

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

This research was conducted at English Education Department of Tarbiyah and Teachers' Training Faculty IAIN Antasari Banjarmasin. It is located on Jl. A. Yani Km. 4,5 Banjarmasin. The subject of this research are the students of Paragraph Writing class at English Education Department IAIN Antasari Banjarmasin. The object of this research is the redundancies on descriptive paragraphs written by the fourth semester students at English Education Department of Tarbiyah and Teachers' Training Faculty IAIN Antasari Banjarmasin. This researcher aims to investigate how many redundancies are written by the fourth semester students on descriptive paragraphs in Paragraph Writing class and what kinds of redundancy are written by the fourth semester students on descriptive paragraphs in Paragraph Writing class. This chapter presents the findings of data collected from the documents that had been analyzed by the researcher.

#### **1. The Redundancies in Descriptive Paragraphs Written by the Fourth Semester Students at English Education Department of Tarbiyah and Teachers' Training Faculty IAIN Antasari Banjarmasin**

The researcher applied documentary to get students' descriptive paragraphs. There are 73 descriptive paragraphs written by 31 fourth semester students in Paragraph Writing class. Seventy three descriptive paragraphs are

divided in three types, they are 24 descriptive paragraphs on describing place, 28 descriptive paragraphs on describing person and 20 descriptive paragraphs on describing place using five senses.

The findings of this research shows that, there are 35 redundancies in descriptive paragraphs written by 15 students. From 31 students, 16 students did not make any redundancy. It can be seen in the table below:

**Table 4.1. Redundancies Made by Students in Descriptive Paragraphs**

No	Students	Kinds of Redundancy			Total
		Unnecessary Phrases	Repetition of Words with The Same Meaning	Repetition of Noun by Pronoun	
1.	A		1	1	2
2.	AJN				
3.	AL				
4.	AM		3	1	4
4.	DF	1	2		3
6.	ES				
7.	F		2		2
8.	FF		1		1
9.	FM		2		2
9.	FWK				
11.	HH		3		3
12.	HM				
13.	HR	2	2		4
14.	HU		2		2
15.	KKB				
16.	M				
17.	MAH	1	1		2
18.	MH				
19.	MLA				
20.	MN	1			1
21.	N		3		3
22.	NN				
23.	PSA				
24.	SFJ				
24.	SNI		2		2

26.	TY	1			1
27.	W				
28.	WAK	3			3
29.	WY				
30.	YD				
31.	ZS				
Total		9	24	2	<b>35</b>

As the table of finding shows which can be seen in the table above, there are 35 redundancies written by 15 students and 16 students did not make any redundancy while writing descriptive paragraphs. The detail of redundancies from the table above can be seen in the following descriptions below:

**a. Student A**

The student “A” made two redundancies when wrote descriptive paragraph. It is describing place using five senses. These are the redundancies and the explanations:

1) In **Banjarmasin** it has airport terminal.

That sentence consists redundancy because the student “A” put “it” after the noun that it refers to. The student “A” must not put “it” beside “Banjarmasin”, because “it” refers to “Banjarmasin”.

2) it **name** is Syamsudinnor National airport

That sentence is wrong because stdent “A” put an unnecessary word, it is “name”. The sentence is better if student “A” do not put “name” between “it” and “is”.

### b. Student AM

The student “AM” made four redundancies while describing place using five senses. It is a little bit similar with the students “A”. Here are the redundancies and explanations:

- 1) In **Banjarmasin** it has airport terminal. (describing place using five senses)

That sentence consists redundancy because the student “AM” put “it” beside the noun that it refers to. The student “AM” must not put “it” after the word “Banjarmasin”, because “it” refers to “Banjarmasin”.

- 2) it **name** is Syamsudinnor National airport. (describing place using five senses)

This sentence is just the same with the sentence that written by student “A”. The student “AM” put an unnecessary word, it is “name”. The sentence is better if student “A” do not put “name” between “it” and “is”.

- 3) It **name** is “Roti Boy” (describing place using five senses)

It just the same with the previous redundancy. The word “name” must be deleted.

- 4) When we **entered to** plane. (describing place using five senses)

The sentence above seems fine but it is redundancy, because student “AM” must not put “to” after verb “enter”. The verb “enter” means *go into*, so there must no be any of preposition affter enter. Based on that, it becomes redudant if the student “AM” put “to” after “entered” (verb 2 from enter).

