

CHAPTER II

Literature Review

This Chapter discusses the related issues of this study which focused on writing problems, redundancy, kinds of redundancy, academic writing, essay, and writing process.

2.1 Academic Writing

Academic writing is essential and familiar in college level because students use academic writing to achieve their assignment and even bachelor degree. Academic writing is a form of formal writing that it considers the content, the use of word, the structure and the source to accomplish academic needs. Contrary, students do not exactly know the differences between academic writing and general English writing as the study of Lee and Tajino (2008). According to Maui (2011), academic writing also contains the information which is relevant with the topic; students used the references which is related to the topic. Because of the content of academic writing is not easy to be understood, she (2011) also adds that the structures in academic writing is important to be considered in order the writing can be delivered smoothly and systematically. In other words, the transition among sentences and paragraph is continuous. Hogue and Oshima (1991) stated that it is called coherence writing which contains the relation among sentences and paragraph must be logical.

Writing considered as an academic writing through the use of words or language by the writer in order to make it look comprehensible, concise and based on the facts. It is affecting to the readers' understanding to the topic. Besides the use of words or language, academic writing is also marked by the supporting sources. Hogue and Oshima (1991) state that appropriate academic writing concrete support; using fact statement. On the contrary, the opinion statement is often met in their writing (Hogue and Oshima, 1991:71). Academic writing is suggested not containing judgmental sentence; objective. Students is allowed to give their opinion in their writing as long as it is supported by academic sources. Maui (2011:8) writes that the ideas in academic writing must be supported by academic sources such as books, journals, and academic articles. The sources will provide that the opinion in students' writing is objective and based on the fact. Students may be careful using the sources to support their writing in order do not commit plagiarism. Plagiarism is copying the other statements without citation and admitting it as our own (Maui, 2011:18). To avoid the plagiarism, students must be paraphrase or quoted the statement or theory and cited the author in their academic writing. Hogue and Oshima (1991:83) support that students must put the author's name when paraphrasing and quoting.

Academic writing has many types such as essays, papers, journals, articles, thesis, and research. Researcher will analyze redundancy on essay in academic writing class. Essay is earliest stage for college students because essays are not learned in Senior High School.

2.1.1 Essay

Goldman and Hirsch (1986:11) state essay is a text which contains the objective opinion or idea by the students. Hogue and Oshima (1991:100) confirm that essay is consist of several paragraph which is each paragraph have main idea because the topic of the essay is commonly complicated if it is explained only one paragraph. In essay, students have to take a topic that could be developed in their writing. According to Checkett and Checkett (2004) in essay, students gather paragraphs that each of them is related. Essay is dominated by students' view by their explanation whether to inform or persuade. Essay has structure to make the students' opinion well organized and logical.

As kind of academic writing, essay must be convince the readers to take the students' points without being explained by long sentences (Goldman and Hirsch, 1986:11). So, essay does not require to have long and wide explanation. Moreover, essay is a short form of academic writing. Students should use effective words in order the essay looked brief but serving complete information as the students mean. Although the essay is a short form of academic writing, students serve their ideas supported by the facts and must put the author's name when they borrow the statement or get the information from that author book or journal.

Carroll (1990) describes the structure of Essay into four parts, they are title, introduction, body, and conclusion. Those parts are also described by Checkett and Checkett (2004) but they only mention introductory paragraph, body paragraph, and concluding paragraph which are important in an essay. Those each parts have some function to make an essay can be easy to be read and getting the ideas.

a. Introductory Paragraph

This part is to introduce the topic before each students' idea is presented. Oshima and Hogue (1991) write that introductory paragraph presents two parts; general statement to gain readers' interest and thesis statement to state the main topic of the essay. Besides Checkett and Checkett (2004) mention thesis statement is essential in an essay as clue what writing explain about. Thesis statement consists of statement of the main topic and the major topic for each body paragraph. So, readers could see what are going to discuss in the next paragraph.

