

**VAGUE PRONOUN REFERENCE ENCOUNTERED IN
THE COMPOSITIONS WRITTEN BY THE ENGLISH
DEPARTMENT STUDENTS**

A THESIS

As Partial Fulfilment of the Requirements
for the *Sarjana Pendidikan* Degree
in English Language Teaching Faculty



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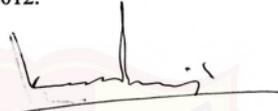
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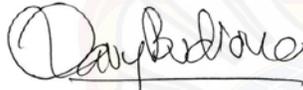
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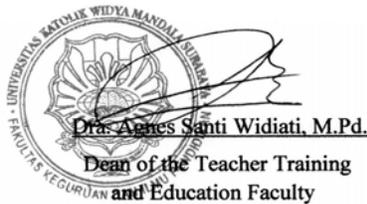
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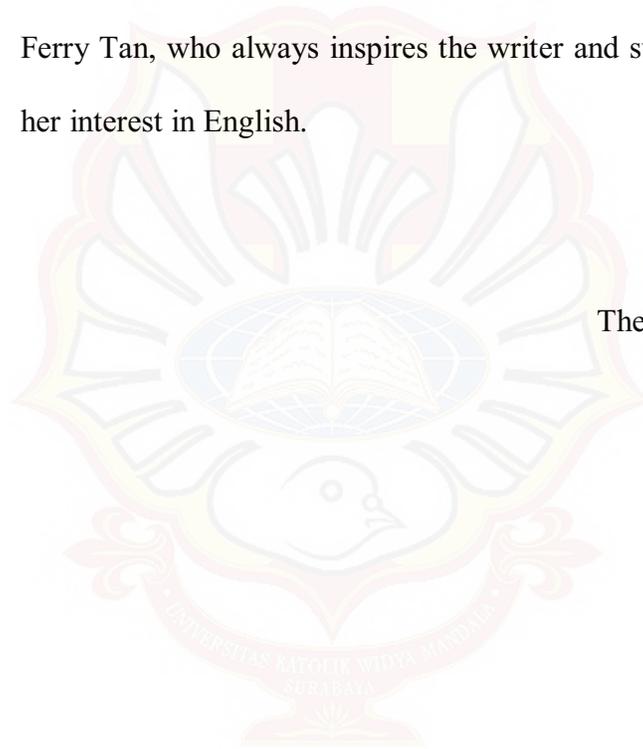
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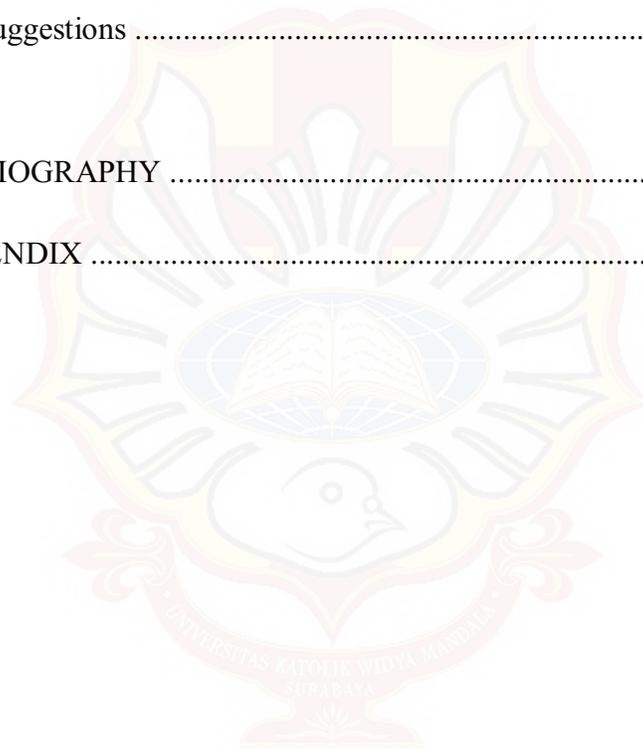
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ABSTRACT

Tandoyo, Linda. 2012. *Vague Pronoun Reference Encountered in the Compositions Written by the English Department Students*. S1 Thesis. English Department of Widya Mandala Surabaya Catholic University.

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Key words: Cohesive Devices, Pronouns, Antecedents.

The primary objective in writing is to convey messages to readers. In order to meet this goal, writers have to use correct cohesive devices because the incorrect cohesive devices cause sentences become meaningless and unclear. As one of the components in cohesive devices, reference is one device to achieve clarity since reference helps readers establish the relationships between sentences in a paragraph. Thus, pronouns, which are involved in personal and demonstrative reference, must refer to clear antecedents.

Due to the importance of pronouns with clear antecedents, the study under report has been conducted to see whether vague pronoun reference exists and what pronouns which have vague reference are encountered in the compositions written by the English Department Students taking Writing III in the academic year of 2010/2011.

The instrument of this study is the researcher and the data source is the compositions in the writing final test written by Writing III class C students of the English Department in the academic year of 2010/2011. Having collected all the students' compositions, the researcher copied and re-typed the

compositions verbatim. The researcher analyzed the data by searching for paragraphs which contain vague pronouns. The writer counted the frequency of occurrences of vague pronouns in each essay.

The research found out that out of 19 compositions, there were 13 pronouns with vague reference identified in the 10 compositions. From this result, it can be concluded that vague pronoun reference exists in the English Department Students' compositions and the pronouns which have vague reference are the misuse of *it*, *she*, and *this*.

The researcher suggests that the writing lecturers give more attention to the use of pronouns in students' compositions and train students to use correct pronouns. The students themselves are encouraged to do exercises to gain insight into the correct use of pronouns.

This study is far from being perfect, so the writer suggests the future research of the same topic be carried out with more subjects and broader data sources such as newspapers and magazines to find out why students continue to make vague pronoun reference and to obtain more comprehensive results.

