

**AN UNDERGRADUATE THESIS**

**AN ERROR ANALYSIS OF REDUNDANCY**  
**IN STUDENT'S WRITING DESCRIPTIVE TEXT**  
**AT THE FOURTH SEMESTER OF ENGLISH EDUCATION**  
**DEPARTMENT OF IAIN METRO**

BY:  
NURUL ISTIKOMAH  
Student Number :1501070284



**TARBIYAH AND TEACHER TRAINING FACULTY**  
**ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1441 H / 2020 M**

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Presented as a Partial Fullfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Department

**NURUL ISTIKOMAH**  
**Student Number : 1501070284**

Tarbiyah And Teacher Training Faculty  
English Education Department

Sponsor : Drs. Kuryani, M.Pd  
Co-Sponsor : Andianto, M.Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

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DEPARTMENT OF IAIN METRO**

**ABSTRACT**

**By:**

**NURUL ISTIKOMAH**

The objective of this research is to know the types, the reason and the solution of errors redundancy in writing descriptive text made by students. The research was conducted to the fourth semester of English Education Department of IAIN Metro. This research is qualitative research. The primary data of this research were taken from fifteen student's task at the fourth semester of English Education Department of IAIN Metro. The data were collected by documentation and interview.

Based on the result of the data, the researcher found some types of error redundancy in student's writing descriptive text. The types of errors were found are 27 items (49%) of redundant word pairs, 17 items (30%) of redundant categories, and 12 items (21%) of redundant modifiers. Based on these problems the students have limitation of vocabulary and grammatical mastery, so that they repeat the words that have already been said and they are still confused to applying the correct tenses in their text, it means that the students have to increase their knowledge by reading some books, join the course to master the grammar and sentence structure, and they can avoid redundancy by increasing their vocabulary.

**Keywords:** *Descriptive text, redundancy*

**ANALISIS KESALAHAN REDUNDANSI  
DALAM MENULIS TEKS DESKRIPTIF  
DI SEMESTER EMPAT PROGRAM STUDI PENDIDIKAN  
BAHASA INGGRIS IAIN METRO**

**ABSTRAK**

**Nurul Istikomah**

Tujuan penelitian ini adalah untuk mengetahui jenis, penyebab dan solusi dari kesalahan redundansi dalam menulis teks deskripsi yang dilakukan oleh mahasiswa. Penelitian ini dilakukan di semester empat program studi Pendidikan Bahasa Inggris IAIN Metro. Penelitian ini adalah penelitian kualitatif. Data utama dari penelitian diambil dari tugas lima belas mahasiswa semester empat program studi Pendidikan Bahasa Inggris IAIN Metro. Data tersebut dikumpulkan melalui dokumentasi dan wawancara.

Berdasarkan hasil dari data yang terkumpul, peneliti menemukan jenis-jenis kesalahan redundansi dalam menulis teks deskripsi. Jenis kesalahan yang ditemukan yaitu 27 jenis (49%) redundansi word pairs, 17 jenis (30%) redundansi kategori, dan 12 jenis (21%) redundansi modifiers. Berdasarkan masalah tersebut mahasiswa memiliki keterbatasan dalam kosa kata dan kurangnya penguasaan grammatikal, maka dari itu mereka melakukan pengulangan kata, mereka juga masih kebingungan dalam pengaplikasian tenses yang benar dalam teksnya, ini berarti bahwa mahasiswa perlu mengembangkan pengetahuan mereka dengan membaca banyak buku, mereka dapat mengikuti kursus untuk menguasai tata bahasa dan struktur kalimat, dan mereka dapat menghindari redundansi dengan meningkatkan kosa kata mereka.

***Kata Kunci:*** Teks deskripsi, redundansi



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INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

**APPROVAL PAGE**

*Assalaamu 'alaikum Wr. Wb*

Title : AN ERROR ANALYSIS OF REDUNDANCY IN STUDENT'S  
WRITING DESCRIPTIVE TEXT AT THE FOURTH SEMESTER OF  
ENGLISH EDUCATION DEPARTMENT OF IAIN METRO  
Name : Nurul Istikomah  
Students Number : 1501070284  
Department : English Education  
Faculty : Tarbiyah and Teacher Training

**APPROVED BY:**

To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State  
Islamic Institute of Metro.

*Wassalaamu 'alaikum Wr. Wb*

Sponsor

**Drs. Kurvani, M.Pd**  
NIP. 19620215 199503 1 001

Metro, July 2020

Co-sponsor

**Andianto, M.Pd**  
NIP. 19871 02 201503 1 004



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Number :  
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Matter : **In order to hold the Munaqosyah  
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Dean of Faculty of Tarbiyah and Teacher  
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State Institute for Islamic Studies of Metro

*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to research thesis script which is written by:

Name : Nurul Istikomah  
Students Number : 1501070284  
Judul Skripsi : AN ERROR ANALYSIS OF REDUNDANCY IN STUDENT'S  
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

*Wassalmu'alaikumWr.Wb*

Sponsor

**Drs. Kuryani, M.Pd**  
NIP. 19620215 199503 1 001

Metro, July 2020

Co-sponsor

**Andianto, M.Pd**  
NIP. 19871102 201503 1 004

The Head of English Education Department



**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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Nurul Istikomah**

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*Assalamualaikum Wr. Wb.*

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Students Number : 1501070284  
Judul Skripsi : AN ERROR ANALYSIS OF REDUNDANCY IN STUDENT'S  
WRITING DESCRIPTIVE TEXT AT THE FOURTH SEMESTER OF  
ENGLISH EDUCATION DEPARTMENT OF IAIN METRO

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Sponsor

**Drs. Kuryani, M.Pd**  
NIP. 19620215 199503 1 001

Metro, July 2020

Co-sponsor

**Andianto, M.Pd**  
NIP. 19871102 201503 1 004

The Head of English Education Department



**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Kl. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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(.....)  
(.....)  
(.....)

The Dean of Tarbiyah  
and Teacher Training Faculty



**Dr. Hj. Akla, M.Pd.**  
NIP. 19691008 200003 2 005



## STATEMENT OF RESEARCH

The undersigned :

Name : NURUL ISTIKOMAH  
Student Number : 1501070284  
Faculty : Tarbiyah and Teacher Training Faculty  
Department : English Education Department (TBI)

States that this undergraduate thesis is originally the result of the researcher's research, in expectation of certain part which are excerpted from the bibliographies mentioned.

Metro, July 2020

The Researcher



Nurul Istikomah  
NPM. 1501070284

## ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : NURUL ISTIKOMAH  
NPM : 1501070284  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris (TBI)

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian dari peneliti, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, July 2020

Peneliti



Nurul Istikomah  
NPM. 1501070284

**MOTTO**

(٦) إِنَّ مَعَ الْعُسْرِ يُسْرًا

*“With difficult is surely easy”*

*(Q.S. Al-Insyirah:6)*

*“Don't say give up before you try”*

*(Researcher)*

## **DEDICATION PAGE**

This piece of work is dedicated to:

1. My beloved parents, Mr. Marimin and Mrs. Siti Kalimah who always support me in their endless love.
2. My sponsor Mr. Drs. Kuryani, M.Pd and co-sponsor Mr. Andianto, M.Pd, thanks for guiding and the times.
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First of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish the undergraduate thesis soon, and always pray for me to be a successfull person someday (Aamin).

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As human being the researcher realize that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes she has made in writing. The researcher hopes this undergraduate thesis can be beneficial for all readers.

Metro, July 2020

The Researcher



**NURUL ISTIKOMAH**  
**NPM. 1501070284**

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# 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. 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. Therefore, 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 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 use of more words than are necessary to express a thought, or the use of two expressions that mean the same thing.<sup>1</sup> 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 reader.

Error analysis is incorrectness, mistakenness, wrongness, erroneousness assumptions concept a crucial part of knowing nearly some skill or get knowledge<sup>2</sup>. From that state the researcher 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 relized that the learners error as a process constructing in a system language is to be analyzed carefully. In addition, it is the process

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<sup>1</sup>Dawson, J. H, Avoid *redundancy in writing*, (*Weed Scientist*, Prosser, WA 99350. Volume 6:782, 1992), p.1

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

or part which cannot be 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 and repetition word because they want to increase the length of their writing ability.

A presurvey done by researcher at the fourth semester of English Education of IAIN Metro shows on February, 20<sup>th</sup> 2020 that the student still face many problems. The student problems 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 text. Description about the students error were illustrated in the table as follows:

**Table 1**  
**The Description of Pre-Survey Data Result of The Student's Errors**  
**Redundancy in Writing Descriptive Text**

No	Name	List of Sentence	The Correct Sentence	The Types of Redundancy
1	AA	Last two years ago I found owl on the land.	Two years ago I found owl on theland.	Redundant modifier
		He look so cute and horror because he is owl.	He looks cute and horror because he is owl.	Redundant Word pairs

2	NM	Me and my friends always eating together and sleep together.	We always eat and sleep together.	Redundant categories
		Its also have kitchen and have canteen.	Its also have kitchen and canteen.	Redundant word pairs
3	ST	Kino always make me want to hug him and hug him everyday.	Kino always make me want to hugs him everyday.	Redundant word pairs
		She looks very cute and funny.	She looks cute and funny.	Redundant word pairs
4	DA	His name is Agung Syaiful, Agung Syaiful is my brother.	His name is Agung Syaiful, he is my brother.	Redundant word pairs
		He is kind and he is diligent.	He is kind and diligent.	Redundant word pairs
5	EF	His fur is so soft and I like to rubs it for him.	His fur is soft and I like to rubs it.	Redundant word
		I also like to hold him in my hand.	I also like to hold him.	Redundant categories

*Source: The result of Pre-survey at the fourth semester of English Education of IAIN Metro taken on the prasurvey (February, 20<sup>th</sup> 2020)*

Based on the data above, the researcher found that most of the students have difficulties in writing especially in avoiding redundancy. Regarding on the justification above, the researcher conducted the research consisting common error in students writing descriptive text. For that reasons the researcher analyzed the student's error writing descriptive text and also found the reasons why the students make redundant in their writing. The researcher conducted this research entitled " An Error Analysis



of Redundancy in Student's Writing Descriptive Text at The Fourth Semester of English Education Department of IAIN Metro ”.

## **B. Focus of The Reseach**

In this research, the researcher focused on error analysis of redundancy in students' writing descriptive text at the fourth semester of English Education Department of IAIN Metro.

## **C. Research Question**

There are some reseach question of this reseach, those are:

1. What are the types of errors redundancy in writing descriptive text at the fourth semester of English Education Department of IAIN Metro?
2. Why do they make errors of redundancy in writing descriptive text at the fourth semester of English Education Department of IAIN Metro?
3. How to solve the student's error of redundancy in writing descriptive text atthe fourth semester of English Education Department of IAIN Metro?

## **D. Objective and Benefit of the Study**

### **1. Objective of the Study**

Based on the research question above, the purpose of this research was:

- a. To investigate the types of errors of redundancy in writing descriptive text at the fourth semester of English Education Department of IAIN Metro.
- b. To find the reasons or the factor caused of errors redundancy in writing descriptive text at the fourth semester of English Education Department of IAIN Metro .
- c. To investigate the solution to solve the student's errors of redundancy in writing descriptive text at the fourth semester of English Education Department of IAIN Metro.

### **2. Benefit of the study**

- a. For the students

As the actual phenomena that provides students' better understanding about the redundancy in writing.

- b. For the Lecturer

This research is also expected the lectures solving problems related to writing process especially about redundancy.

c. For Other Researcher

Hopefully, the result of this research is expected as a new information who are interested in English as the reference to the other researcher who will do further reseach and giving more knowledge about redundancy.

## E. Prior Research

Previous research overview the researcher took three researcher overview, those were:

The first was conducted by Tri Harmiyanti which entitled “ *An Analysis of Study Redundancies made in writing by students in writing descriptive text*”. 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. This study uses the eleventh grade as the sample of the research. The method used in this research is qualitative research. It is same with this study. The result from this study are the kind of redundancy found in students’ works is tautology.<sup>3</sup>

The second was conducted by Amanatur Rohmah, which entitled“ *An Error Analysis of Redundancy in Students’ Writing Performance among Student at Third Semester of English Educations Departement of IAIN Metro*”. This research focus on error analysis of redundancy in students’

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<sup>3</sup>Tri Harmiyanti, *An Analysis Study Of Redundancies Made By Students In Writing Descriptive Text*, vol 2, 2013, p.1

writing performance. The method used in this research is qualitative research. It is same with this study. The differentiation from the second prior research and this study is the sample of the study. This study observe the senior high school while the second prior research observe the third semester. The result from this study is the common error about redundancy which found out were error word, phrase, and clause.<sup>4</sup>

Moreover, the third was conducted by Huichao Xoe and Rebecca Hwa in their journal: Department of Computer Science, University of Pittsburgh, 210 Bouquet St, Pittsburgh, PA 15260, USA under the title “*Redundancy Detection in ESL Writings*”. This reaserch focus on the task of defining redundancy measure that estimates the likelihood that a given word or phrase within a sentence might be extraneous. The differentiation from the third prior research and this study is this study uses tenth graders as the sample of the research, while the prior use ESL writing as their sample. The method used in this research is experiment, whilethis study used qualitative method. The result from this study is the prevalence of redundant phrases in ESL writings has not been much work in the automatic detection.<sup>5</sup>

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<sup>4</sup>Amanatur Rohmah, *An Error Anlysis of Redundancy in Students' Writing Performance among Student at Third Semester of English Educations Departement of IAIN Metro*, An Undergraduate Thesis of IAIN Metro, 2017

<sup>5</sup>Huichao Xoe and Rebecca Hwa, *Redundancy Detection in ESL Writings*, vol 10, 2011,

Based on the description of prior research above, in this research the researcher want to continue the research. The researcher focus on errors analysis of redundancy in students' writing descriptive text at the fourth semester of English Education Department of IAIN Metro. The researcher analize the types, the reasons, and the solutions of the error redundancy in students writing descriptive text.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Error

##### 1. The Definition of Error

Learning a foreign language is different from learning our mother tongue. That is why it is natural and unavoidable when the students make error in learning a foreign language. Thus, it is impossible that learner never make some errors in language learning activity. Errors in language teaching especially in English are the cases which are difficult to avoid.