Carroll (1990) adds that in introductory paragraph, students should attract the readers to read more and curious to the topic. Besides introducing the topic of essay, the other purposes of introductory paragraph are giving the reason students choose the topic and description why the essay is interesting to be read (Hogue and

Oshima, 1991:101). Introductory paragraph is important to cover an introduction of the content of the essay because it determines the readers whether to continue reading or stop.

b. Body Paragraph

The thesis statement in introductory paragraph will be developed in body paragraph. Body paragraph have two parts, the topic that is taken from thesis statement and the controlling idea that explains the topic (Checkett and Checkett, 2004). In the other words, the each body paragraphs consist of the major topic based on the thesis statement. Maui (2011) shows that this paragraph contains students' views related to the topic in introductory paragraph. Body paragraph is the longest part in an essay because it is possible to be served more than one paragraph with the reason of each paragraph in the body of essay explores each sub-topic. Every paragraph in the body, has topic sentence which has supporting sentence (Hogue and Oshima, 1991:101).

The logical, coherence, and well-organized essays could be seen in body paragraph. The main information of the essay is in the body paragraphs so, the students should consider the relation among the words, sentences, and paragraph (Hogue and Oshima, 1991:101).

One paragraph in body essays is to support one major topic which have been mentioned in thesis statement.

c. Concluding Paragraph

In this part, the writer restate the main ideas and summarize the topic that have already written in the introductory and body paragraph. Hogue and Oshima (1991:107) state in concluding paragraph students write the conclusion the main points which have been discussed in the body and restate the thesis but in different words. The purpose of this paragraph is to show that process of the writing is serious and important to read (Checkett and Checkett, 2004). In this part, students should impress the readers that essay is worth to read and meaningful (Carroll, 1990:18). Students are still asked to give opinion about the topic based on the information which is provided in the essay. Students is supposed to use simple words in order to make a comprehensible writing for the readers.

2.2 Writing Process

According to Goldman and Hirsch (1986:10), students need to focus on meaning, structure, and style in process of writing. Students consider the way they deliver the message in written form so, readers won't be confused to the students' writing. Besides meaning, structure is also essentials. It could influence the meaning.

The last one is style. Students consider what the suitable word to express their ideas in order to make the writing looks interesting.

Creating a good writing uses some ways. According to Hogue (1996) Pre-writing, writing the first draft, editing the first draft, and writing the final draft are common ways to make a proper writing.

1. Pre-writing

Pre-writing is used to select and brainstorm the ideas. Students begin to select the topic which is going to discuss in their essay (Carroll, 1990). In this step students collect information from many sources and decide the information that will be supported in writing (Hogue, 1996). Maui (2011) adds that this step is important in order to support the next step, writing an essay. Maui (2011) also mentions that research is important to make an essay; whether a research to analyze data and a research to find academic studies to support the students' ideas. This step known as making an outline. Carroll (1990) states in outline, students are allowed to make a thesis statement. Outline could contain the list of information to support the essay, the mind map of the points of essay, or framework of the essay.

2. Writing the first draft

In this step, students start to show the idea in writing form based on the information gained in the previous step. Students gather the points which is written on outline into paragraphs (Carroll, 1990). Students are asked to have ability organize the points of writing into unity paragraph. In writing the first draft, students usually do mistakes. Therefore there are still other steps to make a good writing.

3. Editing the first draft

This step usually called revision. It is the chance for students to edit their writing and also help the students to know their writing weaknesses. Leki (1998) gives tips that this step is also helped by the readers so that students would get feedbacks which is needed to make a revision. Revision could be done more than once.

The first draft is revised in order to make it more interesting and easier to read (Hogue, 1996). Students take notes on writing errors in first draft. Carroll (1990) wrote some tips in his book that students must pay attention to the clarity, structure, word choice, and transitions in revising the writing. The tips also mentioned '*avoid unnecessary words*'.

4. Writing the final draft

This last step demands the students to rewrite after doing revision (Hogue, 1996). This step is similar with writing the first draft. Students are easy to write the final draft because they only need to rewrite the previous writing based on the revision(s). The final draft could write when the students have been sure that the mistakes are revised into getting the better essay.

