

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provides the results of wordiness that are encountered in English Department students' research proposal. It is divided into two parts; data description, and findings and discussion.

4.1 Data Description

The 20 research proposals written by 20 English Department students batch 2011 were collected for this study. The data are sentences and paragraphs which contain wordiness. The data were taken from *seminar proposal* in semester 102. The research proposals are the requirement of proposing *skripsi* in the *seminar proposal*.

4.2 Findings and Discussion

Findings and Discussion focus on wordiness encountered in students' research proposal and its percentage. It will be presented in the following discussion:

4.2.1 Types of Wordiness

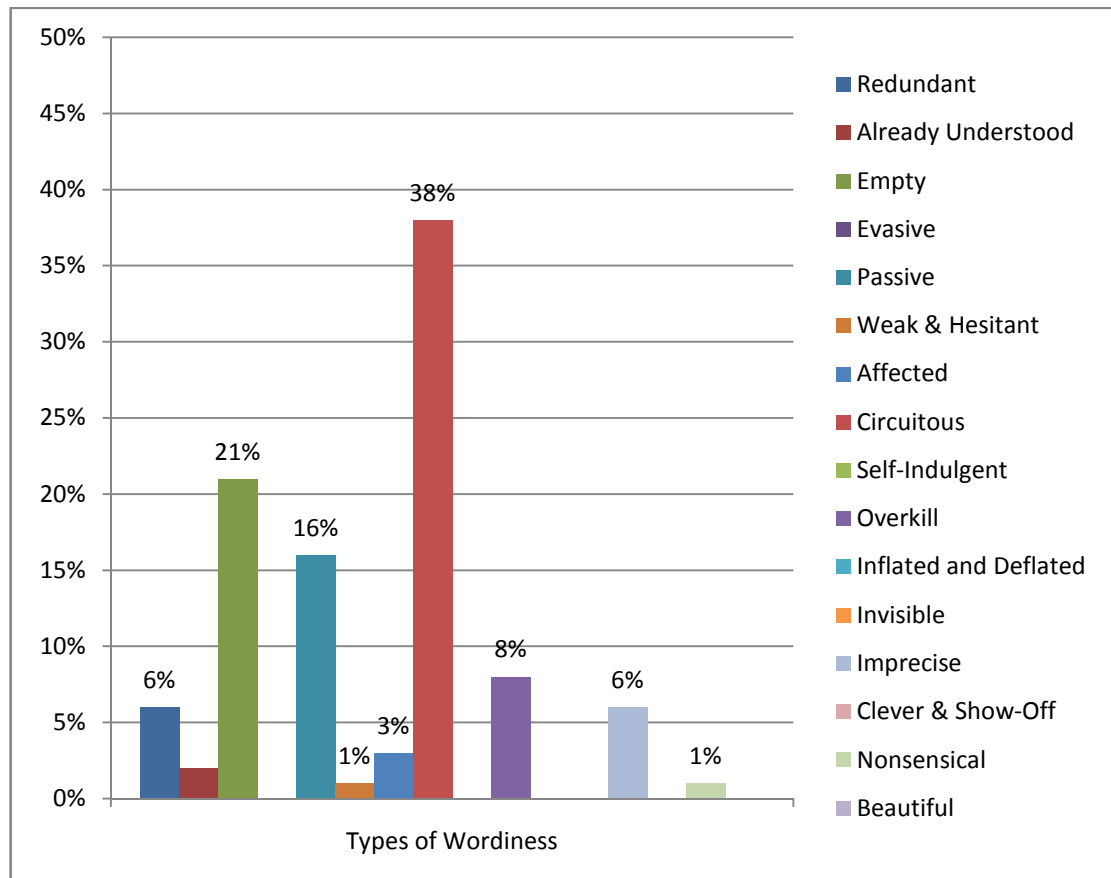
After analyzing the wordiness occurred in the 20 research proposals, the researcher found that there are 181 sentences which analyze as wordiness. Here are the numbers of each types of wordiness:

Table 1. Frequency of Wordiness

No.	Types of Wordiness	Total	Percentage
1	Redundant	11	6%
2	Already Understood	3	2%
3	Empty	38	21%
4	Evasive	0	0%
5	Passive	29	16%
6	Weak & Hesitant	2	1%
7	Affected	5	3%
8	Circuitous	68	38%
9	Self-Indulgent	0	0%
10	Overkill	14	8%
11	Inflated and Deflated	0	0%
12	Invisible	0	0%
13	Imprecise	10	6%
14	Clever and Show-Off	0	0%
15	Nonsensical	1	1%
16	Beautiful	0	0%
Total		181	100%

Table 4.1 shows there are 10 types of wordiness occurs in students' research proposal; The Redundant, The already Understood, The Empty, The Passive, The Weak, The Affected, The Circuitous, The Overkill, The Imprecise, and The Nonsensical. And some of types of wordiness are not occurred in ED students' research proposal, there are the evasive, self-indulgent, inflated-deflated, invisible, clever and show off, and beautiful.

Diagram 1. The Percentage of Wordiness Types



From the diagram above, the types of wordiness mostly occurred is the circuitous which is 38%. It is followed by the empty which is 21%. The third position is the passive with 16%, and then followed by the overkill with 8%. The redundant and the imprecise are 6%. Then, the percentage of the affected is 3% and followed by the already understood with 2%. And then the weak and hesitant, and the nonsensical are 1%.

4.2.1.1 Circuitous

According to Brohaugh (1993, p. 51), Circuitous writing is similar with roundabout writing. It means the writer put a distance between subject and verb, and verb and object, adverb and verb, and adjective and noun. The number of the circuitous found in the research proposal is 68 with the percentage is 38%. Here are the examples of the circuitous which found in the data:

These sentences are from research proposal number 1.

The attitude expression **can be of many different types**: expressions of surprise, of thinking that something is important, or of concession, agreement, disagreement, and soon.

This sentence is circuitous because of the words *can be of many different type*. Instead of saying those words it would be shortened the sentences, when the writer says *the attitude expressions consist of expression of surprise, of thinking that something is important, or of concession, agreement, disagreement, and soon*.

*Every thought **that we have**, cannot be shared without oral communication.*

Regarding to the meanings of circuitous, this sentence is put the distance between the subject with the verb. So, ideas cannot

be shared clearly. It would be clear of saying *Oral communication helps people shared their ideas.*

The attitude markers that were analyzed in this study are in the form verb, adverb, and adjective.

The same case happen in this sentence, the writers put the distance between the subject and the verb. The words *that were analyzed in this study* become a complementing to the subject but it makes the sentence is not clearly showing the ideas. It would be shortened and better when saying *This study analyzed the form verb, adverb, and adjective.* It is not necessary to explain the attitude markers since the writer already explain the focus of the study in the previous sentences.

4.2.1.2 Empty

Empty contains an empty introduction, transition, modifiers, connection, summation, reaction, and comment (Brohaugh, 1993, p. 34). Since those words do not influence the meaning of the sentence, it would be better to discard it. The number of empty found in research proposals is 38 with the percentage is 21%. Here are the examples of empty:

The example below stated in the research proposal number

*Oral presentation **evidently** takes place in various courses and disciplines.*

The word *evidently* is considered as the modifier of the words *takes place* but it is not giving significance meaning to the sentence. In order to make the sentence concise, it would be better of discarding the word *evidently*.

The example below stated in the research proposal number 9

*From the explanation above, need analysis is **clearly** needed in order to develop and determine the suitable material and teaching technique for the ESP classroom.*

The same case also happen in this sentence, the word *clearly* is not necessary. It could be dicarding for making this sentence short and concise.

The example below stated in the research proposal number 10

*It is **far better** to ask a racing enthusiast.*

Giving the word *far* to modify the better is not needed and not significantly influences the sentence. So it could be discarded for the sentences.

4.2.1.3 Passive

When using the passive form, it makes the sentence long and tiresome (Brohaugh, 1993, p. 42). In the passive form the writer will use two verbs. Rather than using two verbs, the writer can change it into the active form. The number of passive found in research proposal is 29 with the percentage is 16%. Here are the examples of passive sentence while it could be in active form:

The examples below stated in the research proposal number 1

SEMPRO students and business class' students were chosen as the object of the study.

