

**Personal Pronouns Usage in Sir Arthur Conan Doyle's *Sherlock Holmes* Short Stories**

**Hilda Hastuti**

[hildahastuti7@gmail.com](mailto:hildahastuti7@gmail.com)

**Diah Supatmiwati**

[diahsupatmiwati@universitasbumigora.ac.id](mailto:diahsupatmiwati@universitasbumigora.ac.id)

**Lela Rahmawati**

[lelahrahmawati133@gmail.com](mailto:lelahrahmawati133@gmail.com)

**Nur Alfilail**

[nuralfilail@universitasbumigora.ac.id](mailto:nuralfilail@universitasbumigora.ac.id)

**Universitas Bumigora**

**ABSTRACT**

This study aims to identify and classify the use of personal pronouns in the collection of *Sherlock Holmes* short stories by Sir Arthur Conan Doyle based on the theory of Betty Schramper Azar. The study employed qualitative research. The data source consisted of six chapters of *Sherlock Holmes* short stories comprising 174 pages. The research showed there were 5,128 personal pronouns from chapter 1 to chapter 6 consisting of 2,815 with 54.89% subject pronouns, 976 with 19.03%, object pronouns, 28 with 0.55% possessive pronouns, 1,285 with 25.06% possessive adjective and 24 with 0.47% reflexive pronouns. The high frequency of subject pronouns indicates that the stories emphasize characters and narrators as the performers of actions. Therefore this study can be implied in grammar learning to improve English learner's comprehending of pronoun usage, cohesion, and coherence. It also contributes to literary texts in constructing characterization, narrative perspective, and meaning in a story.

**Keywords:** Personal Pronouns; Subject Pronouns; Object Pronouns; Possessive Pronouns; Sherlock Holmes; Short Story

**INTRODUCTION**

Language serves as a means of communication. It refers to a natural means of communication developed by humans to convey ideas, feelings, and desires by using symbols. English also plays a significant role in education, culture, and literature. Therefore, learning English has become essential for students and language learners. Consequently, mastering the four fundamental language skills, listening, speaking, reading, and writing is an important part of learning English. In addition, students need to master various language components that support their ability to learn and communicate effectively in English. These four language skills

are often referred to as "macro-skills" Aydoğan et al (Alfariha & Hadi, 2024). In contrast, "micro-skills" include grammar, vocabulary, pronunciation, and spelling. English is used in both spoken and written forms. Writing is the process of expressing ideas through written language by arranging words into meaningful sentences that convey information in the form of a text (Siska, 2024). In writing, especially in English texts, grammar plays an important role.

It's in line with Sitanggang, et al (2024) state that Grammar rules form the basic foundation for learning English. In addition Effatpanah et al (Siska, 2024) mentions there are several important aspects that should be considered in writing activities. Those aspects are word choice, coherent and correlation, and grammar. English learners' understanding of grammar is essential for correctly using the English language. In addition, Firdaus (Alfariha & Hadi, 2024) states that one essential aspect of foreign language learning is understanding its linguistic components, with grammar being the most important element due to its central role in language acquisition. This emphasizes the essential role of grammar, stating that "grammar is fundamental to language; without grammar, language does not exist.

Grammar is an essential component of language because it provides rules for constructing meaningful and understandable sentences. One of the fundamental part in grammar that serves as a basic component in learning English is Parts of Speech. Sagala and Rezeki (Saragih, & Situmorang, 2023) explains that parts of speech are standard terms used to classify the main categories of words based on their grammatical functions. Pronouns is one of part of speech. Pronouns has an important part of language learning because the enable learners to construct simple sentences effectively. Eka (Nalindra & Indriani, 2021), pronouns are grammatical elements in a closed system that can be used to replace nouns or noun phrases. In addition, Greene (Pokhrel, 2022) states that pronouns have always been an integral aspect of language, significantly affecting communication by conveying the nature of interpersonal interactions. Langan (Iqhlina, 2023) pronouns are used as substitutes for nouns, which refer to people, places, or things. The appropriate use of personal pronouns demonstrates respect and supports an inclusive environment. In English, pronouns are classified into some categories. It is in line with Husnunnisa (Saragih & Situmorang, 2023) English pronouns are categorized into several types, such as personal pronouns, possessive pronouns, reflexive pronouns, interrogative pronouns, relative pronouns, demonstrative pronouns, indefinite pronouns, and reciprocal pronouns.

