

AN UNDERGRADUATE THESIS

**AN ERROR ANALYSIS OF REDUNDANCY
IN STUDENTS' WRITING PERFORMANCE AMONG
STUDENT AT THIRD SEMESTER OF ENGLISH
EDUCATION DEPARTEMENT OF THE STATE INSTITUTE
FOR ISLAMIC SUDIES OF METRO**

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In English Education Departement

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ABSTRACT

AN ERROR ANALYSIS OF REDUNDANCY IN STUDENTS' WRITING PERFORMANCE AMONG STUDENT AT THIRD SEMESTER OF ENGLISH EDUCATION DEPARTEMENT OF THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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The objective of this research were to analyze the types of error which was done about redundancy in students' writing performance and to find the reasons why the students made errors about redundancy in their writing.

The method used in this study was qualitative research. The types of this study belonged to case study. Meanwhile, the qualitative design applied in this study was descriptive study. Furthermore, the subject of this study was student at third semester of English Departement of IAIN Metro which was consisted of 30 students. The data were collected trough test, interview and documentation.

Finally, the result of data analysis ilustrated that most of the students still got difficulties in mastering about redundancy. The errors frequently appeared in student writing performance was redundant word, the total of errors were 114 items or (50%), then the next errors were 89 items (39%) of redundant phrase and 23 items (11%) of redundat clause. Furthermore, based on students' responsed when interviewed, the researcher summarized that the cause of errors which were made by the students' was intralingual transfer.

Key word: Redundancy, Writing

ABSTRAK
ANALISA KESALAHAN TENTANG REDUNDANSI PADA HASIL
PENULISAN MAHASISWA SEMESTER III JURUSAN TADRIS BAHASA
INGGRIS INTITUT AGAMA ISLAM NEGERI METRO

Oleh:

AMANATUR ROHMAH

Tujuan dari penelitian ini adalah untuk menganalisa jenis-jenis kesalahan yang dilakukan oleh mahasiswa tentang redundansi yang ditemukan pada hasil penulisan mahasiswa dan untuk menemukan alasan-alasan mengapa mahasiswa membuat kesalahan tentang redundansi didalam tulisan mereka.

Metode yang digunakan dalam penelitian ini adalah metode kualitatif. Jenis penelitian yang digunakan adalah *case study*. Sedangkan pola umum atau rancangan penelitian yang digunakan oleh penelitian adalah deskripsi (*descriptive study*). Selanjutnya subjek penelitian ini adalah mahasiswa semester III jurusan Tadris Bahasa Inggris IAIN Metro yang berjumlah 30 orang. Data dalam penelitian ini diperoleh melalui test, wawancara dan dokumentasi.

Akhirnya data hasil penelitian menunjukkan bahwa banyak siswa membuat kesalahan dalam menguasai redundansi. Kesalahan yang paling sering muncul pada hasil penulisan mahasiswa adalah redundansi kata, jumlah kesalahannya adalah 114 items atau (50%), selanjutnya kesalahan pada redundansi phrasa yaitu 89 items atau (39%) dan terakhir kesalahan pada redundansi klausa yaitu 23 items atau (11%). Selanjutnya, berdasarkan tanggapan siswa ketika diwawancarai, peneliti menyimpulkan bahwa penyebab kesalahan yang mereka buat adalah dari faktor intralingual transfer.

Kata Kunci: Redundansi, Menulis

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

Allah burdens not a person beyond his scope

(Q.S Al-Baqoroh : 286)

The most dangerous enemy in the world is timid and indecisive. The most loyal friends, is courage and strong faith.

(Andrew Jackson)

CHAPTER I

INTRODUCTION

A. Background of the Study

English has become international language of the communication in the world. Many countries used English as the first, second, and foreign language. But in Indonesia, English is well-known as the foreign language that become compulsory subject which is learned by students from elementary school until university. The students were trained adequately four skills, namely: Listening, speaking, reading, writing as well.

Writing is one of the crucial part in language learning. It is caused that student could share information, experience, ideas in the writing text. So that learners could develop information with their knowledge. Students who were knowledgeable can grow intellectually. The creative students found a problem solving, to make a draft which a caused and to cope with the problems. With the strategy the problems finished shortly time. Hence, students must have much information in order to be knowledgeable.

In the context of English language teaching in Indonesia, the teaching and learning of writing is enormously crucial. It is caused of thinking process. It means that through writing, people could improve their knowledge, as for the students, they will have strong capability in their minds, such as reminding the strong vocabulary.

Writing also does become a tool as expressing something, hearts, feelings, and arguments in writing form. Therefore, it could enhance comprehension and proficiency using language, students could pick up the language and incorporate exactly.

Redundancy is the repetition of a word or phrase that does not add anything to the previous meaning, it just restates what has already been said¹. It's strongly to writer's argument that In speaking learning English, redundancy could be received for stressing, but in writing, it would be useless using the same purpose to show what we mean to the readers. It's could be minimized by another word or phrase which are logically and understandable by the the reader.

Error analysis is incorrectness, mistakenness, wrongness, erroneousness assumptions concept a crucial part of knowing nearly some skill or get knowledge². From that state the writer says that error analysis is a system to increase the proficiency learners. With the error, the student could internalized understand in foreign language acquisitions. The pupil who dont have error in every learning language automatically dont have a tried. It is inevitable that all learners made mistake and commite errors. The teacher realized that the learners error as a process constructing in a system language is to be analyzed carefully. In addition, it is the process or part which cannot be

¹ Tri Harmiyanti, *An Analysis Study Of Redundancies Made By Students In Writing Descriptive Text*, 031108115, P. 1

²Brown, H. Douglas, *Principle Of Language Learning and Teaching, Fifth Edition*, (San Fransisko State University, Longman, 2006), p. 257

separated of the language learning especially in learning as a foreign language.

Nevertheless, not all student have paid enough attention the importance of learning writing. The students in Indonesia have assumed that writing is complicated. They face many problems especially process of putting ideas down on paper to transform into words and coherent organization. They add unnecessary word because they want to increase the length of their writing performance.

A presurvey done by writer at the second semester in IAIN Metro shows on february, 20th, 2016 that the student still face many problems. Among the noticable problem are: most student feel hard to write because they dont only have adequate vocabulary mastery but also they were still confuse in constructing effective words and have low grammar understanding in writing phrase, clause, or a sentence. Brief Description about the students error were illustrated in the table as follows:

Table 1
Brief Description of Pre-Survey Data Result about Students' Errors
About redundancy in their writing

No	Name	List of Sentence	The Correct Sentence	The Types of Redundancy
1	MUH	Every school always there is library.	Every school has library.	Redundant phrase
		There is library area in public place. That can use for public person	There is library area in public place. That can use for everybody.	Redundant Phrase
		In library many	In library many	Redundant

		someone and always busy people.	people and alway busy.	word
2	AKY	Music has some type. For Example music pop: pop Melayu, Pop Rock, and music Dangdut: Dangdut Melayu and dangdut Religi.	Music has some type. For Example pop: Melayu and Rock, Dangdut: Melayu and Religi	Redundant Word
		Music dangdut is music past age.	Music dangdut is old music.	Redundant prhase
		Music is art which is very old.	Music is art which is old.	Redundant word
3	MT	Stain have to building so much.	Stain have many building.	Redundant phrase
		There is so big a building.	There is big building.	Redundant word
		Stain has position is very strategy.	Stain has strategy position.	Redundant word
4	RU	Many manggo tree, for example such as arumanis tree, manalagi tree and other.	Many manggo tree, for example such as arumanis, manalagi and other.	Redundant word
		It manggo is very good taste.	It manggo is good taste.	Redundant word
		Manggo have a long leaf and can make situation house fresh.	Manggo have a long leaf and make fresh situation house	Redundant word
5	SK	There people choose classic theme and they full the living room with furniture from material of wood.	There people choose classic theme and the living room full with furniture from material of wood.	Redundant phrase
		Like wood table, and wood chair.	Like wood table and chair.	Redundant word
		There are people choose modern theme, so they full the living room with furniture like sofa and glass table.	There are people choose modern theme, full with furniture like sofa and glass table.	Redundant Clause

Source: The result of Pre-survey at, the second semester of English Education Departement of The State Institute for Islamic Studies (IAIN) of Metro taken on the prasurvey (february, 20th 2016)

Based on the data above, the researcher found that most of the students have difficulties in writing especially in avoiding redundancy. Many types of redundancy found in their writing, such as redundant word, phrase and clause.

Regarding on the justification above, the writer conducted the research consisting common error in students writing performance. The common error about redundancy which found out were error word, phrase, or clause.

For that reasons the researcher analyzed the students' error writing performance and also found the reasons why the students make redundant in their writing. The writer conducted this research entitled " An Error Anlysis of Redundancy in Students' Writing Performance among Student at Third Semester of English Education Departement of IAIN Metro.

B. Focus of The Study

1. Limitation of the study

In this research, the researcher foccused on error analysis of redundancy in students' writing performance at the third semester of English Education Departement of The State Institute for Islamic Studies (IAIN) of Metro.

2. Problem Formulation

In this study, the researcher formulated the problem of the study as follows:

“What types of error were frequently appeared made by the third semester students in their writing performance about redundancy?”

C. Objectives and Benefits of Study.

1. Objective of Study

Based on the statement of the problem formulation above, the purpose of this study was:

“To analyze the types of error frequently appeared made by the third semester students in their writing performance about redundancy.”

2. Benefits of the study

a. For the students

The result of the research are for motivating the students to study English deeply and accurately in writing especially.

b. For the Lecture

Theoretically, this research might be of some benefits to be one of additional references in teaching writing. Practically, this research is also expected the lecturer might be able to help students solve problems related to writing process especially about redundancy.

c. For Other Researcher

Theoretically, the result of this research is expected can be useful for other researchers who are interested in English as prior information to do further research. And giving more knowledge about redundancy to the writer and readers, generally.

D. Prior Research

Previous research overview the researcher took two researcher overview, those were: the first was conducted by Tri Harmiati to the students at eleventh grade students of SMU Purwa Bakti Desa Cileungsi, Ciawi-Bogor which entitled “ An Analysis of Study Redundancies made in writing by students in writing descriptive text”³. This research aims by knowing kind of redundancy made by the students and to find the causes of the occurrence of the redundancy made by students, knowing the students’ reasons why they make redundancy in their descriptive texts. Besides, and knowing the students’ difficulties to avoid redundancy. In this research two question were formulated. The first, what kind of redundancy made by the students and the second, what are the causes of redundancies made by the students.

The second was Conducted by Nick Jobe and Sophia Stevens, April 2009 in their Journal: Academic Writing, tutoring and testing at UHV), (University of Houston-Victoria under the title “Repetition and Redundancy”. This research they Discuss the use of repetition for rhetorical effect and three specific types of repetition (isocolon, anaphora, epistrophe) and the need to avoid redundancy and two types of redundancy (rhetorical tautology and RAS syndrome). There were three learning objectives that they discuss: first, To understand the difference between repetition and redundancy. Second, To understand the different types of repetition and redundancy and the third To

³Tri Harmiyanti, *An Analysis.*, P. 1

understand how repetition adds meaning to a sentence and why redundancy should be avoided⁴.