2.3 Writing Problems

Writing is one compulsory subject for students. They often face problems while composing essays. One major problem they encounter is on the writing style. Students tend to have weaknesses in using academic language (Maui, 2011:4) which is essential in academic writing. Abbreviations, judgmental words, and spoken language are the common inappropriateness of students' writing style (Maui, 2011:7). Cases of inappropriate abbreviations; for example *can't* and/or *don't*, judgmental words, for example *good* and/or *bad*, and spoken language such as a long sentence without any pauses and/or punctuations, would decrease the objectiveness of the students. Maui (2011) stated, students frequently use long explanations in spoken language form; influencing their writing style.

Another problem is the difficulty in communicating the ideas of the writer to the readers. Clarity, coherence, and focus are needed to establish a communication between the writer and the readers (Carrol, 1990). He (1990) adds that ambiguity may occur due to lack of clarity. Whereas Hogue (1996) states that a sentence consists of only one information. In addition, proper transitions are also required to achieve the coherence writing which has noticeable link between the ideas, sentence, and paragraph (Carrol, 1990). Another aspect of the writing problem is focus writing. Students typically explain too broad; out of the topic of the writing itself. Thus, influencing the coherence of the writing (Carrol, 1990). Without proper transitions, the connection between sentences and/or paragraphs would be cluttered; therefore it corrupts the coherence.

Another study shows that to express the idea is by using proper words. This problem occurs because of students' lack on vocabulary (Harmianthy, et al. 2013). To create an appropriate writing, students should have a good background knowledge both on the topic and vocabulary. Students may have a hard time deciding proper words if they have limitations on the background of knowledge of the topic. These phenomena make them insecure, causing them to create long sentences with needless explanations on their writings. That is because they are not sure about their use of vocabulary. Insecurity could influence the students' ability to make concise writing, for example this sentence ***Everyday even on holiday**, Jakarta always has traffic jam everywhere and anytime*. Students add the word *holiday* because they are afraid that

the word *everyday* could not cover enough, whereas *everyday* means every single day including holiday.

Concise writing is needed for readers to capture the main point of ideas (May and May, 2009:51).). They (2009:51) also add that “*in general, concise writing contain no unnecessary elements – no extra words, phrases, sentences, or paragraphs.*” Gerson and Gerson (1992:36) confirm that the writing is concise if the students deliver the message once. Conciseness would help the students to accomplish the purpose of writing, that is, to inform the readers successfully. In achieving concise sentence, students are supposed to avoid wordiness. Wordiness is a problem which involves the wasted words (Meyers, 2003:202). Students use long sentences while there are many simple forms to make it shorter. Another phenomena is redundancy which is included in wordiness. Redundancy is repeating the same information with different words (Gerson and Gerson, 1992). Using more than one expression to express one information definitely make wordy sentence. Students may reduce the case of redundancy by understanding the proper use of words. In most cases, students do redundancy unconsciously.

Formal style, communicative, and conciseness are recommended to accomplish an appropriate essay. Students are obligated to consider them in writing process; in the first draft and further revisions. These things could help readers to understand the student’s ideas easily.

2.3.1 Wordiness

Students tend to use long sentence to express their idea in writing forms. Long sentence is allowed as long as the whole words work to express the message. On the contrary, long sentence usually contained with words which are not needed at all. That phenomena is called wordiness. Wordiness is a problem of sentence which is long while it could be shortened (Meyer, 2003:202). Supported by Norton (1992:190), he states wordy sentence contains of unnecessary words and phrases which only make the sentence longer. The information of the sentence is little but students use many words to express it; those become wasted words. The writing could not be concise if it has wordiness, for example in the sentence *He **has ability** to swim*. The words *has ability* have simple form with the same meaning; it is the word *can*. The sentence becomes shorter and concise: *He can swim*. Another example of wordiness which is often encountered, ***In my opinion** smoking has not advantages*. Whole of the essays which are written by students is their opinion. So, the words *in my opinion* are called wordiness.

