

# An Analysis of Pronouns Used by Informatic Engineering Students

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## ABSTRACT

The purpose of this study is to describe the types of pronoun usage in the descriptive text of 2nd semester students of Informatics study program. The approach method used is descriptive qualitative, while the techniques used for data collection are triangulated, and the analysis is inductive or qualitative. The results of the research conducted by the author show that there are 7 types of pronoun usage found in this study. . First, the use of personal pronouns as much as 7 or 30%. Second, the use of demonstrative pronoun as much as 1 or 4%. Third, the use of relative pronoun as much as 2 or 9%. Fourth, the use of possessive pronouns was 8 or 35%. Fifth, the use of reflexive pronouns as much as 2 or 9%. Sixth, the use of indefinite pronouns as many as 2 with a percentage of 9%. Seventh, the use of reciprocal pronoun was 1 with a percentage of 4%.

**Keywords:** Pronoun, Descriptive Text, English

## INTRODUCTION

Grammar is one of the language components that is taught with great intensity during the process of learning English. Grammar is the set of rules that govern the organization of words and groups of words into sentences in a given language. Grammar is an extensive field of linguistics, encompassing numerous elements of language. Among these, the use of pronouns is a critical component that students must master in their learning of English.

The rationale behind the author's decision to examine the utilization of pronouns is rooted in the recognition of the existence of disparate pronoun types between the Indonesian and English languages. In the context of English grammar, the utilization of pronouns is characterized by a greater degree of intricacy in comparison to its counterpart in Indonesian. This discrepancy can potentially lead to a state of perplexity among students. For instance, in the Indonesian language, third person pronouns are expressed exclusively through the use of "nya." In contrast, the English language utilizes the pronouns "his," "her," and "it" for non-personal objects and animals.

The ability to write has become a source of anxiety for students. This is because writing requires students to combine sentences into paragraphs and to ensure that their paragraphs are well-organized. This activity necessitates an understanding of grammatical forms and vocabulary in a single piece of writing. In order to compose effective paragraphs, students must develop a strong command of numerous grammatical aspects. These include the application of

tenses, the maintenance of subject-verb agreement, and the effective use of pronouns, among other elements.

Pronouns are classified as part of speech. Pronouns are utilized to ascertain the form of objects that correspond to the form of the subject or are interconnected with each other. The object in question can be classified as either a concrete noun, such as a human, animal, or plant, or an abstract concept. According to Roberts (2016: 48), "Pronouns are used to stand in place of complete noun phrases (NPs)." Pronouns are used in place of noun phrases (NPs) in sentences. Payne's (2011: 122) statement asserts that the pronoun is a referring expression that can be conceptualized as an abridged version of a specific noun phrase. Consequently, both definitions pertain more broadly and objectively to the understanding of pronouns. The function of the object is more indicative of its meaning, thereby clarifying its purpose.

Pronouns are words that function to minimize repetition in language. They are used in place of nouns, places, and even actions and ideas. A list of common pronouns includes the following: "he," "her," "him," "I," "it," "me," "she," "them," "they," "us," and "we." The absence of pronouns in a sentence result in the repetition of nouns, leading to a repetitive pronunciation and a consequent increase in the complexity of the written language. The employment of pronouns has been demonstrated to facilitate the development of dynamic and engaging sentence structures.

According to Frank (2016: 21), the division of verbs into eight parts is predicated on the use of pronouns to ascertain the meaning between objects that have been worn or not worn. This process serves to avoid the repetition of words continuously in determining pronouns. The division is classified into eight sections, as outlined below:

### **1. Personal Pronouns**

Personal pronouns are defined as pronouns that refer to humans, animals, or plants. These three aspects are referred to as nouns. The persona pronominal, or "person-as-observer" pronoun, is a linguistic device that functions similarly to the pronoun "I" in English. However, the persona pronominal's unique form serves to distinguish between subjects and indirect objects in a sentence. The term "pronominal persona" is also employed in this context. Personal pronouns function as substitutes for objects involving people and things. The utilization of persona pronominal has the capacity to effect a modification in the form of point of view person (first, second, and third). In addition, the following classification of persona pronominal is provided:

Table 1. Persona Pronominal Classification\

Point of View	Noun	Quantity	Subject	Object	Example
First (Orang Pertama)	Singular	I	Me		I need the exam.
					The man behind me.
Second (Orang Kedua)	Plural	We	Us		We love the game.
Third (Orang Ketiga)	Singular	You	Your		You are working hard.
					The mystery price is yours.
Third (Orang Ketiga)	Plural	He, she, It	Him, Her, It		He gave her a flower.
					They eat bananas. Bananas is eaten by them

## 2. Demonstrative Pronouns

Demonstrative pronouns, otherwise known as demonstrative pronouns, are a category of pronouns that refer to objects and depend on the number or distance of the objects to which they are applied. Demonstrative pronouns are employed to indicate the proximity of the object to the subject, whether the subject is speaking or listening. These pronouns also serve to define the object itself. In addition, demonstrative pronouns are classified into four distinct categories, depending on the number of subjects to which they refer. Specifically, in the singular, demonstrative pronouns include "this" and "these," while in the plural, demonstrative pronouns include "that" and "those." Furthermore, it is important to note that the four types of demonstrative pronouns are closely associated with pronouns or definite pronouns. These pronouns serve to provide a clear and specific explanation of the subject, thereby replacing it with precision.

Table 2. Demonstrative Pronouns

Noun	Quantity	Demonstrative	Meaning	Example
	Singular	This, These	Near from objects	This is your test.
	Plural	That, those	Far from objects	Those men are handsome and the women like them.

The demonstrative forms "this" and "those" are employed to denote the closest object, while "this" and "that" are used to indicate objects that are farther away or not directly visible.

### 3. Relative Pronoun

Relative pronouns are defined as pronouns that function to connect sentences and describe nouns, such as people, animals, or objects. In standard English, connecting pronouns are typically positioned at the start of dependent clauses or interdependent on other clauses. These pronouns provide supplementary information to independent and main clauses. The linking pronouns function as antecedent nouns, which are defined as words or phrases that precede another noun or noun phrase in a sentence. These linking pronouns can contain a W-H question, which is a question that is answered with the words "who, which, whose, whom" followed by a noun or pronoun. Additionally, these linking pronouns can contain an adjectival aspect, which is a descriptive term that provides additional information about the noun or pronoun.

Table 3. Relative Pronoun

Relative Pronoun	Meaning	Example
Which	The subject of animals, objects, plants, and other than people.	The chair <b>which</b> is made of mahoni wood has broken.
Who	Subject person.	The man <b>who</b> drinks Coca-Cola is my cousin.
Whom	Human objects are neither objects nor animals.	Mary has three cats, all of <b>whom</b> are Persian.
Whose	Possession	I met your teacher <b>whose</b> brother writes about you.

### 4. Possessive pronouns

Possessive pronouns are pronouns that function as subject possession words. In sentences, possessive pronouns can be used to replace nouns or object positions. The employment of possessive pronouns is indicative of possession, with the noun to which the subject is referring being the intended referent. Additionally, possessive pronouns can be utilized to denote possession of an object by an individual who is functioning as an indirect object. With regard to indirect objects, possessive pronouns are used to denote nouns, including names of people, animals, and plants, among others. Given the irrelevance of the possessive form and the noun in relation to the direct object, the context to which the message is addressed becomes paramount. For instance, the words "our" and "school" become "our school," thereby signifying the school's possession and ownership by us. Therefore, the combination of possessive pronouns and possessive determiners results in two distinct forms, each exhibiting a unique expression of ownership, despite the presence of semantic differences between them.