The verb phrase *were chosen* indicates passive form, and it makes the sentence longer. Instead of saying this sentence in the passive form, it would be better saying *the object of the study is SEMPRO students and business class' students.*

.The oral presentations recordings were transcribed manually by the researcher.

The words *were transcribed* indicates passive form, while I could be in an active form. By using the passive form in this, the length of sentence is longer than in an active form. It is better saying *The researcher transcribed the oral presentation records.* It

would be more concise and effective as Brohaugh (1993) said in his book.

The example below stated in the research proposal number 2

Oral presentation is often described as a short talk on particular topic which found numerously in academic setting.

This sentence is describing the definition of oral presentation, the words *is often described* indicates the passive form and it adds the length of the sentence. It could be changed into the passive form with discarding the words *often described*.

4.2.1.4 Overkill

Overkill means giving many words to explain something more than twice (Brohaugh, 1993, p. 60). He adds that it may cause the sentence wordy and boring. The number of overkill found in the research proposal is 14 and the percentage is 8%. Here are the examples of overkill found:

This sentence stated in the research proposal number 12

English Department of UNJ students' skripsi is submitted in 2014, specifically Introduction and Conclusion sections were selected to be the data of the study.

The explanation about the section the writer focused on is already mentioned before stating this sentence, so it does not need to explain it anymore. The writer needs just to straight to the section of the writer focused on.

These sentences stated in the research proposal number 13

*They used the same textbook which does not provide the **appropriate** material that **relevance to their major**.*

According to Oxford Advanced Learner's Dictionary the words *appropriate* means suitable and acceptable, so it does not need to add the word *relevance*. It would be better to say *They used the same textbook which does not appropriate to their major*.

*This study is focused on automotive major, **particularly on Teknik Kendaraan Ringan** in vocational school.*

In this context, the writer already explain the specific major of automotive in the previous sentences, so it does not need to write it anymore. it would be better saying *This study is focused on Teknik Kendaran Ringan in vocational school*.

4.2.1.6 Redundant

Redundant is superfluous repetition and unnecessary words (Brohaugh, 1993, p. 20). It means that a sentence which contain two or more words with the same meaning. The number of

redundant found in the research proposal is 11 and the percentage is 6%. Here are the examples of redundant found:

*Those things above become **the reasons why** this study analyzes the use of interactive metadiscourse in findings and discussion sections of English Department students' skripsi.*

The words *the reason why* called redundant, because the word *why* is asking the reason. So, it does not need to state the word *why* after *the reason*.

*The writer uses a **content analysis as method** to conduct this study.*

Since content analysis is one of kinds of methods, the writer does not need to state or explain the content analysis as the writer's method. Two words have the same meaning in one sentence, and it called redundant.

*On the other words, **regarding to paragraphs above**, there is an obvious gap in the lack of research studies concerned specifically on the attitude markers in the linguistics research articles.*

The same case is happen in this sentence, in the beginning of sentence the writer stated *on the other hand* which mean this

sentence is related to the previous sentence or paragraph. So, it does not need to state *regarding to paragraph above* anymore.

4.2.1.6 Imprecise

Expressing your thoughts specifically will reduce the empty, space filling cliché or a jury-rigged series of words (Brohaugh, 1993, p. 77). It will eliminate description and explanation which might needed to communicate your focus to the reader. The number of imprecise found in the research proposal is 10 and the percentage is 6%. Here are the examples of imprecise found in the research proposal:

This sentence stated in the research proposal number 17

*This study **dealt** with descriptive data that the researcher will gather from the questionnaire, interview, and document analysis.*

The word *dealt* does not explain what specific thing the writer did with the data. It would be better when the writer change the word *dealt* with *contains* or *consists of*.

These sentences stated in the research proposal number 20

*In **dealing** with these criteria, experts have various types of assessment to determine the appropriateness of a textbook.*

The word *dealing* does not give the specific meaning to the sentence. The previous sentence the writer explains the criteria of relevance textbook and will use those criteria to assess the appropriateness of textbook by using those criteria. So, instead of saying *dealing*, the word *to fulfill* is better.