According to Dulay, Errors are the flawed side of learner speech or writing. They are those part of conversation or composition that deviate from some selected norm or mature language performance.<sup>6</sup> Besides, the making of errors is one of part of learning and no one can learn without the making of errors.

Meanwhile, Richard says that error are which results from incomplete knowledge, and a mistake made by a learner when writing or speaking and which is caused by lack of attention, carelessness, or some other aspect of performance.<sup>7</sup> Moreover, Brown states that the error are

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<sup>6</sup>Heidi Dulay, et. Al, *Language Two*, (New York: Oxford University Press, 1982), p. 138

<sup>7</sup>Richards,Jack. C and Richard Schmidt, *Dictionary of Language Teaching and Applied Linguistic, Fourth Edition*, (Longman: Great Britain, 2010) , p. 201

the result of one's systematic competence.<sup>8</sup> Its mean that the learner's system is incorrect.

Beside that, Harmer assume that errors are mistakes which they cannot correct themselves and which therefore need explanation.<sup>9</sup> Its mean that the error are component of language learning which is to know the learners' proficiency. The errors cannot be corrected easily by learners and they need a more elaboration.

Based on the explanations above, the researcher concludes that error is component of learn to know proficiency learners. Than, it's slip that students cannot clear their problem themselves. They are required rationalization from the teacher.

## 2. The differences between Error and mistake

According to Brown, an error cannot be self-corrected, while mistakes can be self-self corrected.<sup>10</sup> Based on the explanation, it can be conclude that error is a mistake that learner are unable to correct the deviation when they perform their speaking or writing, so that they need more explanations from the teachers or other expert. Meanwhile, a mistake is a deviation of the learners when they perform an exercise or speak about something. They can correct their deviation and improve it to be right.

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<sup>8</sup>Brown, H. Douglas, *Principle Of Language Learning and Teaching, Fifth Edition*(San Fransisco State University, 2007), p. 258

<sup>9</sup> Harmer, Jeremy, *The Practice of English Language Teaching, Third Edition* (Cambridge, UK: longman), p. 99

<sup>10</sup>Brown, H. Douglas, *Principle Of...*, p. 258

### 3. Classification of Error

According to Brown, there are two major classes of error,<sup>11</sup> as follow:

#### a. Global error

Global error are defined as those violate rules involved in the overall structure of a sentence the relation between part of clauses or in a simple sentence.

#### b. Local error

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.

Based on the explanation above, the researcher conclude that the global error is an error that occurs in the whole of a simple sentence. The sentence relation between part of clause. Meanwhile, the local error is an error that occurs in certain parts of the complex sentence.

### 4. Source of Error

According to Brown, The source of errors can be classified within two domain,<sup>12</sup> as follow:

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<sup>11</sup>Ibid , p. 263

<sup>12</sup>Ibid , p. 264



a. Interlingual Transfer

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

Moreover, intelangual 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

The intralingual transfer is habitually created by the children in the first language and assumptions that the second interference is using same approachs, especially universalization and interpretation. From some explanations above, in this case, the researcher intended to use brown's theory there were two causes of errors; interlingual transfer, intralingual transfer.

## B. 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 Steve Peha, writing is the communication of content for a purpose to an audience.<sup>13</sup> Meanwhile, Patel explain that writing is a skill which must be taught and practiced. 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 stage.<sup>14</sup>

Moreover, Brown said writing is a process to and up thinking something you can not have started our thinking.<sup>15</sup> It means that writing is activities which used by the writter to show information by stages and has purpose which the reader can receive or refuse and believe or disbelieve the writer written. Furthermore, Jeremy said writing is a process and that we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities.<sup>16</sup>

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<sup>13</sup>Peha, Steve, *The Writing Teacher's Strategy Guide*, (United State of America: Teaching That Makes Sence, Inc.), p.58

<sup>14</sup>Patel, M.F and Praveen M. Jain, *English Language Teaching(Methods, tools and Techniques)*, (Vaishali Nagar: Sunrise Publisher and Distributor, 2008), p.125

<sup>15</sup>Brown, H. Douglas, *teaching by Principle: An interactive Approach to Language Pedagogy, second adition*, (Addison Wesley: Longman, 2001), p. 337

<sup>16</sup>Jeremy Harmer, *How To Teach Writing*, (England: Pearson Education Limited, 2004), P.86

Based on explanation above, the researcher concludes that writing is basically the processing ideas. Thoughts by using knowledge of structure and vocabulary. Combine our ideas as a means communication.

## **2. The Process of Writing**

According to Harmer, the writing process will be divided into four stages, as follows:<sup>17</sup>

### **a. Planning**

Planning is the first stage of writing process when the writers plan, try and decide what they are going to say before starting to write. There are three issue i.e purpose, audience, and content structure that must be considered in planning to write. Secondly, the audience will influence the shape of the writing, and choice of language such as formal and informal tone. Thirdly, the content structure of the piece that is, how best to squence the fact, ideas, or arguments which are decided to include.

### **b. Drafting**

Drafting is the first version of a piece of writing. A number of drafts might be prduced on the way to the final version, as the writing process into editing.

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<sup>17</sup>Ibid, p. 5

c. Editing (reflecting and revising)

Editing is the writing process to make the change of draft which is ambiguous or confusing by using general meaning and overall structure such as individual word and gramatical accuracy.

d. Final version

It is the last stage of the writing ability process when the written text is ready to send to its intended audience.

### 3. Characteristics of Good Writing

There are some characteristics of good writing. Boardman said that there are three characteristics in writing a good paragraph, namely:<sup>18</sup>

a. Coherence

A paragraph should consist of coherent sentences that are ordered according to principle. The sentence is put in order so that the reader can understand your idea easily. The principles of ordering depend on the types of paragraph you are writing. Coherence mean stick together, coherence is basically a matter of having the part of a piece writing in the right with the clear process.

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<sup>18</sup>Natanael Saragih, et.al “*The effectiveness of Using Recount Text to Improve Writing Skill for Grade III Students of Kalam Kudus Elementary Shool 2 Pematang Siantar*” IOSR Journal of Humanities and Social Science (IOSR-JHSS), (Pematang Siantar : Sumatera Utara), vol 19, February 2014, p. 57

## b. Cohesion

Cohesion is another characteristic of the good paragraph. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence.

## c. Unity

The final characteristic of a well written paragraph is unity. All the supporting sentences should relate to the topic sentence. Order in text or paragraph is like organization easy, but is smaller in space so it may be simpler to consider order as direction. Thus order chronological steps to express the idea the written from.

Good writing is much more than just correct writing. It's that responds to the interest and needs of our readers. Good writing has clearly defined purpose, make a definite point, support that the point with specific information and the information is clearly connected and arranged.

## C. The Concept Redundancy

### 1. The Definition of Redundancy

Nowdays, 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. According to Marcia, Redundancy is different

from repeating a necessary word or phrase, but redundancy is repeating unnecessary word or phrase which is made by the student.<sup>19</sup>

According to 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 conciseness. Its mean that, redundancy is repeating word that have same expression.<sup>20</sup>

Moreover, Sharon said redundancy is a form of repetition involving not the same word but the same idea.<sup>21</sup> Meanwhile, Shannon said the redundancy is related to the extent to which it is possible to compress the language.<sup>22</sup> Furthermore, Biggs said redundancy means conveying same meaning twice. Like other kinds of wordiness, redundancy makes writing fat. Sometimes people use redundant because they don't recognize the precise definition of word.<sup>23</sup>

Based on the explanation above, the researcher concludes that redundancy is repeating the same word or phrase that has the same purpose before in a sentence. The use more than one word to express

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<sup>19</sup>Lerner, Marcia, *Writing Smart Your Guide to Great Writing*, (New York, Princeton Review Publishing, 2001), p.14

<sup>20</sup>Dawson, J. H, *Avoid redundancy in writing*, (*Weed Scientist*, Prosser, WA 99350. Volume 6:782, 1992), p.1

<sup>21</sup>Hamilton, Sharon,*Solving More Writing Problems*, (Portland, J. Weston Walch Publisher, 2003), p.55

<sup>22</sup>Shannon, Claude E, *The Redundancy Of English*, (Bell Laboratories, Murray Hill, N. J Journal), p. 248.

<sup>23</sup>Emily Dotson Biggs,Eggenschwiler Willer, *CliffsQuickReview Writing: Grammar, Usage and Style*, (Hungry Minds Inc. 909 Third Avenue, New York, NY 10022, 2001), p. 129

the same expression or purpose. Repeating unnecessary word or phrase which is made by the student.

## 2. Types of redundancy

Based on Wilbers, there are three common types of redundancy in writing, as follows:<sup>24</sup>

### a. Redundant Modifiers

Redundant modifiers is the modifier implies the same meaning of the word modified, as in *past memories, personal beliefs, important essentials, and consensus of opinion*.

In the following examples redundant modifiers are eliminated:

Redundant adj : he studied *past* history extensively.

Concise : he studied history extensively

### b. Redundant Categories

Redundant categories is the category implied by the word, as in *large in size, pink in color, extreme in degree, and honest in character*.

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 Word Pairs

Redundant word pairs is is repeating the meaning of other words in the sentence.

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<sup>24</sup>Stephen Wilbers, *Keys to Great Writing* (Writer's Digest Books, Cincinnati Ohio, 2000), p.25

**Redundant** : My exam value must perfect and *must* get general rank in social programe.

**Concise** : My exam value must perfect and *must* get general rank in social programe.

Reduce redundancy, planned repetition may be highly effective in oral presentations, but it is quickly overdone in writing. Also avoid redundant pairs of words, redundant modifiers and redundant categories.<sup>25</sup>

### 3. Characteristic of redundancy

Sharon gives clear characteristics of redundancy in her book as follow:<sup>26</sup>

- a. Some redundant phrase should simply be implied.

**Redundant:** I will you *join together* our party nextweek.

**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

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<sup>25</sup>Chris Holcomb, M. Jimmie Killingsworth, *Perfoming Prose The Study and Practice of Style in Composition* (Southern Illinois University Press, 2010), p.47

<sup>26</sup>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 in to choose the best words from each version, combine those, and cuts 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 imagenes 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 mean “one of a kind”. It should not be modified.

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

**Concise** : Her method of coaching was unique

**Redundant**:The experince was, on the whole, unique.

**Concise** : The experince was unique.

**Concise** :It was a rare experince.

Based on explanation above, a lot of redundancy in the writing could seriously affect the quality of your writing and turn off the readers. There weresome readers who did not have time anypatience to read through a lot of redundancy. They just want a clear and concise content that of course went straight to the point.

## **D. The Concept of Descriptive text**

### **1. The Definition of Descriptive text**

Descriptive is a text types in the language, descriptive as we know to describe something, we called it describing, in other descriptive called a description. It is same, a types or genre of text in language. Descriptive is a text to explain what happend to relate experience or decribe something or anything, such as feeling or informations.

According to James, descriptive is when one wants to describe the way something looks like in physical sense.<sup>27</sup> Meanwhile, Peter Knapp said describing is also used extensively in many text types, such as information reports, literary descriptions, descriptive recounts and, due to the need to classify and describe a process before explaining it, in the opening paragraphs of most explanations.<sup>28</sup>

Moreover, description text is about sensory experience-how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.<sup>29</sup>

Furthermore, Husna said a descriptive text is a text which a writer tries to picture what he is describing. Description is used to describe a particular thing or object, place or person. The descriptive text is the text that describe something.<sup>30</sup>

Based on opinion above, the researcher can infer descriptive text is explain about information, literacy, place, and thing to classify in paragraphs. Descriptive text is which once kinds of text in English refer to aspects of writing, such as; descriptive, narrative, expository, argumentative.

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<sup>27</sup>James Heard, Ted Tucker, *Advance Writing* (Advance Writing Course, Korean University, 2001), p. 63

<sup>28</sup>Peter Knapp and Megan Watkins, *Genre, Text, Grammar*, (Sydney: University of New South Wales Press, 2005), p.97

<sup>29</sup>Thomas S. Kane, *Oxford Essential Guide to Writing*, (New York, Barkley Books, 2000), p. 351

<sup>30</sup>Lailatul Husna, et. Al, *An Analysis Students' Writing Skill in Descriptive Text at Grade XI IPA 1 of MAN 2 Padang*, (Journal English Language Teaching, vol 1, July 2013), p. 2

## 2. Social Function of Descriptive Text

The social function of descriptive text is to describe a particular person, place or thing.<sup>31</sup> It can be conclude that function of descriptive text is a text for describe person, place or a thing by visual experience. It is used to create a visual image of people, place, even of time days or season. It may also be used to describe the outwards appearance people. It may tells about their traits of character and personality.