The readers would not be comfortable with the wordy sentence because it wastes their time to get the point of the writing. Long needless sentences would annoy readers to gain the message (McMahan & Day, 1984:78). Instead, delivering the ideas directly is much more favored by the readers rather than long explanations, for example: *My mother is a woman*

who wears pink dress. Readers have already known that the term ‘mother’ is a woman. The direct sentence: *My mother wears pink dress* would be much favored by readers. Wordiness occurs because students are insecure with the short one. Students are afraid that readers could not catch their ideas by short sentence. Another reason is stated by Harris (2000) that students assumes the long sentence will become interesting essay. In the other words, students are more focused on the length of essays than the content.

Wordiness may have happened if the students repeat the information more than once. Such case is called redundancy. The effect both redundancy and wordiness is similar; it contains wasted and needless words. But redundancy is narrowed on the same meaning which is existed in different words. In another word, redundancy is included in wordiness but wordiness is not included in redundancy.

2.3.2 Redundancy

Besides the tendency of using long sentence, students also tend to express the same information more than once in different words; called redundancy. Redundancy is a writing problem which shows the repetition of words which has the same meaning (Gerson and Gerson, 1992:36). The example of redundancy is in this sentence, *the defendant was accused of six*

illegal crimes. There are two words which have same meaning, the words are *illegal crimes*. According to Oxford Advanced Learner's Dictionary the word *illegal* means "not allowed by the law" and the word *crime* means "an illegal act". That is why the words *illegal crime* is included as redundancy. The students can use the word *illegal* only or the word *crime* only in order there is no useless word in that sentence. Dawson (1992) also confirms that redundancy serves useless words in expressing an idea because without extra words the information has been clear enough. Extra words may made the sentence cluttered. Effective sentence is needed in order to deliver the message.

In other term, redundancy is also named deadwood. According to Messenger and Taylor (1989:134), deadwood contains two words or more, that are not needed because it has the same meaning. Meyers (2003:201) states "*deadwood is lifeless and useless language.*" The example of redundancy: *The fire alarm sounded at 2:00 p.m. in the afternoon.* The extra words *in the afternoon* is useless because *2:00 p.m.* has shown that it is afternoon. Then, the example of deadwood: *The tray is **rectangular in shape** and predominantly **blue in color**.* This example shows the meaning of shape and color have been already there in the words rectangular and blue. Moreover, readers have already known that rectangular is shape and blue is

color. According to both examples, redundancy and deadwood are the same which is words and phrases only have one meaning.

Committing redundancy produces wordy sentences (McMahan and Day, 1984:78). The number of words in a sentence could be reduced by eliminating redundancy. Another example: *It was **small in size, round in shape, and yellow in color***. The sentence consists of 12 words. After revising the redundancy in there, the number of words are reduced and more concise: *It was **small, round, and yellow***. The number of words decrease into 6 words. It could reduce half of the number of words. Moreover the sentence could be more concise because there is no unnecessary words as stated by May and May (2009) about the requirement of concise writing.

Eliminating redundancy has been proven to reduce the number of words in a sentence. The words are removed without changing the message of the sentence, moreover it becomes clearer (Wallwork, 2011:76). Brannan (2002) and Ploeger (2000) also confirm that eliminating redundancy works to make clear and concise sentence. The sentence is clear because it is straightforward, to the point, then it is concise because every words is used to convey the message.

Students could recognize the existence of redundancy in their writing over the meaning (McMahan and Day, 1984:78). Sometimes, redundant

words do not have the exact same meaning, but they have the same meaning implicitly (Norton, 1986:192). It is occurred in the sentence: *He writes his past history as entrepreneur*. Words *past* means “something that has been happened”. Meanwhile, words *history* means “events which happened in the past”. *Past* and *history* are not exact same meaning, but it has same information that *history* must be happened in the past, so the word *past* is not needed.

