

CHAPTER I

Introduction

This chapter provides the background of the study, research questions, purposes of the study, limitation of the study, and the significance of the study.

1.1 Background of the Study

Essay is an output in academic writing class. Students are free to write their argument whether to inform or persuade the readers. The argument is supported by facts such as articles, books, and journals. However, Maui (2011) shows that students still use non-academic style in their writing such as abbreviations, judgmental words, and spoken language. In fact, students are more concerned to grammatical errors than considering the formal terms and necessary or unnecessary word in sentence (Carroll, 1990:1).

Essay as academic writing, also requires the utilization of effective sentence which means the whole words in sentence work to express the idea. Thus, ineffective sentences which is unnecessary also need to be revised. Carroll (1990:4) confirms that students tend to write ineffective sentences because they have limited ability to make concise sentence. Concise sentence would produce effective writing. Repetition is one of reasons ineffective sentences occur.

On the other hand, according to Meyers (2003), repetition is needed in academic writing. The right function of repetition is to stress the main topic in writing (Brannan, 2003:455). Students repeat and connect the main topic to the other sub-topics to allow readers to see the connection. But, the students often use unnecessary repetition, which can be eliminated to make clear writing. Students spread the same word in essay which may reduce readers' interest. Besides, students repeat the information twice but in different forms. That phenomena is called redundancy.

According to May and May (2009), the difficulty of writing is how to make a clear and concise writing. Some of the characteristic of unclear sentences are long and rumble. The cause of that wordy sentences are the existence of redundancy. Redundancy means unnecessary words which have the same information and meaning in different words (Hermianthy, et al. 2013). Students do redundancy because they believe that long-winded writing is a fancy thing in academic writing or serving complete information (Checkett and Checkett, 2004). On the contrary, it confuses the readers and degrades credibility for both the students as the writers and the essay.

One of the factor of redundancy's occurrence is the lack of vocabulary. Students use the words without knowing the meaning based on the context. Munchie (2002) also states writing becomes difficult for students who lack on the vocabulary. Students also lack on using words in the proper context. It is influenced by the process of writing which is used translation from the first language to English, in this

case Indonesian as the first language. Students translate it directly without considering the context. Moreover, Indonesian people tend to use the language which has double meaning and rambling.

Readability and comprehensibility are required to write a good essay. The purpose of writing is to inform the students' ideas to the readers. To successfully transfer the information, students should consider the used of words; there are not information which is repeated. Eliminating redundancy can be strategy for students creating concise writing. In addition, the concise writing will ease the readers get the ideas of students' writing corresponding to purpose of writing. So, that is why redundancy is important to be recognized by the students.

Redundancy is one of problem in academic writing; essay. The previous study by Hermianthy (2013) was conducted to descriptive texts made by Senior High School students. She is reasoned that Senior High School students are still difficult creating effective words in making descriptive text. The result of the study (2013) shows that most occurrence kind of redundancy is tautology. Meanwhile, the most cause of the study (2013) is lack of vocabulary as many as 45%.

So, researcher desires to find out redundancy in college level especially in English Language and Education Study Program. As teachers to be, they will teach their students creating appropriate writing and assess it. Therefore, they are supposed to have good writing skill including making concise sentence. Besides essays is the

earliest stage in college level because when they were in Senior High School they did not learn making effective sentence; eliminating redundancy. This study focuses on redundancy in Essay of ELESP students in English Department of State University of Jakarta (UNJ) whether among the words and in phrase.

1.2 Research Question

This study is aimed to answer the following main questions: *To what extend do students' make redundancy in their essays?* This main research question has two sub-question to help answering the main question. Those sub-questions are:

1. What are types of redundancy mostly found in essays of ELESP students?
2. How do students perceive the causes of redundancy in their essays?

1.3 Purpose of Study

This study is aimed to find out:

1. The types of redundancy in essay of ELESP students in Academic Writing 1 class.
2. The causes of redundancy on the students' essay in Academic Writing 1 class.

1.4 Scope of Study

This study focuses on redundancy in academic writing text of English Department students.

1.5 Significance of Study

The result of the study is essential in providing insights of redundancy in academic writing of English Department students as one of the problem in academic writing. It helps the students to be more aware and thorough to the dictions in their writing. Besides, it provides feedbacks to the lecturers of Academic Writing subject on redundancy as one of the problems in writing.