
English Redundancies Produced by Public Followers in Social Media through Uncle Clinton’s Space Channel

Ali Amran¹, Habib Sukri Nasution²

^{1,2}Department of English Teaching, Universitas Muhammadiyah Sumatera Utara)

email: aliamran@umsu.ac.id (correspondence email)

ARTICLE INFO

Received

17/11/24

Revised

02/12/24

Accepted

28/01/25

Keywords (9

Bold):

Forms of
redundancies,
Public followers,
Redundant, Uncle
Clinton's space
channel

ABSTRACT

Redundancies in language occur when unnecessary repetition of words, phrases, or ideas leads to inefficiency in communication. This study explores the phenomenon of linguistic redundancy, particularly in the context of English usage by public followers on social media platforms such as Uncle Clinton’s Space Channel on TikTok. Using a qualitative research approach, this study examines the types and forms of redundancies produced in spontaneous online conversations, debates, and discussions. Data were collected through live-stream interactions, where participants’ speech patterns were analyzed for redundant expressions. The findings indicate that redundancies often arise due to a lack of grammatical awareness, the influence of native language structures, and cultural communication norms. Additionally, this study connects redundancy to cross-cultural differences, showing that Indonesian speakers tend to employ repetition for emphasis and politeness, while Western communication norms favor conciseness. Redundancies were also observed in online learning environments, where students frequently repeated ideas due to uncertainty or the informal nature of digital discussions. While some redundancies aid comprehension, excessive repetition can hinder understanding and mislead listeners. To improve communication clarity, educators and language learners must be aware of redundancy patterns and adopt strategies for more concise and structured language use.

How to cite: Amran, A., Nasution, H, S. (2025). English Redundancies Produced by Public Followers In Social Media through Uncle Clinton's Space Channel. *English Teaching and Linguistics Journal*, 6(1), 22-30.

I. INTRODUCTION

Redundancy in the needless repetition of words, phrases, sentences, paragraphs or ideas. Redundancy is when we use two or more words together that mean the same thing (Berlin, 2011), for example, ‘adequate enough’. We also say something is redundant when a modifier’s meaning is contained in the word it modifies, for example, ‘merge together’. When we write, we should try to be as clear and concise as we can be. If someone learn how to get a message across without adding unnecessary words, readers are more likely to read what we write. English is a valuable tool for global communication, enabling individuals to access information, acquire knowledge, and build connections. Therefore, early English language learning helps individuals prepare for broader opportunities (Rangkuti et al, 2023).

This study tries to identify and investigate those redundancies, the use of two or more words that say the same thing, but we also use the term to refer to any expression in which a

modifier's meaning is contained in the word it modifies, produced by Indonesian people learning English through one of social medias, called TikTok. It can be a bad lesson for the future generation of Indonesian in terms of using standard English language grammar, since those Indonesian public followers keep producing redundancies without having any control from the state government. In this study, the researcher also tries to identify those redundancies produced by Indonesian public followers. The matters that the researcher wants to investigate is mainly why those public followers enjoy producing redundancies when they having conversation. Redundancy is when we use two or more words together that mean the same thing, for example, 'adequate enough'. We also say something is redundant when a modifier's meaning is contained in the word it modifies, for example, 'merge together.

What Is Redundancy?

Darian (1979) clarifies that redundancy exists at all levels of language: from phonemes and spelling, words and affixes, through syntax, semantics, and discourse. It exists in the reciprocity of linguistic, kinesic, and situational channels of communication. The researcher agrees with what Rogers (2007) explains that redundancies are common troublemakers in scientific communication. They come in various forms, some more obvious than others, but all of them unnecessary or even disturbing. Common redundancies include double negatives or doubling of words that have the same meaning (tautology). The question is that what is redundancy? Fabian Albers, at all, divide redundancies into two things. They further clarify that most studies confirm that redundancy is harmful to learning, there are two theoretical approaches to redundancy. The first understands redundancy as a conceptual overlap that puts demand on the limited cognitive capacities of the learner. The second understands redundancy as an ineffective combination of sources leading to an overload of the limited working memory modalities. Silvia M. Rogers claims that redundancies are common troublemakers in scientific communication. They come in various forms, some more obvious than others, but all of them unnecessary or even disturbing. Common redundancies include double negatives or doubling of words that have the same meaning (tautology).

