

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Nowadays language has become very important thing to be mastered because of its function in communication. According to Oxford Dictionary (2008, p.247), Language is a system of communication in speech and writing used by people of particular country. Language is also an arbitrary system of speech sounds which is used in interpersonal communication among human beings.

Every country has its own language as an identity. Language in Australia is different with that in Indonesia. Australia uses English, in contrast Indonesia uses Bahasa. It is in line with what have been written in the Holy Qur'an, Surah Ar-Rum verse 22 as follow:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَلَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ  
لِّلْعَالَمِينَ

Thus, as stated on the verse above that Allah creates human with different languages and ethnics, so every nation has different languages. However, there are some countries have same language, for example English. The countries use English like Britain, New Zealand, Ireland, Canada, United States and Australia.

In some centuries, English has become an international language because of the needs to communicate with people from other countries. Since English has become an international language that used by many nations to communicate. English is found everywhere, including in Indonesia. In Indonesia, English is taught as a foreign language, whether it is in schools or universities.

In this century, English is not only as an international communication but also it becomes widely used as an education system and teaching tools. In English there are many skills to be mastered such as listening, speaking, reading and writing. As Brown (2007, p.284) stated, for more than six decades now, research and practice in English language teaching has identified the “four skill”- listening, speaking, reading and writing – as paramount importance. Each of these skills has its own difficulties to be practiced, especially in Teaching English as a foreign language such as in Indonesia.

In many universities and states, especially in writing classes of English Education Department at IAIN Antasari Banjarmasin, the lecturers usually ask their students to write a text in English. Whether it is in a paragraph or an essay, it makes writing is important like other skills as Speaking, Listening and Reading. In line with what being stated in Holy Qur'an, Surah Al-Qalam verse 1, as follows:

بِ الْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

Those verses not only describe about the importance of writing which can share the knowledge. According to Maslina (2016, p.2), “in an Enlightening Commentary into the Light of the Holy Qur’an vol. 18 is explained that the Holy Qur’an verse 1 contains oaths taken as to two most significant issues in human life; "By the pen and by what they write." The oath is quite astonishing, since the object of the oath is seemingly an insignificant point, a piece of reed or something resembling the same and a little black material.”

As the importance of writing, the researcher believes that writing a text in English is not easy. Students must have a lot of vocabularies to transfer a language from their mind into written sentences, because writing is productive skills. According to Harmer (2007, p.265), writing is one of productive skills where the skill requires students to produce language themselves. Based on what Harmer stated, that is why English writing seems difficult for the students to produce a language which is not their mother tongue. Liu and Braine (said 2005, p.623-624) said, writing is more complex in that it tests a person’s ability to use a language and the ability to express ideas. A student needs to write not only coherently but correctly, which requires more time and effort to produce a language in writing. Actually, it is not only the content of writing is complex but sometimes it is influenced by the students’ mastery of writing itself which in this case is English.

Based on the researcher’s experience while writing in writing classes at English Education Department IAIN Antasari Banjarmasin, sometimes errors appear in writing. The researcher made redundancy unconsciously. It was caused by the limitation knowledge on redundancy. The researcher agrees that the

students should avoid unnecessary word and make effective sentences in a paragraph. The sentence should be clear in a good grammatical order with effective words, so the redundancy must be introduced to the students in earlier level. It started by writing a paragraph. According to Strunk that cited by Harmianthy, Herawati and Heryatun (2013, p.1), “A sentence should contain no unnecessary words, a paragraph no unnecessary sentences.” Based on that statement, there should not be any kind of redundancy on students’ paragraph.

A paragraph should not have redundancy in the sentences, especially in descriptive paragraphs. If the students want to write a descriptive paragraph, they have to write in detail, but with the effective words to make their texts clearly. Fireder (2002, p.17) stated, “a descriptive paragraph gives a clear picture of a person, place, object, event or idea.” As Fireder said, it can be concluded that a descriptive paragraph should be clear. Not only clear in describing but also clear in writing. It means a descriptive paragraph should be concise with no unnecessary words or phrases while describing thing, place or person, so there should not be any kind of redundancy in descriptive paragraphs.