Table 4. Possessive Pronoun

Personal Pronoun	Possessive Pronoun	Example
They	Their	They have <b>their</b> novels.
We	Our	We talk <b>our</b> discussion.
I	Mine	I have a ticket for movies. The seat is <b>mine</b> .
You	Your	You think <b>your</b> impression.
He	His	He has ticket for football game so that ticket is <b>his now</b> .
She	Her	She writes <b>her book</b> .
It	Its	My cat is sick. <b>Its</b> will be hard to calm.

## 5. Reflexive Pronoun

A reflexive pronoun is defined as a type of pronoun that is formed from an adverb, adjective, pronoun, or noun that refers to a thing, as long as the main word is in the same clause as the other pronouns. In such cases, the use of reflexive pronouns indicates that the action of the verb is also experienced by the person who knows it. The pronoun form that "reflects back" is the most common reflexive pronoun. In essence, these pronoun forms possess an identity that is analogous to that of their subject. In addition, reflexive pronouns can be classified through the addition of words such as "-self" (for singular subjects) or "-selves" with the personal pronouns "my," "your," "him," "her," "it," "they," and "our" is permissible.

## 6. Indefinite Pronoun

An indefinite pronoun is defined as a pronoun that refers to nouns such as names of people, animals, and plants whose subjects are unknown. The indefinite pronoun is characterized as "Such pronouns must refer to people or unknown objects, usually unknown something, or in unlimited quantities." In this case, the term "it" is more accurately described as a pronoun that has no known origin in the subject or noun, as opposed to an indefinite adjective. The term "it" refers more specifically to a pronoun form that already has a known subject. Therefore, it can be posited that a subject may be paired with an indefinite pronoun. Additionally, the term "indefinite pronoun" is defined as a pronoun that refers to a noun or person whose identity is unknown, as well as an unknown number of words or uncountable nouns.

## 7. Interrogative pronoun

A pronoun used to ask questions, both direct and indirect. Interrogative pronouns consist of who (to ask for a person as a subject), what (to ask for an object/animal), which (to ask for an object/animal that is not certain or more specific than what).

Example:

1. Who is your English teacher?  
Mr. Ali is my English teacher.
2. What is that thing next to your bicycle?  
Oh, that's my new cat.

3. Which is your book?  
My book is the blue one.

### 8. Reciprocal Pronouns

Reciprocal pronouns express one or more people in a sentence who are involved in a reciprocal action or relationship. Reciprocal pronouns are used to avoid tiresome word repetition and to reinforce the idea that a reciprocal action is happening to one or more people in a sentence. Example: Renatta and Hinata gave each other gifts. The couple loves one another. As the adage goes, "Good writers are good readers." This assertion suggests that effective writers are adept readers. The existence of a relationship between the two phenomena is evident, as an increase in reading material leads to an enhancement in the ability to articulate one's thoughts through writing.

The development of writing skills constitutes a critical component of an effective pedagogical approach, as it enables students to articulate their ideas and thoughts in a coherent and effective manner. A number of experts have advanced theories regarding the definition of writing. Supriyadi (2018) posits that writing is an activity that conveys an idea through written language, which is then comprehensible to the reader. Writing is a form of expression that facilitates the conveyance of ideas. It enables the communication of ideas to an audience, thereby facilitating their access and comprehension.

Tarigan (2008) posits that writing skills constitute a productive and expressive language skill that facilitates indirect communication with other parties, that is, communication that occurs not in person but rather through written means. Writing skills are an integral component of productive and expressive language skills. Writing enables indirect communication with other parties, thus facilitating interaction without the constraints of face-to-face interaction.

In accordance with this perspective, Al-Khasawneh (in White and Arndt, 2014: 88) asserts that writing can be conceptualized as a form of problem solving, encompassing processes such as idea generation, identifying writing styles, planning, goal setting, monitoring and evaluating the content to be written, and selecting the appropriate language to convey precise meaning.