### c. Student DF

Student “DF” made four redundancies in descriptive paragraphs. She made 3 redundancies while describing place using five senses. The redundancies and explanations can be seen below:

- 1) Some people **playing** at the beach, there were **playing** volleyball and the children **playing** the sand of castle. (describing place using five senses)

That sentence above is redundancy, because there are three repetition of “playing”. Actually the second “playing” is unnecessary because it stated the same purpose from the first “playing” which describes that people were playing at the beach. The sentence could be made shorter and clearer if the second “playing” is deleted. Like, “Some people playing volleyball and the children playing the sand of castle at the beach.”

- 2) But because that day felt hot I bought some ice cream **and the tasted** was very **sweet and tasty**. (describing place using five senses)

That sentence consists of unnecessary phrase. When the student “DF” wrote “the tasted” and also wrote “sweet and tasty”, it is redundancy. People know “sweet and tasty” is the taste, so it is redundancy.

- 3) The sand felt grass but we **enjoyed** the beach **happily**.

The sentence above also redundancy, because the student “DF” wrote “enjoyed” and also wrote “happily” in the same sentence. It is redundant because if someone enjoys to do something it means he/she does it happily.

#### d. Student F

The student “F” made 2 redundancies when describing place using five senses. Here are the redundancies and explanations:

- 1) I and friends **helping** residents to clean up the debris and **help** search for victims of survivors of the incident.

In second sentence, the student “F” repeated using “help” which is unnecessary because the student “F” wrote “helping” before, so second “help” could be deleted.

- 2) **Scent smell** the rotting corpses everywhere due to the storm.

In this sentence, the student “F” wrote “scent smell”. It seems weird to put “smell” after “scent” which is one kind of smell, it just repeats what has been stated. Everyone knows scent is a smell, so it is redundancy.

#### e. Student FF

Student “FF” made one redundancy while describing place. Student “FF” repeated the same word which is unnecessary. It can be seen below:

- 1) I think, it is **very very** dirty and real mess I don’t like this

It had been stated two words, “very” in the same sentence. It does not add so much in meaning of the sentence. One “very” is enough to show the place where has a great degree of dirty.

#### f. Student FM

Student “FM” made two redundancies when wrote descriptive paragraph on describing person. This student repeated the same two words in a sentence, whereas one of them is unnecessary.

1) She **always** help me and **always** be there for me.

2) She always help **me** and always be there for **me**.

Student “FM” put two “always” in a sentence, whereas the second “always” is unnecessary. It should be put out. The student “FM” also put two “me” in a sentence, this sentence just need one “me” that must be put in the end of sentence.

#### **g. Student HH**

When writing descriptive paragraph on describing place, the student “HH” made three redundancies. It can be seen in explanations below:

1) When I **enter from** side door my house I see the palm tree to my left.

The sentence above seems fine but it is redundant, because “enter” must not put with any of preposition. Because of that, it becomes redundant if the student “HH” put “to” after “enter”.

2) Next to the palm there are **many various** kinds of sakura.

3) Along the right **many various** kind of flower.

Two sentences above have the same cases of redundancies. In those sentences, there are two words that have similar meaning that one is unnecessary to put together. Various means several different. If like that, “various” is redundant. It is unnecessary because it is between “many” and “kind” and this writing “various” is useless.

#### **h. Student HR**

Student “HR” made 5 redundant expressions when writing descriptive paragraph. When student “HR” described places, 5 redundancies appeared. Two

of them found in decriptive paragraph using five senses. Here are the redundancies and explanations:

- 1) If you **enter to** my campus on the right way you can find guest house and beside or the next guest house you can see small clinic. (describing place)

The sentence above is just the same with the privious redundancies made by another students, which is the preposition after “enter” is redundancy.

- 2) If you enter to my campus on the right way you can find guest house and **beside or the next** guest house you can see small clinic.

In the same sentence, there is also other redundancy, it is “beside” and “or the next”. They are just the same, so one should be cut.

- 3) In front of office you can see along way **the place of the students or the classes of the students.**

The redundancy which was written by the student “HR” in the sentence above just made it longer. The student “HR” wanted to say students’ classes, but she wrote more phrases than its necessary when she put “the place of the students” and “or the classes of the student”.