According to various sources and the examples from it, Ploeger (2000); Meyers (2003); Brannan (2003); Dawson (1992); Gerson and Gerson (1992); Norton (1992); and Messenger & Taylor (1989), redundancy occurs among the words, for example in the sentence *there are many important problems that concern each and every one of us*. Students commonly use the word *and* to add the information, but in some cases students redundant the information. The word *each and every* in that sentence mean that “they refer to every person or thing”. Commonly, redundancy occurs on phrase which is contained same thing (McMahan and Day, 1984:78). Moreover the phrase is familiar and commonly used by students, such as *free gift* which is meant gift is must be free and *climb up* which is meant climb is must to go up. While, the occurrence of redundancy is also detected in sentence because sentence could contain more than one information. That phenomena happened in the result of Hermianty’s Study (2013) such as in the sentence: *David Villa is a football*

player, he usually plays football. Football player means that person who plays football. That is why students do not need to add *he is usually plays football* because that information has already existed in *David Villa is a football player.*

In conclusion, redundancy is a problem in committing concise writing. Therefore, Norton (1986) suggests to avoid redundancy in making effective sentence where there is no wasted words; so, the writing is comprehensive. Besides, according to Ploeger (2000:147) and Wallwork (2011:76) ~~state that~~ eliminating redundancy is a helpful way to revise the writing into clear and concise.

2.3.2.1 Types of Redundancy

According to McMahan and Day (1984:78) and Hermianthy (2013), redundancy occurs among words and in phrases. To ease students recognizing the pattern of redundancy both among the words and in phrases, Wilbers (2007), Brannan (2003), and Williams (1990) state that redundancy has three types: redundant pairs, modifiers, and categories. Whether redundant pairs, modifiers, and categories could recognize by the meaning. Besides the meaning, redundancy could recognize by the context of the sentence, because there are redundant words and phrases which have not same meaning but have information

contextually. Those redundancies are commonly occur on redundant modifiers and categories.

2.3.2.1.1 Redundant Pairs

Redundant pairs is two words or information which have same meaning (Williams, 1990:116). He (1990:116) also states that the redundant pairs are familiar and often used in writing. Students only need to eliminate one of words in the pairs, because both of them could stand alone. Redundant pairs is found in words such as *important essential*. The words both *important* and *essential* have the same meaning; *cooperate* means “having a great effect on people or thing” and the word *essential* means “extremely important in particular situation”. The meaning of word *essential* use the word *important*, so both the word *important* also means *essential*. In redundant pairs, students are free to pick whether the word *important* or *essential* because both of the words could stand alone.

2.3.2.1.2 Redundant Modifiers

Modifiers word adds description in some words. The modifiers make the words clearer but it could create

redundancy. Therefore, it is possible redundant modifiers exist. Redundant modifiers contains head word and modifiers word which have same information (Williams, 1990:116). The function of the modifier is useless if it is redundant. Cutting the modifiers or find the main word is a way to remove the redundant modifiers.

The redundant modifiers are found in the phrase *various different*. The word *various* is modifiers, while word *different* means “not the same”. Meanwhile the word *various* expresses “several different”. The word *various* is added to give more description to the word *different* but instead it becomes a redundancy. Another example is *link together*. *Together* means to add description about *link*. The word *link* means “connection between two or more things”. People use word *link* when they want to collect several things into one, in other word the several things put together into one.

2.3.2.1.3 Redundant Categories

Last types of redundancy is redundant categories. The students tend to add general categories of word in order to

make clear but it makes redundancy. The general categories are not needed because it has stated in the word indirectly (Williams, 1990:116). Moreover, most of readers are already knowing the general categories of the word. Deleting the general categories will help reducing the number of words in order to get a concise sentence. The example of redundant categories is *large in size*. Word *size* as general categories and word *large* is known as including as kind of size. It is the same thing as the words *pink in color*. *Pink* has already known as kinds of color. The general categories is attached in order getting clearer; unfortunately it only makes a redundancy.

2.3.2.2 Effects of Redundancy in Writing

Redundancy is confirmed as one of the problems in writing. It has several effects which obstruct students to compose an appropriate essay. According to Harris (2000), students still assume that attracting the readers' interest could be done by using long description. He (2000) added that eliminating the information which has already known by the readers is one of the strategies of making a concise and understandable writing. Butt and Castle (2001) also confirm that the

assumption of the use of long words is not acceptable. They state that readers are confused by redundancy. Concise writing is required to make readers interested and easy to understand the writing. Therefore students are recommended to avoid redundancy in writing because by eliminating redundancy, it reduces the number of words into concise sentences.

