

Original Article

Socialization of English Pronoun Teaching in Enhancing their Comprehension of English for the Students of STIE Sultan Agung

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ABSTRACT: *This community service article aims to describe the socialization of English pronoun teaching conducted for 12 students at STIE Sultan Agung. The activity was carried out in three main stages: a material presentation session, a question and answer session, and a group discussion session. A qualitative descriptive method was applied, with data gathered through observation and field documentation. Before the activity began, most participants had difficulty distinguishing between the different types of pronouns, particularly personal pronouns, possessive pronouns, and reflexive pronouns. After the socialization participants showed a clear improvement in their ability to use pronouns correctly in sentences. The discussion session helped students clarify common misconceptions about subject pronouns, object pronouns, and possessive pronouns. This activity concludes that structured grammar socialization, especially on the topic of pronouns, greatly benefits non-English major university students in building their English competence. Follow-up sessions are recommended to reinforce and sustain the learning outcomes. Participants also showed positive responses toward the activity and actively participated in the learning process. Through various examples and exercises, students gained a better understanding of pronoun usage in both written and spoken English. The activity also increased their confidence in applying pronouns appropriately in different communication contexts.*

KEYWORDS: *Pronoun, English Grammar Teaching, Socialization, Pronoun.*

1. INTRODUCTION

Today, English has become the most important international language, playing a significant role in higher education and global business. Active communication skills in English have become one of the leading competencies for undergraduate students as they wrestle to survive throughout this global race in 2025 (Winata et al., 2019; Simanungkalit & Herman, 2018). But even when taking English in other areas, students who study non-English programmes are still facing many challenges with respect to grammar choice (pronouns).

A pronoun is an important part of grammar in the English language, which instead gives a different word to substitute for either a noun or repeated nouns, maintaining context and flow. If your sentence has a problem with pronouns, it becomes incorrect or there is an obscure sense of the message. This complication is particularly prevalent among Indonesian learners as the pronoun system in their native language bears very little resemblance to its English equivalent. For instance, using Indonesian as an example again: personal pronouns such as "saya" (I/me), "kamu" (you) and "dia" (he/she/him/her) remain the same regardless of their place in a sentence. In English, however, pronouns change depending on their grammatical function for example, "I" is the subject form, "me" is the object form, "my" is the possessive adjective, and "mine" is the possessive pronoun. This key difference is consistently one of the biggest sources of confusion for Indonesian learners of English.

This problem was also found among students at STIE Sultan Agung, who are future professionals in the fields of economics and business management. In their academic and professional lives, the ability to communicate in English both in writing and speaking will be an essential skill. In response to such a condition, this current socialization activity aims at providing 12 students of STIE Sultan Agung with a tabular and particularly practical understanding in the matter of English pronoun use that could be done through three major session stages: firstly, an introductory materials presentation followed by question-and-answer sessions from number two up until (the last) number four are categorized as discussion groups.

Ghayashali Ali Alfariha and Rizki Hadi (2024) discovered that despite passing years, possessive pronoun errors still remain as a prevalent issue for Indonesian EFL learners from improper usages of his, My, or even her. This is why you must teach pronoun use with focus and structure. Furthermore, pronoun errors were the second most common grammatical error in Indonesian learners' writings at 21.90% of total recorded errors (Murdiyana, 2019). The social-science results confirm the value of enlisting this sort pronoun-socialization program.

In addition, the problems faced by students of STIE Sultan Agung are in line with the results of previous research on English language learning in Indonesia. A large number of learners still compare the grammatical constructions that they use in their mother language when creating English sentences, and this leads to mistakes such as confusion due to brand choice. These might seem like simple challenges, but they can make a big difference in the clarity and accuracy of what is being communicated. So giving students the opportunity to get some knowledge and practice their pronouns through games is an essential way of improving them when communicating in English. The expectation is that guided teaching and practice will help students develop an understanding of how pronouns change form in different grammatical contexts.