Fabian Albers, at all agree that most studies confirm that redundancy is harmful to learning, there are two theoretical approaches to redundancy. The first understands redundancy as a contextual overlap that puts demand on the limited cognitive capacities of the learner. The second understands redundancy as an ineffective combination of sources leading to an overload of the limited working memory modalities. In the process of learning or practicing a new language, making mistakes is not a big deal, you still can do some great efforts to make it standard, but when you perform those poor mistakes (un-grammatical language) to public is not wise as public speaker. The researcher believes that not all local people have the same language knowledge as you pretend to. In English, for example, if we want to have the standard English grammar, we can do huge number of exercises through TOEFL, particularly through structure and written expressions. These parts of exercises can help learners improve their standard English grammar.

Enago Academy asked, have you ever picked up a research article, only to put it down again before you have finished reading the first page? Then he further clarifies that research is interesting, but the manuscript is not well written. These issues can affect the impact of your own published work. We all understand the importance of using correct language. A poorly-written manuscript is unlikely to be considered for peer-review or accepted for publication. However, good readability goes beyond technically correct English. Scientific text is easier to read if the information is presented in a precise and concise way. This means that words and phrases need to be carefully chosen to communicate the intended argument with maximum

impact. Redundant phrases do not contribute to the meaning, and removing them improves readability.

The following statements may drive Indonesian people misunderstand, especially people who lack of knowledge of redundancies. Misunderstanding, when you are communicating with foreign people, can appear when you produce many redundancies either in English or in Indonesian. Then, it is advised that we must learn the standard pronunciation before we produce the words or phrases in order to avoid misunderstanding. Since these theoretical differences are rarely acknowledged in operation, Fabian Albers at all, in this study propose a classification of two distinct types of redundancy to compare these experimentally to investigate their possible main and interaction effects. The first type, content redundancy, is concerned with the contextual overlap of information. The second type, modal redundancy, is concerned with the modalities in which the information is displayed. Finally, Fabian Alberts at all conclude that the theoretical level, these findings confirm the usefulness to distinguish content redundancy from modal redundancy. On the practical level, the empirical findings of the different effects of the two types of redundancy provide educators with important insights that can improve the design of multimedia learning materials.

The researcher eventually agrees with what Fabian Albers at all, have described above, However, studies differ concerning their definition of what redundancy is and their theoretical reasoning as to why it harms learning. There are two main theoretical approaches, each of them highlighting one specific type of redundancy. In the first theoretical approach, redundancy is understood in terms of a contextual overlap. Redundancy, therefore, occurs when “different sources of information are intelligible in isolation and [...] each source provides similar information but in a different form”. The same writers also defined that even though it is evident from these studies that these previously mentioned theoretical concepts of redundancy are partially congruent as well as theoretically valuable, they are sufficiently different. However, these differences are rarely acknowledged in the operationalization of redundancy and since studies base their concept of redundancy on either one or both approaches (Austin, 2009; Chandler & Sweller, 1991; Craig et al., 2004), conditions labelled as *redundant* vary in terms of used sources of information as well as their degree of contextual overlap across studies.

Redundancy appears when using more words than are necessary. A redundant sentence will still mean the same thing if the extra word or words are removed. Redundancy in English usually happens when an adjective is added to a verb or noun that means the same thing. A speaker or writer is often trying to add emphasis or attempting to thoroughly explain something when they make the common mistake. In general, speaking a redundancy might be overlooked. A benefit to reducing redundancies in speaking is that it helps make your speaking clearer and more concise. Sentences that are wordy take longer to read. Looking for redundant phrases in your paper or article is an important part of the editing process.