*In this research, the researcher **tries** to describe the framework of English for military program.*

The same case happen to this sentence, the word *tries* does not add significant meaning to this sentence. The writer could change or discard it.

4.2.1.7 Affected

Affected relates to the misused vocabulary in relation to the context (Brohaugh, 1993, p. 48). In order to have similar meaning to replace the words, the writer tends to replace it with the other word which has similar meaning. But, sometimes the replaced word is not appropriate to the context and caused the affected sentence. The number of affected found in the research proposal is 5 with percentage is 3%.

These sentences stated in the research proposal number 9.

*The questions for the students, teachers, and practitioners were **basically the same...***

Two things is not exactly the same each other, so that the phrase *basically the same* is not proper to state in this sentence. It would be better to replace it with the word *similar*.

*...the questions for students, teachers, and practitioners were more **likely** the same...*

Similar case with previous example, the word *likely* is better to replace with *similar*.

*The aim of ESP is to provide English based on the learners' needs which is different with the **usual** English teaching and learning...*

The writer used the word *usual* English to explain the English material which commonly taught in Indonesia. But, it does not appropriate to the context. It is better to replace the word *usual* with *general*.

4.2.1.8 Already Understood

Wordiness describes unnecessary repetition on a sentence, but repetition could be occurred on a less concrete level (Brohaugh, 1993, p. 28). It means writing something that the reader already understand is not needed. The number of the already understood found in the research proposal is 3 and the percentage is 2%.

***The researcher** hopes the result of this study will help ...*

Since the reader already know that the writer of the research called researcher, *the researcher* in the sentence above is not needed to mention.

*The growing studies **regarding authentic assessment** has led to the theoretical model of authentic assessment that provides the “revitalized conception” of authentic assessment; the other studies of authentic assessment were conducted on other subject besides EFL – Math, Agricultural and Physical Education.*

In the previous sentence and in the title, the writer already mentioned the focus of the writer’s focus is on the authentic assessment. So, in this sentence the writer does not need to state the phrase authentic assessment in this sentence.

*In order to collect the data, in **this case is English Department students’ skripsi year 2014**, the researcher did these following steps.*

In the previous sentence, the writer already mentioned the subject of the study which is the English Department Students’ skripsi year 2014. So it does not need to mention the phrase *in this case is English Department students’ skripsi year 2014*. It will reduce the wordiness by eliminating that phrase.

4.2.1.9 Weak and Hesitant

Weak writing is defined as “meek writing, more timid than evasive” and hesitant refers to the phrase that delay the point of the writing (Brohaugh, 1993, p. 45). The number of the weak and hesitant found in the research proposal is 2 and the percentage is 1%.

This sentence stated in the research proposal number 15.

*This present study **tries** to analyze whole cohesive devices used in the discussion section of students' skripsi to find out how each device employed can support the writer's ideas within the discussion section.*

The word *tries* sounds weak and hesitant. The meaning of *tries* makes the study is not credible because of the writer just trying to conduct the research not surely conduct the research. The writer should straight to write *This present study analyze...*

This sentence stated in the research proposal number 16.

*Besides, English language becomes an important subject in the school. Since its position as a **second/foreign** language, English still considered as a difficult language for most of Indonesian learners.*

The words *second/foreign* shows that the writer inconsistency in explaining about English Language. The writer is not sure whether the English Language is a second language or foreign language in Indonesia. It would be better to mention either *foreign* or *second*.

4.2.1.10 Nonsensical

In this type of wordiness, the word use in one sentence would be nonsense in the meaning (Brohaugh, 1993, p. 90). The number of the nonsensical found in the research proposal is 1 and the percentage is 1%.

This sentence stated in the research proposal number 14.

*This kind of case tend to appear especially in EFL contexts in which there is **much little** direct exposure to English.*

The words *much little* are nonsensical; it is kind of contradiction and inconsistent. Something is described as *much* means *a lot*, and it cannot be mentioned in one sentence.