2. LITERATURE REVIEW

A pronoun is a class of words that can replace one or several nouns/noun phrases in a sentence. Pronouns refer to a wide class of noun-substituting expressions with its own grammatical function. Personal pronoun (subject: I, you, he she it we they; object: me you him her it us them) We have possessive adjectives (my, your, his, hi elemnts ralsoffthier hs,rstfa w oppoproporp),pos yong pronounsh resolve my,hersouches). Know all these type of pronoun and their correct usage is important to form grammatically sound sentences in English.

Pratiwi et al. The research done by (2019) states that Indonesian students often make mistakes in the use of personal pronouns to describe writing. The most frequent mistakes consisted in misplacing pronouns, particularly mixing subject and object pronoun forms. These results are closely associated with the obstacles found by STIE Sultan Agung students in this socialization activity.

Aziz et al. (2020) in the 2025 Sihombing et al. and 2026 Herman et al., stated that one of the problems is still a linguistic problem, which according to him this problem arises due to differences between Indonesian and English languages where these structural differences are what cause errors when writing tasks for EFL learners. Although these errors appear most prominently in such areas as pronoun use, subject–verb agreement, and article usage, the significant incidence of surface-level (lexical) errors underscores that systematic instruction on grammar structure is vital for Indonesian EFL learners.

Maisarah (2022) found that the most common pronoun error type among Indonesian learners was classified as possessive adjectives. Involving 13 participants, the finding showed that Indonesian learners often choose the wrong pronoun form, especially to distinguish possessive adjectives and possessive pronouns. Based on that finding, this socialization activity was designed to give more focus on explaining and practicing possessive pronouns and adjectives.

3. IMPLEMENTATION METHOD

The diary description of the pronoun teaching and its impact on students' understanding denoted the qualitative descriptive characteristic of this socialization activity. This method was selected since it enables a closer observation of the presenter-participant interaction and provides a more substantial record for how participant understanding evolved during the activity.

The implementation method adopted was Interactive Learning, which aimed to enhance the involvement of participants while conducting the activity. Moreover, aside from material delivery, participants were engaged to participate in discussions and Q&A related to the use of pronouns. This process was intended to provide more collaborative learning settings and, beyond that, give participants the chance to clarify ideas already hard for them to grasp. This made the learning process more ideal and encouraged each of them to play an active role in their study material.

3.1. DATA SOURCES AND LOCATION

The outreach session was held in the GLOW Campus classroom at STIE Sultan Agung on June 3, 2026. The data was sourced from 12 active STIE Sultan Agung students enrolled in the second-semester daytime accounting class—who participated in the entire series of activities from start to finish. Data was collected through direct observation and field documentation.

➤ Phase 1 – Preparation Phase



FIGURE 1 The Phase in which the Researcher Introduces the Preliminary Title.

Before the implementation of the socialization program, the team coordinated the schedule, prepared the presentation equipment, and organized the learning materials that would be distributed to participants. The preparation process was conducted to ensure that the activity could run smoothly and that participants would receive clear and structured information regarding the use of English pronouns. This stage also included the preparation of questionnaires that would be used to assess participants' understanding before and after the activity.

The preparation phase involved putting together a thorough presentation on the types of English pronouns, creating handouts with summaries and practical sentence examples, designing questionnaires to measure participants' initial understanding, and setting up the venue and equipment.

➤ Phase 2 – Implementation Phase



FIGURE 2 The Phase in which the Researcher Takes Questions from the Audience

The implementation phase had three connected sessions. First, a presentation session of around 45 minutes where the presenter explained pronoun definitions, types, and functions, and gave real-life sentence examples. Second, a question-and-answer session where students were free to ask about anything from the material. Third, a group discussion session where students worked in small groups.

During the question-and-answer session, several participants showed a high level of enthusiasm toward the material presented. They raised questions regarding the distinction between subject pronouns and object pronouns, particularly the use of *they* and *them* in sentence construction. The presenter explained that *they* functions as a subject pronoun, while *them* functions as an object pronoun. To clarify the explanation, several example sentences were provided, and participants were asked to identify the function of each pronoun. This activity helped students understand pronoun usage in a more contextual and practical manner (Pratiwi et al., 2019).

