<i>A: "I think that you're very well educated as well as you are Jim." B: "Certainly, Ali <b>is (well educated)</b>"</i>

- a) In the original sentence, the speaker used an elliptic structure after the numeral **10** by omitting **years old**, an adjective, that belongs to the nominal group. The omission of **years old** is acceptable in this utterance since the context is talking about age. The nominal group (**years old**) does not need to appear as the context has helped listeners to understand the utterance.
- b) The noun phrase (**purely choice**) was omitted in the two later clauses since it had been mentioned earlier in the first sentence. This omission does not disturb the process of understanding the utterance because both the speaker and listener have gotten the context of the conversation.
- c) The first speaker said that the listeners, as well as Jim, are well-educated. The second speaker replied by saying that Ali is (*well-educated*) also, but the phrase **well-educated** was omitted since the context has been understood. **Well-educated** functions as an adjective after the verb (to be) and belongs to the nominal group. Thus, this case can be categorized into nominal ellipsis.

This study discovered nominal ellipsis to be the most-occurring case in the spontaneous spoken language. This may be due to the fact that nominal ellipsis shortens the texts, avoids repetitions, makes a story more communicative, and creates an ear-catching flow of the sentences. Similarly, this research found that nominal ellipsis shortens the text and avoids overused nominals but is still understandable in the conversations. The most common occurrence of nominal ellipsis in this study happened in the omission of adjectives after numeral nouns.

## 2. Verbal ellipsis

Verbal ellipsis is the omission of a verbal group from the context in which the structures are not shown completely (Halliday, M. A. K., & Hasan, 1976). Twenty (20) verbal ellipses were found in the conversations on the Jubilee YouTube channel. The samples are shown below.

**Table 3** Verbal ellipsis samples

No	Original sentence	The complete version of the sentence
a)	<i>By thousands and thousands of scientists around the globe, you are dealing with smart people. Believe me, <b>you are.</b></i>	<i>By thousands and thousands of scientists around the globe, you are dealing with smart people. Believe me, you are <b>(dealing with smart people).</b></i>
b)	<i>Oh, I don't wanna play violin anymore," but it's like, you <b>can't</b>. You're not allowed to quit things that you start because even as an adult, you become a flaky adult.</i>	<i>"Oh, I don't wanna play violin anymore," but it's like, you can't <b>(stop playing violin)</b>. You're not allowed to quit things that you start because even as an adult, you become a flaky adult."</i>
c)	<i>If you don't wanna participate in the conversation whatsoever, you don't <b>have to.</b></i>	<i>"If you don't wanna participate in the conversation whatsoever, you don't have to <b>(participate in the conversation).</b>"</i>

- a) The example shows the omission of a verbal group **dealing with smart people**. The speaker omitted the verbal group as it is already mentioned in the previous clause. Therefore, the utterance becomes simpler, but the context and meaning are still understandable.
- b) The speaker omitted a verbal group (**stop playing violin**) in the next sentence since it has been stated previously. The omission does not disturb the meaning of the utterance since the context has been well understood by both the speaker and listener.
- c) There is an occurrence of verbal ellipsis after the modal operator "have to". The verbal group **participate in the conversation** was omitted since it had been previously stated and understood by the participants of the conversation.

## 3. Clausal ellipsis

Clausal ellipsis is the type of ellipsis that leaves a clausal group in the context (Halliday, M. A. K., & Hasan, 1976). Among the three types of ellipsis, this kind occurs the least with only six cases. The examples are shown below.

**Table 4** Clausal ellipsis samples

No	Original sentence	The complete version of the sentence
a)	<i>Do we give our kids quiet downtime? <b>Yes.</b> Am I looking through all their stuff? <b>No.</b></i>	<i>Do we give our kids quiet downtime? <b>Yes, (we give our kids quiet downtime).</b> Am I looking through all their stuff? <b>No, (I am not looking through all their stuff).</b></i>

b)	A: How many graves? B: Seven. A: Where? B: in Hungary.	A: How many graves? B: Seven. A: Where ( <b>are the graves</b> )? B: ( <b>They are</b> ) in Hungary.
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- a) Clausal ellipsis often occurs in yes-no question responses, in which a speaker leaves a clausal group in the utterance as the context of the conversation has already been clear. In the example, the speaker simply says **yes** and **no** to the questions, as the continuation of these responses has been stated previously. Therefore, the clauses **we give our kids downtime** and **I am not looking through all their stuff** are not necessary.
- b) The context of this conversation is talking about graves, as stated by the first speaker in his first utterance. He then continued with **where** which is still understandable even though the clause after it was omitted. The second speaker could understand the question, so he talked about the location of the graves. The second speaker himself performed a clausal ellipsis as he omitted the clause **they are** in his answer.