Based on the two studied above, the writer could see that the aim of the research were known wether the common error writing made the students. To get the deeper problem, the researcher analyzed in writing performance of the students which present logical reasoning and solid evidence that would persuade the readers to accept of the point of fiew. The researcher found out the problems in error of phrase, clause, and sentence. Based in these problems, the researcher thought that those were needed to be investigated.

⁴ Jobe, Nick and Sophia Stevens, *Repetition and Redundancy (Journal: Academic Writing, tutoring and testing at UHV)*, (University of Houston-Victoria, 2009) p. 4

CHAPTER II

THE THEORETICAL REVIEW

A. The Concept of Writing

1. The Definition of Writing

Writing is one of English skill defined as an activity that the writer intends to convey the ideas or information. Actually, there are many experts that have explained the definition of writing, as follow:

According to Steva Peha, writing is the communication of content for a purpose to an audience.¹ In addition, Parel's Theory explain that Writing is a skill which must be taught and practised. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stag.²

Meanwhile, Brown said writing is a process to and up thinking something you can not have started our thinking.³ Based on Hammerly on his book, writing is putting down on the paper what we can say and would say in the presence of a listener.⁴ Means that writing is the idea that students write down on the paper in order the other people know what they want in their brain. Such writing is commonly about a certain

¹ Peha, Steve, *The Writing Teacher's Strategy Guide*, (United State of America: Teaching That Makes Sence, Inc.), p.58

² Parel, M.F and Praveen M. Jain, *English Language Teaching(Methods, tools and Techniques)*, (Vaishali Nagar: Sunrise Publisher and Distributor, 2008), p.125

³ Brown, H. Douglas, *teaching by Principle: An interactive Approach to Language Pedagogy, second adition*, (Addison Wesley: Longman, 2001), p. 337

⁴ Harmelly, Hector, *Synthesis in Language Teaching an Introduction to linguistics*, (Simon Fraser University, 1986), p. 506

topic in which the writers as first collect the data, and then elaborates the topic based on certain idea in order to answer question, or proves a statement, or describes an object, or exposes a new truth of a certain fact an object, or convinces the readers to believe or disbelieve a state ment, or persuades those readers to take a certain course of action related to the believe or disbelieve”.⁵ It means that writing is activities which used by the writer to show information by stages and has purpose which the reader can receive or refuse and believe or disbelieve the writer written.

According to Wallace, Writing is the final product of several action learning that are hugely challenging to learn simultaneously⁶. It is explain that writing is one of the learning result such as note-taking, identifying a central idea, outlining, drafting and editing. Beside that, Jeremy said writing as a tool to reflect and as a way to promote written fluency. It also a way that teachers and students can start to a new kind of dialogs in the classroom⁷.

The other definition about Writing is from Zemach, he said that becomes a difficult skill to master in both first language and second language⁸. In term of skill, producing a coherent, fluent, extended piece of writing is probably the most difficult thing there is to do in language. It defise that writing academic papers is particulary difficult. In the other

⁵ Siahaan, Sanggam, *Issue in Linguistic*, (Graham Ilmu Yogyakarta 2008), p. 215

⁶ Wallace, Trudy et.al, *Teaching Speaking, Listening and Writing*, (International Bureau of education Journal, TYPHON Annecy, France), P.15

⁷ Harmer, Jeremy, *How To Teach Writing*, (Pearson Longman, England, 2004), P.V

⁸ Zemach, Dorothy E, and Charlos Islam, *Paragraph Writing from sentence to paragraph*, (Macmilan), p. iv

hand nathan said that Writing is a complex cognitively demanding activity which is done by students in learning process⁹.

Actually, people have purposes when they are writing, Kate Grenville explains that any piece of writing will be trying to do at least one of the following things.¹⁰

- a. To entertain, it means that writing doesn't necessarily make the readers laugh, but it at least engages their feelings in some way.
- b. To inform, writing can tell the reader about something.
- c. To persuade, it means that the writing tries to convince the reader of something.

From those explanations above, we could say that writing is the result of transforming our thoughts or ideas and the process of monitoring any single words, rereading and revising.

2. The Types of Writing

Wishon and M. Burks explain four types or forms of writing. The explanations of the types or forms of writing are as follows:¹¹

a. Narration

⁹ Mertens, Nathan L, *Writing processes, tools and techniques*, (Nova science publisher Inc, New York, 2010), p. vii

¹⁰ Grenville, Kate, *Writing from Start to Finish: A six-step Guide*, (Australia: Allen and Unwin, 2001), p. 1

¹¹ George E, Wishon and Julia M. Burks, *Lets write English*, (Canada: Van Nostrand Reinhold Ltd, 1980), p. 377

Naration is a type of writing that the writer tries to recount an event. It tells the readers what happened in the story according to natural time sequence.

b. Description

In a description type, uses a lot of visual words, such as the feel, sound,taste, and smell to help the readers see the person, a placeor thing that the writer is writing about. It tries to make the readers feel that they are there or can visualize in their mind what the writer is describing.

c. Argumentation

Argumentation is designed to convince or persuade somebody that something is true or should be done.

d. Exposition

In exposition writing, the writer intends to inform, explain, decrbe or define their subject in orders the readers believe or disbelieve something.

Those were the types of writing which were usually used. Those types must be known and learned by students who were learning English. The students have to know what is the purpose and tense of the writing text.

3. The Process of Writing

According to Mc Crimmon, the writing process will be divided into three stages, as follows:

a. Planning

Planning is any orderly procedure uses to bring about a desired result. As the first stage in the writing process, planning is a series of strategies designed to find and produce information in writing.

b. Drafting

Drafting is a procedure for drawing up a preliminary sketch. As the second stage in the writing process, drafting is a series of strategies designed to organize and develop a sustained piece of writing.

c. Revising

Revising is a procedure for improving or correcting a work in progress. As the third and final stage in the writing process, revising is a series of strategies designed to re-examined and re-evaluate the choice that has created a piece of writing.¹²

4. The Characteristics of a good Writing

¹² Mc Crimmon, James M, *Writing With a Purpose*, (New York: Houghton Mifflin, 1984), p.119

Gayle Feng Checkett mentioned four basic misconceptions about good writing that can make writing seem like a chore. Moreover, the explanations of them as follow:¹³

a. Good writing does not have to be complicated

When people say “complicated” what they really mean is “developed”. Keep the writing as simple as possible without leaving out any important information, and make certain you explain each idea, not on words that the reader has to run to a dictionary to look up.

b. Good writing does not have to be long

However, in most cases, short and simple writing is better. Most people in the business world and academia do not have unlimited time to read incoming communications. They want information that is clear and as short as possible without leaving out any important facts or ideas.

c. Good writing is more formal than talking

Writing needs word choice, sentence structure, and paragraph organization become more important. In business and academia, do not use slang and confusing expressions that do not mean what their individual words suggest.

d. Good writing needs proper punctuation

¹³ Gayle Feng Checkett and Lawrence Checkett, *The Write Start Sentences to Paragraph*, (United States of America: Wadsworth, 2010), p. 4

Proper punctuation is essential to attain clear meaning. Punctuation has two prime functions: first, it divides information into smaller groups, making it easier for the reader to understand; and second, it creates rhythm so that the sentences flow easily together.

It can be concluded that the important point of writing is to give information clearly and concisely to the readers.

Meanwhile, Diana Williams explains several characteristics of effective writing as follows:¹⁴

a. Engaging

Engaging the attention of the reader becomes paramount. The next step is to ensure that the message is of enough interest to prompt the readers to continue.

b. Comprehensive

The message is complete, and the reader is not left feeling there is something missing.

c. Concise

The reader wants to access the key points with a minimum amount of effort. Writing therefore needs to be concise and extraneous material removed.

d. Legible

¹⁴ Williams, Diana, *Writing Skill in Practice*, (London and New York: Jessica Kingsley Publisher, 2010), p. 14

A clear text is a simple but fundamental requirement if the message is to be understood and misunderstandings avoided.

e. Logical

The content of the message needs to make sense to the reader. The writer needs to organize information into a logical sequence, and make explicit the links between facts.

f. Accurate

Incorrect information can mislead the readers and cause confusion. It will also affect the credibility of the writer and many cast doubt on the validity of judgments in other matters.

The researcher concluded that a good writing has to be interesting, clear, concise, effective and reflects the authentic voice of the writer, in order to make the readers get the information or the message clearly.

B. The Concept of Error Analysis

1. The Definition of Error Analysis

Errors in writing such as tenses, prepositions and low vocabulary are the most common and often type errors that are done by learners. The learner usually face difficulties in learning the grammatical aspects of the target language, such as in subject-verb agreement, the use of preposition, articles and the use of correct tense.¹⁵ In addition, according to dictionary of language teaching and applied linguistics, A distinction

¹⁵ Sawsan, Saud Aziz , *Journal of College of Education for Women*, Vol, 22 (2) 2011, p. 373

is sometimes made between an error, which results from incomplete knowledge, and a mistake made by a learner when writing or speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspect of performance.¹⁶

Meanwhile, Brown states that incorrectness, mistakenness, wrongness, erroneousness assumptions concept a crucial part of knowing nearly some skill or get knowledge.¹⁷ Moreover, Harmer says that error is slips which learners couldnot correctly themselves and needed justification.¹⁸ Based on the explanation above, error is component of learn to know profeciency learners' and it's slip that students cannot clear their problem themselves and they are required rationalization from the teacher.

Next, Harmer additions that three stages to be understood by the tutor if errors happened. The instructor tune pay attention to the pupils, then know the complications, and cope it right in the extremely organized way.¹⁹ Actually the teacher must be a tutor to give instructions, such as, knowing a problem that face the students and then the teacher identifies kinds of problem and the last the teacher solved the problems.

The fact, the learners did errors and these error can be detected, evaluated and categorized to explain something of the system operating

¹⁶ Richards, Jack. C and Richard Schmidt, *Dictionary of Language Teaching and Applied Linguistic, Fourth Edition*, (Longman: Great Britain, 2010) p. 200

¹⁷ Brown, H. Douglas, *Principle Of Language.*, p. 257

¹⁸ Harmer, Jeremy, *The Practice of English Language Teaching, third Edition* (cambridge, UK: longman) p. 99

¹⁹ *Ibid*, p.102

within the learner, led to a surge of study of learners' error, named error analysis²⁰. Besides, Corder notes: a student's errors....are important in [that] they give to the observer show of how language is studied or developed.

It could be inferred that error analysis could be observed, analyzed to explain something through learners' errors, and its function is to show how language is learned or developed.

2. The differences between Error and mistake

Brown argues errors occur because the learner does not know what is correct and thus cannot be self-corrected.²¹ Meanwhile, according to James's states that a mistake can be self-corrected if the derivation is pointed out to the speaker.²²

Two differences between errors and mistakes. The first is to examine the constancy of students' performance. When students occasionally employ the correct patterns and at times in the incorrect one, it's a mistake. Nevertheless, when the learner continuously employs it mistakenly, it is an error. The second stage is to inquire if a student tries to correct his own different expression. While he is incompetent to, the distinguishing are errors: while he is fruitful, they are mistakes. It can be concluded that a mistake can be corrected by themselves; an error not.