Types of redundancy

At the aims to advance conceptual clarity in redundancy research, it is essential to examine the interaction between different types of redundancies and their potential impact on language learning. A critical question arises: how do these types of redundancy interact, and which of them creates the most harmful effects on learning? Addressing these concerns, this study aims to compare various types of redundancy experimentally and explore possible main and interaction effects. Building on existing theoretical approaches, we propose the classifications of redundancy adopting Albers et al (2023). By investigating these classifications, this study seeks to contribute to a more nuanced understanding of redundancy in language acquisition and digital communication. According to Alberts et al (2023), redundancies can be divided into namely:

Content redundancy. Content redundancies are concerned with the extent of contextual overlap between two or more sources of information. Content redundancy occurs when the same

information is presented more than once. This includes any situation in which multiple sources present the same information, irrespective of the combination of sources, such as animation and written text, animation and narration, or written text and narration.

Modal redundancy is concerned with the modes of representation. Modal redundancy occurs when multiple information is concurrently presented in the same mode (auditory or visual), resulting in an excessive load in either the auditory or the visual channel. Since modal redundancy does not presume a contextual overlap, it can occur in combination with content redundancy or on its own. As an example, modal redundancy occurs whenever animation or narration is accompanied by written text, irrespective of its content.

Common Redundancies (Croft et al, 2017) further explains that one way to cut the clutter in our writing is to eliminate repetitious expressions. Because we so often see and hear redundancies (such as "free gifts" and "foreign imports"), they can be easy to overlook. Therefore, when editing our work, we should be on the lookout for needless repetition and be ready to eliminate expressions that add nothing to what's been said. He argues that now does this mean that repetition must be avoided at all costs, or that good writers never repeat themselves? Certainly not. Careful repetition of key words and sentence structures can help establish clear connections in our writing. In effective rhetorical strategies of repetition, we consider how writers may rely on repetition to emphasize or clarify a central idea. He finally states that our concern here is with eliminating *needless* repetition — redundant expressions that make writing longer, not better. Following are some of the common redundancies in English. In specific contexts, some of these phrases may serve a purpose. More often, however, the phrases weigh down our writing with unnecessary words. We can eliminate the needless repetition in each case by omitting the word or phrase in parentheses. The simpler and clearer we write, the easier it is for others to understand what we are trying to say. Redundant phrases distract readers and cause the sentence to lose power and direction. What is redundancy, you might ask. Well, the act of using a word, phrase, etc., that repeats something else and is therefore unnecessary.

The Pleonasm is the use of more words than are necessary to convey meaning, like the sentence "see with your eyes". It is obvious because we do see with our eyes. For example: "An anonymous stranger stole my umbrella" "Chocolate cake is better than vanilla. It's a true fact" In the examples, "anonymous stranger" is ridiculous because all strangers are anonymous, and all facts are true. *Redundant Abbreviations* These happen when the last character is said twice; once as part of the abbreviation, and then the word itself. This type of redundancy is also known as the RAS Syndrome: "Redundant Acronym Syndrome Syndrome". See how the last word is repeated? It doesn't make sense, right? For example: "We need to find an ATM machine to take money out" "I think the LCD display broke" ATM means "Automated Teller Machine" so saying "machine" means we are repeating it unnecessarily. The same goes for LCD, which means "Liquid Crystal Display". *Intensifiers* Many intensifiers do not add any extra meaning to the sentence. If possible, always make sure that each word you write or speak adds something to what you are trying to say. Otherwise, it's redundant! For example: "The meeting this morning was extremely important" "The supply of food was severely inadequate" Using intensifiers is not as repetitive as the pleonasm, but they still do not contribute a lot more meaning to the sentence, so it is best to avoid them. *Plague Words* These are words that also do not add anything to a sentence. They are probably called "plague words" because they are annoying. For example: "Eggs and milk are essentially important to make a good cupcake" "There is basically no reason not to go" Here's some additional information on plague words, if you'd like to know more. *Cliches and platitudes* Clichés are phrases or opinions that are overused and show a lack of original thought.