## Substitution

Substitution is the replacement of a word into a substitution unit (Halliday, M. A. K., & Hasan, 1976). This type of cohesive device mostly occurs in spoken language in addition to ellipsis. Adiantika, N. H., & Floranti (2018) mentioned that both ellipsis and substitution belong more to the spoken language; they are something left but still understandable. Substitution is also classified into nominal, verbal, and clausal substitution.

### 1. Nominal substitution

Nominal substitution is substituting the nominal group into substitution units 'one' or 'ones' (Halliday, M. A. K., & Hasan, 1976). The results of the analysis discovered 11 data of nominal substitution in the spontaneous spoken language in Jubilee YouTube channel conversations. The samples and analyses are shown below.

**Table 5** Nominal substitution samples

No	Original sentence	The complete version of the sentence
a)	<i>I want to become a fashion designer. My dad was <b>one</b>.</i>	<i>I want to become a fashion designer. My dad was <b>a designer</b>.</i>
b)	<i>The two biggest <b>ones</b> that stand out to me would be, like, the issue of the hijab.</i>	<i>The two biggest <b>issues</b> that stand out to me would be, like, the issue of the hijab.</i>
c)	<i>but if your theory is an authentic <b>one</b> and it can go through this hardship of scientific method eventually, (it) will win.</i>	<i>but if your theory is an authentic <b>theory</b> and it can go through this hardship of scientific method eventually, (it) will win.</i>

- a) A nominal substitution occurs in the above example. The speaker substituted nominal group **a designer** with substitution unit **one**. It aims to avoid repetition and create variation in the utterance.



- b) In this context, the participants were talking about some issues regarding Muslim women. The speaker substituted the word **issues** with **ones**. In this utterance, the substituted word appears first while the reference word appears last.
- c) In this context, the speaker mentioned the theory that is used by the flat-earthers team. In his utterance, the noun **theory** was substituted with **one**. It functions to avoid repetition, create variation, and state the same idea using different ways in the utterance.

## 2. Verbal substitution

Verbal substitution is the replacement of a verbal group with an auxiliary verb (Halliday, M. A. K., & Hasan, 1976). Based on the analysis of 106 utterances in the Jubilee YouTube channel videos, verbal substitution is the most frequent substitution type (17 of 30 data). The examples and analyses are shown below.

**Table 6** Verbal substitution samples

No	Original sentence	The complete version of the sentence
a)	<i>You're referring to Jesus, who many billions of people do not believe, including myself. And many more billions <b>do</b>.</i>	<i>You're referring to Jesus, who many billions of people do not believe, including myself. And many more billions <b>believe</b>.</i>
b)	<i>A: You quoted, at the beginning of this, you quoted the Bible. B: Of course, I <b>did</b>, . . .</i>	<i>A: You quoted, at the beginning of this, you quoted the Bible. -B: Of course, I <b>quoted</b> the bible . . .</i>
c)	<i>What's the difference between an obese person, myself walking around in a G-string or a bathing suit as I do almost every day, and a skinny person? Or to say that when Lizzy <b>does</b>. It is the same as a Victoria's Secret angel? It's just not the same.</i>	<i>What's the difference between an obese person, myself walking around in a G-string or a bathing suit as I do almost every day, and a skinny person? Or to say that when Lizzy <b>walks around in G-string or a bathing suit</b>. It is the same as a Victoria's Secret angel. It's just not the same.</i>

- a) The speaker was talking about the connection between religion and science. He said that religion and science can be aligned, but not all people believe in the same God. In conveying his message, the word **believe** was substituted with **do**. The use of **do** maintains the flow of parallelism and makes it more effective in conveying the contrast of the previous clause.
- b) Verbal substitution occurs in the above conversation, in which the second speaker substituted the verbal group **quoted the Bible** with **did**. The lexical verb used for substituting the word should follow the tense in the context. Since the speakers talked about something that happened in the past, the auxiliary verb **did** should be used to substitute **quoted**.
- c) The speaker was talking about how an obese person is judged when they walk around in a G-string or a bathing suit. The speaker used verbal substitution when talking about Lizzy, an obese person, wearing a G-string or a bathing suit. She substituted the verbal group **walking around in G-string or a bathing suit** with the word **does**. The application **does** agrees with the tense and subject of the sentence.

### 3. Clausal substitution

Clause substitution is the replacement of a whole clause that is identified by the use of 'so' or 'not'. It aims to condense the text and prevent redundancy (Halliday, M. A. K., & Hasan, 1976). The finding of this analysis reveals that clausal substitution is not commonly found in the spontaneous spoken language of Jubilee YouTube videos. Only two data were found, and they will be explained below.