## 3. Generic Structure of Descriptive Writing

The generic structure of descriptive writing are:

- a. Identification which identifies phenomenon that will be describe.
- b. Description which describe parts, qualities, or characteristics of something or someone in detail.<sup>32</sup>

Based on explanation above, it can be conclude before we describe about something, we must identify the phenomenon that will be describe first. Identify the phenomenon will makes easier to arrange the words in paragraph. Then, the decription are include of parts, qualities, or characteristics of something that will be describe.

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<sup>31</sup>Siti Masitoh, Dasep Supriadi, *Improving Student's Writing Ability in Writing Descriptive Text Using Genre Based Approach*, (GBA) At The Eight Grader Students of SMP Islam Terpadu Fitrah Insani, (ELTIN Journal, vol 3, april 2015), p. 41

<sup>32</sup>Ibid, p. 41

#### 4. Grammatical Features of Descriptive text

Knapp and watkins write there are several gramatical features of descriptive writing<sup>33</sup>, as follow:

- a. The present tense is predominantly used in descriptive text.
- b. Although present tense may be used in literary descriptions, it is past tense that tends to dominate.
- c. Relational verbs are used when classifying and desribing apparence/qualities and part/functions of phenomena.
- d. Action verbs are used when describing behaviours/uses.
- e. Mental verbs are used when describing feeling in literary descriptions.
- f. Adjective are used to add extra information to nouns and may be technical, everyday, or literally, depending on the text.
- g. Personal and literary description generally deal with individual thing.

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<sup>33</sup>Peter Knapp and Megan Watkins, *Genre, Text...*, p. 98

## CHAPTER III

### RESEARCH METHOD

#### A. Types and Characteristics Research

The researcher using qualitative research in this research. The type of this research is a case study. According to Creswell, case study is where the researcher investigates in the depth of phenomenon, a program, an event, an activity, a process, or one more individual.<sup>34</sup>

Moreover, case study focuses on a single unit to produce an in-depth description that is rich and holistic.<sup>35</sup> Meanwhile, 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 on going process.<sup>36</sup>

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, researcher collected the data through interview and documentation from the participants. The goal of case study is to arrive at detailed description and understanding of the entity (the case).

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<sup>34</sup> John W Creswell, *Research Design: qualitative, quantitative, and mixed methods approaches second edition*, (California: sage Publication, 2003), p. 13

<sup>35</sup> Ary,Donald, at.al., *Introduction to research in Education 8<sup>th</sup> Edition*, (Wadsworth: Wadsworth Cengage Learning, 2010), p.454

<sup>36</sup> Jack R Fraenkel, *How to design and Evaluate the Research in Education*, (United State of America: Mc Graw Hill, Higher Education, 2016), p. 445

Meanwhile, the characteristic of a case study in qualitative research are: first, qualitative research uses multiple methods that are interactive and humanistic. The multiple methods can be applied appropriately to 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 or pictures rather than numbers. Fourth, the data in qualitative research is analyzed inductively. Fifth, the qualitative research adopts and uses one or more strategies of inquiry as a guide for the procedure in the qualitative study. Then, lastly, qualitative research is 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 the quality of students' writing to be explored. Therefore, the researcher decides to use a qualitative approach to investigate and to analyze the types, the reasons, and the solution of errors of redundancy on students' writing descriptive text. The research had been conducted at the fourth semester of the English Education Department of IAIN Metro.



## **B. Data Resource**

Data source of the research is gotten by document and interview. It means that the researcher gets the data from purposive sample as the participants. In this research, in conducting the data resources, the researcher divided them into primary and secondary.

Primary data is the data resource which directly will be acquired by data collector. It means that the first hand data is fourth semester students of English Education Department of IAIN Metro about redundancy in writing descriptive text had be obtained the researcher as an object of this research. In conducting this research, the researcher selected one class at the fourth semester of English Education Department of IAIN Metro.

Secondary sources are helpful as begin review, to explore and determine the range of materials on a topic. Examples of secondary sources are handbook, e-book, and select journal that relate to error analysis of redundancy.

## **C. Data Collection Technique**

In conducting the research, it is extremely important to formulate the relevant technique of collecting data. Creswell explain that in many qualitative studies, inquires collect multiple forms of data and spend a considerable time in the natural setting gathering information.<sup>37</sup>

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<sup>37</sup> John W Creswell, *Research Design ; Qualitative, Quantitative and mixed Methods Approach*, (London ; Sage Publication, 2003), p. 185

For gathering the data the researcher uses some instruments. The instruments which were used in conducting the research as follow:

#### 1. Documentation

The researcher uses documents technique to collect the data in this research. Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public documents provide in the form of minutes from meeting, official report. Example of private documents is personal journal and diaries, letters, and e-mails.<sup>38</sup> In this research the researcher will collect the primary data from the fiveteenth student's task and important data such as history of IAIN Metro, structure organization, total of the lectures and students, staff administration, sketch location of IAIN Metro.

#### 2. Interview

To collect the data, in which the researcher conducts face-to-face interviews with participants. Interviews participantsby telephon, or engages in focus group inteviews, with sixto eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants.<sup>39</sup> In this research, the reseacher make interview with the fiveteenth students by using video call at thefourth semester students of English Education Department of IAIN Metro.

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<sup>38</sup>Ibid, p.180

<sup>39</sup> Ibid, p. 181

This method was used to know the reason and the solution of the problem why they made errors about redundancy in their writing. It was hopefully to know the causes of students' errors redundancy made in their writing descriptive text. Based on the problem, the researcher can give the solution to avoid redundancy in their writing descriptive text.

#### D. Data Analysis Technique

This research would apply the Miles and Huberman model to analyze the data.<sup>40</sup> The components of this analysis model are pictured by this figure:

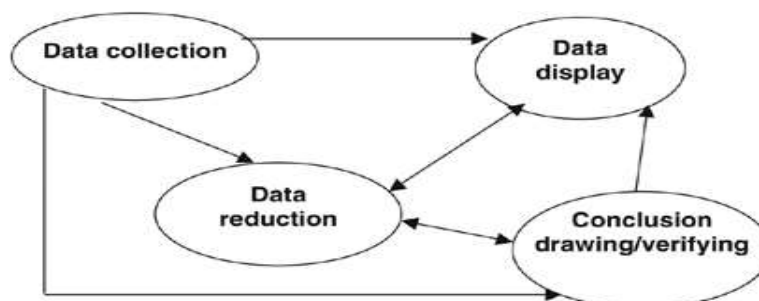


Figure 1. Analysis Components of Miles and Huberman Model

Data analysis by Miles and Huberman model conducts the following steps:

1. Data collection is the step when the writer gather all data which are used to complete the research.
2. The writer reduces the data he had gotten by summarizing and choosing specific things.

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<sup>40</sup> Michael Huberman M. and Miles, *Data Management and Analysis Methods*. In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), p.429.

3. To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.
4. Lastly, the writer verifies his research by making conclusion of data findings.

Therefore, it is concluded that the analysis of data has some functions in analyze research data that include in; to make the meaningful raw data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

#### **E. Research Approach**

The researcher applied case study in this research. Actually, case study has been associated with qualitative methods of analysis. The researcher choose this method because the researcher wanted to analyze the types, the reasons and the solution of error redundancy in writing descriptive text at the fourth semester of English Education Department of IAIN Metro. The researcher would use qualitative research, the researcher applied step by step procedures in gaining the result of the research.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Description of Research Setting**

##### **1. Profile of State Institute for Islamic Studies of Metro**

###### **a. The Brief History of IAIN Metro**

State Islamic Institute (IAIN) Metro was located in Metro city, Lampung province. It was the one and only State Institute for Islamic Studies in this city. As an Islamic Institute which was one of favorite universities, IAIN Metro has vision and missions. Its vision was Become an Innovative Islamic College of Education in socio-ecotechno-preneurship synergy based on Islamic values and Indonesian.

Then, to accomplish the vision, it composes some missions, namely: Implementing Islamic values in the implementation of education, research, and community service, Building a productive and innovative academic culture in resource management through scientific studies, learning models, and research, Growing socio-ecotechno-preneurship of academicians in the implementation of three pillars of university, Implement a professional and cultivated institutional management system based on information technology.<sup>41</sup>

IAIN Metro was built on April 23 to 25, 1997 based on Decree of President RI No. 11, 1997 on March 21, 1997. The

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<sup>41</sup> Taken from <http://metrouniv.ac.id>, accessed on August 2<sup>nd</sup>, 2018

establishment of IAIN could not be separable with the history of IAIN Raden Intan Bandar Lampung which has 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 facilities, Education faculty and Islamic Law faculty, which are were domiciled in Tanjung Karang.

Referring to decision of President of Indonesia No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least had three faculties. In line with, 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 Minwaster 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.<sup>42</sup>

Moreover, in 1967, the Education and Islamic Law Faculty were established in Metro City based on the request of Metro society. Furthermore, based on the handbill of Director General of Bimas waslam 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). Finally, based on the

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<sup>42</sup>*Ibid*,..

Decree of President RI No. 11, 1997, STAIN was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

The year 2010 was the year of preparation for the status of STAIN to IAIN. Currently the civitas academic STAIN Jurai Siwo Metro with various attempts to become a leading college and leading in the assessment and development of science, art and Islamic culture.

The status of STAIN Jurai Siwo Metro to IAIN Jurai Siwo Metro has been proposed since 2010 and was planned to be realized in 2012 next year. Alumni deliberation also became one of the administrative requirements of STAIN status to IAIN. This has long been done during the leadership of Prof. Dr. Syaripudin, M.Ag. By inviting all the alumni of all generations in the grand reunion event on Saturday, July 28, 2010 last.

The change of status to IAIN would also encourage the formation of faculties which was a merger of two majors with 9 courses.

The year 2016 was the transition year of STAIN to IAIN. This status change was contained in Presidential Regulation No.71 dated August 1, 2016, according to the Presidential Regulation, the establishment of IAIN Metro was a change of form from the State Islamic College (STAIN) Jurai Siwo Metro.

In relation to the amendment, all the assets, employees, rights and obligations of each STAIN are transferred to the IAIN's assets, employees, rights and obligations respectively. Similarly, all STAIN college students become IAIN students.

The change of status to IAIN would also encourage the formation of new faculties which would be born in accordance with the needs of the community for education, as well as the development of facilities and infrastructure more adequate to realize IAIN Metro for the better.



**b. Organization Structure of IAIN Metro**

The Organization Structure of IAIN Metro in academic year 2019/ 2020, as follows:

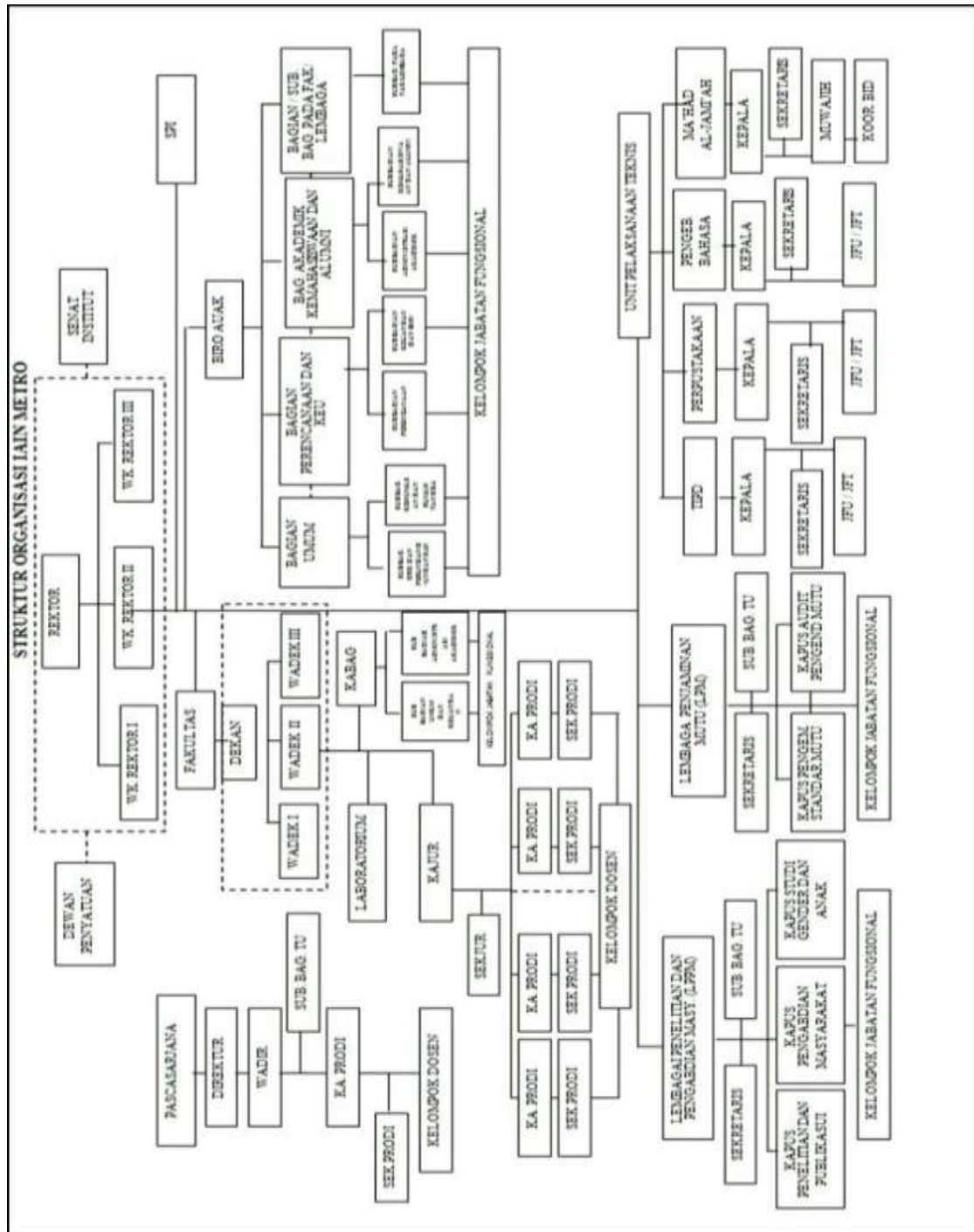


Figure 2: The Organization Structure of IAIN Metro

**c. The Facilities of IAIN Metro**

There are facilities at IAIN Metro in supporting the lecturers and students in conducting the learning process, as follows:

**Table 2. Facilities at IAIN Metro**

<b>No</b>	<b>Facilities</b>	<b>Total of Room</b>	<b>Large (M2)</b>
1	Lectures's 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: Documentation of State Islamic Institute (IAIN) of Metro*

#### d. The Location Sketch of IAIN Metro

IAIN Metro has two campus buildings that are located in different area. The first is at Jl. Ki Hajar Dewantara street 15 A, East Metro, Metro city and the second is at Jl. Ki Hajar Dewantara street, Banjar Rejo, Batanghari, East Lampung. These following figures are the location sketch of first and second campus buildings:

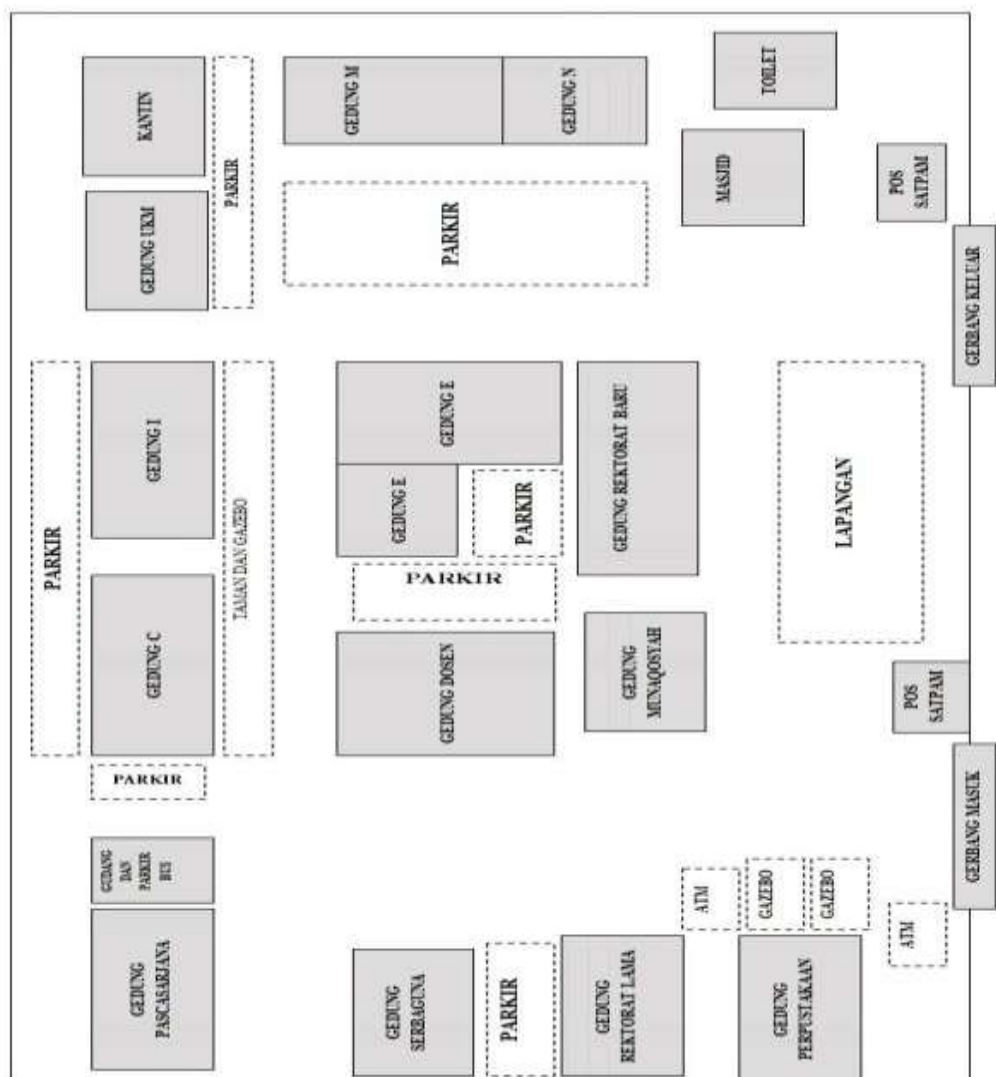
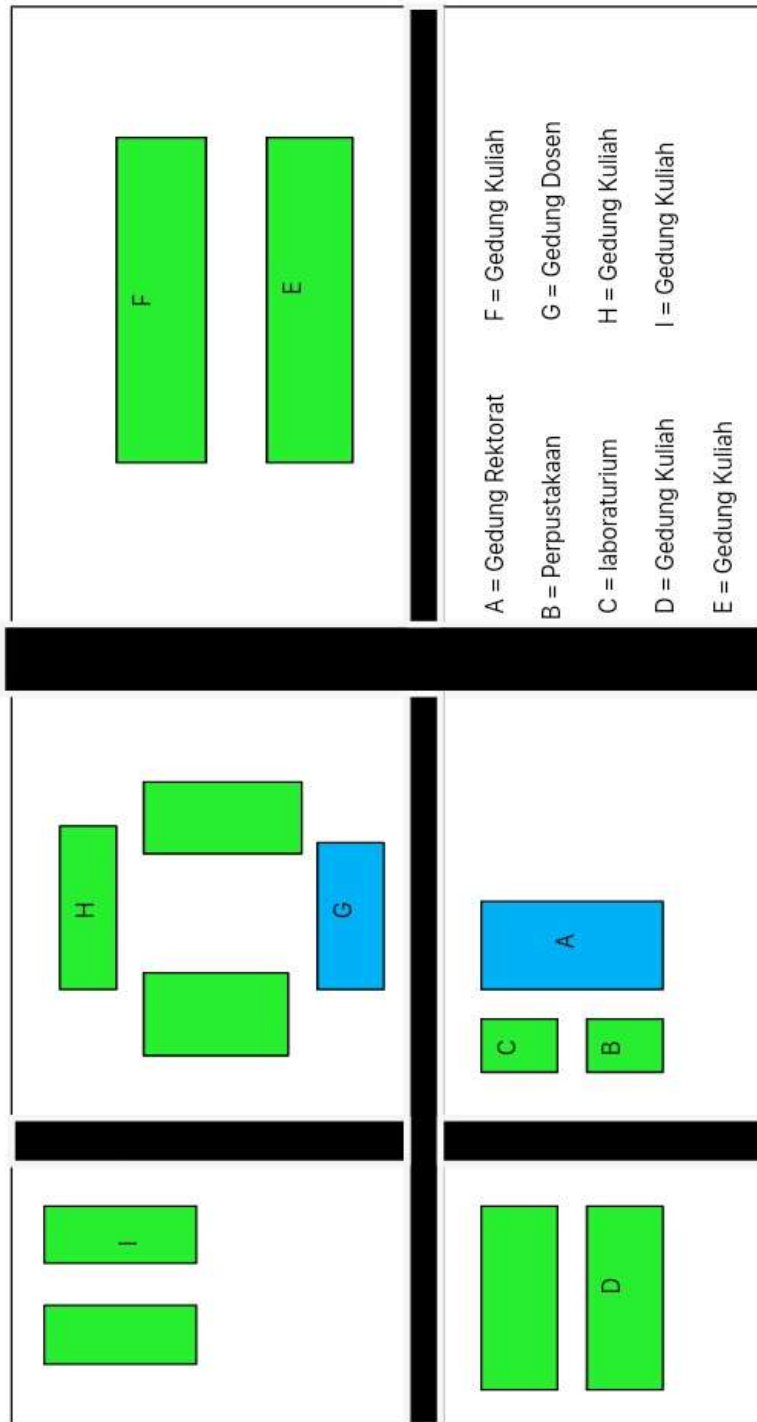


Figure 3: Location Sketch of IAIN Metro Campus 1

*The Location Sketch of IAIN Metro 2*



*Figure 4: The Location Sketch of IAIN Metro Campus 2*

**e. The Condition of Lecturer of TBI**

The condition of lectures of TBI in IAIN Metro in academic year 2017/2018 based on the educational background as follows:

**Table 3. Total of Lecturers Educational Background of TBI**

No	Educational Background	Total
1	SI	-
2	S2	30
3	S3	2
TOTAL		32

Source: Documentation of IAIN Metro in academic year 2017/2018 taken from The General Bureau

**B. General Description of Research Data**

In conducting research, the researcher analyzed 15 students from 37 grade D students in the fourth semester of the English Department of IAIN Metro. The researcher use two steps to get the data, they are: interview and documentation. The first steps was the researcher collected the primary data that was student's task result. The second data got by doing interview to the students of IAIN Metro at the fourth semester especially in class D English Department students. Then the researcher classified the error redundancy in their writing descriptive text.

Therefore, the researcher gave brief description of the students errors in writing descriptive text result, as follows:

**Table 4. Description Student's Types of Errors about Redundancy**

No	Name	Student's Sentence	Correct Sentence	Types of Errors
1	VI	This campus has <i>new</i> innovation to teach their students in technology, social, and academic.	This campus has innovation to teach their students in technology, social, and academic.	Redundant modifiers
	LN	The way she teaches is <i>very</i> unique.	The way she teaches is unique.	
	SN	The reason is <i>because</i> we do not have the time to be lazy in learning.	The reason is that we do not have the time to be lazy in learning.	
	NF	Merdeka Park is open for <i>public person</i> .	Merdeka park is open for everybody.	
	FR	I <i>always</i> remember, when he arrive at 2 p.m <i>in the afternoon</i> .	I remember, when he arrive at 2 p.m.	
	KI	My mother said if I want mastery in pianika, I have to repeat <i>again</i> until I remember the notations.	My mother said if I want mastery in pianika, I have to repeat until I remember the notations.	
2	PM	My Campus consist of 2 Campuses, Campus 1 and <i>Campus 2</i> .	My campus Consist of 2 Campuses, Campus 1 and 2.	Redundant word pairs
	SM	The fruit we like the most is durian <i>fruit</i> .	The fruit we like the most is durian.	
	UM	There are many fruits, mango <i>fruit</i> , avocado <i>fruit</i> and rambutan <i>fruit</i> .	There are many fruits, mango, avocado and rambutan.	

LN	She is passionate <i>teacher</i> and intellegent teacher.	She is passionate and intellegent teacher.
AK	We always eat <i>together</i> and sleep together.	We always eat and sleep together.
FR	He has fluffy hair, <i>he has</i> flat nose.	He has fluffy hair and flat nose.
AA	I have an older brother, <i>my older brother</i> name is Andi Kurniawan.	I have an older brother, his name is Andi Kurniawan.
ST	There are faculty <i>Building</i> , Rector <i>Building</i> , Munaqosyah <i>Building</i> , Library <i>Building</i> , GSG Building and others.	There are faculty building, Rector, Munaqosyah, Library, GSG Building and others.
DK	They put the histories <i>Books</i> , Education <i>Books</i> , and Language Books in the same area.	They put the histories, education, and language books in the same area.
NF	There are so many animals shaped Statue, those are Dinosaurus <i>Statue</i> , Frog <i>Statue</i> , and Elephant Statue.	There are so many animals shaped Statue, those are Dinosaurus, Frog, and Elephant Statue.
SN	<i>In the even that</i> we have entered the library, we cannot be noisy and <i>cannot</i> say much.	If we have entered the library, we cannot be noisy and say much.