²⁰ Brown, H. Douglas, *Principle Of*, p.259

²¹ *Ibid*, p. 258

²² Mc Crimmon, James M, *Writing With a*, p. 120

Brown argues that it is important to create differences between mistakes and errors, theoretically to crucially distinguish fact. A mistake mentions experience. A mistake refers to performance error that is either random guess or a “slip” in that is failure to utilize a known system correctly. An error, an apparent difference from the adult grammar of a native speaker, reflects the skill of the students.²³ It could be explained that to distinguish between error and mistake, through learners’ experience. If the student creates incorrect just a time (slip) it’s called mistake, but when the student is incorrect continuously it is an error that has a function to know the ability of the learners.

3. Classification of Error

Burt and Kiparsy found that there are two major classes of error,²⁴ as follows:

a. Global error

Global errors are defined as those that violate rules involved in the overall structure of a sentence, the relation between parts of clauses or in a simple sentence.

b. Local error

²³ Brown, H. Douglas, *Principles of...*, p. 257

²⁴ Ibid, p. 263

Local error caused when trouble in a part of particular or in a clause of a complex sentence. It defined that global error usually occurs in complex sentence.

4. Source of Error

According to Brown, The source of errors can be classified within two domain,²⁵ as follow:

a. interlingual transfer

Interlingual transfer is to try classifying sources we can take another periode through to understand how the students' cognitive and affective processes relate to the linguistic system and to formula an integrated understanding of the process of second language acquisition.

Moreover, interlingual transfer is a crucial source for language learners, interlingual error as being the result of language transfer, which is caused by the learners' first language. Interlanguage" thus refers to a language intermediate between the first and the second language. The sources of error due to transfer rule from the mother tongue to the target language.

b. intralingual transfer

²⁵ *Ibid*, p. 264

The intralingual transfer is habitually created by the children in the first language and assumptions that the second interference is using same approaches, especially universalization and interpretation.

Meanwhile, Hubbard distinguishes the sources of errors into three parts, the following is the explanation of them:²⁶

a. Mother Tongue Interference

The sound system (phonology) and the grammar of the first language impose the learners on the new language and this leads to a foreign pronunciation, faulty grammatical pattern frequently, the wrong choice of vocabulary.

b. Overgeneralization

The mentalist theory claims that errors are inevitable because they reflect various stages in the language development of the learners. It claims that the learners process new language data in her/his mind and produces rules for its productions, based on the evidence.

c. The Teaching Process

The teaching process also can contribute to the students' error. According to those who support behaviorism theory, error is evidence of failure, of ineffective teaching or lack of control. If materials well chosen, graded, and presented with meticulous care, there should never be any error.

²⁶ Peter Hubbard, *A Training Course for TEFL*, (Oxford: Oxford University Press, 1983), p. 145

From some explanations above, in this case, the researcher intended to use Brown's theory there were three causes of errors; interlingual transfer, intralingual transfer, and context of learning.

C. The Concept Redundancy

1. The Definition of Redundancy

In English usage, redundancy is usually defined as the use of two or more words that say the same thing. Using the term to refer to any expression in which a modifier's meaning is contained in the word it modifies. Based on Marcia Redundancy is different from repeating a necessary word or phrase, but redundancy is repeating unnecessary word or phrase which is made by the student²⁷. It means that redundancy is repeating the same word or phrase that has the same purpose before in a sentence. Then According to Sharon, Redundancy is a form of repetition. Means repeating the same word but the same idea²⁸. It could be explained that write the same word or phrase or repeating the word before by using another word or phrase that had the same idea in a sentence.

Moreover, Tri Harmiyati argue in her research, Redundancy is the repetition of a word or phrase that does not add anything to the previous meaning; it just restates what has already been said²⁹. It means that redundancy is repeating a word that actually can be minimized with

²⁷ Lerner, Marcia, *Writing Smart Your Guide to Great Writing*, (New York, Princeton Review Publishing, 2001), p. 14

²⁸ Hamilton, Sharon, *Solving More Writing Problems*, (Portland, J. Weston Walch Publisher, 2003), P 55

²⁹ Tri Harmiyanti, *An Analysis Study.*, P. 1

another word or phrase. It will be useless if we use the same meaning to show what we mean to the reader. The following argument is from J. H. Dawson, Redundancy is the use of more words than are necessary to express a thought, or the use of two expressions that mean the same thing. Such repetition works against readability and conciseness³⁰. It means that redundancy is use more than one word to express the same expression or purpose. Moreover Claude E. Shannon said, The redundancy is related to the extent to which it is possible to compress the language³¹.

Next, Prentice Hall in the Theory, Redundancy also is the unnecessary repetition of an idea. Like deadwood, which can weaken the expression of your idea³². Means it sometimes change the meaning of what the students purpose exactly. To make sure that the written is fully understood, should not use extra words to convey meaning. Beside that, Alice state about this, Redundancy is the characteristic of written language that helps ensure the reader gets the message, so it is another means by which readers and writers can connect in text³³. Conciseness is also a mark of good academic writing. To write an effective essay, should learn how to write precisely and concisely, using only as many words as are necessary to

³⁰ Dawson, J. H , *Avoid redundancy in writing*, (*Weed Scientist*, Prosser, WA 99350. Volume 6:782, 1992)

³¹ Shannon, Claude E, *The Redundancy Of English*, (Bell Laboratories, Murray Hill, N. J Journal), p. 248.

³² Prentice Hall, *Grammar and Composition*, (Englewood Cliffs, New Jersey Needham, Massachusetts, Prantice Hall), p.440

³³ Horning, Alice, *Readable writing: the rule of cohesion and redundancy* (*Journal of Advanced Composition*) P. 138

convey what is the purpose. Avoid of adding words just to lengthen the essay or create fancy expressions. It is far more important to get your message across effectively³⁴.

Based on the quotations above, could be inferred that redundancy was about how students write the sentence meaningfully in order could be understood by the reader easily without decreasing the meaning of the sentence itself. The reader would feel enjoy when they read the writing. also, it increased the students self confident when they want to write somethings without hesitant in their writing.

2. Types of redundancy

Based on Prentice hall, there are three types of redundancy in writing, follow as³⁵:

a. Redundant words

Redundant wods is repeating the meaning of other words in the sentence. Adjectives that repeat the meaning of nouns and adverbs that repeat the meaning of verbs should be eliminated.

In the following examples redundant adjectives and adverbs are eliminated.

Redundant adj : he studied *past* history extensively.

Concise : he studied history extensively

³⁴ <http://www.nus.edu.sg/celcresearchbookscwtucchapter03.pdf>, *Using Appropriate Words in an Academic Essay*, p.23

³⁵ Prentice Hall, *Grammar and Composition.*, p. 441

Redundant adv : The boys advanced *forward* and shook their fists.

Concise : The boys advanced and shook their fists.

b. Redundant Phrase

Redundant prepositional phrases can clutter the sentences with ideas that have already been expressed by other words in the sentences.

Redundant : Pat's face turned red *in color*, and he run from the room

Concise : Pat's face turned red, and he run from the room

c. Redundant clause

Redundant clauses can make sentences illogical or even pointless. Delete redundant clauses either by letting the main clause stand alone by adding a meaningful subordinate clause. The examples show both ways to correct redundant clauses.

Redundant : The child asked unanswerable questions that no one could answer.

Concise : The child asked unanswerable questions.

Mainwhile, Another types of redundancy was written by Nick Jobe and Sophia Stevens in their academic writing journal³⁶, they are:

a. Rhetorical Tautology

³⁶ Jobe, Nick and Sophia Stevens, *Repetition and Redundancy.*, p. 4

A tautology is a phrase that repeats a meaning with different words. There are examples of rhetorical tautology, such as:

- 1) There was a *variety* of *different* foods at Thanksgiving.
- 2) As an *added bonus*, the food was all really good.
- 3) There was an *unconfirmed rumor* that the Superbowl was going to be canceled.
- 4) However, *past history* proved that it would continue no matter what.
- 5) But if it were true, the household would be far from a *safe haven*.

Notice the redundancy of the meanings. A rumor is a rumor because it is unconfirmed by definition. A haven is a haven because it is safe by definition.

b. RAS Syndrome

RAS syndrome stands for Redundant Acronym Syndrome. It is an example of what it defines: Acronyms or initials that are followed by a word that uses a word that is within the acronym. Another examples are: Automated Teller Machine Machine (ATM Machine) and Personal Identification Number Number (PIN Number). Notice that the final word following the acronym is redundant because it is already used within the acronym itself.

3. **Characteristic of redundancy**

There are some characteristics of redundancy that usually used by writer³⁷:

- a. The repetition of unnecessary words, which the sentence can do perfectly well without repetition.
- b. The use of pompous sentences and words.
- c. The use of tautology, which is the needless repetition of a word or idea using different words.
- d. Use of meaningless jargon.
- e. The use of necessary qualifiers for example completely finished.

Therefore, Sharon gives clear characteristics of redundancy in her book as follow³⁸:

- a. Some redundant phrase should simply be implied.
 - **Redundant** : I will you *join together* our party next week.
Concise : I will you join our party next week.
(It can be explain that “join” can be understod without together, because “join” is of course will be together).
 - **Redundant** : I saw her *with my own eyes* last night
Concise : I saw her last night

37

<http://hosbeg.com/redundancy-writing>, *Redundancy In Writing*, (April, 20,2016)

³⁸ Hamilton, Sharon, *Solving More.*, p. 55

(because “saw” is clear explanation. Without added my own eyes, everybody knows that when we show somebody, of course with our own eyes).

b. The word “very” is usually redundant. As Sheridan Baker Maintains in *the practical Stylist*, it is an “empty intensifier”. Cutting “very” allows strong verb and adjective greater impact.

- **Redundant** : Ad was very convinced that she would never return.

Concise : Ad was convinced that she would never return.

- **Redundant** : The elephant is very big.

Concise : The elephant is big.

c. Sometimes the redundancy results from loosely related attempts state an idea. The solution is to choose the best words from each version, combine those, and cut the others.

- **Redundant** : in preparation, I studied three hours getting ready for the test.

Concise : I studied three hours for the test.

- **Redundant** : Paul is a good actor. He makes up a complete biography for each character he portrays. He invents biographical details for every new role. He also imagines mannerisms, speech patterns, and ways of moving and talking. He also thinks up a convincing costume that

that character would be likely to wear. He does not leave anything to chance. He plans to every detail of the way that the character talks and looks. When he steps on stage, he is speaking through the mask he is wearing, which is difficult to separate from his own face. He has become the character that he is portraying.

- **Concise** : Paul is a good actor. He makes up a complete biography for each character he portrays. He also imagines mannerisms, speech patterns, and styles of dress. He leaves no detail to chance. When he steps on stage, he is speaking through the mask he is wearing, which is difficult to separate from his own face. He has become his character.

d. Sometimes a writer needlessly explains a feeling or an idea that has just been shown. In this case the effect is to undermine the subtlety of the moment.