➤ Phase 3 – Evaluation Phase



FIGURE 3 The Phase in which the Researcher Discusses the Material's Conclusions with the Audience

During the evaluation stage, participants were asked to recall the material that had been learned throughout the activity and relate it to the examples that had been discussed previously. This activity aimed to strengthen participants' understanding of pronoun concepts and ensure that the material was not only understood theoretically but could also be applied in everyday English communication. Through this evaluation process, participants were given the opportunity to review and reinforce the knowledge they had gained during the socialization program.

4. RESULTS

➤ Phase 1 – Preparation Results:

During preparation, the team put together materials covering six major pronoun types with practical examples. The handouts were well-received by participants because the language used was easy to understand and the examples were taken from

everyday situations. The initial questionnaire, completed by all 12 participants before the activity started, showed that most participants had a low baseline understanding of pronouns, especially possessive pronouns and reflexive pronouns.

➤ Phase 2 – Implementation Results

The presentation session was followed with great enthusiasm by all participants. During the question-and-answer session, eight questions were raised by students. Most of them were about the difference between possessive adjectives and possessive pronouns, and how to use reflexive pronouns correctly. This showed that these two areas were the most confusing for the students. During the group discussion, participants were active and engaged, though some errors were still found and were corrected together as a group.

Throughout the implementation phase, participants were encouraged to actively engage in the learning process through discussions and interactive question-and-answer sessions. This approach enabled students to clarify concepts that they found difficult and provided opportunities to practice identifying different types of pronouns in various sentence structures. The active participation demonstrated by the students contributed positively to the effectiveness of the socialization activity and supported the achievement of its learning objectives (Riani et al., 2023).

4.1. EVALUATION RESULTS

Eventually, an observation performed on the evaluation session proved that: after having socialized in this activity, participants needed to use pronouns better. In the Q & A Session, almost everyone could differentiate between five kinds of pronouns (subject pronoun/objective pronoun/possessive-pronoun), possessives/adjectives and reflexives. Participants could also give simple examples of these pronouns and describe the grammatical functions in sentences.

The assessment of the impact showed that respondents had a greater ability to answer questions and express opinions about what was taught. What became clear over the time frame of conversations was how hesitant participants appeared at first but then moved to responding more actively and were even willing to share their understanding with fellow students. The higher level of participation suggested that the learning environment effectively fostered interaction and engagement during this phase of the activity.

Furthermore, the use of examples and interactivity ensured students contextualize grammatical rules with actual language. Instead of rote memorization for definitions, participants learned by discovering the organization and functions that pronouns carry across sentences. This helped deepen comprehension of the material while reinforcing participants' English language skills. These results are in line with previous studies that have shown interactive learning activities can open up students' engagement and also lead to a better way for language acquisition (Riani et al, 2023).

5. DISCUSSION

The results of the socialization activity indicate that the use of interactive learning methods had a positive impact on participants' understanding of English pronouns. Throughout the activity, participants not only received the material passively but were also actively involved in discussions, question-and-answer sessions, and sentence analysis exercises. This active involvement helped participants understand the functions and differences among various types of pronouns more effectively. Brown (2007) states that by learning actively through language, learners acquire knowledge deeply since they are not only memorizing rules but also using language as a medium of communication.

Also, their familiarity with some examples relating to day-to-day life proved successful in understanding the pronouns better. When it came to picking pronouns out of basic sentences linked to activity in casual everyday situations, participants were better able to discern their functionalities. These findings confirm Richards and Rodgers (2014), who state that a language learning environment should be based on teaching material which creates meaning through real situations in the life of learners.

This also uncovered that the participants still struggled with identifying other types of pronouns such as possessive pronouns, possessive adjectives and reflexive pronouns. This can be attributed to the differences between English and Indonesian in grammatical structure. Thus, they involved multiple trainings and exposure before a participant could use pronouns appropriately across different communication contexts. As Ellis (2008) states "L2 learning is incremental and necessitates frequent exposure to the L2, including opportunities for using it in practice conditions so that speakers will progressively acquire grammatically competent forms."