- 4) And after I found the bakery store, we bought some breads because in here while we **entered in** duta mall we smell the aroma that very delicious from the bakery store. (Describing place using five senses)

The sentence above is just the same with the privious redundancies made by another students, which is the preposition after “entered” (verb II from enter) is redundancy.



### i. Student HU

This student wrote two redundancies when describing place in Paragraph Writing class. The descriptions can be seen below:

- 1) I **smelled** good **smell** from roses flower and jasmine flower.

The student “HU” repeated the word that has the same meaning with the word that had been stated before. She wrote “smelled” (verb II) and “good smell” (noun). Everyone knows the “smell” is something that “smelled”. Both terms should not be in the same sentence, because it is redundant.

- 2) I smelled good smell from roses **flower** and jasmine **flower**.

In the same sentence, student “HU” wrote other redundancies. That sentence seems funny, because she wrote “roses flower and jasmine flower”. Of course roses and jasmine are flower, she should not inform something that the readers have already known, because it is redundant.

### j. Student MAH

There are two redundancies made by student “MAH”. Those were written when he described place by using five senses in Paragraph Writing class. It can be seen in the following descriptions:

- 1) And **on the left on the wall** you can find a clock (describing place)

Both phrases “on the left” and “on the wall” in the sentence above can be cut, because they are just the same. Though one phrase can inform the reader, he used two phrases, so it is redundancy.

- 2) When a bus arrived, heard the **noise sound** and black fumes from the bus. (descriptive paragraph using five senses)

Student “MAH” wrote “noise sound”, both are the same. Readers know the noise is a sound. Why should put “sound” after “noise”, it is redundant expression.

#### **k. Student MN**

This student “MN” made redundancy in paragraph writing. It appeared when she described person. Redundancy is found in a sentence, that can be seen in the following description:

- 1) If I have a **problem** then she would give me a solution to solve **the problem**.

She wrote unnecessary phrases, “the problem”. When student “MN” said that “I have a problem” and the word “she” (refers to someone who was described) “would give me a solution”, of course “she” gave a solution to solve that problem, so “the problem” is redundancy that can be cut or change with pronoun.

#### **l. Student N**

This student “N” made two redundancies in two sentences from descriptive paragraph using spatial order. She also made redundancy in descriptive paragraph using five senses. Here are the sentences and explanations.

- 1) Near the fountain many families picnic and **gather together**.

The student N wrote “gather” and “together” which have same meaning. Readers know that gather means come or bring people or things together to form a group, so “together” is unneeded. It is redundancy.

- 2) I enjoy spending time in the park every **day weekend**.

She also made the similar redundancy. She repeated unnecessary words that have similar meaning. They are “day” and “weekend”. The readers have already known that “weekend” is the day in the end of week, so the use of unclear information of “day” is unnecessary.

- 3) Finally, the traditional market is a place where people **interacted** **bargained** and there sells vegetables, fruit and many kinds of fish and there very noisy, make us feel tired. (describing place using five senses)

She also made redundancy when wrote descriptive paragraph using five senses. She used two words that have same meaning “interacted” and “bargained”. Bargained (verb II from bargain) is an interaction between two or more people to get an agreement (usually about price of something), so there should not be “interacted” in that sentence, because it is useless.

### **m. Student SNI**

Student “SNI” made two redundancies in different sentences from different paragraphs. Both redundancies found in descriptive paragraphs on describing person and describing place. The sentences and explanations can be seen below:

- 1) He often **perform** in theatre **performance**.

She repeat an information about “performance”. Actually it is enough to write perform in theatre, because it is a performance if someone performs in theatre.

- 2) But when I smelled it was **very** hateful and **very** terrible. (repetition of word)

She wrote two word that are the same, “very”. The second “vey” is unnecessary repetition. Actually the word terrible has meaning “vey bad”, so “terrible” also does not need “very”.

#### **n. Student TY**

This student just made one redundancy, when he wrote descriptive paragraph on describing place. Here is the sentence and its description:

1) In the corner there is **a tree, a very big tree**.

He actually wanted to show that there is a very big tree in the corner, but he gave unclear description in first phase, it is “a tree” then he repeated it with clearer description with “a very big tree”. Because of the first phrase gave unclear information, and supported by the next phrase that is clearer, so the first “tree” is unnecessary.