There are some studies related to this research include: (1) a study by Saragih and Situmorang (2023) entitled "*An Analysis of Pronouns in Disney's Cinderella Story.*" Their research analyzed the pronouns used in Disney's *Cinderella* using a descriptive qualitative method and the study 15 pronouns belonging to six types: personal pronouns, possessive adjectives, relative pronouns, demonstrative pronouns, and indefinite pronouns. The most frequently used pronoun was "her" (22.92%), while "their," "this," "whose," "I," "everyone," and "who" appeared only once each (2.08%); (2) a study conducted by Purnomo et al. (2024) entitled

*"Personal Pronoun Errors in Seventh Grade Descriptive Texts: A Purworejo Case Study."* The study focused on examining personal pronoun errors in descriptive texts written by seventh-grade students in Purworejo, Indonesia. The results showed that seventh-grade students in Purworejo still frequently made errors in using personal pronouns in descriptive texts. The four types of errors identified, omission was the most dominant (43%), followed by misformation (37%), addition (14%), and misordering (7%). These findings indicate the need for more focused teaching strategies to improve students' writing skills in the use of personal pronouns; and (3) a study conducted by Siska (2024) entitled *"An Analysis of Personal Pronouns Used by Students in Writing Narrative Texts at Senior High School."* Her study focused on finding out how personal pronouns used by the students in writing narrative text at SMAN 2 Koto Baru. Using a descriptive qualitative method, the study analyzed 38 student narrative texts. The findings showed that students still made many mistakes in using personal pronouns, with correct usage rates of subject pronouns (61.1%), object pronouns (32.2%), possessive adjectives (49.7%), possessive pronouns (0%), and reflexive pronouns (0%). It was concluded that the students' ability in using personal pronouns was still low.

Based on the three previous studies, a research gap was identified between those studies and the present study. None of the three studies examined whole types of personal pronouns in literary works, short stories belongs to detective genre. This study focuses on identify the usage of personal pronouns in Sherlock Holmes short story by Sir Arthur Conan Doyle. This collection of Sherlock Holmes short stories with a detective genre is by Sir Arthur Conan Doyle, who is a Scottish doctor. The book consists of a collection of short stories consisting of six chapters and the number of pages is 174. The sub-titles of the stories contained in each chapter in the book are, (1) The Adventures of Sherlock Holmes: the Boscombe valley mystery; (2) The adventure of Sherlock Holmes: the copper beeches; (3) The memoirs of Sherlock Holmes: the final problem; (4) The field bazaar; (5) the adventure of Charles Augustus Milverton; and (6) the adventure of the Sussex vampire. Each story is created with extraordinary English and spiked in cases that contain neat pieces of mystery. Generally, a short story is a brief fictional narrative in which all elements of the story are interconnected to create a cohesive whole. The short story *Sherlock Holmes* is one form of literary work, or fictional text. Literary works not only serve as a source of enjoyment but also function as a medium for representing and conveying various aspects of human life. It is in line with Rivera's statement (2026)) that literature has an important role in human life because it represents the ideas, cultures, and characteristics of individuals or communities.

When reading fictional texts, readers need to understand who or what is being referred to by each pronoun. Pronouns connect one sentence to another, making the story coherent and easier to follow. This is in line with the view of Erdogan and Yarar (2025) in fictional texts, pronouns play an important role in maintaining coherence, and their usage can reveal how readers understand and interpret information. The use of personal pronouns is important in both spoken and written

language. In written texts, personal pronouns help writers maintain cohesion and clarity. They also contribute to character representation and narrative development, especially in literary works. Therefore, analyzing personal pronouns can provide insights into how language is used in a text. Personal pronouns play a vital role in producing coherent and cohesive texts by clarifying the relationships among various elements in a sentence. Hoffner & Melcher (Purnomo, 2024). Azar (1998) divides personal pronoun into five categories 5, namely subject pronoun, object pronoun, possessive pronoun, possessive adjective, and reflexive pronoun. Therefore, this study identifies the use of personal pronoun in the short story *Sherlock Holmes* by Sir Arthur Conan Doyle.

