

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter provides the results of redundancy that are encountered in English Department students of English Education and Language. It is divided into two parts; data description, findings and discussion.

#### 4.1 Data Description

The 60 essays written by 30 English Department students of English Education and Language study program batch 2012 were collected for this study. The data are sentences and paragraphs which contain redundancy. The data were taken from Academic Writing 1 class; 12 DA *Reguler* and 12 DB *Mandiri*. The essays are the product of midterm test in both classes. There are 19 essays from 12 DA *Reguler* and 11 essays from 12 DB *Mandiri*. Each student wrote 2 topics of essay; Traffic jam in Jakarta or nuclear energy as the topic 1 and old fashion value as the topic 2. So, there are 60 essays which is analyzed.

Another instrument of this study is interview. Researcher interviewed 8 English Department students of English Education and Language study program who as participants of this study. The participants are from 12 DA *Reguler* and 12 DB *Mandiri* who joined the Academic Writing 1 class. The recording of interview has been transcribed into writing form.

## 4.2 Findings and Discussion

### 4.2.1 Types of Redundancy

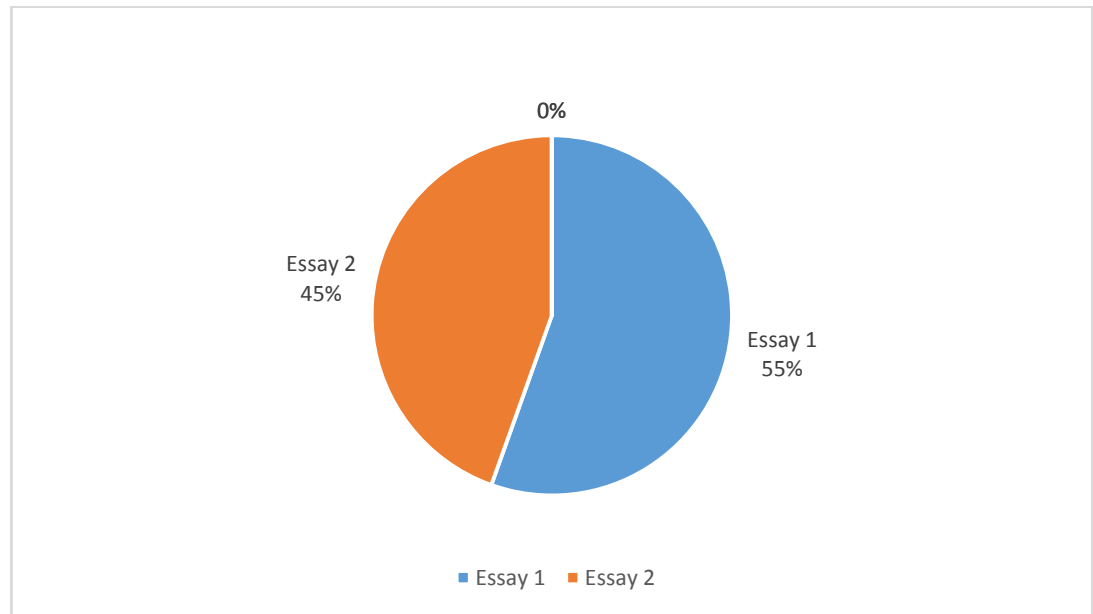
After the data has been analyzed, the researcher counts all redundancies which is found in essay topic 1 and topic 2. There are 30 essays topic 1 and 30 essays of topic 2. Here are the numbers of redundancies in both essays:

*Table 1. Frequency of Redundancy*

Essay Topic	Frequency of Redundancy
Essay 1	61
Essay 2	49
Total	110

Researcher finds as many as 61 redundancies in the essay topic 1. Then the second topic, the frequency decreases to 49 redundancies. In conclusion, the total number of redundancies both in essay topic 1 and 2 is 110.