In Paragraph Writing classes at English Education Department IAIN Antasari Banjarmasin, the lecturer asked students to write descriptive paragraphs. According to the fourth semester syllabus of Paragraph Writing and the information that the researcher got from students and lecturer at English Education Department IAIN Antasari Banjarmasin. The fourth semester students wrote descriptive paragraphs three times in Paragraph Writing classes as their writing assignments. First, descriptive paragraph on describing place using spatial order. Second, descriptive paragraph on describing person. The last is descriptive

paragraph using five senses. It shows that a descriptive paragraph is one of focus in Paragraph Writing classes at English Education Department IAIN Antasari Banjarmasin. Based on the explanations above the researcher is interested in conducting the research to find out whether the fourth semester students make redundancy in descriptive paragraphs or not.

On the previous research, the researcher found the research that had completed by some researchers, entitled “An Analysis Study of Redundancies Made by Students in Writing Descriptive Text (Harmianthy, Herawati & Heryatun, 2013)”, The problems to be investigated in this research were kinds of redundancy made by the students, and what causes of redundancies made by the students. This research was conducted at SMU Purwa Bakti. The researchers used three kinds of data analysis. They are; 1) Data analysis of the documentation, 2) Data analysis of the questionnaire, and 3) Data analysis of the interview.

Another previous research that had been conducted by Dr. Ernst-Jan C. Wit and Dr. Marie Gillette in 1999 was a Library Research, entitled “What is Linguistic Redundancy?” This research was about redundancy in Linguistics especially on speaking. The literatures show that there are two kinds of redundancy, Contextual Redundancy and Grammatical Redundancy.

Based on the explanations before and the previous researchs the researcher is also interested in conducting the research on redundancies, but on students’ descriptive paragraphs, entitled ”AN ANALYSIS OF REDUNDANCIES ON DESCRIPTIVE PARAGRAPHS IN PARAGRAPH

## WRITING CLASS OF ENGLISH EDUCATION DEPARTMENT IAIN ANTASARI BANJARMASIN”.

### **B. Statement of Problems**

Based on the background above, there are statements of problem to be investigated that rearranged into two questions, as follows:

1. How many redundancies are written by the fourth semester students on descriptive paragraphs in Paragraph Writing class at English Education Department IAIN Antasari Banjarmasin?
2. What kinds of redundancy do the fourth semester students write on descriptive paragraphs in Paragraph Writing class at English Education Department IAIN Antasari Banjarmasin?

### **C. Objectives of Research**

According to the statements of problem before the researcher has two objective o research, they are:

1. To find out how many redundancies are written by the fourth semester students on descriptive paragraphs at Paragraph Writing class at English Education Department IAIN Antasari Banjarmasin.
2. To find out the kinds of redundancy the fourth semester students write on descriptive paragraphs in Paragraph Writing class at English Education Department IAIN Antasari Banjarmasin.

### **D. Significance of Research**

1. This research enriches the researcher’s and the readers’ knowledge about the definition and kinds of redundancy.

2. This research gives information to English lecturers who want to know about students' writing problem in Paragraph Writing classes.
3. It reminds the students and English lecturers that redundancy should be avoided, especially in writing.
4. It will be the information, consideration and input for English Education Department increasing students' writing quality.
5. Providing a reference to the further research and adding the literary source in the library of IAIN Antasari Banjarmasin.

#### **E. Definition of Key Terms**

##### **1. Analysis of Redundancies**

Analysis is “study of something by examining its part” Oxford Learners's Pocket Dictionary, (2008, p.14). Here, the researcher studies on redundancies to find out how many and what kinds of redundancy on descriptive paragraphs are written by students in Paragraph Writing class at English Education Department IAIN Antasari Banjarmasin. According to Yule (2006, p.100), “semantics is the study of meaning of words, phrases and sentences.” Based on that statements, this research is semantic analysis because the researcher analyze the meaning of the words or phrases which are categorized as redundancy in writing.

##### **2. Descriptive Paragraphs**

According to Fireder (2002, p.17) ,“a descriptive paragraph gives a clear picture of a person, place, object, event or idea.” Thus, the descriptive paragraphs the reseacher means in this research are the descriptive paragraphs written by the fourth semester students in Paragraph Writing

class at English Education Department of Tarbiyah and Teachers' Training Faculty IAIN Antasari Academic Year 2015/2016. Each of the students write three descriptive paragraphs, they are descriptive paragraph on describing place using spatial order, describing person, and describing place using five senses.

### 3. Paragraph Writing Class

Paragraph Writing class that the researcher means in this research is an English course that is taken by the fourth semester students of English Education Department of IAIN Antasari Banjarmasin academic year 2015/2016.