Writing can be conceptualized as a form of problem solving, which involves a series of processes. These processes include the generation of ideas, the establishment of a writing style, the formulation of plans, the establishment of objectives, the monitoring and evaluation of the writing process, and the selection of the most appropriate language to convey precise meaning. As indicated by the aforementioned statement, it can be inferred that individuals engage in the act of articulating their ideas, sentiments, and reflections through writing activities. This process facilitates the expression of ideas and emotions in a manner that is coherent and comprehensible to the audience. Consequently, the content of the writing is rendered accessible to the intended recipients. As posited by the writing, the reader will ascertain the intent and purpose of the author's musings, which are articulated through the medium of writing, independent of verbal communication. In addition to writing proficiency, other linguistic competencies must be considered, including listening skills, speaking skills, and reading skills.

One of writing activities is composing. Composing is not exclusively dependent on writing; it is also predicated on communication. Composing activities utilize language as a

medium that can be expressed verbally. For instance, an individual who is engaged in a discussion or a speech must first engage in cognitive processes, such as composing, prior to verbalizing their thoughts. Finoza (2008: 234) posits that writing is the process of arranging words, sentences, and paragraphs to convey or evaluate specific subjects and themes, culminating in the creation of an essay. Writing is a creative process that involves the arrangement of words, sentences, and paragraphs to develop and review certain topics and themes, with the aim of creating a quality essay.

In accordance with this assertion, Hamlan K and Karim A in Poerwodarminta (2018: 6) posit that "An essay is a description of something real." The composition of an essay is indicative of an intellectual endeavor to articulate cogitations and ideations in the form of a delineation of a given subject, thereby reflecting the creativity and expertise of the author.

The definition of an essay or piece of writing can be constrained to a series of sentences that exhibit logical coherence, systematic structure, and the incorporation of experiences, reflections, or descriptions of objects, events, or problems.

The ability to compose is employed in the process of organizing one's ideas for an essay. In the context of literary composition, it is imperative for writers to meticulously articulate their ideas in a sequential manner. One type of text that students often write is a descriptive text.

Descriptive essays are compositions that employ a vivid and detailed portrayal of an object or event, meticulously arranged to convey spatial dimensions and structural organization. In general, the content of our essays is derived from empirical observations made through the five senses. The essay is characterized by its directness, authenticity, and alignment with the prevailing circumstances.

According to Kane (2000: 352), "Description is concerned with sensory experience, encompassing the visual, auditory, gustatory, and olfactory senses. While it is predominantly focused on visual perception, description also encompasses other forms of sensory experience." Descriptive essays are defined as literary compositions that employ a vivid and detailed portrayal of an object or event, thereby offering readers a clear and comprehensive understanding of the subject matter. These essays are characterized by their ability to transport readers to the depicted world, providing them with a rich and immersive experience. Additionally, they function as a source of entertainment, engaging readers with their engaging narratives and the wealth of information they present.

According to Knapp and Watkins (2005: 97), "definition is the process of categorizing or grouping elements into a framework that organizes them for immediate and future reference of an extensive set of perceptions, insights, and relationships. It facilitates our understanding of these elements, whether critically or subjectively, based on the writer's domain of expertise or the purpose of the text."

Descriptive text is a literary device that employs verbal or visual imagery to assist readers in developing a mental representation of a person, scene, or emotion. To illustrate, the depiction of a cat encompasses characteristics such as its carnivorous nature, quadrupedal stance, and dense coat. Additionally, it is characterized by its acute visual perception.

## RESEARCH METHOD

In this study, the author employs a qualitative research approach because the problem pertains to humans, who are the subjects of direct observation. This assertion aligns with the observations reported by Sugiyono (2013: 213), who stated that “Qualitative research methods are research methods based on the post-positivist philosophy that are used to study objects in their natural conditions (as opposed to experiments). In these cases, researchers are the key instruments, and data sampling is carried out purposively and snowball. The techniques used for data collection are triangulated, and the analysis is inductive or qualitative. The results of qualitative research emphasize meaning more than generalization.”