**Figure 2. Percentage of redundancies of essay 1 and 2**



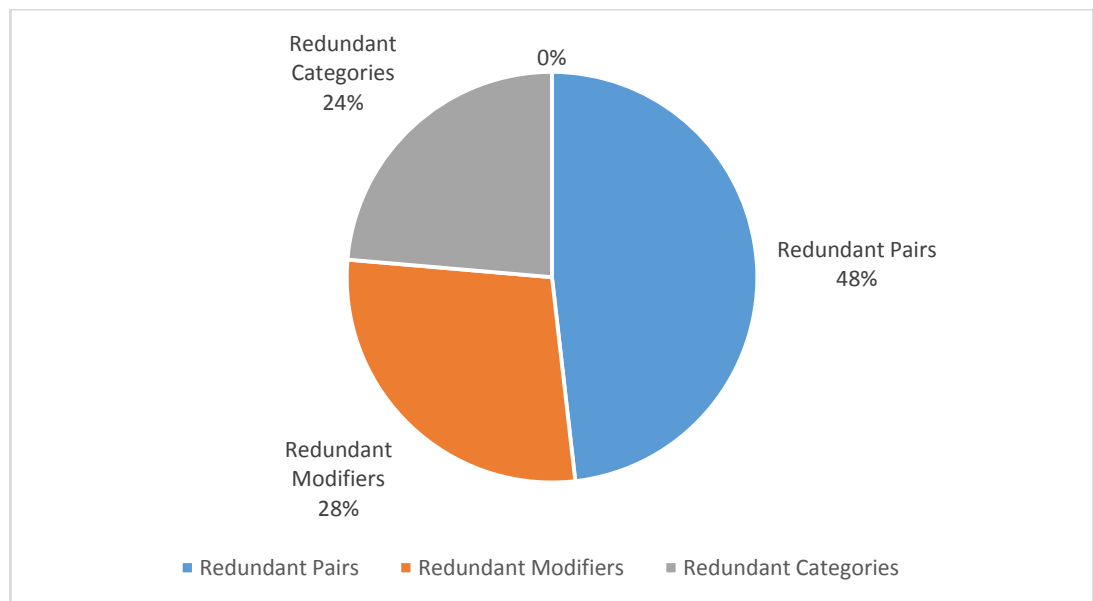
The different of percentage both of the essay are 10 %; essay 1 is 55% and essay 2 is 45%. After calculating the redundancy in both essay topics, the data is categorized into three types; redundant pairs, modifiers, and categories.

**Table 2. Frequency of Redundancy Types**

Essay Topic	Redundant Pairs	Redundant Modifiers	Redundant Categories
1	27	17	17
2	26	14	9
Total	53	31	26

Table 4.2 shows that redundant pairs is mostly found both in the essay 1 and 2. It also shows the total number as well as each type of redundancy in essay 1 decreases in essay 2.

**Figure 2. Percentage of Types of Redundancy**



Type of redundancy mostly occurred is redundant pairs which is 48%. Meanwhile, another half is filled by redundant Modifiers which is 28% and that of redundant categories is 24%. The differences of percentage between redundant modifiers and categories is only 4%. In conclusion, students often repeat the exact same information. Students also often used conjunction *and* to repeat the same meaning, for example *anything and everything*.

#### 4.2.1.1 Redundant Pairs

According to Williams (1990) redundant pairs is two words or information which have exact same meaning. Redundant pairs could exists in phrase and sentence. The number of redundant pairs found in both essays' topic is 53. Here are the examples of redundant pairs which is found in the data:

The example is taken from writing 1 of essay 1.

*In brief, traffic jam in Jakarta can reduce with the **providing and adding** of public transportation.*

This sentence is redundant because of the words *providing and adding*. According to Oxford Advanced Learners' Dictionary, both *providing* and *adding* have same meaning. *Providing* means "to make something exists or available", while *adding* means "to make something exists". Based on the context, *adding* the public transportation means that it also *providing*. Thus, *providing and adding* are categorized as redundant pairs. Contextually, they mean the same. The word *adding* is adequate to explain *providing* too. One of

them could be chosen but it is better that writers choose word adding, because *adding* is more covered the word *providing*.

