

## CHAPTER V

### CONCLUSION

#### 5.1 Summary

The study under report has been carried out to find out whether vague pronoun reference exists and to describe what pronouns which have vague reference are encountered in the compositions written by the English Department Students taking Writing III in the academic year 2010/2011. A pronoun is used in writing as a way of keeping the flow of the words smooth by reducing repeated use of the full subject or object word. A pronoun must have a clear antecedent – a noun or noun phrase that a pronoun replaces. However, students deviate from this main rule of pronouns; these students made vague pronoun reference. Readers will have trouble when a pronoun can refer to unclear antecedents since a pronoun must refer to one noun or one noun phrase, and there must be no pronoun which refers to a whole sentence or a whole paragraph.

The findings of this study reveal that vague pronoun reference exists in the Writing III students' compositions and pronouns which have vague reference encountered in these compositions are *it*, *she*, and *this*.

## 5.2 Suggestions

This part contains several suggestions concerning the results of the study under report. These suggestions are directed to the writing lecturers, English Department students, and the future researchers who are going to conduct the similar study as well.

a. The writing lecturers

The writing lecturers should give exercises about pronouns in order to help students meet quality-assured writing standards. One of these standards is that students have to use pronouns with clear antecedents in writing. If the antecedent of a pronoun is unclear, readers will have trouble understanding the whole sentence or paragraph.

b. English Department students

The English Department students should train themselves to practise constructing sentences with clear pronoun reference. Vague pronoun reference leads to multiple interpretations in compositions.

c. Future Researchers

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.

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