A qualitative approach is employed to describe the data in the form of words, sentences, and discourse or texts sourced from descriptive essays of second-semester students in the informatics study program. Therefore, the author analyzes students' English writing with the aim of assessing their proficiency in the use of pronouns, particularly personal and possessive pronouns, in descriptive texts. The objective of this study is to analyze the use of pronouns by ten students in the context of descriptive writing. The sub-focus of this study relates to the details of the use of types of pronouns in descriptive writing texts in writings by second-semester students of the informatics program.

## RESULT AND DISCUSSION

### Result

In this section, the author discusses the types that students do. The types will be grouped according to the types of personal pronoun, demonstrative pronoun, relative pronoun, possessive pronoun, reflexive pronoun, indefinite pronoun, interrogative pronoun, reciprocal pronoun. The following is the data of descriptive text essays made by second semester students of informatics engineering study program.

### Discussion

Table 5. Pronoun used by 1<sup>st</sup> student

Sentences	Types of Pronoun
1. <b>He</b> has a natural charisma <b>that</b> makes <b>everyone</b> love to be with <b>him</b> .	Personal Pronoun Demonstrative Pronoun Indefinite Pronoun
2. With <b>his</b> kind heart, <b>he</b> effortlessly creates a positive atmosphere in <b>our</b> class.	Personal Pronoun Possessive Pronoun

The analysis of the first student used 4 types of pronouns, namely personal pronoun, demonstrative pronoun, possessive pronoun, indefinite pronoun. In writing a descriptive text entitled “My Chairmate, Muhammad Falah”. The following is an explanation of the use of pronouns. Sentence 1 uses 3 types of pronouns, namely personal pronoun, demonstrative pronoun, indefinite pronoun. The personal pronouns used are he and him which describe the subject pronoun, Muhammad Falah. Furthermore, in demonstrative pronouns, the use of the word that refers as a pointer pronoun in the sentence. While the use of the indefinite pronoun type in the form of everyone describes the pronouns that are already known on unknown nouns or people and unknown quantities. Sentence 2 types used are personal pronoun and possessive



pronoun. The use of the possessive pronoun form used is **his** which is used for possessive pronouns owned by the subject. The use of **our** form in the sentence describes the nouns that are not separated so that they must fit the intended context, namely “our class”. Besides the possessive pronoun type, there is the personal pronoun type.

Table 6. Pronoun used by 2<sup>nd</sup> student

Sentences	Types of Pronoun
1. <b>He</b> is a diligent student <b>who</b> always comes early.	Personal Pronoun Relative Pronoun
2. <b>He</b> can transmit <b>his</b> positive energy and always ready to help <b>each other</b> .	Personal Pronoun Possessive Pronoun Reciprocal Pronoun

Analysis on the second student, student wrote a descriptive text with the title “My Chairmate, Taufik Kurniawan”. In the writing, there are 4 types of pronouns, namely personal pronoun, relative pronoun, possessive pronoun and reciprocal pronoun. The following is a description of the use of these types of pronouns. Sentence 1 uses 2 types of pronouns. The first type of pronoun is personal pronoun with the word **he** describing the subject pronoun in the sentence. The second type of pronoun is relative pronoun in the form of **who** the word is a pronoun that functions to connect sentences. In sentence 2, there are 3 types of pronouns used, namely personal pronouns in the form of **he** describing the subject pronoun in the sentence. Furthermore, the possessive pronoun in the form of the word **his** refers to the ownership of the subject. In the sentence there is also a reciprocal pronoun in the form of the word **each other** used to show that there is one or more people in a sentence.