	VI	There are many department in this campus, such as English Education <i>Department</i> , Biology Education <i>Department</i> , Law <i>Department</i> , Islamic Banking <i>Department</i> , Economic Education Department, and others.	There are many department in this campus, such as English Education, Biology Education, Law, Islamic Banking, Economic Education Department, and others.	
	LA	He has two siblings, that is <i>one</i> older sister and <i>one</i> younger sister.	He has two siblings, that is older sister and younger sister.	
3	DK	The previous one painted in grey <i>colors</i> and it's rather gloomy for a building.	The previous one painted in grey and it's rather gloomy for a building.	Redundant Categories
	FR	The cat has white <i>color</i> .	The cat has white.	
	UR	I live with <i>my mother and my father</i> , and two brothers in my house.	I live with my parents, and two brothers in my house.	
	KI	Pianika is the thing like piano, but in small <i>size</i> .	Pianika is the thing like piano, but in small.	
	LA	His skin is brown <i>color</i> , but is more to black.	His skin is brown, but is more to black.	
	NK	Through my window I can see the <i>small</i> children playing football.	Through my window I can see the children playing football.	
	AA	My brother and I also have the same a bit round <i>shaped</i> face, thin eyebrow,	My brother and I also have the same a bit round face, thin eyebrow, and	



		and black eyes <i>color</i> .	black eyes.	
	AK	The living room is large <i>size</i> .	The living room is large.	

The student mastery about redundancy is low. This is why the students not know if they are made redundancy in their writing. If the students do not understand about redundancy, it means they are difficult to avoid redundancy in their writing.

### C. Data Analysis

The data were analyzed based on the Miles and Huberman Model in this research. There are some steps of this model, they are in the following :

#### 1. Data Collection

This is the first step of writer before the data are lively analyzed. In line with that, the researcher collected some data which are greatly needed for this research. The researcher got the data by interview with the students. The researcher conduct a video call and got some record. The researcher interviewed 15 students at the fourth semester of English Education Department of IAIN Metro.

#### 2. Data Reduction

Data reduction means the researcher selected the most important parts of main points of all data. She had gotten by

summarizing and specific things. The specific things of the research are the error of redundancy in writing descriptive text made by the students at the fourth semester especially in class D English Education Department of IAIN Metro.

### 3. Data Display

From the data reduction, the researcher show the error of redundancy in writing descriptive text of the fourth semester of IAIN Metro. There are some results the error of redundancy at the fourth semester of English Education Department of IAIN Metro:

#### **a. The Types of The Student's Errors of Redundancy in Writing Descriptive Text.**

The researcher would like to describe in the detail about types of error committed by the students about redundancy. The classification of types of errors would be shown in the following table:

**Tabel 5. The Recapitulation the Types of Error Redundancy  
in Student's Writing Descriptive Text**

No	Name of students	Types of Errors			Total
		Redundant Modifiers	Redundant Categories	Redundant Word Pairs	
1	VI	4	-	3	7
2	NF	1	-	2	3
3	KI	1	3	-	4
4	SN	1	-	2	3
5	LA	-	1	2	3
6	NK	-	3	-	3
7	DK	-	2	2	4
8	ST	-	-	4	4
9	AA	-	1	2	3
10	PM	-	-	3	3
11	FR	2	-	2	4
12	SM	-	2	1	3
13	UR	-	2	1	3
14	LN	3	-	1	4
15	AK	-	3	2	5
<b>Total</b>		<b>12</b>	<b>17</b>	<b>27</b>	<b>56</b>

<b>Presentage</b>	<b>21%</b>	<b>30%</b>	<b>49%</b>	<b>100%</b>
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Based on the result of data analysis above, it could be described that there were some errors commonly found in student's writing descriptive text. Therefore the researcher classified those errors into three types, namely Redundant Modifiers, Redundant Categories, and Redundant Word Pairs. The reseacher gave the description of data analysis as follows:

### **1. Redundant Modifiers**

Redundant modifiers is the modifier implies the same meaning of the word modified. Total of redundant modifiers were 12 errors that found in students writing.

The illustration of those orrors were as followed:

#### a. Sentence made by VI

*This campus has new innovation to teach their students in technology, social, and academic.*

This sentence include in redundant modifiers, because the word“new..innovation” has same meaning. It should be correct if the sentence was changed to be:

*This campus has innovation to teach their students in technology, social, and academic.*

#### b. Sentence made by SN

*The reason is because we do not have the time to be lazy in learning.*

This sentence include in redundant modifiers, because the word “reason..because” has same meaning. It should be correct if the sentence was changed to be:

*The reason is that we do not have the time to be lazy in learning.*

c. Sentence made by FR

*After I give the treatment, pesek more better than before.*

This sentence include in redundant modifiers, because the word “more better”, the word “better” is meaning more, so “more” must be avoid. The sentence was changed to be:

*After I give the treatment, pesek is better than before.*

d. Sentence made by LN

*The way she teaches is very unique.*

This sentence include in redundant modifiers, because the word “very unique”, the word “ very” is redundant because “unique” means “very special”. The sentence was changed to be:

*The way she teaches is unique.*

## 2. Redundant Categories

Redundant categories is implied by the word. Total of redundant modifiers were 17 errors that found in students writing. The example were as follows:

- a. Sentence made by UR

*Our house is not large size, but shady and pretty.*

This sentence include in redundant ctegeries because used the word “large size”. It should be avoid because as we know large is size. The sentence was changed to be:

*Our house is not large, but shady and pretty.*

- b. Sentence made by LA

*His skin is brown color, but is more to black.*

This sentence include in redundant ctegeries because used the word “brown color”. It should be avoid because as we know brown is color. the sentence was changed to be:

*His skin is brown color, but is more to black.*

- c. Sentence made by AA

*My brother and I also have the same a bit round shaped face....*

This sentence include in redundant ctegeries because used the word “round shaped”. It should be avoid because as we know round is shaped. The sentence was changed to be:

*My brother and I also have the same a bit round face...*

## d. Sentence made by NK

*Through my windows I can see the small children playing football.*

This sentence include in redundant ctegeries because used the word “small children” has same meaning. the sentence was changed to be:

*Through my windows I can see the children playing football.*

### 3. Redundant Word Pairs

Redundant word pairs is is repeating the meaning of other words in the sentence. Total of redundant modifiers were 27 errors that found in students writing. The example were as follows:

## a. Sentence made by AK

*We always eat together and sleep together.*

This sentence include in redundant word pairs because there was a word “together” that rewrite on sentence. It must be avoid because had been clear. The sentence was changed to be:

*We always eat and sleep together.*

## b. Sentence made by SM

*There are various kinds of trees such as mango trees, orange trees, avocado trees, and durian trees.*

This sentence include in redundant word pairs because there was a word “trees” that rewrite on sentence. It must be avoid because had been clear. The sentence was changed to be:

*There are various kinds of trees such as mango, orange, avocado, and durian trees.*

c. Sentence made by PM

*Campus one consist of 2 parking area lots namely lecture parking and student parking.*

This sentence include in redundant word pairs because there was a word “parking” that rewrite on sentence. It must be avoid because had been clear. the sentence was changed to be:

*Campus one consist of 2 parking area lots namely lecture and student parking.*

d. Sentence made by NF

*There so many animal shaped statue, those are dinosaurus statue, frog statue, and elephant statue.*

This sentence include in redundant word pairs because there was a word “parking” that rewrite on sentence. It must be avoid because had been clear. the sentence was changed to be:

*There so many animal shaped statue, those are dinosaurus statue, frog statue, and elephant statue.*



**b. The Reasons of The Student's Errors of Redundancy in Writing Descriptive Text**

In order to know the reason of the students errors and to streng then the errors of redundancy from students writing descriptive text, the researcher conducted the interview to 15 respondents. The interview list consist of 5 questions. The students response is presented bellow:

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

AA : yes, in my point of view writing is difficult.

VI : yes, I think writing is difficult because I difficult imagine write something.

DK : yes I think writing is difficult. Yes it is.

PM : yes I think.

NK : in my opinion writing is difficult

ST : not difficult

AK : it is not too difficult.

KI : this is very difficult for me

UR : sometime writing is difficult

FR : yes writing is difficult for me

SN : I find writing difficult

LN : writing is easy and difficult

NF : yes, it is difficult.

SM : yes its difficult

LA : Isn't difficult enough

In this case most of students stated that that writing was quite. It was proven by twelve students said that writing were difficult, and only 3 students said that writing is not too difficult when they understood.

## 2. What are your difficulties?

AA : when I arrange word by word to get a sentence.

VI : I'm not mastery in grammar.

DK : when we not have many vocabulary.

PM : I have not many vocabulary

NK : when I would to make, arrange or combine words in a sentence

ST : when come up idea and lack of vocabulary

AK : when I don't know what I want to write

KI : lack of vocabulary and grammar is still pretty bad.

UR : my difficult when looking for sources of reference that I will write

FR : my difficulty lies in the lack of vocabulary that I have

SN : lack of ideas in what to write

LN : poor vocabulary and grammar

NF : lack of imagination and inadequate conditions

SM : sometimes I feel difficult in development of main idea

LA : chain the word and expressing something in our mind to the sentence

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

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

AA : yes

VI : yes I did

DK : yes, I do have hear it

PM : ever

NK : yes I ever

ST : not yet

AK : maybe have learned and hear the redundancy

KI : I listen about redundancy when I was in the third grade high school

UR : yes I have hear but not fully studied

FR : I just ever listen about that

SN : sometimes yes i did

LN : yes I did

NF : I've hear of redundancy

SM : yes I did ever learn

LA : yes I have

In this case most of students said that they ever listen or learn about redundancy, but they were not master yet about that. That was proven that fourteen students did and only one student who were never learn or listen about redundancy.

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

AA : maybe often, maybe one paragraph there are 2-3 do redundancy

VI : yes I often

DK : yes often, maybe about 80% redundancy in all of my writing.

PM : not too often.

NK : I think I often do redundancy

ST : sometime, not often

AK : I often do redundancy in writing

KI : I think more often, maybe

UR : I often did redundancy when I write

FR : I think I often do redundancy when I dont know a word or sentence

SN : I often do

LN : maybe in one paragraph can be two or three times

NF : in fact I have done redundancies repeatedly

SM : I often use

LA : I think in every paragraph I always do redundancy

Based on students responses most of them were often did redundancy in their writing. They did redundancy in their writing caused they did not realize about that. Some of them did not realize because they did not understand about redundancy itself.

#### **5. What is the main factor which causes the redundancy?**

AA : lack of vocabulary to find words in common.

VI : because I just have little bit vocabulary

DK : because I lack in both idea and vocabulary.

PM : because I'm not careful in writing

NK : not have many vocabulary and lazy to try writing

ST : because didn't know the other vocabulary

AK : I want write a long story when I write something

KI : because we not have vocabulary

UR : I don't know what I will write again

FR : I am too lazy to look for the pronouns of the words that I repeat

SN : minimum vocabulary and grammar

LN : because I lack of vocab and writing

NF : I dont have many vocabulary

SM : because not remember vocabulary

LA : lack of understanding in composing a sentence

Based on students response, most of them said the main factor caused redundancy because they have lack vocabulary and grammatical understanding, lack in both idea and lack of understanding in composing a sentence.

The interview result shows that there were many factors probably cause the errors. The student's difficult are to arrange or combine words in a sentence, lack of understanding in composing a sentence in paragraph lack of intentions into their writing, lack of knowledge of redundancy and insufficient vocabulary and grammar mastery. Based on the problem, the student have to improve their vocabulary memorable and composing word in sentence, understood grammatical structure and redundancy.

**c. The Solution of The Students Errors of Edundancy in Writing Descriptive Text.**

In order to know the solution of the students errors of redundancy in writing descriptive text, the researcher conducted the interview to 15 respondents that makes redundancy in their

writing. The solution of the students errors redundancy in descriptive text based on the interview result are, read some books and riched vocabulary.

Read some books to increase their knowledge. Many students have to increase their knowledge by reading some books that explain the structure in english in order to make them rather understand about redundancy and grammatical structure. The students have to really understand about redundancy and grammatical structure by reading some books to decrease redundancy in their writing.

The students increase their vocabulary. They have to increase their vocabularies to help them in composing sentence. Therefore, they have to increase their vocabularies to help them minimize the errors. In order to make them can avoid redundancy in their writing.

Based some solutions above, the researcher conclude that there are some kinds of solutions that the student have to mastered. There are read some books and increase their vocabularies. It will, make the student's more understand about redundancy in writing, and help them to make good writing.

## D. Discussion

### 1. The Types of The Student's Errors of Redundancy

This research was conducted at IAIN Metro. From the data analysis result some of the students still have several errors. The students were still confused in avoiding redundancy in writing especially in sentence of paragraph.