- **Redundant** : No, mom, of course I didn't do it," replied Jessie, looking down and avoiding her mother's eyes.

Concise : No, mom, of course I didn't do it," replied Jessie, looking down.

e. The word unique means "one of a kind". It should not be modified.

- **Redundant** : Her method of coaching was truly unique.
- **Concise** : Her method of coaching was truly unique

- **Redundant** :The experince was, on the whole unique.
- Concise** :The experince was, on the whole unique.
- Concise** :It was a rare experince.

As we saw from the sentences above, a lot of redundancy in the writing could seriously affect the quality of your writing and turn off the readers. There were some readers who did not have time any patience to read through a lot of redundancy. They just want a clear and concise content that of course went straight to the point.

D. Redundancy analysis in students' writing performance

Based on Oxford Advance learner Dictionary, performance is the act of performing a play.³⁹ It could be explained that performance is the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. In a contract, performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract. In writing, a sentence should not contain unnecessary words or sentences, for drawing the same reason in a sentence. The researcher found some Student' reason about redundancy writing are first, the students want to increase the length of their writing. The second, the students are try hardly to impress their readers. Therefore, they furnish their witing with unnecessary words and phrase. This will be an nagative impact of the_students' writing. Eliminating redundancy is a good

³⁹ Oxford iwriter, *Oxford Advanced Learner's Dictionary international student's Edition 8th Edition*, (New york, Oxford University Press, 2010) p. 1089.

way to revise their writing for concision or the ability to make the point in as few words as needed⁴⁰.

Another cause was picking up to write long and difficult sentence with many additional clause. The bigger was changing of made mistake and unsuccessed communicating the meaning., caused by the longer sentences. And the last of learners' writing is they could not write sentences longer than 3 lines.

James shows that students of english final writing is the most complicated thing they have done. There are three main types or error leads to misunderstanding or miscommunication.⁴¹ The causes: the biggest is the employ of translation from the first language. The change word for word the learners employs the error sentence formulates (grammar) and the error words (vocabulary).

From the paragraph above, it could be limited that Unnecessary words weaken the writing. The sentences that students ritain could be as lush and long as they like, just made sure that each word, each sentence, and each paragraph contributed something essential the the writing.

⁴⁰ <http://www.proofreadnow.com/blog/bid/30299/Avoid-Redundancy-in-Your-Writing>, *Avoid Redundancy in Your Writing*, taken at April, 26, 2016.

⁴¹ Jordan, R.R, *A cademic Writing Course study Skill in English, Third Edition* (England: Longman, 2003), p. 91

CHAPTER III

RESEARCH METHOD

A. Types and Characteristics of Research

The two board research methodologies in education are known as quantitative and qualitative. Quantitative research deals with questions of relationship, cause and effect or current status that researchers could answer by gathering and statistically analyzing numeric data. Donald Ary et al. States that qualitative research is a kind of research which its aims is on the holistic picture and depth of understanding rather than a numeric analysis of data.¹ Meanwhile, Marguerite asserts that qualitative studies are carried out in naturalistic settings, where researchers ask broad research questions designed to explore, interpret, or understand the social context and where participants are selected through nonrandom methods based on whether the individuals have information vital to the questions being asked.² In other hand, qualitative research focused on understanding social phenomena and providing rich verbal descriptions, situations and participants. The qualitative approach includes a number of different methods, such as ethnography, case study, naturalistic observation, focused interviews and historical studies³. This research is designed as qualitative research. Qualitative concerned with abstract characteristic of event. It is caused by the problem that the researcher

¹ Ary, Donald, et al., *Introduction to research in Education 8th Edition*, (Wadsworth: Wadsworth Cengage Learning, 2010), p.29

² Lodico, Marguerite G., et al., *Methods in Educational Research: from Theory to the practice, 2nd*, (United State of America: Jossey-Bass, a Wiley Imprint, 2010), p.277

³ Ary, Donald, et al., *Introduction t.*, p.29

intends to analyze is still unobvious, temporary, tentative, and potential to expand after the researcher exist in the field.

Therefore, it must be nearly impossible to use numerical experience as the quantitative research in order to get statistical data. In qualitative research, there is an exploring of a phenomenon by describing it in non-numeric language in the context and scientific paradigm. The characteristic of the research was analysis research which is described. It means that the data is in the form of word or pictures rather than number.

Qualitative researchers tend to study things in their natural setting. Attempting to make sense or interpret phenomena in terms of the meaning people bring to them. Qualitative research is distinctive type of research in education and the social sciences that can produce vivid and richly detailed accounts of human experience. A basic interpretative study provides descriptive accounts targeted to understanding phenomenon using data that might be collected in a variety of ways, such as interview, observations, data and document review. Fundamentally, a research that conduct a study of writing skill such as writing difficulties, methods, procedures and so forth are appropriate by using qualitative design.

In this research, the researcher using one kind of qualitative research known as case study. Creswell in his book stated that case study is where the researcher investigates in the depth of phenomenon, a program, an event, an activity, a process, or one more individual.⁴ Meanwhile, according to

⁴ John W Creswell, *Research Design: qualitative, quantitative, and mixed methods approaches second edition*, (California: sage Publication, 2003), P. 13

margueritte, case study reserach is a form of qualitative research that endeavors to discover meaning, to investigate processesand to gain insight into and in-depth understanding of an individual, group, or situation. Case studies can bedifferentiated from other forms of qualitative research by the fact that the these studies focus on a single unit or a bouded system. Case studies typically focus on small groups or individuals within a group and document that group's or individual's experience in a specific setting.⁵ Hence, case study focuses on a single unit to produce an in-depth description that is rich and holistic.⁶ In simply, Fraenkel explains that case study is detailed study of one or (at most) a few individuals or other social units, such as: classroom, school, or neighborhood. It can also be a study of an event, an activity, or an ongoing process.⁷

Shortly, the researcher assumes that case study is a systematic collection of information about a person, group, or community; social setting or event in order to gain insight into the functioning. A case is bounded in time and place. Regarding to case study, researher collected the data through observation, discussion, task completions, standardezed test, and self-report from the class-room participants. The goal of case study is to arrive at detailed description and understanding of the entity (the case).

Meanwhile the caracteristik of a case study in qualitative research are: first, qualitative research uses multiple methods that are interactive and

⁵ Margueritte G. Lodico, Dean T. Spaulding, *Methods in.*, p. 269

⁶ Ary, Donald, at al., *Introduction t.*, p.454

⁷ Jack R Fraenkel, *How to design and Evaluate the Research in Education*, (United State of America: Mc Graw Hill, Higher Education, 2016), p. 445

humanistic. The multiple methods can be applied appropriately the participant. Second, qualitative research is fundamentally interpretative. It can be assumed that the researcher can interpret the data. The researcher describes the participant, interpreting the data and then drawing the conclusion about the data intended. Third, the qualitative research is descriptive. The data collected is in the form of words of picture rather than number. Fourth, the data qualitative research in research is analyzed inductively. Fifth, the qualitative research adopts and uses one or more strategies of inquiry as guide for the procedure in the qualitative study. Then the last, the qualitative research are concerned with process rather than simply with outcomes or products.

The research had been conducted to explore the phenomenon about students' error and considers the importance of quality of students' writing to be explored. Therefore, the writer decides using qualitative approach to investigate and to analyze the common errors on students' writing performance. The research had been conducted in State Islamic Institute of metro.

B. Data Resources

Data resource of the research was gotten by test, interview, and documentation. The goal was the researcher may know the phenomenon of students' writing performance. It means that the writer got the data from purposive sample as the participants. The writer used primary source (information directly from the people or situation under the study) or secondary source (secondhand accounts of the people or situation written by the others). The writer choosed 30 students of the third semester of The State Institute for Islamic Studies of Metro as participants. The writer investigated some questions to them and analized their writing result in documentation. The writer choosed this methods because the writer wants to know the phenomenon of the difficulties in writing at the third semester students in the State Institute for Islamic Studies (IAIN) of Metro.

C. Data Collection Method

The writer employes the data are as follow:

1. Test

Test consist of questions and statements to measure the skills, knowledge, intelligence, ability and talent belong to individually or groups. In this research, the question of the test was which related to the redundancy in writing. The object of this test was the 30 students from the third semester of English Education Departement in class D at IAIN Metro.

2. Interview

Qualitative interviews were special kinds of conversations or speech events that were used by researchers to explore informants' experiences and interpretations.⁸ The kinds of interview that the researcher used was unstructured interviews. The unstructured interviews were categorized by a flexibility of approach to questioning. Unstructured interviews do not follow a system of pre-determined questions and standardized techniques of recording information.

This method was used to know the students' reason about why they made errors about redundancy in their writing performance. It was hopefully to know the causes of errors that students made in their sentences.

3. Documentation

During the process of creating the research, the writer collected documents. Those data source was relatively scientific data and easy to get. It was not reactive so that the subject could not hide something from the researcher⁹. These maybe public documents (like newspaper, magazine, minutes of meeting, official reports) or private documents (like journal, diaries, letters and e-mails).

D. Data Analysis Technique

⁸ Hatch, J. Amos, *Doing Qualitative Research in Education Setting*, (United States of America: State University of New York Press, Albany, 2002) p. 91

⁹ Creswell, *research Qualitative.*, p. 181

Analysing qualitative data is a systematic process that organizes the data into manageable units, combines and synthesized ideas, develops contracts, themes, patterns, theories and illuminates the important discoveries of the research.¹⁰ Furthermore Marguerite states, There were three data collection procedures in qualitative research as follow¹¹:

1. Collecting the data.

Data collection in qualitative research generally includes observations, interviews, and document analyses.

2. Analyzing the data.

Data in qualitative research are analyzed through the reading and review of data (observation notes, interview transcripts, and) to detect themes and patterns that emerge.

3. Interpreting and disseminating results.

The researcher summarizes and explains the themes and patterns (results) in narrative form. Interpretation may also involve discussion of how the findings from this study relate to findings from past studies in students' writing.

E. Approach

¹⁰ Anderson Gary and Nancy, *Fundamentals of Educational Research 2nd Edition*, (Falmer Press. 1998). P. 126

¹¹ Marguerite G. Lodico, Dean T. Spaulding, *Methods in.*, p. 266

This research used qualitative research, especially case study. Gary Anderson stated that case study is a holistic research method that uses many resources of evidence to analyze or evaluate a specific phenomenon¹². It gives Subjective information rather than objective. Case study had characteristics as follows: (1) case study takes place in natural setting (2) case study employs multiple methods as observation, interview, and document (3) case study view social phenomenon (4) case study examines the issue of holistically; and (5) case study is fundamentally interpretative.

¹² Anderson, Gary and Nancy. *Fundamentals of .*, P. 128

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Description of Research Setting

1. The Historical Background of IAIN Metro

a. The Brief History of IAIN Metro

The State Institute for Islamic Studies (IAIN) of Metro is located in Metro city, Lampung province. It is the only one the state Intitute for Islamic studies in this city. As an Islamic Institute which is one of favorite universities, IAIN Metro has vision and missions. Its vision is to create a qualified and competitive Islamic Institution. Then, to accomplish the vision, it composes some missions, namely: developing three pillars of university (education, research and development, and service society), developing and spreading technology in Islamic culture, and creating academic persons who are smart, competent, and have good moral.