Redundancy in language often arises when speakers use excessive or unnecessary words to convey a message. This phenomenon can be observed in both the use of taboo words in online

gaming, such as *Mobile Legends: Bang Bang* (MLBB), and the overuse of euphemisms in everyday communication (Habibillah & Sagala, 2022). In MLBB, players frequently employ taboo words to insult, provoke, or entertain, often repeating expletives or offensive remarks to intensify their emotions. The repetitive use of such language results in redundancy, as the meaning and impact of these words diminish over time due to overuse. The more frequently taboo words are used, the less effective they become in drawing attention or expressing frustration. This parallels the use of euphemisms, where words and phrases meant to soften the impact of difficult topics become redundant when excessively employed. Euphemisms (Abrantes, 2008; Burkhardt, 2010), often used in moral or consoling tones, lose their significance when repeated too often, turning into clichéd or empty expressions. Both cases illustrate how redundancy affects communication: in gaming, excessive taboo language reduces its shock value and effectiveness, while in formal discourse, overused euphemisms lose their emotional impact. Understanding these patterns can enhance linguistic awareness, helping individuals use language more strategically—whether by minimizing redundant insults in gaming or selecting more precise, meaningful expressions in professional or social settings.

Speakers use a euphemism or a cliché sometimes, but too many are boring and overused. Common clichés are: “All bets are off” “At the crack of dawn” “Money can’t buy happiness” “Want to know more clichés? Visit the cliché website. Common platitudes are: “It’s ok” “That’s life” “You’ll get over it” “Just follow your heart.”

II. METHODS

Research Design

This study employs a qualitative research method, as described by Creswell (2014) and Denzin & Lincoln (2018), to examine and explain the phenomenon of English redundancies produced by public followers on TikTok, specifically in Uncle Clinton’s Space Channel. The qualitative approach is utilized to explore how and why these users generate English redundancies without conscious consideration of grammar and semiotics while engaging in conversations, dialogues, and debates in English on social media platforms.

Research Object

The primary focus of this research is the types and forms of English redundancies produced by public followers while communicating in live-streaming sessions on TikTok. The study aims to identify, categorize, and analyze these redundancies within real-time interactions in a digital social media setting.

Data Source

The data for this study are derived from live-streaming conversations, dialogues, debates, and interviews between the researcher and public followers in Uncle Clinton’s Space Channel (TikTok). These data are supplemented with observations and notes taken during live sessions to ensure comprehensive analysis (Patton, 2002).

Data Collection Procedures

The data collection process follows the qualitative research principles outlined by Miles, Huberman, & Saldaña (2014) and is conducted systematically through a series of coordinated steps. Prior to the live-streaming session, the researcher prepares and organizes discussion topics for conversations, dialogues, debates, and interviews to ensure productive participant engagement. When the scheduled time arrives, the researcher opens the live-streaming session, welcomes public followers who join the stream, and introduces the prepared topics to establish the discussion framework. The researcher then invites 10–15 public followers who have joined

the live session to actively participate in the discussion, creating an interactive environment conducive to natural language production.

Throughout the live interaction, the researcher carefully listens to the participants' responses, identifying instances of English redundancies and taking detailed notes on specific linguistic patterns that emerge. Following the session, the researcher compiles a comprehensive list of participants who produced redundancies and categorizes these occurrences based on their distinctive linguistic characteristics. Finally, all identified redundancies are systematically recorded in analytical tables, creating a structured dataset that enables thorough examination of patterns, frequencies, and contextual factors influencing redundant language use among Indonesian English speakers in informal digital communication settings.

Data Analysis

The collected data are analyzed qualitatively following the approach of Braun & Clarke (2006) in thematic analysis. This involves identifying patterns, types, and frequency of English redundancies. The analysis focuses on the underlying linguistic and semiotic factors contributing to these redundancies, providing insights into how digital communication influences language production among public users on TikTok. This research method aims to contribute to a deeper understanding of language use in digital media environments and its implications for English language learning and communication practices.