**Table 7** Clausal substitution samples

No	Original sentence	The complete version of the sentence
a)	A: <i>Is it okay that the skinny person is doing that?</i> B: <i>I don't think so.</i>	A: <i>Is it okay that the skinny person is doing that?</i> B: <i>I don't think <b>it's okay that the skinny person is doing that.</b></i>
b)	<i>I remember the imam told me, like women, when you go to hajj, you can't wear like body spray, right, or perfume. ... . Well, because the Quran says so."</i>	<i>I remember the imam told me, like women, when you go to hajj, you can't wear like body spray, right, or perfume. ... . Well, because the Quran says <b>women can't wear body spray or perfume when they go to hajj.</b>"</i>

- a) In response to the question, the second speaker said that she does not think a skinny person is okay to walk around in a G-string. Instead of saying the full sentence, she substituted the clause **it's okay that the skinny person is doing that** with **so**. The speaker condenses her response using clausal substitution in order to make the utterance simpler and shorter but still bear the same meaning as the full utterance.
- b) The speaker talked about how Muslim women cannot wear body spray or perfume when they go to the hajj, as it is told in the Qur'an. In conveying her message, she used substitution to substitute the clause **women can't wear body spray or perfume when they go to hajj** into the clausal substitution unit **so**.

The study discovered clausal substitution to be the least-occurring case in the spontaneous spoken language. Spontaneous speech tends to favor simpler, more direct forms of cohesion such as ellipsis and substitution at the word or phrase level, rather than complex clausal substitution. The reason for this may lie in the need for quick, efficient communication where speakers rely on context to fill in missing elements (e.g., ellipses or substitution of single words or phrases) instead of entire clauses, which would require more cognitive effort to process (Haselow, 2017).

## Conclusion

This study investigates the occurrence of ellipsis and substitution in spontaneous spoken language. The data was obtained from Jubilee YouTube channel videos and analyzed using the theory of Halliday, M. A. K., & Hasan (1976). The study reveals that the conversations contained all types of ellipsis and substitution, with nominal ellipsis being the most frequent. Compared to written language analysis, spoken language studies show more results of ellipsis and substitution. The study aligns with previous research showing that nominal ellipsis is commonly used in spoken language. Nominal ellipsis contributes to text shortening. Among 106 data, nominal ellipsis occurs the most

with 50 cases. This is in accordance with the previous research (Dontcheva-Navratilova & Povolná, 2009), stating that nominal ellipsis tends to shorten the texts, avoid repetitions, make a story more communicative, and create an ear-catching flow of the sentences. Similarly, this present study also finds that nominal ellipsis shortens the text and avoids overused nominals but is still understandable in the conversations. The most common occurrence of nominal ellipsis in this study happened in the omission of adjectives after numeral nouns. Meanwhile, clausal substitution is found the least due to the fact that spoken language favors simple and more direct forms of utterances that require minimal effort to understand.

Overall, the study highlights the importance of ellipsis and substitution in spontaneous spoken language. This study offers significant contributions both theoretically and practically. Theoretically, it deepens the understanding of grammatical structures, particularly ellipsis and substitution, which are central to cohesive language use in both written and spoken forms. By analyzing these structures in spontaneous language, the study adds to the body of knowledge on how language economy and contextual understanding shape communication, as well as how these structures are employed for efficiency in everyday speech (Biber, D., Johansson, S., Leech, G. N., Conrad, S., & Finegan, 2021; Halliday, M. A. K., & Hasan, 1976). Practically, the study serves as a valuable resource for English learners, offering insights that can directly improve their grammar, speaking, and writing skills. The use of ellipsis and substitution is common in conversational English, and by understanding how these structures function, learners can enhance their fluency, reduce redundancy, and communicate more effectively (Thornbury, 2018). Moreover, the application of these grammar concepts can lead to more natural, concise, and coherent spoken and written discourse, an essential skill for both academic and professional communication. Therefore, this research not only advances theoretical linguistics but also provides practical tools for language learning and teaching.

Despite its fruitful contributions to both academic and practical fields, this study bears some limitations. Firstly, this study only focuses on ellipsis and substitution. The recommendation for future research is to analyze other cohesive devices, such as lexical cohesive devices (hyponym, synonym, collocation, and repetition). Secondly, this study only identifies the use of ellipsis and substitution in spontaneous spoken language; therefore, future research can examine more deeply the effects of using substitution and ellipsis in such language. The last limitation is that this research was only limited to five Jubilee YouTube channel videos with serious discussion. The suggestion for future research is to take other objects with more varied languages, whether they are native or non-native speakers.

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