In the same way, as an Islamic Institute, IAIN prepares the academic culture not only in developing Islamic religious science but also developing general science. In addition, Islamic culture is a special characteristic in academic culture of this Institute as compared to general universities. To sum up in nutshell, IAIN Metro as the Islamic Institute has an education system which is based on the Islamic values.

IAIN Metro was built on April 23 to 25, 1997 based on the Decree of President RI No. 11, 1997 on March 21, 1997. The establishment of IAIN cannot be separated from the history of IAIN Raden Intan Bandar Lampung which was begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was dealt to accomplish two faculties, Education faculty and Islamic Law faculty, which were domiciled in Tanjung Karang.

Referring to the decision of Indonesian President No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. Hence, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Finally, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minister of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". In the year of 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.

Likewise, in 1967, the Education and Islamic Law Faculty were established in Metro City based on the request of Metro society. Correspondingly, based on the handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996, the settlement of Institutional Faculties IAIN outside the central Institute should be changed to State Islamic College (STAIN). Then, based on the Decree of President RI No. 11, 1997, STAIN was legalized. And finally, in 1st August 2016 changed

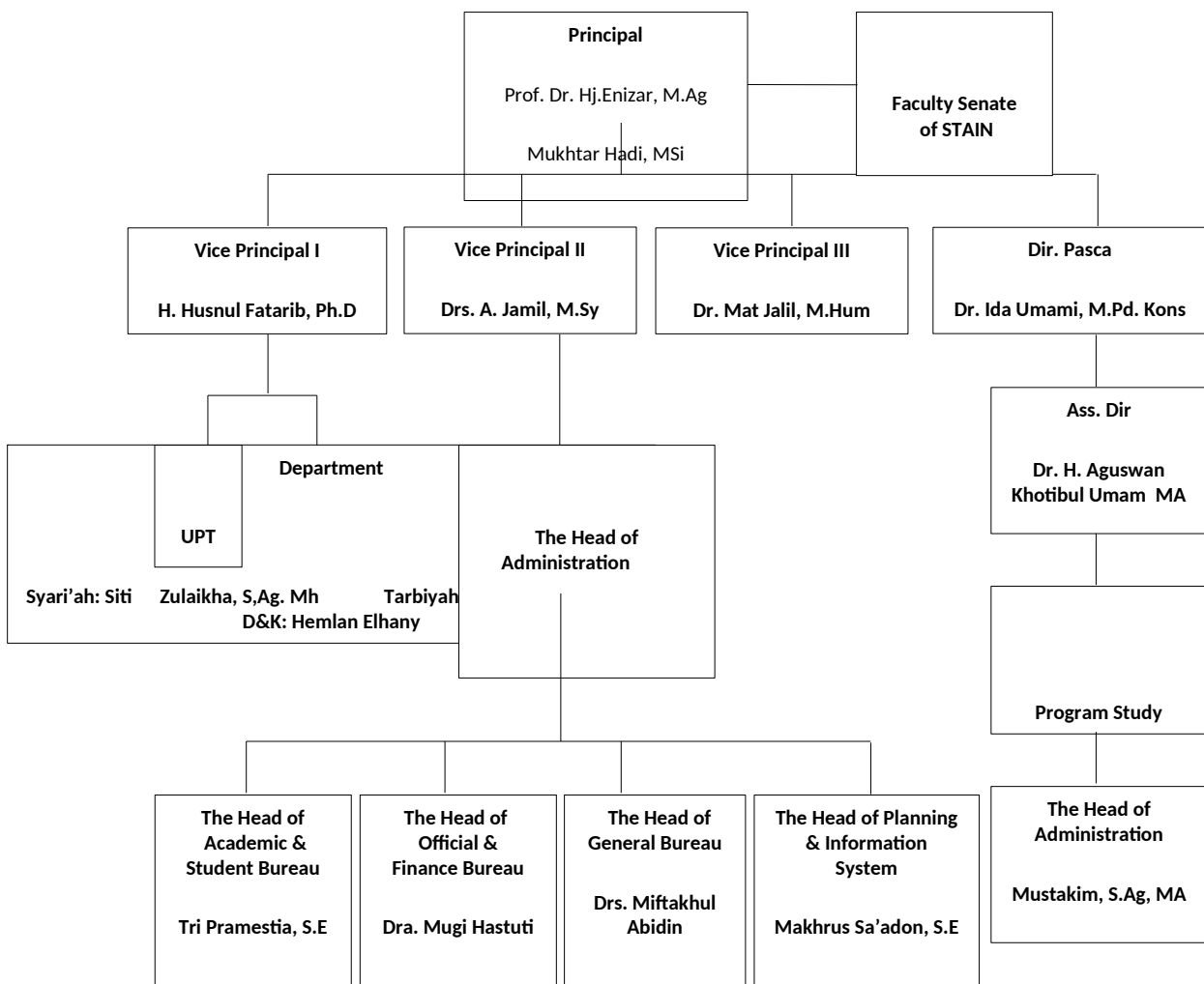
to be The state Institute for Islamic Studies (IAIN) and was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

Now, IAIN Metro has three faculties namely Syari'ah Faculty, Tarbiyah Faculty, and Islamic Announcement and Communication Faculty. Firstly, Syari'a Faculty covers D3 Syari'a Banking (D3 PBS), Bachelor's Degree of Syari'a Banking (S1 PBS), Islamic Economy Study Program (ESy), Islamic Law Department (AHS), and Islamic Economy Law (HEsy). Furthermore, Tarbiya Faculty includes Islamic Elementary School Education Study Program (PGMI), Arabic Education Study Program (PBA), English Education Study Program (PBI), Islamic Education Study Program (PAI), and Islamic Kindergarten Education Study Program (PGRA). At the same time, Islamic Announcement and Communication Faculty covers Islamic Communication and Broadcasting Program (KPI) and Language and Arabic Literature (BSA).

b. The Structural Organization of IAIN Metro

The structural organization of IAIN Metro in academic year 2016/2017 as follows:

Figure 1
The organization structure of IAIN Metro



c. The Facilities in IAIN Metro

In order to support lecturers and students, there are some facilities in IAIN Metro, namely: Lecturer's room, Computer Laboratory Unit & Baitul Mal wa Tamwil, Library Unit, Language Laboratory Unit, Micro-Teaching Laboratory, munaqosah unit, Islamic Development Unit, classroom, mosque, futsal field, basketball field, wall climbing field, volley field, tennis field, auditorium, Students Activities Unit (UKM) room, Students Committee Office. For getting the details of facilities, it can be shown in the table below:

Table 2

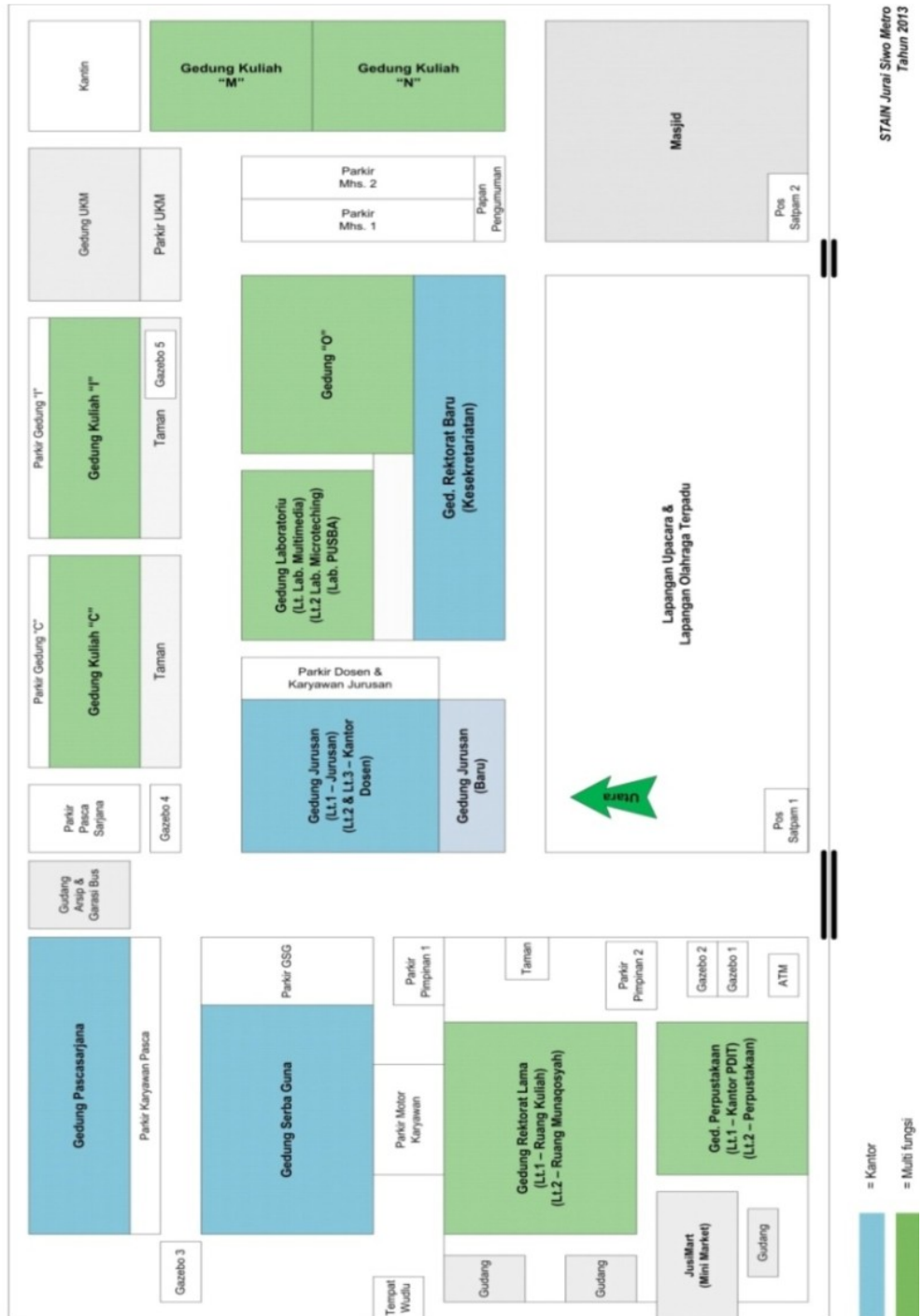
Facilities in IAIN Metro

No	Facilities	Total of unit	Large (m ²)
1	Lecturers' room	1	556
2	Computer Laboratory Unit & BMT	1	1000
3	Library Unit	1	1000
4	Language Laboratory Unit	1	180
5	Micro-Teaching Laboratory	1	106,8
6	Islamic Development Unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal Field	1	510
10	Basketball Field	1	-
11	Wall Climbing Field	1	92
12	Volley Field	1	-
13	Tennis Field	1	650
14	Auditorium	1	-
15	Students Activities Unit	1	-
16	Students Committee Office	1	-

Source: Archives of IAIN Metro in academic year 2016/2017

d. The Sketch of Location of IAIN Metro

Figure 2
The Location Sketch of IAIN Metro



STAIN Juri Siwo Metro
Tahun 2013

e. The Students in IAIN Metro

The total of the students in IAIN Metro is 6002 students.