It can be conclude that there still many errors in students writing descriptive text. There are three types of errors:

#### a. Redundant Modifier

Based on analysis result from 15 students, the most of the students used redundant modifier in their writing. The researcher found 12 items (21%) of redundant modifiers in their writing descriptive text. Example of the students errors:

*The reason is because we do not have the time to be lazy in learning.*

This sentence include in redundant modifiers, because the word “reason..because” has same meaning. It should be correct if the sentence was changed to be:

*The reason is that we do not have the time to be lazy in learning.*



b. Redundant Categories

Based on analysis result from 15 students, the most of the students used redundant categories in their writing. The researcher found 17 items (30%) of redundant categories in their writing descriptive text. Example of the students errors:

*Through my windows I can see the small children playing football.*

This sentence include in redundant cteories because used the word “small children” has same meaning. the sentence was changed to be:

*Through my windows I can see the children playing football.*

c. Redundant Word Pairs

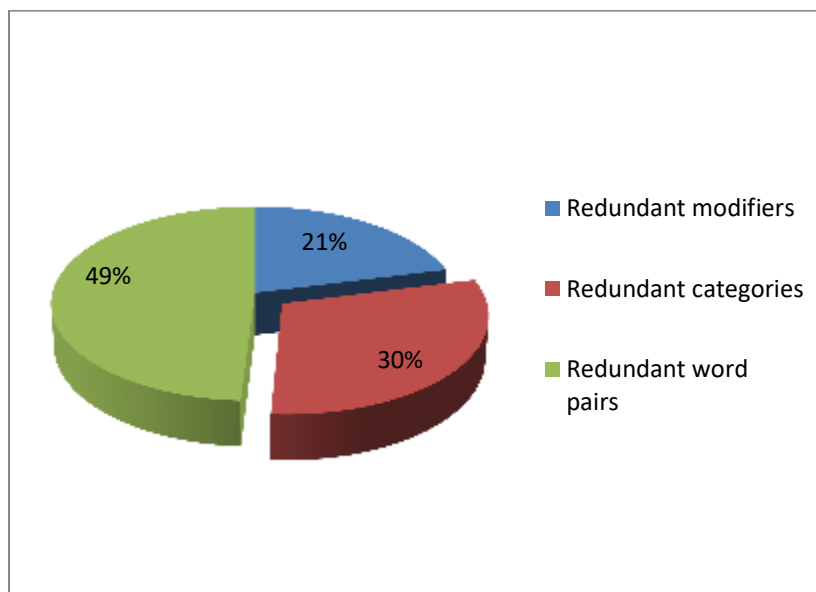
Based on analysis result from 15 students, the most of the students used redundant word pairs in their writing. The researcher found 27 items(49%) of redundant word pairsin their writing descriptive text. Example of the students errors:

*She is passionate teacher and intellegent teacher.*

This sentence include in redundant word pairs because there was a word “teacher” that rewrite on sentence. It must be avoid because had been clear. the sentence was changed to be:

*She is passionate and intellegent teacher.*

Moreover, the researcher describes the result of the students errors in a chart as follows:



*Figure 4. The Percentage of the students errors of redundancy in writing descriptive text*

The finding show that the errors frequently appear about redundancy was the area of redundant word pairs. A higher percentage of redundant word pairs were gained by use the same word in a sentence than the same meaning.

## 2. The reasons of the students errors of redundancy

Based on the result of interview, the researcher found that many students were still confused in avoiding redundancy in writing especially in writing descriptive text. The student's difficult are to arrange or combine words in a sentence, the students have lack of vocabulary and gramatical understanding, lack in both idea and lack

of understanding in composing a sentence in paragraph. Meanwhile, the students must know how to use correct forms of using word in the sentences because it was one important thing to support their writing.

### 3. The solution of the students errors of redundancy

In order to solve the problem, there are many solution that can be used. First, they can read some of the grammar and redundant books to increase their knowledge about redundancy and to know the structure of the sentence in writing, so they can avoid the redundancy in their writing. Join the course that provided the service to master the grammar or the structure of the sentence. The last students can avoid redundancy by increase their vocabulary.

## CHAPTER V

### CONCLUSSION AND SUGGESTION

#### A. Conclusion

Based on the result of the data analysis, the researcher concludes as follow:

Based on the data analysis, the most of the students of the fourth semester of english education departement of IAIN Metro committed the some errors of redundancy in writing descriptive text. The kinds of errors were 27 items (49%) of redundant word pairs, 17 items (30%) of redundant categories, and 12 items (21%) of redundant modifiers. Therefore, the error frequently appeared in students writing descriptive text were 27 items (49%) of redundant word pairs.

Furthermore, based on the result of interview, the researcher summarized that the students made orrors of redundancy in their writing. Because they are difficult to arrange or combine words in a sentence. The students had limited of vocabulary and lack of gramatical understanding. The students lack in both idea and lack of understanding in composing a sentence in paragraph. So, the students should learn more about writing correctly.

From the problem above, there are some solutions that can be use by English students. First, they can learn mastery the sentence structure in paragraph by read many books. Second, join the course to master the

grammar or the structure of sentence. Last, the students can avoid redundancy by increase their vocabulary.

## **B. Sugestion**

Considering the discussion of the research, the researcher proposes suggestion as follows :

1. The students should improve their undersatanding what are the types of redundancy which should be avoided in writing sentence or paragraph.
2. Improving grammatical and vocabulary mastery was the key of gain an idea in writing sentence or paragraph.
3. The students shoud to edit their writing by rereading every time after the students have composed writing and the students should be sure that their writing are coherent and free from the mistakes of the redundancy errors and then revise it.

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# **APPENDICES**

Name : Sella Martiani

Student Number : 1801071049

Direction:

1. Write down your name and your student number!
2. Please make descriptive paragraph, minimum 3-4 paragraph!

#### Mother's garden

My mother has a large garden in which there are many plants that thrive. There are various kinds of trees such as mango trees, orange trees, apple trees, avocado trees, and durian trees. <sup>wetels</sup> there are some areas planted with vegetables such as areas that have fertile soil.

From every tree to bear fruit in thick. every day my mother and I gave him fertilizer and watered it, so that it would not wither.

<sup>mechit</sup> ~~Categories~~ Every time we would harvest fruit and vegetables. we would get abundant produce. And the tree that produced the most fruit was the mango tree. And the fruit we like the most is durian fruit. ~~Categories~~ And the results of the harvest will be shared by neighbors and brought to the market for sale.

Name : kinanti

Student Number : 1801071025

Direction :

1. Write down your name and your student number!
2. Please make descriptive paragraph, minimum 3-4 paragraph!

#### My little pianika

When I was child, my mom gave me a special thing. The thing is called pianika. Pianika is the thing like piano, but in small size. I really love this pianika. Everyday I always playing the pianika. *categories*

This pianika have a bag that can protect from damage. The bag is blue color, and my pianika have a white color with blue color in the top. This pianika can be played by blowing. If we blow it so hard, the sound can be louder. *categories*

I always practice if I have a lots of free time. My favorite song is twinkle-twinkle little star. Because this notations is very easier for beginner. My mom said that if I want mastery in pianika, I have to repeat again until I remember the notations. *modifiers*

Name : Nanda fitiani

NPM : 1801070046

Class : D

Direction:

1. Write down your name and your student number!
2. Please make descriptive paragraph, minimum 3-4 paragraph!

#### Metro city park

Metro has city park. The name is merdeka park. Merdeka park is a city park which is located in downtown. Beside of the park, there is taqwa mosque. In merdeka park there so many thing. There are many tree and flower. There are palem tree, akasia tree, cemara tree and others. There are so many animal shaped statue, those are dinosaur statue, frog statue, and elephant statue.

Merdeka park is open for public person. I also go to the park with my friend by bike a motorcicle. To enter the park does not incur any coats, only a parking fee of two thousand rupiah for a motorcicle.

Many people visit this park to just sit and enjoy the atmosphere of the city or play with family. This park is very suitable as a place of recreation that is cheap and easy to reach.

Name : Valentin Intan K. W

Student Number : 1801070069

Direction!

1. Write down your name and your student number!
2. Please make descriptive paragraph, minimum 3-4 paragraph!

Answer:

#### My Campus

I'd like to tell you about the place where I am studies. The name of the campus is State Islamic Institute of Metro which is located in metro city, Lampung province. The popular city that called 'city of edcation'. In fact, I agree with the statement. This campus has new innovation to teach their students in technology, social, and academic. There are many department in this campus, such as English Education departement, Biology Education Departement, Law department, Islamic Banking Departement, Economic Education Department, and others. In my opinion, I think you can choose the department based on your skill or interest.

Next, there are facilities can use in State of Islamic Institute of Metro: The first, computer laboratory with multimedia bases which in the third floor of language laboratory building's. You have to walked up the stairs ito reach that floor. But, in the laboratory have two air conditioners (AC), so it is sufficient enough to help you relax in the labor.

Then, if you came to the campus by motorcycle, bicycle, or car, you can park the motorcycle in the parking area. As you know, State Islamic Institute of Metro have a lot parking area in there. There are two parking area in the front buildings, two parking area again in the rear buildings, and the large one parking area in the beside of mosque. You should return back if you lost your motorcycle key's, and report to the office.

Name : Divia Khairunita

Student Number : 1801071013

Direction:

1. Write down your name and your student number!
2. Please make descriptive paragraph, minimum 3-4 paragraph!

#### Regional Library of Metro.

In the small city of Metro, there are Regional Library in the main street at the center of city. This is the biggest library in the whole city. The previous one painted in grey colors and it's rather gloomy for a building. Although the service of the staff are always good from time to time. They always managed to improved their service and facility alongside of times.

The latest building are painted in pink colors and still have three floors in its building. The first floor are have three main room, one is for administration, the second is for children's reading room, and the last is for office. When you are first enter, you can sign the guest book in the left room from entrance. To read a book you have to put your belonging in the drawers provide for the visitors. You can ask the key to the officer in the reception table.

The shelf's is categorized according to the book's genre. They put the histories books, educations books, and languages book in the same area. While the fictions book and liteatures in the other side of the room. The table to read the book itself have two kinds of shape. The one is high table and the other is low table. The high table is equipped with chairs while the low table is not.

Name : Nurul Kurnianingsih

Std Number : 1801071042

Direction:

1. Write down your name and your student number!
2. Please make descriptive paragraph, minimum 3-4 paragraph!

#### My comfortable bedroom

My bedroom very wide and comfortable. The bedroom has an area approximately 47 meters. Inside, there is one bed and desk that lard besaide my cupboard.

My bedroom wall painted with blue color. The lamp in my bedroom are round in  
shape. The palaced in the corner of my room. I also hang some painting on my wall.  
*categories* *categories*

Moreover, there are some my idol poster that I put beside on my bedroom window. Through my window I can see the small children playing football.  
*categories*

Name : Setyarini tri wijayanti

SN : 1801071051

Class : TBI D

Direction:

1. Write down your name and your student number!
2. Please make descriptive paragraph, minimum 3-4 paragraph!

#### Campus Library

I studied in IAIN Metro. My campus has many buildings. There are faculty building, rector building, munaqosyah building, library building, GSG building and others. My favorite place is library. <sup>books</sup>

My campus library is on the 2 floor. Before entering to the library, we should fill the attendance list first. The second, we have to put the bag in the locker.

The library have many books. There are english book, arabic book, economi book, islamic religious book, mathematic book and others. We can borrow the book by using a library card. The library has a library table. In the library there are also has AC, so we are comfortable in the library. <sup>words</sup>



Name : Alan Ardiansyah

Student Number : 1801072003

Direction!

1. Write down your name and your student number!
2. Please make descriptive paragraph, minimum 3-4 paragraph!

#### Best Brother

I have an older brother, my older brother name is Andi Kurniawan. I and my  
older brother have couple things in common. Both of us have short straight hair. My  
brother and I also have the same a bit round shaped face, thin eyebrows, and black  
eyes color. We have a bit tanned skin.

My brother always wears black shirt. Because he very like it. My brother is an introvert person. He doesn't talk too much to any person who doesn't close enough to him. Most of his time, he spends to learn.

My brother is a patient and kind person, especially to me. He is smart person too. He is the best brother to me.

Nama: Peby Maya moriska

Kelas: D

Npm: 1801071043

Direction:

1. Write down your name and your student number!
2. Please make descriptive paragraph, minimum 3-4 paragraph!

### Campus

I went to an Islamic campus in the metro. My campus named IAIN metro is located on the street Kihajar Dewantara no 15A Metro Lampung city. I am a student majoring in English language 4 semester. <sup>words</sup>

My campus consists of 2 campuses, campus 1 and campus 2. <sup>words</sup> campus one is for the tarbiyah and fuad faculties while campus 2 is for febi and sharia. Campus One is also the place for the establishment of the Chancellor's building or information center in other metro campuses.

Campus One consists of 2 parking lots namely lecturer parking and student parking. <sup>words</sup> The front of the Chancellor's building is a basketball court and rock climbing for SMEs to break even into practice. near the exit gate there is a mosque, near the mosque there is the M and N buildings and then near the N building there is a canteen.

next to the canteen there is a small-scale building that is breakeven, menwa, pmi, scout and others. then in the middle of the famous building O which is behind building O there is building I beside building I there is a postgraduate building. and in front of the postgraduate building is gsg.

Name : Linda nurainah

Student Number : 1801071029

Class : D

Direction:

1. Write down your name and your student number!
2. Please make descriptive paragraph, minimum 3-4 paragraph!

Mrs oky, my english teacher

Miss oky is my english teacher when I was in senior high school. She is my favorite teacher. She is 24 years old. She is passionate teacher and intellegent teacher. *modifiers*

Although she is very strict but she very kind and always encourages her students to work hard and more actively. She always taught to repeat again the lesson at home. The way she teaches is very unique. She used games to convey the material. *modifiers*

Learn english with her is fun. The reason is because the way she teaches makes english easier tounderstand. We are lucky to have a teacher like miss oky. *modifiers*

Name : Umi Reza Pratiwi

SN : 1801070068

Class : D

Direction:

1. Write down your name and your student number!
2. Please make descriptive paragraph, minimum 3-4 paragraph!

#### My house is my palace

I live with my Mother and my father, and two brother in my house. I really love our house. Our house is not large size, but shady and pretty. My mother grow many plants in our yard. There are many fruits, mango fruits, avocado fruit, and rambutan fruit. There are many flowers too.