The example is taken from writing 22 of essay 1.

*Those problems obviously need an alternative way to be solved so the forms of Jakarta's transport can be more **structured and tidy**.*

Both the word *structured* and *tidy* are included or redundant pairs. It is proven on Oxford Advanced Learners' Dictionary, the word *structured* means "arranged or organized", while the word *tidy* "means arranged neatly". The context of sentence is Jakarta's transportation, so the word *tidy* should be eliminated. The word *structured* is more appropriate to the sentence.

The example is taken from writing 29 of essay 1.

*This rule can be an alternative ways to **reduce** or **slowdown** the increasing.*

Based on Oxford Advanced Learners' Dictionary the word *slowdown* is meant that "reduction in speed or activity". The meaning

use reduction. The word *reduce* is meant “to make something less”. Moreover, the context of the sentence whether *reduce* and *slowdown* is to make the increasing amounts of vehicle lower. That is the reason both *reduce* and *slowdown* are characterized as redundant pairs. Eliminating either the word *reduce* or *slowdown* is allowed because it would not change the message.

The example is taken from writing 2 of essay 1.

*Finally, the awareness and the concerned of the citizens are the **main key** to solve the issues.*

According to Oxford Advanced Learners’ Dictionary, word *main* means “most important” and word *key* means “most important thing”. Williams (1990) agree that redundant pairs contain two words have identical meaning, such as phrase *main key* in this sentence. Both word *main* or *key* could be used to express the idea of the sentence. However, the word *main* is typically accompanied by another word, for example *main topic* which is meant the important topic. Therefore, the word *key* is more appropriate used in the sentence.

The example is taken from writing 2 essay 2

*Some tourist who **come to visit** Indonesia are really attracted to Indonesia’s characters.*

The meaning of *come* and *visit* should have been known by the students. The reason is redundant pairs, both *come* and *visit* are identical. According to Oxford Advanced Learners' Dictionary the word *come* means "towards a person or place" and word *visit* means "to go to see a person or place". The revision suggested is to choose *visit* rather than *come* because both of them have same meaning. If students choose word *come*, it may be influenced by Indonesia form which tend to use word *datang* rather than *mengunjungi*.

The example is taken from writing 11 of essay 2.

*It is matter of how we view them in our perspective.*

This sentence describes how the people see based on their own opinion. Both word *view* and *perspective* could describe the message of the sentence. According to OxfordAdvanced Learners' Dictionary the word *view* means "personal opinion about something" and the word *perspective* is "a way of thinking about something". Opinion exists because of the process of thinking, so the word *view* and *perspective* are redundant pairs. One of them could be used, for example: *It is matter of how we view them or it is matter how is our*



*perspective to them.* One of those revision could be used without changing the information of the sentence.

The example is taken from writing 15 of essay 2.

*When we are in **down, depressed, and fall**, honest friend is needed to encourage us.*

The students repeat the same information three times in this sentence. The words *down*, *depressed*, and *fall* show the lower position. This is reinforced by Oxford Advanced Learners' Dictionary that the word *down* means "lower position", the word *depressed* means "having lower amount or level than usual", and the word *fall* means "drop down from higher to lower level". In conclusion that word *down*, *depressed*, and *fall* describe same feeling or position. The sentence is only need one word to describe that lower position.

#### **4.2.1.2 Redundant Modifiers**

Redundant modifiers contains the head words and the modifiers which have same information (Williams, 1990:116). This study shows that redundant modifiers mostly occur in phrase. The phrases are familiarly used, for example *reason why*. The frequency of redundant modifiers is less than redundant pairs. Redundant modifiers

are found as many as 31; 17 in essay topic 1 and 14 in essay topic 2.