## LITERATURE REVIEW

### The Concept of Personal Pronouns

Grammar plays a crucial role in language as it establishes the rules needed to form clear and meaningful sentences. Among the various elements of grammar, pronouns are particularly important. A pronoun functions as a substitute for a noun Azar (1998). A pronoun used in a sentence to refer to a particular person or object is called personal pronouns Anggraini (Siska, 2024). Personal pronouns play a significant role in both oral and written communication. In written discourse, they help ensure coherence and clarity by linking ideas effectively. Moreover, personal pronouns support character portrayal and the progression of narratives, particularly in literary texts.

### The Types of Personal Pronouns

Azar (1998) classified the personal pronouns into five categories. There are subject pronouns, object pronouns, possessive adjective, possessive pronouns and reflexive pronouns.

- a. Subject pronouns are used to refer to as subjects of sentences, as I, you, we, they, she, he, it.
- b. Object pronouns are used as objects of verbs or the objects of prepositions, as me, you, us, them, her, him, it.
- c. Possessive pronouns are not followed immediately by a noun, they stand alone, as mine, yours, ours, theirs, hers, his. They don't take apostrophes.

Additionally, possessive pronouns indicate ownership (Li & Akram, 2024). Possessive pronouns function as indicators of ownership, showing who possesses a particular object or person. In this sense, they replace the noun that refers to the owner or the item being owned. These pronouns are used to express possession and clarify ownership relationships (Alfariha & Hadi, 2024).

- a. Possessive adjectives are followed immediately by noun; they do not stand alone, as my, your, their, our, her, his.
- b. Reflexive pronouns are used as the object of a verb or preposition when the subject of the sentence and the object of the sentence are the same. They are

also used for emphasis, “I myself” the reflexive pronouns are myself, themselves, herself, himself, ourselves, itself. A reflexive pronoun is a type of pronoun used to replace the object of a sentence. It refers to the same person or thing represented by an earlier personal pronoun. According to Antón Méndez (Ahmad, et al, 2024), reflexive pronouns are characterized by the endings *-self* or *-selves* and indicate that the individual performing the action of the verb is also the one affected by that action.

### Short Story

Literature is one of the representation medium of human life, emotion, and imagination communicated through language. It consists of diverse genres, including novels, poetry, drama, and short stories. Among these genres, short stories are especially favored because they provide a complete story in a relatively concise form. Through the reading of short stories, readers can analyze characters, plot structures, and themes while also observing how language is employed by the author. The short story (Hilda & Supatmiwati, 2024) is a brief narrative that presents complex life events based on real-life situations. It conveys intricate human experiences drawn from actual occurrences in society. Like novels, short stories contain intrinsic elements such as plot, theme, characters, setting, point of view, and characterization. Therefore, a short story is a condensed form of fiction that presents a particular narrative.

### Previous Related Studies

The first study was conducted by Sitanggang et al (2024) An Analysis of Pronouns in “The Story of An Hour” Short Story by Kate Chopin. The study analyzed *the story of an hour* by Kate Chopin using a descriptive-qualitative approach. The study is based on the importance of understanding pronouns in English language learning, which can help improve vocabulary development and language fluency. The focus of the analysis is the percentage of subject pronoun usage in the text. The results show that the pronoun “she” is the most dominant, accounting for 73.91%, compared to other pronouns. The second study conducted by Purnomo et al. (2024) entitled “*Personal Pronoun Errors in Seventh Grade Descriptive Texts: A Purworejo Case Study.*” The study focused on examining personal pronoun errors in descriptive texts written by seventh-grade students in Purworejo, Indonesia. The results showed that seventh-grade students in Purworejo still frequently made errors in using personal pronouns in descriptive texts. The four types of errors identified, omission was the most dominant (43%), followed by misformation (37%), addition (14%), and misordering (7%). These findings indicate the need for more focused teaching strategies to improve students’ writing skills in the use of personal pronouns. The third study was conducted by Siska (2024) entitled “*An Analysis of Personal Pronouns Used by Students in Writing Narrative Texts at Senior High School.*” Her study focused on finding out how personal pronouns used by the students in writing narrative text at SMAN 2 Koto Baru. Using a descriptive qualitative method, the study analyzed 38 student narrative texts. The findings