Our house has a living room, a famili room, a family room, and a small kitchen. There are four large badrooms. One badroom for my parents, three badroom for me and my brother.

We spend our time together every evening on the famili room. The famili room is bigger than other rooms. There are television and dining table. Some activities we do together on here.

Name : SINTA NOVENDA

St. Number : 1801070059

Class : D TBI / 4

Direction:

1. Write down your name and your student number!
2. Please make descriptive paragraph, minimum 3-4 paragraph!

#### Library in My Campus

My campus has a library. My campus is IAIN Metro. There are three floors in the library. The first floor is for computer labs, the second floor is a place to store various kinds of books, and the third floor is for store the thesis. ~~words~~

In the library, we can borrow various books. Each of the student can only borrow 2 books by using card library. In the even that we have entered the library, we cannot be noisy and cannot say much. ~~words~~ The library is very useful for the students. I like go to the library, because I can read a lot of books without buying it. I also do the task in the library.

Therefore, I am very proud to be a student of IAIN Metro, why is that? In addition we are taught Islamic knowledge so too we are also taught to be students who have academic and non-academic abilities. The reason is because we do not have the time to be lazy in learning, ~~modifiers~~ and we are required to compete together very strict to be an outstanding student who can boast both parents, family, nation, and so country.

Nama: Anggi Kusumastuti

Npm: 1801070006

Direction:

1. Write down your name and your student number!
2. Please make descriptive paragraph, minimum 3-4 paragraph!

#### My boarding house

My boarding house is located in 38 B Banjarejo, east lampung. My boarding house is very comfortable. There are 6 bedrooms. In one bedroom consist of 2 peoples. My boarding house is white color. <sup>categories</sup>

My boarding hose has a television. Every night I and my friend watching television. <sup>categories</sup> We always eat together and sleep together. <sup>words</sup> We are study at the same campus. We are studies at IAIN Metro.

My boarding house also has 2 bathrooms, has 1 living room, and has 1 kitchen. The living room is large size. <sup>words</sup> There also we used to study. <sup>categories</sup>

Name : Fatikhatur Rohmah

St.N : 1801071019

Direction:

1. Write down your name and your student number!
2. Please make descriptive paragraph, minimum 3-4 paragraph!

#### Pesek

In 2017, there is a person that gave me a cute cate. The cat has white color, he has fluffy hair, He has flat nose. He is so cute when he is playing with a ball. He case the ball here <sup>there</sup> and there. I called him Pesek.

I always remember, when he arrive at 2 p.m in the afternoon. He looks so limp and the fur is still dirty. After I gave him a treatment, pesek more better than before.

Afterwards, pesek suffered from urinary tract disorder. I have taken him to the vet 3 times. Unfortunately, pesek did not recover and he died.

NAMA : LENNY ARBY YANTI

S.N : 1801070039

CLASS : D

Direction:

1. Write down your name and your student number!
2. Please make descriptive paragraph, minimum 3-4 paragraph!

#### MY CLOSEST FRIEND, MANDA

From several friends that I have, there is one of friend who is close with me. He is Rully Kurniarahmanda. But I usually called him Manda. He has two siblings, that is one older sister and one younger sister. He lives in Batanghari too, <sup>words</sup> near with my house. Manda have been my close friend there abouts almost 14 years. I remember the first time we meet when we still in a kindergarten but we have to split up in a high school.

He has a pair of thick bushy eyebrows. He has face is oval and he has a pointed nose. He's tall and not too fat. His skin is brown color, <sup>words</sup> but is more to black. His hair is a little curly. Categories

According to me, he is a good person. He is friendly and he's got a fantastic sense of humor. He also polite, responsible and the most important is care to each other. One thing that makes me so amazed with him is his hobby. He is a boy, but he can cook like a woman. He can cook anything and its taste delicious enough. I feel so lucky to have a close friend like him. He has a promise that we will together ever after.



### INTERVIEW SHEET

Name : Valentin Intan K. W  
Npm : 1801070069

#### Direction:

- You have to answer the question based your opinion
- Answer the question clearly!

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

*Answer:* yes I think writing is difficult because I difficult imagine write something.

2. What are your difficulties?

*Answer:* For me, I have troubles to write down about the topic that I didn't be familiar with it before and there are many grammatical errors on my paper. Honestly, I'm not mastery in grammar.

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

*Answer:* Actually, yes I did

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

*Answer:* yes, I often

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

*Answer:* In my point of view, the main factor which causes the redundancy is because I just have little bit vocabulary

### INTERVIEW SHEET

Name : Fatikhatur Rohmah

Npm : 1801071019

Direction :

- You have to answer the question based your opinion
- Answer the question clearly!

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

Writing is an activity to expressing your ideas or feelings in written form. Yes writing is difficult for me.

2. What are your difficulties?

my difficulty lies in the lack of vocabulary that I have

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

I think I haven't learn about redundancy I just ever listen about that.

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

I think I often do redundancy but I don't know before if it redundancy activity.

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

the main factor that makes the redundancy of myself is I am too lazy to look for the pronouns of the words that I repeat.

## INTERVIEW SHEET

Name : Sinta Novenda

Npm : 1801070059

Direction :

- You have to answer the question based your opinion
- Answer the question clearly!

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

I think writing is an everyday activity, through writing we can express ideas and concerns about how we feel. I find writing difficult.

2. What are your difficulties?

The difficulty in writing is often the lack of ideas in what to write, not knowing the techniques, etc.

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

Sometimes, yes I did.

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

I often do, the repetitions or sentences of writing.

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

The primary factor is often the repetition of words or sentences because minimum vocabulary and grammar.

## INTERVIEW SHEET

Name : Setyarini Tri Wijayanti

Npm : 1801071051

Class : D

Direction :

- You have to answer the question based your opinion
- Answer the question clearly!

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

Writing is an activity in a language or symbol written in a medium that forms words or paragraphs that others can understand.

Not difficult.

2. What are your difficulties?

Sometimes it is difficult to come up with ideas on writing because they are not accustomed to writing and lack of plain or formal vocabulary or language.

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

Not yet

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

Sometime, not often

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

The factor that causes redundancy is because I didn't know the other vocabulary.

### INTERVIEW SHEET

Name : Sella Martiani

Npm : 1801071049

Direction :

- You have to answer the question based your opinion
- Answer the question clearly!

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

Writing is an activity to take notes or information about the media using characters. yes its difficult

2. What are your difficulties?

Sometimes I feel difficult in development of main idea

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

yes. I did ever learn or listening about redundancy in writing when I am in SMP

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

I often use words / sentences in writing when redundancy is needed

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

the factor that causes redundation in writing is because not remember vocabulary.

### INTERVIEW SHEET

Name : Peby Maya moriska

Npm : 1801071043

Direction :

- You have to answer the question based your opinion
- Answer the question clearly!

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

-Writing is an activity to take notes or information about the media using characters. Yes, I think

2. What are your difficulties?

- I have not many vocabulary

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

- Ever.

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

-Not too often.

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

-because I'm not caefull in writing.

### INTERVIEW SHEET

Name : NURUL KURNIANINGSIH

Npm : 1801071042

Direction :

- You have to answer the question based your opinion
- Answer the question clearly!

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

Writing is an activity to expressing ideas of thought or knowledge in the form of notes so that they can be easily to understood. In my opinion writing is difficult

2. What are your difficulties?

My difficulty in writing is when I would to make, arrange or combine words that fit in a sentence.

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

Yes, I ever

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

I think I often do redundancy because I don't know what is redundancy before.

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

because not have many vocabulary and lazy to try writing.

### INTERVIEW SHEET

Name : NANDA FITIANI

Npm : 1801070046

Direction : Interview

- You have to answer the question based your opinion
- Answer the question clearly!

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

In my opinion writing is one of the activities that can be used by writers to express the contents of the writer's thoughts or hearts. Yes, it is difficult.

2. What are your difficulties?

writing is difficult because of lack of imagination and inadequate conditions.

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

I've heard of redundancy, namely data repetition.

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

in fact I have done redundancies repeatedly

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

the factor that I have because I don't have many vocabulary.



### INTERVIEW SHEET

Name : Linda Nur Ainah

Npm : 1801071029

Direction :

- You have to answer the question based your opinion
- Answer the question clearly!

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

Writing is the process of writing using symbols (letters of the alphabet punctuation and space) to communicate thoughts and ideas in readable form.

In my opinion writing is difficult

2. What are your difficulties?

- Poor vocabulary and grammar
- Difficulty with sentence structure and word order

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

Yes, I did

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

Maybe, in one paragraph can be two or three times.

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

The main factor is because I lack vocabulary and writing.

## INTERVIEW SHEET

Name : Leni Arby Yanti

Npm : 1801070039

Direction :

- You have to answer the question based your opinion
- Answer the question clearly!

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

= Writing is one of the skills that is in English. According to me writing isn't difficult enough.

2. What are your difficulties?

= The difficulties of writing are: first, chain the word. That really difficult. Second, expressing something in our mind to the sentence.

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

= yes I have

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

= I think in every paragraph I always do redundancy. I don't know its twice or three time or more.

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

= The main factor which causes the redundancy is lack of understanding in composing a sentence.

## INTERVIEW SHEET

Name : kinanti

Npm : 1801071025

Direction :

- You have to answer the question based your opinion
- Answer the question clearly!

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

I think writing is produce something in written form so that people can read, perform or use it. And this is very difficult for me.

2. What are your difficulties?

the difficulty is the lack of his vocabulary i have, and my grammar is still pretty bad.

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

I listen about redundancy when i was in third grade high school .

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

I think more often, maybe. Because i don't know much about redundancy.

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

I think the factor is because we not have vocabulary.

## INTERVIEW SHEET

Name : Umi Reza Pratiwi

Npm : 1801070068

Direction :

- You have to answer the question based your opinion
- Answer the question clearly!

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

Answer : in my opinion, writing is a process that uses symbols (letters) to compile, record, and communicate and can accommodate aspirations that can entertain, provide information, and increase knowledge.

Sometimes writing is difficult.

2. What are your difficulties?

Answer : My difficulty when writing is when looking for sources of reference that I will write

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

Answer : I have heard but not yet fully studied.

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

Answer : I often did redundancy when I write

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

Answer : factors that cause redundancy are when I don't know what I write again .

## INTERVIEW SHEET

Name : Divia Khairunita

Npm : 1801071013

Direction :

- You have to answer the question based your opinion
- Answer the question clearly!

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

I don't think its difficult but rather interesting. I love to write, especially the one with nonfiction genre. Yes, I think writing is difficult. Yes is it.

2. What are your difficulties?

the most trouble when we not have many vovabulary

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

yes, i do have hear it

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

Yes often, maybe about 80% redudancy in all of my writting before I revise it.

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

I belief it cause due to my lack in both of idea and vocabulary. The lack of idea lead to redudancy in double sentences and when we want to write something, it is possible to forget the vocabulary, in my case, I would like to write down the same word and change it later.

## INTERVIEW SHEET

Name : Anggi Kusumastuti

Npm : 1801070006

Direction :

- You have to answer the question based your opinion
- Answer the question clearly!

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

- Writing is an activity to express thoughts or thoughts made on paper using stationery.

- it is not too difficult.

2. What are your difficulties?

My difficulty in writing is when I don't know what I want to write.

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

During this time I may have learned and heard the word redundancy but did not really understand.

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

In my opinion I often do redundancy in writing, because I do not really understand what the redundancy are so do not really understand the writing.

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

Because I want write a long story when I write something, so we don't care about redundancy.

## INTERVIEW SHEET

Name : Alan ardiansyah

Npm : 1801072003

### Direction

- You have to answer the question based your opinion
- Answer the question clearly!

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

writing is the activity of pouring ideas into a paper or other media.