Here are the examples of redundant modifiers:

The example is taken from writing 2 of essay 1.

*Some problems then occurred such as the **long horrible traffic jam** especially in some certain busy time.*

The student used the word *long* to give more description of the *traffic jam*. In fact, OxfordAdvanced Learners' Dictionary shows the meaning of *traffic jam* is "long line of vehicles". Students do not need to add the modifiers word such as *long* because it has already meant on word *traffic jam*. Finding modifiers word is required to eliminate the redundancy. Moreover, the modifier word could not stand alone because they have function to add more information. In redundant modifiers students are allowed to eliminate the modifiers word such as the word *long* for this sentence.

The example is taken from writing 29 of essay 2.

*It gives us to appreciate and respect others not only from their "outside appearance".*

The word *outside* is a modifier of the word *appearance*. The word *outside* is redundant because the word is followed by the object

for example, *outside the house*. OxfordAdvanced Learners' Dictionary shows that word *appearance* means "the way that somebody/something looks on the outside". The meaning of *appearance* implies the word *outside*, so both of them have same information. According to Williams (1990) the modifiers word need to eliminate, therefore the word outside must be eliminated.

The example is taken from writing 4 of essay 1.

*All of them can be used for us to go to school, campus, office, station, **and etc.***

The words such as *and etc.* which is stand of etcetera is often used by the students. The words *and etc.* occur four times among 31 redundant modifiers in the data. According to OxfordAdvanced Learners' Dictionary, the word *and* means "used to connect two or more things" while the word *etc.* means "used after list to show that there are other things that you could mention". That is why the word and do not need add the word *etc.* The word *and* is supposed to be followed by last things which is mentioned, for example: *big, black, and tall*. The word *etc.* is proper to put on the last of list, for example: *big, black, tall, etc.* In this case, the word *and* is allowed to be removed because word *and* must be followed of one more another list.

The example is taken from writing 18 of essay 1.

*These reasons become why people choose to use their own vehicle.*

These words are famed by the students because it occurs nine times either in essay topic 1 and essay topic 2. OxfordAdvanced Learners' Dictionary stated that word *reason* means "cause that something has happened" and word *why* is "used to ask and talk about reason". Eliminating the word *why* is appropriate to this sentence.

The example is taken from writing 27 of essay 2.

*Their life will be more easier than before.*

The words *more easier* is not appropriate grammatically. The word *easier* implies the meaning more and easy. Another example is such as bigger that stand for more and big. This may be influenced by the meaning of that words. According to OxfordAdvanced Learners' Dictionary, the word *more* is "used as comparative". In comparative, the words which have one syllable must use suffix *-er* not modifiers more. The word *more* must be eliminated so the sentence is correct

#### **4.2.1.3 Redundant Categories**

General categories are added in order to show more description of the words. Williams (1990) agree that the general category is not needed because readers have already known about the word and its general category. As the result of this study, redundant categories is found as many as 26; 17 redundant categories in essay topic 1 and it reduces into 9 redundant categories in essay topic 2. Redundant categories is seldom found in the essay. Here are the examples of redundant categories which is found in students' essay:

The example is taken from writing 1 of essay 1.

*One of public transportations is **Trans Jakarta bus**.*

Trans Jakarta is well-known as the public transportation in Jakarta. Most people know that Trans Jakarta is kind of bus. So, the students do not need to add word *bus* to describe the Trans Jakarta. The sentence only need to eliminate general categories of the word *Trans Jakarta*; the word *bus*. Redundant categories such as Trans Jakarta bus is mentioned twice in the findings of study.

The example is taken from writing 5 of essay 1.

*Second, International pay high **prices of tax**.*

According to OxfordAdvanced Learners' Dictionary, the word *price* means "the amount of money that you have to pay something" and the word *tax* means "money that you have to pay to the

government”. All of kind of tax is paid to the government. So, the word *price* is not needed to explain the word *tax*. In conclusion, the word *price* must be removed in order getting shorter.