In addition, the question-and-answer session enabled participants to seek clarification on concepts that they did not fully comprehend. A handful of participants had questions about the differences between they and them, adopting his vs him as well as what my own myself does in sentences. This also reduced confusion because the participants could get instant feedback from the presenter during these discussions. As Brown (2007) has mentioned, immediacy of feedback is one of the major factors in language learning since it assists learners with their mistakes and contributes to a better accuracy orientation.

Based on discussions after the activity, it can be concluded that a mixture of presentation style content, interactive conversations or question-and-answer sessions based on personal experience were all strategies that improved knowledge transfer to participants regarding English pronouns. Despite the remaining challenges in accurately understanding some cases of pronouns, the enthusiasm and willingness given by participants to take part also demonstrated that the learning objectives for this socialization activity were met. Such findings further corroborate our proposition that language learning can be acquired through engaging activities and actual practice vis-a-vis purely theoretical or expositional approaches.

5.1. CHALLENGES IN IMPLEMENTING

During the socialization, several challenges arose. Participants had different levels of English proficiency, so the presenter adjusted accordingly to allow those who were weaker to receive the help. Second, the research time was brief, and certain categories of pronoun usage were not able to be addressed as in-depth as would have been liked. Next, some students felt uncomfortable asking questions in the whole group; but this was mostly alleviated by fostering a more casual discussion environment.

These challenges align with what has been proposed by Aziz et al. As they contended, despite many investigations reporting on the persisting learning challenges for EFL students, this is due to the structural gap between Indonesian and English, which comes up in pronoun form selection and use across sentences.

The experiments in this case demonstrate that students learn best through mediums where they can actively participate and directly interact with the material. Instead of purely theory, you do show them more understanding when they are asked to analyze examples together with a peer, followed by the right answer elaborated at a presenter level. This finding indicates that learners, especially those not majoring in English, can benefit from needs-based learning approaches based on knowledge of their context and limited exposure to some aspects of the new language.

In summary, the socialization program achieved its purpose of interacting with students to learn English pronouns through fun activities. By fostering engagement, it allowed attendees to clarify their own biases surrounding pronoun usage through a mix of presentations, discussions, exercises and question-and-answer sessions. The results obtained from the programme show that such academic activities can really add to the development of English Language Skills in students. Forthcoming studies will increase the extent of the material, such as introducing other grammar areas and increasing participant numbers to make full advantage of this activity (Riani et al., 2023).

5.2. STEPS TO OVERCOME THE CHALLENGES

The presenter also thought about the variation in ability range and catered for students needing extra support with more simplified explanations, as well as providing further examples. Also, to overcome the time limitation, handouts were used as self-study materials, allowing students to use them out of session. Your data may go until the month of October for 2023, and you can really make your students feel comfortable enough to ask questions during that small group discussion time by keeping it as a free space!

Apart from providing further explanations, the presenter also tried to create a comfortable learning space that made participants feel empowered enough to ask questions. Participants were candid with each other in discussing the challenges they faced when learning pronouns, because an environment of openness and communication about language exists. This would instantaneously resolve any ambiguities, create a more effective learning process and elicit greater participation.

6. CONCLUSION

The socialization of English pronoun teaching for 12 students of STIE Sultan Agung was successfully carried out through three stages: a material presentation session, a question-and-answer session, and a group discussion session. The activity had demonstrably positive outcomes; comparing questionnaire responses before and after the activity, participants reported a significant increase in understanding of topics featured during the start-up. Students were keen throughout, but still need more work on ze reflexive pronouns in subsequent sessions. This activity corroborated that structured and interactive grammar socialization is truly an advantage for non-English-major university students with their attitudinal stance towards grammatical competence in English. It is suggested that more frequent activities should take place with diverse topics and extensive practice to ensure long-term benefits.

The positive feedback obtained from participants demonstrates that socialization activities as an alternative learning approach can be a part of English language competence enhancement for university students. Creating opportunities for interaction, discussion and guided practice allows students to be active learners with a deeper understanding of grammar.

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