Supported by McMahan and Day (1984:78), they state that students who is weak on making concise sentence, their writing may be considered not credible by the readers. Revising is required as way of making concise sentence. As students, ability to revise writing is needed besides accurately deliver the ideas. According to Meyers (2003:202), students need to reduce the needless words which could not add significant information in order the writing could be concise. Good and credible writing could be seen through the way the students arrange the words into clear and concise sentence.

The study of Lee and Tajino (2008) show that expressing ideas clearly is the difficult aspect in academic writing. The cause of unclear sentence in academic writing is redundancy. Students tend to focus on grammar than the length of sentence in process of revision. It is proven by many books of writing guidelines which is more provide correction of the grammar and punctuation.

2.3.2.3 The Cause of Redundancy

Redundancy is not recognized by the students in writing. It is why students do redundancy unconsciously. The result of interview in Harmianthy (2013) study, assumes that students have already known to use simple language in academic writing but they do not focus on double words that is made by themselves.

According to Harmianthy (2013) study, there are 55% students do redundancy because the lack of vocabulary. Students writes two sentence with same information because they do not know the meaning of every single word in their sentences. Based on the result, re-check on the meaning of words and/or sentences while revising is really needed to avoid redundancy. McCrimmon (1963:178) states vocabulary is divided into two; recognition and active vocabulary. Recognition vocabulary is the words and its meanings are known by the students but they do not use it whether in spoken or written; making them oblivious to the use of those vocabularies on different contexts. On the other hand, active vocabulary is the words which are usually used by person both spoken and written. He (1963) also add that students have stock of vocabulary but they only know the

meaning but does not know where to place it in the correct context. Therefore, students do redundancy because they do not know how to place the words appropriately. There are 14% students who answered that they do not realize doing redundancy (Harmianthy, et al. 2013). It is related with the lack of vocabulary factor. Students do not know that it is redundancy or problem because they do not know exactly what the words mean.

Besides, the habitual thing among students is translation. Writings are typically translated from first language into second language, in this case Indonesian into English. The form of both first and second are different whether in structure and vocabulary. Students translate the first language into the second by using the first language form. The cause of such case is that the students are not taught English sufficiently (Kannan, 2009). This occurs on this sentence *study is main key to be succeed*. The word *main key* is derived from Indonesia language; *kunciutama*. In fact, both of the words are the same thing.

Another cause of redundancy based on Harmianthy (2013) study is lack of developing sentence appropriately. There are 27% students choose this option in questionnaires. It is because of the lack of background knowledge or experience in written English field. Richard-Amato and Snow (2005:p.72) state that students have

difficulties to make effective writing because the teachers are not confident to give informative feedback. They (2005:p.73) also suggest that teachers could correct the structure and effective writing in the same time while giving feedbacks. Less experiences in writing could influence the process to produce a good writing.

The last cause is the desire to make longer texts (Harmianthy, et al. 2013). The percentage is 4%. According to Harris (2000), long sentence is still considered as pretentious by the students. On the contrary, it makes the readers confused and bored (Goldman & Hirsch, 1986:350). This happened because the students are more focused on the length of their writings; not on the content.

2.7 Theoretical Framework

May and May (2009) declared that conciseness is essentials in a good academic writing but it could be problems for students. Redundancy is a factor which hinder the students to make concise writing. Researcher chooses, Ploeger (2000), Brannan (2003), Wilber (2007), and William (1990) ways' that provide the way to recognize redundancy. It helps researcher to analyze redundancy in students' essay. Researcher uses Williams (1990) guiding's that shows how to categorize the redundancy based on each types and revise it. The study conducted by Harmianthy,

Herawati, and Heryatun (2013) is used as a reference to help researcher arrange the question of interview to answer the second research question.