showed that students still made many mistakes in using personal pronouns, with correct usage rates of subject pronouns (61.1%), object pronouns (32.2%), possessive adjectives (49.7%), possessive pronouns (0%), and reflexive pronouns (0%). It was concluded that the students' ability in using personal pronouns was still low, and the fourth study was conducted by Saragih and Situmorang (2023) entitled "*An Analysis of Pronouns in Disney's Cinderella Story.*" Their research analyzed the pronouns used in Disney's *Cinderella* using a descriptive qualitative method and the study 15 pronouns belonging to six types: personal pronouns, possessive adjectives, relative pronouns, demonstrative pronouns, and indefinite pronouns. The most frequently used pronoun was "her" (22.92%), while "their," "this," "whose," "I," "everyone," and "who" appeared only once each (2.08%).

The four previous studies show differences from the current research. One of them is the study conducted by Sitanggang et al. (2024) titled "*An Analysis of Pronouns in 'The Story of an Hour' Short Story by Kate Chopin.*" The object of this study is different from the object of the present research. This study analyzes pronouns in the short story *The Story of an Hour* by Kate Chopin. However, the similarity between this study and the current research is that both examine the same type of object, namely narrative texts in the form of literary works, specifically short stories. Nevertheless, the short stories used come from different genres. *The Story of an Hour* by Kate Chopin belongs to psychological fiction, whereas the current study belongs to detective fiction. Furthermore, Sitanggang et al. focused only on one type of personal pronoun, namely subject pronouns, in *The Story of an Hour*.

In contrast, the present study identifies all types of personal pronouns, including subject pronouns, object pronouns, possessive pronouns, possessive adjectives, and reflexive pronouns in the Sherlock Holmes short stories by Sir Arthur Conan Doyle. The second study conducted by Purnomo et al. (2024) examined errors in the use of personal pronouns in descriptive texts written by seventh-grade students in Purworejo, Indonesia. A total of 16 students were selected as the research sample, consisting of 8 male students and 8 female students. This study aimed to identify common patterns of errors in the use of personal pronouns. The difference between this study and the current research lies in the research object. The object of the previous study was seventh-grade students in Purworejo, with a focus on analyzing students' errors in using personal pronouns in descriptive text. Meanwhile, the current study focuses on identifying the use of personal pronouns in the Sherlock Holmes short stories by Sir Arthur Conan Doyle.

The third study conducted by Siska (2024) aimed to determine how personal pronouns are used by students in writing narrative texts at SMAN 2 Koto Baru, Dharmasraya. The difference between this study and the current research lies in the research object. The object of this study was students of SMAN 2 Koto Baru. The focus of the analysis was to identify the use of personal pronouns in students' narrative text. Meanwhile, the current study focuses on identifying the use of personal pronouns in the Sherlock Holmes short stories by Sir Arthur Conan Doyle. The last study conducted by Saragih and Situmorang (2023) aimed to analyze the

pronouns used in the story of *Cinderella* by Disney. The object of this study is different from the object of the current research. This study analyzed pronouns in an animated film produced by Disneyland, whereas the present study identifies personal pronouns in the Sherlock Holmes short stories by Sir Arthur Conan Doyle. The study conducted by Saragih and Situmorang focused on pronoun types referring to Husnunnisa, Intan Aulia, while the current study focuses on the identification of personal pronouns based on Azar, namely subject pronouns, object pronouns, possessive pronouns, possessive adjectives, and reflexive pronouns in the Sherlock Holmes short stories by Sir Arthur Conan Doyle. Therefore, none of those studies analyzed usage of all types of personal pronouns, namely subject pronouns, object pronouns, possessive pronouns, possessive adjective and reflexive pronouns in short story belongs to detective genre by Sir Arthur Conan Doyle.