Table 7. Pronoun used by 3<sup>rd</sup> students

Sentences	Types of Pronoun
1. <b>Her</b> enthusiasm can increase <b>anyone's</b> spirit.	Possessive Pronoun Indefinite Pronoun
2. Caca is not only a friend but also a true friend <b>who</b> brings positivity into <b>my</b> life.	Relative Pronoun Possessive Pronoun

The third student analyzed 4 types of pronouns used in writing a descriptive text with the title “My Chairmate, Tasya kemala”. The types of pronouns used include personal pronoun, relative pronoun, indefinite pronoun and possessive pronoun. The following is a description of the use of these types of pronouns. Sentence 1 uses the type of possessive pronoun with the form of the word **her** is a pronoun that means ownership. In addition, the relative pronoun type in the form of the word **anyone's** describes pronouns that refer to unknown people and unknown quantities. Sentence 2 uses the type of relative pronoun in the form of the word **who** which is a pronoun that means to connect the sentence in the subject. Furthermore, the use of possessive

pronouns in the form of the word my is a pronoun that means ownership of the subject in the sentence.

Table 8. Pronoun used by 4<sup>th</sup> student

Sentences	Types of Pronoun
1. We share joy <b>ourselves</b> everyday.	Reflexive Pronoun
2. <b>She</b> is the chairman of the student in <b>our</b> class.	Personal Pronoun Possessive Pronoun

The analysis on the fourth student used 3 types of pronouns including personal pronoun, possessive pronoun, reflexive pronoun. The use is in writing the descriptive text “My Chairmate, Anita Sari”. The following is a description of the use of pronouns. Sentence 1 uses the type of reflexive pronoun in the form of the word ourselves describing a pronoun that has a similar identity to the subject. Sentence 2 uses the personal pronoun type in the form of the word she describing the pronoun that refers to the subject of the first point of view in the sentence. The next type of pronoun is possessive pronoun in the form of the word our related to nouns that cannot be separated so that it must be in accordance with the context.

Table 9. Pronoun used by 5<sup>th</sup> student

Sentence	Types of Pronoun
1. <b>She</b> loves <b>herself</b> so much and ask others to love <b>their</b> hobby too.	Personal Pronoun Reflexive Pronoun Possessive Pronoun
2. <b>Her</b> support and loyalty are qualities that makes <b>me</b> love <b>our</b> friendship.	Possessive pronoun Personal Pronoun Possessive Pronoun

The fifth student's analysis contained 3 types of pronouns used including personal pronoun, reflexive pronoun and possessive pronoun. The use of these pronouns in writing a descriptive text entitled “My Chairmate, Almeera Khuaifa”. The following is a description of the use of these types of pronouns. Sentence 1 uses the type of personal pronoun with the word she describing the pronoun for the subject of the sentence. Furthermore, the use of reflexive pronouns in the form of herself describes the subject in the sentence. In addition to these two types of pronouns, there is also the use of possessive pronoun in the form of their used as ownership as a noun that has been referred to by the subject. The sentence using the type of possessive pronoun with the form her refers to the ownership of “support” and “loyalty” and me refers to object pronoun. Furthermore, the use of possessive pronouns in the form of our is a pronoun as a noun that cannot be separated so it must be in accordance with the context.

## CONCLUSION

Based on the results of the previous research, the author concludes that there are 7 types of pronoun usage found in this study. First, the use of personal pronouns as much as 7 or 30%. Second, the use of demonstrative pronoun as much as 1 or 4%. Third, the use of relative pronoun as much as 2 or 9%. Fourth, the use of possessive pronouns was 8 or 35%. Fifth, the use of reflexive pronouns as much as 2 or 9%. Sixth, the use of indefinite pronouns as many as 2 with a percentage of 9%. Seventh, the use of reciprocal pronoun was 1 with a percentage of 4%. Based on the data, it can be seen that the use of pronoun types that dominate in writing English descriptive text essays made by students is the personal pronoun type. This type of pronoun is the most widely used by students in writing English descriptive text. This is because students' comprehension ability in learning pronoun types is still relatively low so they tend to only use pronoun types that they often use in writing descriptive text essays.

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