III. FINDINGS AND DISCUSSION

Findings

The data of this study are derived from the conversations, dialogue, debates, interviews between the researcher and those public followers in live streaming of Uncle Clinton's Space Channel (*w.g.clinton*) as social media. The processes of collecting the data conducted by the researcher are as the following;

1. Provides the topics of the conversations, dialogues, debates, interviews before the live begins, then applies the topics one by one to those public followers in live streaming
2. Opens the live streaming then welcomes all public followers who join this channel
3. Invites several public followers (10 – 15 who already join the live) to come into the channel then explains the topic finally begins the conversations, debates, interviews with the researcher.
4. Listens to the responses produced by the public followers one by one very carefully. Then takes some notes once the follower(s) produce some English redundancies.
5. Makes some lists who makes or produces the redundancies
6. Finally, the researcher writes down those redundancies (See Table 1)

Table 1. Redundancies examples in live streaming of Uncle Clinton's Space Channel (TikTok)

REDUNDANCIES	REDUNDANCIES
I am very exhausted	I am going to pay you with cash money
I'll return your money back	I've told you in the early beginning
I've written down many books	I'll paint the house with white colour
I saw it with my eyes yesterday	

The researcher, throughout the listed and stated information above, finally tries to do some strong and very careful analysis what redundancies they produce.

1. *"I am very exhausted"* is regarded as redundant statement, since the meaning of the word *exhausted* means *very very tired*. So in this statement the word *very* is needless.
2. *"I will return your money back"*. This statement is regarded as a redundant, since the word *return* already has meaning to give back. So the word *back* in this sentence is useless. The standard one is *"I will return your money"*
3. *"I have written down so many text-books"* This statement is regarded as a redundant because the job of writing has been completed, so the word *down* is no longer needed. The standard one is *"I have written so many textbooks"*
4. *"I am going to pay you with cash money"*. This statement is also regarded as a redundant, for the word *cash* in this statement does not need to add the word *money* anymore. The meaning of the of word *money* itself has been stated in the word *cash*. Thus the standard one is *"I am going to pay you cash"*
5. *"I will paint the house with white colour"*. This statement is also regarded as a redundant, for the words *white and colour* in this statement are not needed anymore. The meaning of the of word *white* itself has been stated in the word *with colour* . Thus the standard one is *"I will paint the house white"*
6. *"I saw it with my eyes yesterday"*. This statement is also regarded as a redundant, for the words *with my eyes* in this statement are not needed anymore. The meaning of the of word *saw* itself has involved your eyes. So the standard one is *"I saw it yesterday"*.

The findings reveal that the redundancies appear because the followers have no scientific knowledge about what redundancies are, besides they sometimes involve the knowledge of first language when expressing English redundancies. The others reason, they perhaps follow the mistakes that they used to hear. It is believable that those public followers just predict and they do not understand the meanings of the statements they produce. But who can guarantee that those uneducated people in Indonesia can easily produce the redundancies that they have produced since they are not really English experts.

IV. CONCLUSION AND SUGGESTION

Conclusion

The findings of this study indicate that redundancies in English communication among public followers on TikTok primarily occur due to a lack of scientific knowledge regarding linguistic redundancy. Many users are unaware that certain words or phrases do not contribute additional meaning, leading to unnecessary repetition. This phenomenon highlights a crucial linguistic challenge, as there is no guarantee that all individuals can fully comprehend the meaning of specific terms or phrases in a particular language. Each country possesses its own unique cultural norms, shaping the way individuals communicate and interact in daily life. The contrast between Eastern and Western cultures highlights distinct patterns of speech, behavior, and social conventions (Lubis & Sagala, 2020). One linguistic phenomenon influenced by cultural background is redundancy in communication. As observed in previous discussions, redundancy often occurs due to a lack of awareness regarding linguistic efficiency and structural rules. In Indonesian culture, indirectness and repetition are frequently employed as a form of politeness or emphasis, whereas Western cultures tend to value conciseness and directness in communication. However, in online learning environments, linguistic redundancies often emerge in student discussions, written reflections, and interactive sessions (Rezeki & Sagala, 2019). Redundant expressions, such as the unnecessary repetition of ideas or excessive elaboration, may arise due to a lack of confidence in conveying thoughts concisely.

