

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

A THESIS

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



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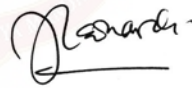
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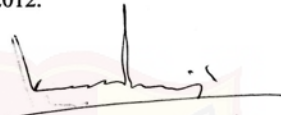
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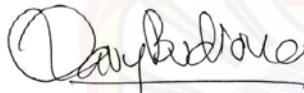
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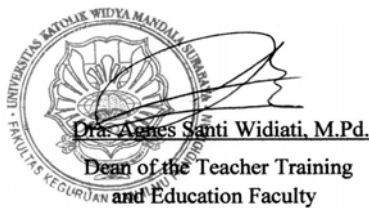
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ACKNOWLEDGEMENTS

First of all, the writer would like to thank the Almighty for His blessings and strength that have been given to her so that she could finish the study under report. The writer would also like to express her appreciation to those who have given her guidance and encouragement during the process of doing the study under report, namely:

1. Dra. Susana Teopilus, M.Pd., the first advisor, who has spent valuable time and shared knowledge in order to help and guide the writer in every step of doing the study under report.
2. Johanes Leonardi Taloko, S.Pd., M.Sc., the second advisor, who has helped, guided, and motivated the writer.
3. All the lecturers in the English Department of Widya Mandala Surabaya Catholic University, who have

shared and given their knowledge during the writer's period of study.

4. The writer's beloved family, who gives the writer constant love and affection.
5. Ferry Tan, who always inspires the writer and supports her interest in English.

The Writer

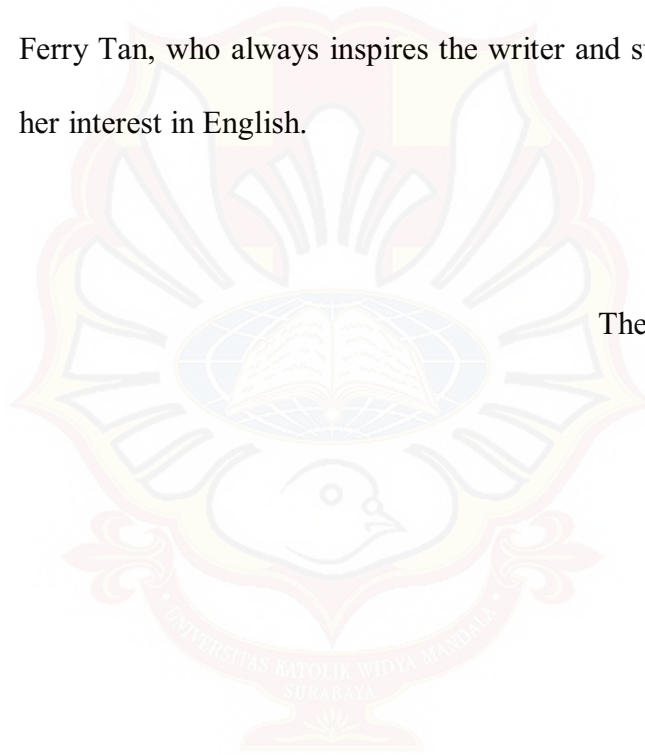


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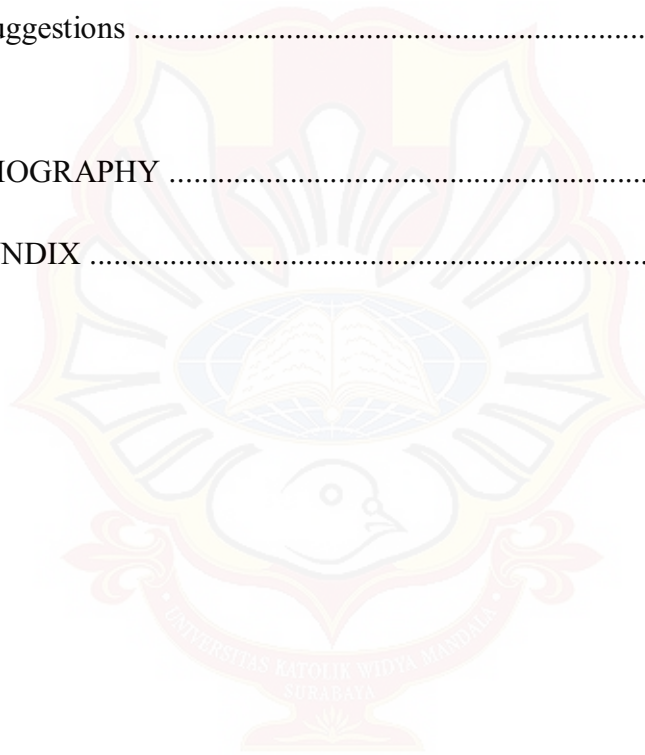
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ABSTRACT

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.

Advisors: Dra. Susana Teopilus, M.Pd. and Johanes Leonardi Taloko, S.Pd., M.Sc.

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.