Table 3

The total of students in IAIN Metro

No	Academic year	Students
1	2011	1205
2	2012	1509
3	2013	1146
4	2014	1143
5	2015	999
5	2016	1500
Total of students		7502

Source: Archives of IAIN Metro in Academic year 2016/2017.

2. English Teaching at the English Education Program (TBI)

The English Education Program (TBI) is one of the Strata 1 (S1) of the Tarbiyah Faculty of the State Institute for Islamic Studies (IAIN) of Metro which was established in 2007. Historically, S1 TBI IAIN Metro came from Diploma 3 (D3) English Education that was opened in 2002.

The legal and operational license of TBI based on the explanation letter of Islamic Education General Director No. Dj.I/220.C/2007 in Jakarta on May 28th, 2007. According the Implementation License of Study Program of the General Director, TBI is located in IAIN Metro at Jl. Ki Hajar Dewantara 15A Metro City.

The English Education Study Program (TBI) has a vision namely: creating professional students in English education who can integrate

Islamic values and academic dimensions. The vision then is enlarged in some missions, namely:

- a. Developing the students' individually through knowledge, reinforcement, and actualization toward religious, national and civil life in Islamic culture.
- b. Building and developing humanist, democratic, and modern academic atmosphere.
- c. Growing the professionalism ethic through theoretical knowledge basic mastery.
- d. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.
- e. Applying integrated education system which is able to give a significant input for educational development.

In line with the statement above, TBI always tries to develop the quality in teaching and learning process. Indeed, it will create dynamic, opened, and polite relationship among the stakeholders in TBI IAIN. Then the total students from 2011-2015 of TBI are 1059 students.

Table 4
Total students of TBI

Semester	Total
I	226
III	171
V	250
VII	276
IX	136

Total	1059
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Source: Archives from English Department of IAIN Metro in academic year 2016/2017.

Table 5
Total lecturers of TBI

Lecturer	Total
PNS Lecturer	12
Non PNS Lecturer	14
Total	26

Source: Archives of IAIN Metro in academic year 2016/2017.

B. General Description of Research Data

Essentially, A redundancy in writing is defined as the use of words or phrases in writing that are totally unnecessary. Many students made this grave mistake in their writing. According to experts, a sentence must contain no unnecessary words.

A paragraph must contain unnecessary sentences. Unnecessary words, phrases, or clauses in sentences were considered redundancies. A sentence is supposed to be simple and straight to the point. There was absolutely no room for unnecessary words, phrases, or clauses. Just avoid write the same thing twice or more.

In this chapter, the researcher specifically analyzed types of errors about redundancy in writing paragraph which made by among Student at Third Semester of English Education Departement of IAIN Metro and find out the reason why the students made errors. The Researcher collected the primary data from the student student's writing and interview result. The data

were taken from the among Student at Third Semester of English Education Departement of IAIN Metro by using cluster purposive teqnhique sampling.

The student mastery about redundancy is low. In this case, the researcher used the book Based on Prentice hall about the types of redundancy that had been explain in the second chapter of this research¹. They were redundant word, redundant phrase and redundant clause to identify the students' error about redundancy writing in their writing paragraph result that they made. The following table illustrated the errors made by the students found in students' writing result:

Table 6
Total of Error about Redundancy found in Students' Writing Paragraph

No	Classification errors	Total of Errors	Percentage of Errors (%)
1	Redundant Word	114	50 %
2	Redundant Phrase	89	39 %
3	Redundant Clause	23	11 %
Total		226	100 %

Based on table above, it could be seen that the number of errors made by the students about redundancy was 226 errors. The most commonly errors found in the use of redundant word were 114 errors beside redundant phrase were 89 and redundant clause 23. Therefore, the researcher gave brief description of students' errors in writing result as followed:

Table 7

¹ Prentice Hall, *Grammar and Composition.*, p. 441

**Brief Description of Students Types of Errors
about Redundancy Writing**

No	Name	Student Sentence	Correct Sentence	Types of Students Errors
1	TI	My exam value must perfect and <i>must</i> get general rank in social programe	My exam value must perfect and get general rank in social programe	Redundant Word
	EA	Here, I study and get many knowledge such as islamic <i>knowledge</i> and general knowledge.	Here, I study and get many knowledge such as islamic and general knowledge.	
	FI	After we played catur we <i>next</i> played badminton.	After we played catur we played badminton.	
	SM	Vocation in Jogja fun order Indeed <i>very</i> Unique City and classic.	Vocation in Jogja fun order Indeed Unique City and classic.	
	KSK	I like Desember because <i>December</i> has much experiences for me.	I like Desember because has much experiences for me.	
	BDPS	The story <i>that</i> believe that live is wonderful.	The story believe that live is wonderful.	
	AM	Than, I took a bath, <i>took</i> a holly water	Than, I took a bath and a holly water	
	RN	I must <i>to</i> ask my father to <i>want</i> buy this Iphone 7+	I must ask my father to buy this Iphone 7+	
	ES	Firstly, I felt <i>very</i> hard, because I dont diligent study.	Firstly, I felt hard, because I dont diligent study.	
	RP	<i>And</i> we play together and enjoyed.	We play together and enjoyed.	
	DA	I <i>am</i> just a chicken shit and useless man.	I just a chicken shit and useless man.	
	BA	Traveling can make me enjoy.	Traveling make me enjoy.	
	AH	I am <i>so</i> confiused and I drink salt water.	I am confiused and I drink salt water.	
	DL	Finished course, I <i>go</i> back in my boarding house to have lunch.	Finished course, I back in my boarding house to have lunch.	
	AAS	The experience of funny and distresing I have ever <i>experienced</i> .	The experience of funny and distresing I have ever .	
UA	In morning day, they insult	In morning, they insult		

		me with many words that make me hurted.	me with many words that make me hurted.	
	DLA	After this accident, we always spent our time together.	After this accident, we always spent our time.	
	RR	So, I prepare lesson in day. So, I go to campus.	I prepare lesson in day. So, I go to campus.	
	LF	We are go with car but because my parent din not have car.	We are go with car because my parent din not have car.	
	ASS	In there, I meet one famous outhor from jakarta.	There, I meet one famous outhor from jakarta.	
	SH	In the morning <i>day</i> , I go to school and meet my teacher.	The morning, I go to school and meet my teacher.	
	FA	I have <i>one</i> brother. The name is Kevin.	I one brother. The name is Kevin.	
	LA	We <i>are</i> prepared material and devise.	We prepared material and devise.	
	PAS	At <i>the</i> night I go <i>to</i> and this my first time.	At night I go and this my first time.	
	IFJ	I <i>am</i> agree about that <i>suggestion</i> .	I agree about that.	
	SR	One day, when I go <i>to</i> home from the school.	One day, when I go home from the school.	
	LRA	We <i>are</i> must listen to head master and teacher explain about this school.	We must listen to head master and teacher explain about this school.	
	FPH	Before leave, I to prepare all necessary.	Before leave, I prepare all necessary.	
2	SL	I was afraid <i>at the time</i> , I didn't say to my parent.	I was afraid, I didn't say to my parent.	Redundant phrase
	FPH	I sent message <i>to Anis</i> , Anis is my friend is campus.	I sent message to Anis, my friend is campus.	
	KM	At 16.00 am, <i>I and my friend</i> go to home.	At 16.00 am, we go to home.	
	LRA	I am very shy because <i>my friend my voice</i> is bad.	I am very shy because our is bad.	
	SR	So, I weaken price <i>of the shoes</i> . I and seller debate about <i>price of the shoes</i> .	So, I weaken price. I and seller debate about that.	
	IFJ	But <i>the first try it</i> I am succesful.	But, I am succesful.	

PAS	When I come <i>to Bandar Lampung</i> , I directly do to beach	When I come, I directly do to beach
LA	<i>I and my mother</i> went to market.	We went to market.
FA	He is very naughty. May be because he is a boy <i>so naughty</i> .	He is very naughty. May be because he is a boy.
SH	<i>In the next day</i> , I begun to find two patner in my class.	Next day, I begun to find two patner in my class.
ASS	There are some teachers and my senior who <i>they are</i> to join in the competition.	There are some teachers and my senior who join in the competition.
LF	<i>After our until</i> at beach, I am exited because be imagine to enjoy with my family <i>at beach</i> .	At beach, I am exited because be imagine to enjoy with my family.
RR	<i>So that</i> , I read the quran and than take a bath. <i>After that</i> cleaner my room.	I read the quran and than take a bath and cleaner my room.
DLA	He laugh <i>very very</i> loud and didn't stop it.	He laugh loud and didn't stop it.
UA	Until time to take a rest, they keep away from me.	Until rest time, they keep away from me.
DL	Organization in second family for me. Because <i>in organization</i> we get knowledge.	Organization in second family for me. Because we get knowledge.
AH	Old man ask how it seem <i>not nice</i> bitter.	Old man ask how it seem bitter.
BA	We can make conversation with foreign <i>in there</i> and take picture with them.	We can make conversation with and take picture with them.
RP	The real, we have experienced <i>which the same</i>	The real, we have same experiency.
ES	<i>At the time</i> , I was very lazy to learn when I ask to move the school.	I was very lazy to learn when I ask to move the school.
RN	Many people were so happy if holiday, because they <i>can take holiday</i> , have fun with family and free.	Many people were so happy because they, have fun with family and free.
BDP	I think, the story <i>make me</i> open my mind and believe	I think, the story open my mind and believe

		that live is wonderful.	that live is wonderful.	
	KSK	<i>At the moment</i> , I was study in senior high school.	I was study in senior high school.	
	SM	I have one little brother. His name is Reza. My little brother six years old.	I have one little brother. His name is Reza. He is six years old.	
	FI	So, <i>She and I</i> always together.	So, we always together.	
	EA	<i>At the moment</i> , I just say to my father.	I just say to my father.	
	TI	Day of the day, I <i>more and more</i> focus on my study.	Day of the day more focus on my study.	
3	EV	When I sit on the chair with my <i>parents, my sister and my brother</i> .	When I sit on the chair with my family.	Redundant Clause
	BDP	It is the first competition that I joining <i>and I think it is a big competition</i> .	It is the first big competition that I joining.	
	RN	The first, <i>I think so hard</i> . I think I must ask my father to buythis phone.	The first, I think I must ask my father to buythis phone.	
	RP	She ever give me a gift a <i>dool is very beautiful</i> .	She ever give me a gift a beautiful dool.	
	AH	An old man just smile and say follow me again, I ask where will we go. Follow me please, <i>an old man say</i> .	An old man just smile and say follow me again, I ask where will we go. Follow me please.	
	DL	In campus, I also canjoin in organization. <i>Many organization in my campuz</i> . There areJS-EC, IMPAS, etc.	In campus, I also canjoin in organization. There areJS-EC, IMPAS, etc.	
	AAS	But, <i>two it was the one who</i> was making us can not forget.	But, those was making us can not forget.	
	ASS	But not all student can join to the competition , just some student that choosen by teacher <i>that can join the competition</i> .	But not all student can join to the competition , just some student that choosen by teacher	
	FA	I have <i>one mother and one father</i> . They give me motivation about my live.	I have parent. They give me motivation about my live.	
	IFJ	The letter in the bucket rose	The letter in the bucket	

		<i>I am and my sister writer if we be love my mom.</i>	rose we love my mom.
	SRL	I went into the market and chooce white shoes. I interst <i>with this shoes.</i>	I went into the market and chooce white shoes. I intersted.
	LRA	I start to school, before <i>I official to school in vocation High School</i> , we must follow to MOS.	I start to school, before we must follow to MOS.
	FPH	Anis is my friend in campus. The name is Khoirun nisak. <i>But I usually call anis.</i>	Anis is my friend in campus. The name is Khoirun nisak.