The example is taken from writing 12 of essay 1.

*There were as many as 15 million vehicles on Jakarta’s road in the year 2012.*

The word in *the year 2012* is found in the data of this study as many as five times in essay topic 1. The number *2012* must refer to the year. Moreover, there is no full stop which is used for example *price*. Therefore, the word *year* in that sentence is supposed to be removed.

The example is taken from writing 2 of essay 2.

*Indonesia is a country with so many characteristics of culture of its citizen.*

Indonesia is included as one of countries in the world. Therefore, the word *country* is not necessary to put after the word *Indonesia*. The sentence would straight to the point if the word *country* is eliminated. The number of the word reduces than before; *Indonesia has many characteristic of cultures to its citizen.*

#### **4.2.2 Interview**

The participants of this study are 8 students. According to the interview, all of the participants stated that they are taught to make an essay. Their lecturer said that essay is main product in Academic writing class 1. The participants were asked to create the argumentative and persuasive essay. Besides, they were also asked to make an essay which is planned and impromptu writing. In academic writing 1 class, participants were taught how to avoid plagiarism, making bibliography, and effective/ineffective sentence or paragraph. The lecturer gave the feedback when the participants presented their essays in front of the class. Another students were also allowed to give some feedback.

Participants also answered that they were taught about effective and ineffective whether in a title, sentence, and paragraph, but mostly in sentence. The lecturer taught the effective/ineffective or concise sentence implicitly such as giving the options which one is the better sentence. There were participants who commented that the lecturer had not examined the grammar because it has already learned in the Basic Grammar 1 and 2 class. Therefore, lecturer emphasized to discuss effective/ineffective sentences, plagiarism, and considering the content.

Related to redundancy, none of the participants have not known redundancy yet, but when researcher tried to explain the redundancy is, they felt that they might commit redundancy. They typically used redundant words such as *reason why* and *discuss about*. The causes that they wrote redundant words or phrases are they translated from Indonesian into English directly, some redundancy words are familiar to be used in film, song, or game, lack of vocabulary, lack of knowledge about the topic, and the last lack of developing idea.

The most cause which is mentioned by almost all of the participants is direct translation. Students tend to write the essay in Indonesian language first then they translate it into English. This habit is main the factor why redundancy occur in their essay, because Indonesian language have many redundancies such as, *alasan mengapa and kunci utama*. Although the students have the vocabularies, they have to be able place the word based on the context (McCrimmon, 1963). So, the direct translation is harmful for writing, for example the sentence *Saya mengisi liburan dengan gembira* which is translated directly into *I fill the holiday with happy*. The word *fill* is meant *mengisi* and the word *with happy* is meant *dengan gembira*. The vocabulary is true but not proper for the context. That is why the words such as *reason why* is mostly found in the essay because it is used in Indonesian language.



The participants who realized committing redundancy confessed that they were comfortable using long sentence because they are afraid that the ideas would not express well using short sentence. Another cause is lack of developing idea and vocabulary. They did not know how to express the idea with proper and academic vocabulary and how to connect among the subtopic, therefore they repeated the same information. Lack of vocabulary may influence the students as they did not aware the meaning of word used (Hermianthy, 2013).

Another cause is because of the words are often used in film, song, or game, they use it without considering the meaning. Students did not re-check the meaning of the words, therefore they use those familiar redundant words and phrases. Besides, students are not mastery on vocabulary completely; students may be know the meaning but not the context of meaning, for example the redundant phrase *fall down*. The phrase *fall down* is not same meaning literally, but it is same contextually. The phrase means that everything falls must be into down. So the word *down* become needless. Students confessed that they seldom thought the meaning contextually.

In the interview, the students were also asked to state how many times the students revise their essay. The purpose of researcher asking this because the problems of writing could diminish over the revision step. Students would get feedback in this step so students could correct the problems (Leki, 1998).