Consequently, redundancies may cause confusion, misinterpretation, or misunderstanding among listeners or readers. Language experts emphasize that both spoken and written language adhere to structured rules, and effective communication requires more than merely translating or generating phrases without considering grammatical accuracy. Therefore, understanding and addressing redundancy in digital communication is essential to enhancing linguistic clarity and comprehension.

Suggestions

Based on the results of this study, several recommendations can be proposed. Firstly, it is important to cultivate awareness among social media users, particularly those engaging in public discussions, about the impact of redundancy in language use. Producing redundant words or phrases without added semantic value can weaken linguistic precision and disrupt grammatical structures in English. Secondly, users should exercise caution when using redundancies in spoken and written communication, ensuring clarity in pronunciation and contextual accuracy. Misuse of redundant expressions may lead to confusion among new listeners or followers, resulting in misunderstandings and misinterpretations. Lastly, language educators and content creators on digital platforms should incorporate educational strategies that promote effective communication, fostering a better understanding of linguistic accuracy and clarity in online interactions. By addressing these concerns, the study contributes to improving language proficiency and reducing the prevalence of redundancy in social media communication.

REFERENCES

- Abrantes, A. M. (2008). Euphemism and cooperation in discourse. In *Power Without domination: Dialogism and the empowering property of communication* (pp. 85-103). John Benjamins Publishing Company.
- Albers, F., Trypke, M., Stebner, F., Wirth, J., & Plass, J. L. (2023). Different types of redundancy and their effect on learning and cognitive load. *British Journal of Educational Psychology, 93*, 339-352.
- Berlin, L. N. (2011). Redundancy and markers of belief in the discourse of political hearings. *Language Sciences, 33*(2), 268-279.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77-101.
- Burkhardt, A. (2010). Euphemism and truth. *Tropical truth (s): The epistemology of metaphor and other tropes*, 355-372
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). SAGE Publications.
- Croft, W., Nordquist, D., Looney, K., & Regan, M. (2017, January). Linguistic Typology meets Universal Dependencies. In *TLT* (pp. 63-75).
- Darian, S. (1979). The role of redundancy in language and language teaching. *System, 7*(1), 47-59.
- Denzin, N. K., & Lincoln, Y. S. (2018). *The SAGE Handbook of Qualitative Research* (5th ed.). SAGE Publications.
- Habibillah, P. L., & Sagala, R. W. (2022). Unpacking Taboo Words in Game Chats: A Content Analysis of MLBB Games. *Tamaddun, 21*(2), 139-151.

- Lubis, B. N. A., & Sagala, R. W. (2020). The Comparative of Indonesian and Western Culture in Live Action: A Study of Cross-Culture. *English Teaching and Linguistics Journal (ETLiJ)*, 1(2), 56-59.
- Rangkuti, M. M., Hafni, U. H., Harahap, S. R., Faradila, A., & Sagala, R. W. (2023, April). Exploring English debate extracurricular to enhance speaking skills and critical thinking in senior high school. In *Proceedings: International Forum Research on Education, Social Sciences Technology and Humanities* (Vol. 1, pp. 29-34).
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). SAGE Publications.
- Patton, M. Q. (2002). *Qualitative Research and Evaluation Methods* (3rd ed.). SAGE Publications.
- Rezeki, T. I., & Sagala, R. W. (2019). Pemerolehan Bahasa Anak Periode Linguistik. *Jurnal Artikula*, 2(2), 1-7.
- Rogers, S. M. (2007). *Mastering scientific and medical writing*. Springer-