After calculating the number of errors, then the rearcher would like describe in the detail about types of errors commited by the students about redundancy. The classification of types of errors would be shown in the following table:

Table 8
The recapitulation of Types of Errors in Students' Writing
Based on Error Anlysis Theory.

No	Name	Types of Error			Total
		Redundant Word	Redundant Phrase	Redundant Clause	
1	SL	1	1	-	2
2	FPH	1	2	1	4
3	KM	-	5	-	5
4	LRA	7	1	1	9
5	SRL	3	7	4	13
6	IFJ	10	3	1	14
7	PAS	2	1	-	3
8	LA	6	4	1	10
9	FA	1	2	2	5
10	SH	8	2	-	9
11	ASS	2	5	4	11
12	LF	8	5	-	11
13	RR	4	3	-	7
14	DL	6	2	-	6
15	UA	6	3	-	7

16	AAS	7	2	1	10
17	DL	1	2	3	6
18	AH	4	13	1	18
19	BA	3	1	-	4
20	DA	2	-	-	2
21	RP	5	3	2	9
22	ES	4	5	-	9
23	RN	5	-	1	6
24	AM	-	3	-	3
25	BDP	3	3	-	6
26	KSK	3	4	-	7
27	SM	2	2	-	4
28	FI	2	1	-	3
29	EA	6	3	1	9
30	TI	2	1	-	3
Total		114	89	23	226
Percentage		50 %	39 %	11 %	100 %

Based on the result of data analysis above, it could be described that there were some errors commonly found in students' writing paragraph. Therefore, the researcher classified those errors into three types, namely redundant word, redundant phrase and redundant clause.

Consequently, the researcher gave brief descriptions of data analysis as followed:

1. Redundant word

Those errors were illustrated by the persence of an element which must not appear in a well-performed sentence. In short, redundat word is repeting or rewrite the same word or the same meaning in the sentence. Total of redundant word were 114 errors that found in the students' writing, and some of them were errors on the repeating of word in the sentence. The illustrations of those errors were as followed:

- a. Sentence made by EA in Writing Paragraph

.....Here, I study and get many knowledge such as islamic knowledge and general knowledge.....

(#DST in paragraph 2 line 3)

This sentence included in redundant word because there was a word “knowledge” that rewrite in on sentence. It must be avoid because had been clear. So, it should be correct sentence if the sentences was changed to be:

.....Here, I study and get many knowledge such as islamic and general knowledge.....

- b. Sentence made by DL in writing paragraph.

....Finished course, I go back in my boarding house to have lunch...

(#DL in paragraph 1, line 1)

In this sentence, there was simple redundant word. This error included in error of redundant word by using the same meaning in a sentence. Then, the researcher suggested the following corrections of the sentence:

....Finished course, I back in my boarding house to have lunch.....

- c. Sentence made by SM in writing paragraph.

.....Vocation in Jogja fun order Indeed very Unique City and classic.....

(#SM in paragraph 2, line 1)

In this term, the student used strengten word as an empty intensifier. It might not use in a sentence. It should be correct if the sentence was changed to be:

.....Vocation in Jogja fun order Indeed Unique City and classic.....

- d. Sentence made by SH in writing paragraph.

.....In the morning day, I go to school and meet my teacher.....

(# in the paragraph 1, line 1)

In this case, the student made the same errors. The word was explained the clear word. Because everybody knows that morning is a day. The correct sentence was:

.....In the morning, I go to school and meet my teacher.....

2. Redundant phrase

Redundant phrase is cluttering sentence by a phrase that had been explained. It could be prepositional or conjunction phrase. In short, redundant phrase is adding of certain necessary items in a sentence. The researcher found 89 errors in total showing of redundant phrase. In this case, the researcher noticed the flaw of students' errors of redundant phrase certain parts of the sentence. The example were as followed:

- a. Sentence made by SL

.....I was afraid at the time, I didn't say to my parent.....

(#Slin paragraph 6, line 1)

In this case, the researcher found errors of redundant phrase. There was a prepositional phrase in the sentence that might not be shown. The correct sentence was:

.....I was afraid, I didn't say to my parent.....

b. Sentence made by SR

.....So, I weaken price of the shoes. I and seller debate about price of the shoes.....

(#SR in paragraph 3, line 2)

In this case, the student made the tautology by using the same word meaning. It should be omitted to gain the sentence purpose. The researcher suggested the correct form to be:

.....So, I weaken price. I and seller debate about that.....

c. Sentence made by LRA

.....I am very shy because my friend my voice is bad.....

(#LRA in paragraph 5, line 2)

In this sentence, there was extravagance of word. It should be changed by a simple word that explained the same meaning.

Therefore, the researcher gave suggestion for correct sentence:

.....I am very shy because our voice is bad.....

d. Sentence made by AH

.....Old man ask how it seem not nice bitter.....

(#AH in paragraph 3, line 4)

In this case, the student made tautology phrase that repeats a meaning with different words. We might not use that to explain something in a sentence. It could be correct if we changed to be:

.....*Old man ask how it seem bitter.....*

3. Redundant Clause

Redundant clauses is an errors made the sentences illogical or even pointless. In short, adding meaningless subordinate clause in the sentence. There were 23 errors in total showing in the students writing result. The brief example were as followed:

a. Sentence made by ASS

.....*But not all student can join to the competition , just some student that choosen by teacher that can join the competition.....*

(#ASS in paragraph, 2 line 1)

From the sentence above, the writer found redundant clause in student writing. It might be avoid because it's needless related to the meaning. The suitable sentence should be:

.....*But not all student can join to the competition , just some student that choosen by teacher.....*

b. Sentence made by AH

.....*An old man just smile and say follow me again, I ask where will we go. Follow me please, an old man say.....*

(#AH in paragraph 4 line 4)

This sentence showed the same clause that had the same meaning. It must be thrown because meaningless clause. The sentence should be changed to be:

.....*An old man just smile and say follow me again, I ask where will we go. Follow me please.....*

c. Sentence made by DL

.....*In campus, I also canjoin in organization. Many organization in my campuz. There areJS-EC, IMPAS, etc.....*

(#DL in paragraph 4, line 2)

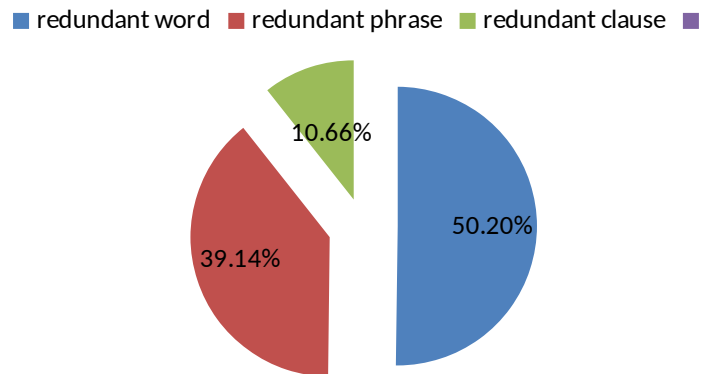
In this case, the writer rewrote the same sentence that explained before. It might ommit having a miningful sentence. It was to be correct sentence if the sentence was changed to be:

.....*In campus, I also canjoin in organization. There areJS-EC, IMPAS, etc.....*

From the data analysis above, the researcher got the frequency of the errors of redundancy found in students' writing paragraph. In addition, the researcher described the result of the research in a chart as followed:

Figure 3
Recapitulation of Students' Types of Errors
Based on error Analysis Theory

Recapitulation of Types of Errors



The chart above showed that there were several errors in the students' writing. The errors were 114 items (50 %) of redundant word, 89 items (39 %) of redundant phrase and 23 items (11 %) of redundant clause. Moreover, the most frequent errors found in students' paragraph were 114 items (50 %) of redundant word.

For further information, to find out the causes of students errors and to strengthen the errors from students writing performance, the researcher hold an interview related to writing and redundancy which focussed on sources of errors. They were interlingual transfer, intralingual transfer and context of learning. The test list consisted of 8 questions, two questions about writing, three questions concentrated to the causes of errors and three questions concentrated to the students' errors. The student response is presented below:

1. What do you think about writing? Is writing difficult?

- DL : yes, I think writing is difficult, because I difficult imagine write something
- ASS :Yes, I think writing is difficult, yes it is.
- LRA : Yes
- AH : Yes, writing is difficult
- SL : Yes, it is
- SRL : Yes, writing is difficult
- SM : Yes
- SH : Yes
- EA : Yes, I think
- TI : it's not too difficult
- FI : yes, writing is difficult for me
- KSK : writing is difficult
- BDP : sometime writing is difficult
- AM : Yes
- RN : writing is difficult
- ES : writing is veruy difficult
- RP : writing is very difficult
- DA : veri difficult
- BA : writing is difficult
- AAS : writing is difficult
- UA : yes, it is.
- DL : yes, it is difficult
- RR : yes
- LF : I think writing is difficult
- FA : not difficult
- LA : writing is difficult
- PAS : sometime difficult
- IFJ : writing is difficult
- KM : Yes, writing is difficult
- FPH : yes, writing is very difficult

In this case, most of students stated that writing was quite difficult.

It was proven by twenty six students said that writing were difficult, and only 4 students said that writing not too difficult when they understood.

2. What are your difficulties when learn about writing?

- DL : When I arrange word by word to get a sentence
- ASS : because in writing, we need grammar and idea
- LRA : difficult when we not have many vocabulary
- AH : How to read vocabulary and what the grammar
- SL : The grammatical
- SRL : I have not many vocabulary
- SM : Doen not know grammar and minimum vocabulary
- SH : Arrange the sentence in paragraph
- EA : it's about vocabulary and the pattent of sentence
- TI : sometime I feel difficult in development of main idea
- FI : didn't understand about the grammar and less vocabulary
- KSK : the difficult about writing is about vocabulary and gramatical
- BDP : how to write goodly and the reader understand
- AM : dont understand grammatical
- RN : arrange of word and looking Idea for them
- ES : make a paragraph
- RP : make a paragraph
- DA : about gramatical rules, make an idea and vocabulary
- BA : I didn't have lot of idea or about developh idea
- AAS : many, I have not many vocab
- UA : when I want to write something about the topic
- DL : if I forget about grammar and about the meaning
- RR : yes, because difficult in grammatical
- LF : I dont have many vocab
- FA : no difficult, but very easy
- LA : Composing of sentence and we need to imagine for write
- PAS : The grammar
- IFJ : Sometime understand sometime not
- KM : Arrange word by word
- FPH : Difficult about the vocabulary and grammar

In this case, most of students had same respons which related to their difficulties in writing. The most difficult that they thought was about the lack of vocabulary and grammatical understanding. Some of them were difficulted in developing an idea and arranging the words.