#### **o. Student WAK**

There are three redundancies found in WAK’s descriptive paragraphs. One redundancy appeared when he described person. Another are found in descriptive paragraph using five senses. The descriptions can be seen below:

1) **In teaching**, Subhan can makes his students do understand about lessons **that he teach**. (describing person)

In that sentence, there are phrase, in which the information is repeated by the clause. When the readers read that sentence and found “in teaching”, they will got the information that there is a process in teaching and learning, so “that he teach” just repated the information that had been given. However, “that he teach”

gives more necessary and specific information than “in teaching”. “in teaching” is unnecessary phrase.

2) I **smelled** the **smell** of bread, when I got through Bakery.

(descriptive paragraph using five senses)

In this sentence, student “WAK” has same case with student “HU”, who repeated the word that has same meaning with the word that had been stated before. In this sentence student “WAK” wrote “smelled” (verb II from smell) and “smell” (noun form). Everyone knows the “smell” is something that “smelled”, so both term is repetition of unnecessary information that could be deleted or changed with appropriate expression.

3) In conclusion, Duta Mall was the **biggest department store** I’ve ever visited **and many stores there**. (descriptive paragraph using five senses)

This sentence also repeat unnecessary information. When he wrote “biggest department store” it means, there are several stores found in. He stated “the biggest”, so there must be a lot of stores there. It is redundancy if there is “many stores there”, because it is unnecessary phrase that does not add different idea.

## 2. Kinds of Redundancy Made by the Fourth Semester Students in Writing Descriptive Paragraphs in Paragraph Writing class at English Education Department IAIN Antasari Banjarmasin

The finding of this study shows that there are 35 redundancies appeared in students' descriptive paragraphs made by 15 fourth semester students in Paragraph Writing class at English Education department IAIN Antasari Banjarmasin. Those kinds of redundancy are Unnecessary Phrases, Repetition of Words with the same meaning and Repetition of Noun by Pronoun. It can be seen in the table 4.1 before.

As stated in the table 4.1, from 35 redundancies, 9 redundancies are unnecessary phrases, 24 redundancies are repetitions of words with the same meaning and 2 redundancies are repetition of noun by pronouns. Those kinds of redundancies would be explained and it can be seen in the following descriptions.

### a. Unnecessary Phrases

This study find out 9 unnecessary phrases in descriptive paragraphs made by the fourth semester students in Paragraph Writing class. The list of sentences which consisted redundancies which can be seen below:

- 1) But because that day felt hot I bought some ice cream **and the tasted** was very **sweet and tasty**. (written by student DF)
- 2) If you enter to my campus on the right way you can find guest house and **beside or the next** guest house you can see small clinic. (written by student HR)

- 3) In front of office you can see along way **the place of the students** or **the classes of the students**. (written by student HR)
- 4) And **on the left on the wall** you can find a clock. (written by student MAH)
- 5) If I have a **problem** then she would give me a solution to solve **the problem**. (written by student MN)
- 6) In the corner there is **a tree, a very big tree**. (written by student TY)
- 7) **In teaching**, Subhan can makes his students do understand about lessons **that he teach**. (written by student WAK)
- 8) I **smelled the smell** of bread, when I got through Bakery. (written by student WAK)
- 9) In conclusion, Duta Mall was the **biggest department store** I've ever visited **and many stores there**. (written by student WAK)

Those sentences are categorized as redundancy sentences because they consisted the phrase do not give addition in a meaning or information.

#### **b. Repetition of words with the same meaning**

This study has found out 24 repetitions of words with the same meaning in descriptive paragraphs made by the fourth semester students in Paragraph Writing class. The list of sentences which consisted redundancies can be seen below:

- 1) **it name** is Syamsudinnor National airport. (written by student A)
- 2) **it name** is Syamsudinnor National airport. (written by student AM)
- 3) **It name** is "Roti Boy". (written by student AM)
- 4) When we **entered to** plane. (written by student AM)