Yes in my point of view writing is difficult

2. What are your difficulties?

the difficulty is when I arrange word by word to get a sentence

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

Yes

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

maybe often, maybe one paragraph there are 2-3 do redundancy

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

lack of vocabulary to find words in common

**Related Photos**



Interview with PM



Interview with AA





Interview with DK



Interview with NK



Interview with ST



Interview with VI



Interview with UR



Interview with LN



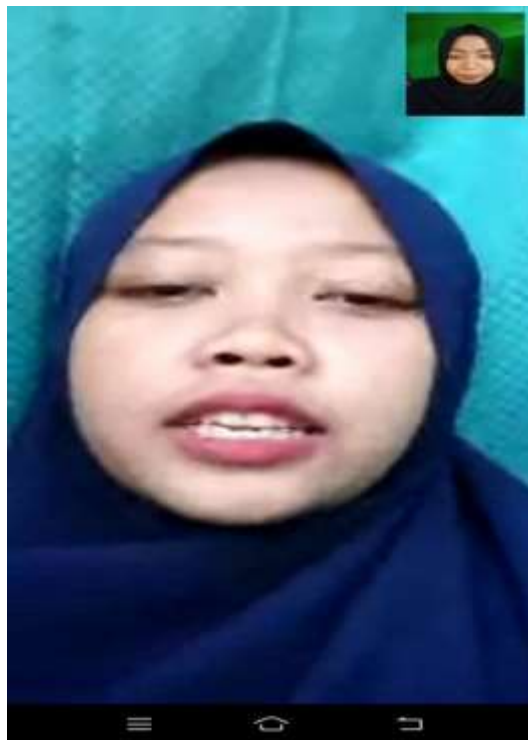
Interview with SN



Interview with KI



Interview with NF



Interview with FR



Interview with AK



Interview with LA



Interview with SM

**LIST OF STUDENTS OF CLASS D AT THE FOURTH SEMESTER OF  
THE ENGLISH DEPARTMENT OF IAIN METRO**

<b>NO</b>	<b>NAME</b>	<b>NPM</b>
1	Adelia Prastika	1801072001
2	Alan Ardiansyah	1801072003
3	Alfiya Indriyani	1801072004
4	Amrizal Hasan Indo	1801070004
5	Andika Pratama Yudha	1801073006
6	Anggi Kusumastuti	1801070006
7	Desi Indah Sari	1801071009
8	Divia Khairunita	1801071013
9	Dwi Ajeng Fitriana	1801071014
10	Elly Sofiana	1801071017
11	Erni Febrianti Putri	1801070024
12	Fatikhatur Rohmah	1801071019
13	Hayyu Latifah Nurhidayah	1801072016
14	Jevita Pebrinda	1801070037
15	Kinanti	1801071025
16	Lela Anggraini	1801072019
17	Lenny Arby Yanti	1801070039
18	Linda Nur Ainah	1810171029
19	Luluk Sugiyanti	1801071030
20	Nanda Fitiani	1801070046
21	Nur Mujahidah Kholisah	1801071041
22	Nurul Kurnianingsih	1801071042
23	Peby Maya Moriska	1801071043
24	Saptunah	1801072033
25	Sella Martina	1801071049
26	Setyarini Tri Wijayanti	1801071051
27	Shofiy Hikmatun Nazilah	1801073002
28	Silvia Feby Ristalisti	1801070058
29	Sinta Novenda	1801070059
30	Siti Umaroh	1801071055
31	Sugiyanti Wulandari	1801072034
32	Trisa Rama Dewi	1801070066
33	Umi Reza Pratiwi	1801070068
34	Valentin Intan K.W	1801070069
35	Vivi Tri Ulandari	180070071
36	Yuliati	1801070075
37	Zahra Nurul Fajrianti	1801071066



### DOCUMENTATION SHEET

No	Documentation Points	Availability
1	A profile of IAIN Metro	√
2	Quantity of students class D the Fourth Semester Students of the English Department of IAIN Metro	√
3	Organization Structure of IAIN Metro	√
4	Facilities	√
5	Location Sketch	√
6	Condition of Lecturer and Employeeer	√

Note.

- (√) Tick for each positive availability

Metro, 20 July 2020

The writer



Nurul Istikomah  
Npm.1501070284



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47286; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4328/In.28.1/J/TL.00/12/2019  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
DEKAN FTIK IAIN METRO LAMPUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **NURUL ISTIKOMAH**  
NPM : 1501070284  
Semester : 9 (Sembilan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : AN ERROR ANALYSIS OF REDUNDANCY IN STUDENTS WRITING  
DESCRIPTIVE TEXT AT FOURTH SEMESTER OF ENGLISH  
EDUCATION DEPARTMENT OF IAIN METRO

untuk melakukan *pra-survey* di FTIK IAIN METRO LAMPUNG.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 12 Desember 2019  
Ketua Jurusan  
Tadris Bahasa Inggris  
  
Ahmad Subhan Roza, M.Pd.  
NIP. 19720610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
JURUSAN TADRIS BAHASA INGGRIS (TBI)

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507 Fax. (0726) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

**SURAT KETERANGAN**

Nomor : B-0561/In.28.1/J/PP.00.9/02/2020

Assalamualaikum Wr. Wb

Yang bertanda tangan dibawah ini:

Nama : Ahmad Subhan Roza, M.Pd.  
NIP : 19750610200801 1 014  
Jabatan : Ketua Jurusan  
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Nurul Istikomah  
NPM : 1501070284  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Instansi : Institut Agama Islam Negeri (IAIN) Metro

Mahasiswa diatas telah melaksanakan *pre-survey (penelitian)* dengan judul " *An Error Analysis Of Redundancy In Students's Writing Descriptive Text Of The Fourth Semester Of English Education Departement Of IAIN Metro* " yang bertempat di Jurusan Tadris Bahasa Inggris (TBI) FTIK IAIN Metro dari tanggal 20 Februari 2020

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 16 A Kringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47256; Website: www.tarbiyah.metro.iaim.ac.id; e-mail: tarbiyah.iaim@metro.iaim.ac.id

Nomor : B-0571/ln.28.1/JI/TL.00/03/2020  
Lampiran : -  
Perihal : SURAT BIMBINGAN SKRIPSI

Kepada Yth.,  
Kuryani (Pembimbing 1)  
Andianto (Pembimbing 2)  
di-  
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : NURUL ISTIKOMAH  
NPM : 1501070284  
Semester : 10 (Sepuluh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : AN ERROR ANALYSIS OF REDUNDANCY IN STUDENTS  
WRITING DESCRIPTIVE TEXT AT THE FOURTH SEMESTER OF  
ENGLISH EDUCATION DEPARTMENT OF IAIN METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.\*

Metro, 05 Maret 2020  
Ketua Jurusan  
Pendidikan Bahasa Inggris  
  
Ahmad Subhan Roza, M.Pd.  
NIP. 19750611 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-0685/In.28/D.1/TL.01/03/2020

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

Nama : **NURUL ISTIKOMAH**  
NPM : 1501070284  
Semester : 10 (Sepuluh)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di TBI FTIK IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS OF REDUNDANCY IN STUDENTS WRITING DESCRIPTIVE TEXT AT THE FOURTH SEMESTER OF ENGLISH EDUCATION DEPARTMENT OF IAIN METRO".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat  
mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 09 Maret 2020





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-0686/In.28/D.1/TL.00/03/2020  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KAJUR TBI FTIK IAIN METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-0685/In.28/D.1/TL.01/03/2020,  
tanggal 09 Maret 2020 atas nama saudara:

Nama : **NURUL ISTIKOMAH**  
NPM : 1501070284  
Semester : 10 (Sepuluh)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di TBI FTIK IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS OF REDUNDANCY IN STUDENTS WRITING DESCRIPTIVE TEXT AT THE FOURTH SEMESTER OF ENGLISH EDUCATION DEPARTMENT OF IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

09 Maret 2020  
Dekan I,  
  
Dra. Heli Ratonah MA  
0531 199303 2 003





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

**SURAT KETERANGAN**

Nomor : B-1174/In.28.1/J/PP.00.9/06/2020

*Assalamualaikum Wr. Wb*

Yang bertanda tangan dibawah ini:

Nama : Ahmad Subhan Roza, M.Pd.  
NIP : 19750610200801 1 014  
Jabatan : Ketua Jurusan  
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Nurul Istikomah  
NPM : 1501070284  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Instansi : Institut Agama Islam Negeri (IAIN) Metro

Mahasiswa diatas telah melaksanakan *research (penelitian)* dengan judul "**An Error Analysis Of Redundancy In Students's Writing Descriptive Text Of The Fourth Semester Of English Education Departement Of IAIN Metro**" yang bertempat di Jurusan Tadris Bahasa Inggris (TBI) FTIK IAIN Metro dari tanggal 04 April 2020 sampai dengan selesai.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

*Wassalamualaikum Wr. Wb*

Metro, 15 Juni 2020  
Ketua Jurusan TBI  
  
Ahmad Subhan Roza, M.Pd.  
NIP. 19750610200801 1 014





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-57/In.28/S/U.1/OT.01/01/2020**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : NURUL ISTIKOMAH  
NPM : 1501070284  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070284.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

07 Januari 2020  
Kepala Perpustakaan  
  
M. Khairi Sudin, M.Pd.  
195608311981031001



**SURAT KETERANGAN**

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Nurul Istikomah

NPM : 1501070284

Fakultas : FTIK

Jurusan : TBI

Angkatan : 2015

Telah menyerahkan buku berjudul Concise Encyclopedra of APPLIED  
LINGUISTICS



**SURAT KETERANGAN**

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Nurul Istikomah

NPM : 1501070284

Fakultas : FTIK

Jurusan : TBI

Angkatan : 2015

Telah menyerahkan buku berjudul Concise Encyclopedra of APPLIED  
LINGUISTICS





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Kl. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507, Fax. (0725) 47296 Email: stajust@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Nurul Istikomah Fakultas/Jurusan : FTIK /TBI  
NPM : 1501070284 Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan Mahasiswa
1	28 10 2019	✓	Raise Footness and Kibbiology	Jat
2	31 10 2019	✓	Raise Chapter I	Jat
3	4 11 2019	✓	Raise Chapter II	Jat
4	11 11 2019	✓	Raise Chapter III	Jat
5	14 11 2019	✓	Acc Seminar	Jat

Diketahui :  
Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kuryani, M.Pd  
NIP. 19620215 199503 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjss@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Nurul Istikomah Fakultas/Jurusan : FTIK /TBI  
NPM : 1501070284 Semester/TA : IX/ 2019

No	Hari/Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1	Jum 08/10/19	✓	→ table for other journals → Understand the concept of Pedagogical clearly	
2	Rabu 11/10/19	✓	• Theories of Pedagogical → Jars 2 ↓ example	
3	Rabu 02/10/19	✓	Chari	

Diketahui :  
Kepala Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Andjanto, M. Pd**  
NIP/ 19871102 201503 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507, Fax. (0725) 47296 Email: [stainjuni@stainmetro.ac.id](mailto:stainjuni@stainmetro.ac.id) Website: [www.stainmetro.ac.id](http://www.stainmetro.ac.id)

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Nurul Istikomah Fakultas/Jurusan : FTIK /TBI  
NPM : 1501070284 Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
A	7/10	✓	Revisi Chapter I Thuro	
5	16/10	✓	Revisi Chapter 1. B. III	
6	22/10	✓	Use guidance book see femur	

Diketahui :  
Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Andianto, M. Pd  
NIP. 19871102 201503 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507, Fax. (0725) 47296 Email: stamjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Nurul Istikomah Fakultas/Jurusan : FTIK /TBI  
NPM : 1501070284 Semester/TA : X/ 2019

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan Mahasiswa
1	09/11-2020	✓	- Review skripsi - Dokumen	
2	13/11-2020	✓	Ace IPD	

Diketahui :  
Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kurvani, M.Pd  
NIP. 19620215 199503 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507, Fax. (0725) 47296 Email: [stainjusi@stainmetro.ac.id](mailto:stainjusi@stainmetro.ac.id) Website: [www.stainmetro.ac.id](http://www.stainmetro.ac.id)

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Nurul Istikomah Fakultas/Jurusan : FTIK /TBI  
NPM : 1501070284 Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1	16/12 2019	✓	Revise instrument of test.	
2	20/12 2019	✓	Make simulatikon	
3	23/12 2019	✓	finalisasi instrument	
4	30/12 2019	✓	Revise instrument/Riel	
5	6/1 2020	✓	revise instrument focus on problem formulatikon.	
6	9/1 2020	✓	Plot final quidans	

Diketahui :  
Kepala Jurusan TBI

**Ahmad Subhan Boza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Andianto, M. Pd**  
NIP. 19871102 201503 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Telp. (0725) 41507, Fax. (0725) 47296 Email: stajinusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Nurul Istikomah  
NPM : 1501070284

Fakultas/Jurusan : FTIK /TBI  
Semester/TA : X/ 2020

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan Mahasiswa
	Rabu, 8/2020 17	✓	revise general description of reseach data. Tampilkan dalam bentuk Tabel.	
	14/2020 17	✓	Ace Mungayni	

Diketahui :  
Kepala Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Drs. Kurvani, M.Pd**  
NIP. 19620215 199503 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507, Fax. (0725) 47296 Email: stajusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Nurul Istikomah Fakultas/Jurusan : FTIK /TBI  
NPM : 1501070284 Semester/TA : X/ 2020

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan Mahasiswa
	12/10 /6		Raise Chapter IV	
	24/10 /6		Raise discussion 1 } problem form 2 } 3 }	
	1/11/2020 /7		Conclusion	
	8/11/20 /7		Raise Abstract Conclusion. signature	
			Doc Exone	

Diketahui :  
Kepala Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Andianto, M. Pd**  
NIP. 19871102 201503 1 004



## **CURICULUM VITAE**



Nurul Istikomah, she was born on November 26<sup>th</sup>, 1996 in Rama Kelandungan, Seputih Raman, Central Lampung. She is the second daughter of happy family of Mr Marimin and Mrs Siti Kalimah. She lives in Rama Kelandungan 3, Seputih Raman, Central Lampung.

In 2009, she graduated from SDN 1 Rama Kelandungan, Seputih Raman, Central Lampung. At the time 2012, she graduated from SMP Ma'arif 01 Seputih Raman, Central Lampung. Then she continued her study at MA Ma'arif 06 Seputih Raman, Central Lampung and graduated in 2015.

After graduated from Senior High School, she continued her study as student of S1 English Education Study Program of State Institute for Islamic Studies (IAIN) Metro.