3. Did you ever learn or listen about redundancy in writing?

DL : Yes, I did
 ASS : Yes, I did
 LRA : Yes, I did
 AH : Yes, I ever
 SL : Yes, I did
 SRL : Yes, I did
 SM : Yes, I did
 AH : Not yet
 EA : Not yet
 TI : may be I did, but didn't reliaze it
 FI : Yes, I did
 KSK : yes, I did
 BDP : yes, I ever
 AM : yes, I did but not often
 RN : maybe I did, but I didn't realize
 ES : no, I didn't
 RP : no, I didn;t
 DA : Yes, I did
 BA : yes, I have
 AAS : never
 UA : yes, I did
 DL : yes, I did
 RR : never learn or listen about redundancy
 LF : yes, I did
 FA : yes, I ever listen
 LA : Yes, I did
 PAS : yes, I did
 IFJ : sometime yes I did
 KM : yes, I did
 FPH : yes, I did

From the responses above, that most of student said that they ever listen or learn about redundancy, but they were not master yet about that. That was proven that twenty five student did and only five student who were never learn or listen about redundancy.

4. How often did you do redundancy of word or sentence in your writing?

DL : Yes, I often
 ASS : I often did redundancy when I write
 LRA : Often
 AH : Seldom
 SL : sometime, not often
 SRL : Often
 SM : may be about 5 times
 AH : twice in paragraph
 EA : Yes, when I dont know a word or sentence
 TI : I dont know how many
 FI : sometime
 KSK : maybe about three times
 BDP : seldom
 AM : I dont know
 RN : I dont know, because I dont remember
 ES : I often Do
 RP : I am ofteng wasting word
 DA : many times
 BA : 3 until 5
 AAS : when I told make writing of a sudden
 UA : very often
 DL : often
 RR : I often did
 LF : I often
 FA : maybe something
 LA : yes, I did
 PAS : sometimes
 IFJ : I often
 KM : very often
 FPH : maybe about 4 times

Basicly, based on student responce most of them were often did redundancy in their writing. They did redundancy in writing cause they didn't realize about that. Some of them were did not realize because they didn't undertood about redundancy itself.

5. How often did you use two words which have same meaning in a sentence or two sentences which have the same meaning in a paragraph?

DL : Often
ASS : Often
LRA : Rarely
AH : Seldom
SL : sometime, not often
SRL : often
SM : may be about 4 times
AH : every I try to write
EA : Yes, often
TI : I dont know how many
FI : often
KSK : maybe aroud 3 times
BDP : almost, but not usually
AM : I dont know
RN : i dont know because I didn't remember
ES : I often
RP : I often
DA : maybe twice in a paragraph
BA : 2 until 3
AAS : in every writing that long
UA : very often
DL : often
RR : yes, sometime I often
LF : I often use
FA : maybe around a things
LA : often
PAS : sometimes
IFJ : often
KM : often
FPH : Maybe around 5 times

In this case, most of the students were often used two words or two sentences which have the same meaning in their paragraph. The reasons

was the minimum vocabulary that they have. Some of them were realize but some others not if they did in their sentences.

6. What is the main factor which causes the redundancy?

- DL : because we just have little bit vocabulary
- ASS : because I am not carefull in writing
- LRA : because, we not have vocabulary
- AH : not know about composition sentence
- SL : The minimum of Vocab
- SRL : less vocabulary
- SM : Minimum vocabulary and grammar
- AH : not have many vocabulary and lazy to try writing
- EA : we are very less in grammar
- TI : I dont know
- FI : did not understand the meaning and aspect of writing
- KSK : I dont have many vocabulary
- BDP : limited mind, bored, tired and many more
- AM : I dont know
- RN : less practice in writing and minimum knowledge
- ES : because I am not carefull
- RP : because I not carefull
- DA : the limited of vocabulary
- BA : because didn't know the other vocabulary
- AAS : the lack of vocab when writing
- UA : unless the vocabulary
- DL : I dont know what will I write again
- RR : not remember vocabulary
- LF : I am not carefull in my writing
- FA : I dont thing about vocabulary
- LA : we have only some vocabulary
- PAS : I want write a long story when I write write something
- IFJ : the minus of vocab
- KM : unless vocabulary that we have
- FPH : I dont think about vocabulary

Based on the students statement, the main factor which caused the redundancy in their writing were lack of vocabulary and they didn't

carefull about their writing. some of them were did not understand the meaning of the word or less practice.

7. How often did you ask your friend or teacher to check your writing?

- DL :Very often ask my friend/my teacher
- ASS : I just occasional to ask my friend or my teacher
- LRA : not often
- AH : when I be worry with my assignment
- SL : sometime, not often
- SRL : rerely
- SM : very often, especially to friend
- AH : every day when i have assignment and I still confuse
- EA : Sometime, I just save in my book when I had write something
- TI : often
- FI : always
- KSK : maybe around three times
- BDP : almost, but not usually I ask
- AM : Often, especially about grammar
- RN : very often I did
- ES : I never asked my friend or teacher
- RP :not often or I never ask
- DA : in many times
- BA : seldom
- AAS : one week, one time
- UA : very often
- DL : Not often
- RR : yes, I often ask
- LF : I am not often ask
- FA : not ever
- LA : not often
- PAS : not too often
- IFJ : little often
- KM : very often
- FPH : maybe when find difficulties

Actually, those was well statements that most of students were often checked their writing result to their friend or their teacher/lecturer.

Those could develop their writing skill. Only some of them that rare to check and one of them saved the result without checking.

8. What is solution which you do to overcome redundancy?

DL : learn with other people/friend who has good skill in writing

ASS : I must carefull and more practice in writing

LRA : We must study hard again and more memorize many vocabulary

AH : often discuss with our friend, ask to teacher and study by our self

SL : Practice over and over again

SRL : Have many vocabulary/know many vocabulary

SM : More to learn grammar and extend vocabulary

AH : just continue to write because practice make perfect

EA : I try to remember many vocabulary now and study about pattern of sentence

TI : Multifly Vocabulary

FI : ask friend or teacher how to write well

KSK : Study and learn as much as I can learn

BDP : just write, because writing is like swimming. Need practice.

AM : still confuce, because I dont know what is redundancy

RN : keep study hard, ask to friend, make a english group and multiply vocabulary.

ES : I must more carefull

RP : I must more carefull

DA : we have to add more our knowledge

BA : I must have a lot of vocabulary

AAS : learn about redundancy in every day

UA : with increace the vocabulary

DL : often to read a book or something that can increase my vocabulary

RR : remember vocabulary and learn grammar

LF : I should more carefull

FA : study about redundancy

LA : we must understand what will we explain than we can conclude

PAS : more practice

IFJ : learn more about the vocab and the grammar

KM : learn with other people or friend who has good skill in english

FPH : check back the result of work

According to the data from the question test above, it was shown that the students actually had been understood what solution should they do to overcome redundancy in their writing. Most students stated that they must learn more about writing include grammar and vocabulary. So, the researcher suggested friends or guide is needed to check their writing or made a small group english writing especially about redundancy. Carefully was the best way that never be forgotten in writing.

C. Limitation

It should be understood that this research was limited only for administrate the student errors about redundancy on students writing performance and the researcher was not responsible about another error for other times. This research classifies error on students writing performance were redundant word, phrase, and clause.

There were many factors probably cause the errors. In this research, the cause of errors classify in to three they were lack of attentions into their writing, lack of knowledge of redundancy and insufficient vocabulary and grammar mastery by obey the definition or other reason.

D. Discussion

The conclusion of the data analysis described that most writing result of the students still have several errors. The students were still confused in avoidung redundancy in writing especially in sentences or paragraph. Whereas, the students must know how to use correct forms of using word in

the sentences because it was one of important thing to support their ability in writing skill.

It is revealed that there were some errors which were founded in the students' writing paragraph performance. Those errors were divided into three kinds, namely: redundant word, redundant phrase and redundant clause. Furthermore, it was showed that there were 114 items (50%) of redundant word, 89 items (39%) of redundant phrase and 23 items (11%) of redundant clause. The finding show that the error frequently appeared about redundancy was the area of redundant word. A higher percentage of redundant word were gained by the use of the same word in a sentence than the same meaning. Based on the result of the data analysis, it proves that the students' writing needs to be improved, not only in the students' ability in redundancy, but also their vocabulary memorable and understood in grammar.

In interview section, some students said that the most difficult in the avoiding redundancy in writing is the mastering of grammar and vocabulary. The lack of vocabulary made the students less of an idea and difficult to arrange word in a sentence moreover the grammatical. Careless of writing without checking was happened in most of students.

Finally, after describing what errors frequently appeared of redundancy in students' writing performance. The researcher explained cause of errors. In line the result of interview above, the students committed errors of redundancy because of level of difficulties at target language being learnt by the student, so, those made the students' feel difficult to master about redundancy.

Related to the sources of errors, the researcher could take a conclusion that the cause of errors committed by the students lead intralingual transfer, because those errors occurred as a result of learners' effort to build up concept about the target language itself.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the researcher was eagerly going to deduce this research that some kinds of errors were still found some types of redundancy in students' writing paragraph performance among student at third semester of English Education Departement of IAIN Metro. The kinds of error were 114 items (50%) of redundant word, 89 items (39%) of redundant phrase and 23 items (11%) of redundat clause. Therefore, the error frequently appeared in students' writing paragraph performance were 114 items (50%) of redundant word.

Furthermore, based on students' responded on interview, the researcher summarized that cause of errors' that students made was lack of vocabulary and grammar mastery because those errors accured as a result of learners' effort to build up concepts about the target language itself.

Hence, the writer curious about the errors of redundant that the student made in the students' writing paragraph performance. It had been illustrated by the total of the kinds of errors encountered by the students through the previous table and diagram for the percentage of the errors as well.

B. Suggestion

Pointing at the result of the research, analysis of the errors, and the conclusion, the researcher suggested to the students should improve their

understanding what were kinds of redundancy which should be avoided in writing sentence or paragraph. Improving grammatical and vocabulary Mastery was the key of gain an idea in writing sentence or paragraph.

The researcher also suggested that the English teacher/lecturer should give material about redundancy in detail. Ask the students to do more exercises to improve their understanding in grammar and memorizing many vocabulary to support their writing result. Not only teacher/lecturer who could help, but also friendship could improve the writing skill habit by made English group learning.

For further research concerning redundancy was very expected and more relevant data be very useful to learn in academic writing and for analysis process.

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CURRICULUM VITAE



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