- 5) Some people **playing** at the beach, there were **playing** volleyball and the children **playing** the sand of castle. (written by student DF)
- 6) The sand felt grass but we **enjoyed** the beach **happily**. (written by student DF)
- 7) I and friends **helping** residents to clean up the debris and **help** search for victims of survivors of the incident. (written by student F)
- 8) **Scent smell** the rotting corpses everywhere due to the storm. (written by student F)
- 9) I think, it is **very very** dirty and real mess i don't like this. (written by student FF)
- 10) She **always** help me and **always** be there for me. (written by student FM)
- 11) She always help **me** and always be there for **me**. (written by student FM)
- 12) When I **enter from** side door my house i see the palm tree to my left. (written by student HH)
- 13) Next to the palm there are **many various** kinds of sakura. (written by student HH)
- 14) Along the right **many various** kind of flower. (written by student HH)
- 15) If you **enter to** my campus on the right way you can find guest house and beside or the next guest house you can see small clinic. . (written by student HR)



- 16) And after I found the bakery store, we bought some breads because in here while we **entered in** duta mall we smell the aroma that very delicious from the bakery store. (written by student HR)
- 17) I **smelled** good **smell** from roses flower and jasmine flower. (written by student HU)
- 18) I smelled good smell from roses **flower** and jasmine **flower**. (written by student HU)
- 19) When a bus arrived, heard the **noise sound** and black fumes from the bus. (written by student MAH)
- 20) Near the fountain many families picnic and **gather together**. (written by student N)
- 21) I enjoy spending time in the park every **day weekend**. (written by student N)
- 22) Finally, the traditional market is place where people **interacted bargained** and there sells vegetables, fruit and many kinds of fish and there very noisy, make us felt tired. (written by student N)
- 23) He often **perform** in theatre **performance**. (written by student SNI)
- 24) But when I smelled it was **very** hateful and **very** terrible. (written by student SNI)

Those sentences are categorized as redundancy sentences because they consisted the words that do not give addition in a meaning or information.

### c. Repetition of Noun by Pronoun

This study find out 2 repetition of noun by pronoun in descriptive paragraphs made by the fourth semester students in Paragraph Writing class. The list of sentences which consisted redundancies can be seen below:

- 1) In **Banjarmasin** it has airport terminal. (written by student A)
- 2) In **Banjarmasin** it has airport terminal. (written by student AM)

Those pronouns are redundancies because they repeat information that have been stated by noun. Those pronouns are written next to the nouns, they refer to. There must not be pronouns after nouns without any clause or sentence between them. It is useless.

### B. Discussion

Based on the findings, the researcher found some information about how many redundancies made by the fourth semester students in descriptive paragraphs, and what kinds of redundancy made the fourth semester students in descriptive paragraphs. The finding will be discussed in the following descriptions:

#### 1. The Redundancies in Descriptive Paragraphs Written by the Fourth Semester Students at English Education Department of Tarbiyah and Teachers' Training Faculty IAIN Antasari Banjarmasin

As stated in Chapter I, the researcher agrees with Fireder (2002, p.17) who said, a descriptive paragraph gives a clear picture of a person, place, object, event or idea. As Fireder stated, the descriptive paragraphs should be clear. Not

only clear in describing but also in idea. It means descriptive paragraph should give clear information and be concise with no redundancy. However, there are 20 descriptive paragraphs which have 35 redundancies which are categorized as, 9 unnecessary phrases, 24 repetition of words with the same meaning, and 2 repetition of nouns by pronouns. Those are written by 15 students.

Redundancies that made by students did not add anything to the meaning of sentences. As Rozakis (2003, p.288) stated, redundancy is the unnecessary repetition of words and ideas. Those words are useless, because if they are deleted the sentences are better. Wishon and Burks (1980, p.344) instructed to avoid redundancy, because if a sentence which has redundancy, the quality of that sentence is poor. In contrast, if a sentence has not redundancy, the quality of that sentence is good. Based on those facts, a number of redundancies in students' descriptive paragraphs decrease the quality of descriptive paragraphs itself.

This is the example of redundancy, "it **name** is Syamsudinor National airport." This sentence is wrong in grammar, because the student "A" put unnecessary word between "it" and "is". It can be fixed when put possession "s" after it, it becomes, "its name is Syamsudinor airport.". Actually it is still redundancy, it can be made more concise if the sentence like, "it is Syamsudinor National airport."

Some students also put unnecessary preposition after "enter", this the example, "When we **entered to** plane." According to Fitikides (2004, p.70), enter means go into, so there must be not any of preposition after enter. It means, "to"

repeats the meaning of “entered” (verb II from enter). That sentence is redundancy because there is repetition of unnecessary word.

According to Rozakie (2003, p.287), redundant writing is cluttered with unnecessary words that fog your meaning. In line what Rozakie said the sentences which consisted redundancies are mostly not understandable. For example there is sentence written by student “F”, it is “**Scent smell** the rotting corpses everywhere due to the storm.” This sentence is poor because she uses two words that have the same meaning. Actually the researcher does not know it can be categorized as a sentence or not because there is no verb there, but redundancy.

Another example is written by student “SNI”, her sentence is “He often **perform** in theatre **performance**.” This sentence also make the readers are confused to get the meaning because of “performance”. If “performance” refers to “He”, it is redundancy because student “SNI” repeated the information of “He often perform”. The readers also will be more confused if “performance” refers to “theatre”. It is funny because theatre does not perform. Both meaning of “performance” are unnecessary, so it completely redundancy.

Those sentences above prove that redundancy can influence the organization and meaning of the sentence. As Wallwork (2011, p.75) stated, “a word or phrase is redundant if it does nothing to help the reader understand a sentence.” The findings are in line with Wallwork said, because redundancy makes the sentence not understandable and it fogs the meaning. Redundancy should be avoided.

## **2. Kinds of Redundancy Made by the Fourth Semester Students in Writing Descriptive Paragraphs at Paragraph Writing class**

The researcher aims to look the kinds of redundancies. As stated in Chapter II, kinds of redundancy of this study was adopted from TOEFL book written by Sharpe (1992, p.283-285), there are three kinds of Redundancy. They are; (1) Unnecessary Phrases, (2) Repetition of Words with The Same Meaning and (3) Repetition of Noun by Pronoun.. The discussion of the result can be seen below:

### **a. Unnecessary Phrases**

Based on the finding, there are 9 Unnecessary Phrases made by 6 students when writing descriptive paragraphs in Paragraph Writing class at English Education Department IAIN Antasari Banjarmasin. Wallwork (2015, p.75) A word or phrase is redundant if it does nothing to help the reader understand a sentence. Those redundancies are classified as unnecessary phrases because the sentences consist of phrases that give unneeded information to the sentence and can make the readers confused and hard to understand.

### **b. Repetition Words with the same meaning**

Based on the finding, there are 24 repetitions of words made by 12 students when writing descriptive paragraphs in Paragraph Writing class at English Education Department IAIN Antasari Banjarmasin. Sharpe (1992, p. 284) said that using words with the same meaning consecutively in a sentence is redundancy. It sometimes makes the reader harder to get the message, because the written text which consist of unnecessary word is not readable. Rozakie (2003,

p.288) added, redundancy is the unnecessary repetition of words and ideas. Thus, those sentences are classified as repetition of words with the same meaning.

### **c. Repetition of Noun by Pronoun**

Based on the finding which had been explained before, there are 2 repetitions of noun by pronoun made by 2 students when writing descriptive paragraphs in Paragraph Writing class at English Education Department IAIN Antasari Banjarmasin. Sharpe (1992, p. 285) said that using noun and the pronoun that refers to it consecutively in a sentence is redundancy. The pronoun becomes unnecessary if it is put after the noun it refers to.

As the result that there are 35 redundancies. Those redundancies is divided into three kinds. They are 9 unnecessary phrases, 24 repetitions of words with the same meaning, and 2 repetitions of noun by pronouns. Those redundancies are found in descriptive paragraphs written by the fourth semester students in Paragraph Writing class at English Education Department IAIN Antasari Banjarmasin. There are too many redundancies found in students' descriptive paragraphs.

Those redundancies are found in descriptive paragraphs written by the fourth semester students in Paragraph Writing class at English Education Department IAIN Antasari Banjarmasin. As the finding shows there are 15 students made redundancy from the total 31 students as the subject of this research as stated in chapter III. A half of the subject made redundancies in descriptive paragraphs. It is contrast with Fireder (2002, p.17) who said, a descriptive paragraph gives a clear picture of a person, place, object, event or idea.

Based on that statement, there should not be any redundancy in descriptive paragraph because descriptive paragraph gives a clear, not only in the description but also the meaning.

In conclusion, it is not good for students to make redundancy in writing, especially when students write descriptive paragraphs. Writing descriptive paragraphs must be clear, not only in information but also in the meaning. The researcher suggests the students to be aware in order to avoid making redundancy while writing especially in writing descriptive paragraphs.