## **METHOD**

### **Design and Samples**

The method used in this study is a qualitative descriptive research method in which all data is analyzed in the form of words and sentences. Creswell (2012) states that the qualitative research analyzes the words to group of them into larger meaning of understanding, such as codes, categories, or themes. This research was conducted to focus on finding and identification the usage of personal pronouns *Sherlock Holmes short stories* series 1, first edition written by Sir Arthur Conan Doyle, published by Kompas Gramedia (Doyle, S, 2017). This research used all the chapters on the book to gain the data. The book consists of six chapters and 174 pages. The titles each chapters are (a) *The Adventures of Sherlock Holmes: the Boscombe valley mystery*; (b) *The adventure of Sherlock Holmes: the copper beeches*; (c) *The memoirs of Sherlock Holmes: the final problem*; (d) *The field bazaar*; (e) *the adventure of Charles Augustus Milverton*; and (f) *the adventure of the Sussex vampire*. It was done to get comprehensive data in finding the personal pronouns used.

### **Instruments and Procedures**

The primary data is taken from the Sherlock Holmes short stories series 1 by Sir Arthur Conan Doyle. Secondary data; the researcher uses some references that are related to theory of language, English, grammatical rules or pronouns theory and short story. The data were collected by following some steps. The book was read repeatedly and given numbering in each line of chapters to get pronoun category. Later, classified the data based on personal pronouns category. The identifying and classification used repeated checking of data which were analysed by using the theory proposed by Betty Schramper Azar. The conclusion was drawn to summarize the result of the analysis.

## Data Analysis

The data in this study were analyzed using the theory proposed by Betty Schramper Azar. In addition, relevant previous studies were reviewed to support the analysis of pronoun usage in the Sherlock Holmes short stories by Sir Arthur Conan Doyle, which consists of six chapters and 174 pages. Several procedures were employed in the data analysis process. First, each chapter of the short story was read thoroughly, given numbering each line. The researcher then identified sentences containing personal pronouns, including subject pronouns, object pronouns, possessive pronouns, possessive adjectives, and reflexive pronouns. The following process involved careful reading and marking of relevant sentences in each paragraph. After identification, the data were organized and classified into tables based on pronoun categories and chapter sequence. To ensure consistency in data analysis, a coding guide was developed based on the classification of personal pronouns proposed by Azar (1998). Each personal pronoun was coded according to its grammatical category. The coding system used in this study is presented in Table 1.

*Table 1*  
*The Coding Guide of Personal Pronouns in Sherlock Holmes Story*

Code	Category	Function
SP	Subject Pronoun	Subject of sentence
OP	Object Pronoun	Object of verb/preposition
PA	Possessive Adjective	Indicates possession before a noun
PP	Possessive Pronoun	Indicates possession without a noun
RP	Reflexive Pronoun	Refers back to the subject

(The coding guide based on Azar, 1998)

Table 1 presents the coding guide used in this study. Each personal pronoun in each chapter was classified into one of five categories based on its grammatical function.

## RESULT AND DISCUSSION

In this section, the researchers discuss the research findings on personal pronouns used in the Sherlock Holmes short story collection series 1 by Sir Arthur Conan Doyle which consists of six chapters and 174 pages. The four studies analyzed the use of personal pronouns in different objects of study from the current research. Sitanggang et al. (2024) focused only on subject pronouns in *The Story of an Hour*, a psychological fiction short story written by Kate Chopin. Purnomo et al. (2024) focused on identifying errors in the use of personal pronouns in descriptive texts written by students. Siska (2024) investigated the application of personal pronouns in students' narrative texts. Meanwhile, Saragih and Situmorang (2023) examined

the use of pronouns in the animated film *Cinderella*, produced by The Disneyland. Their study did not analyze the types of personal pronouns; instead, it examined pronoun types based on the theory proposed by Husnunnisa and Intan Aulia. In contrast, the current study focuses on identifying the use of personal pronouns based on the theory of Betty Schramper Azar in the *Sherlock Holmes* short stories written by Arthur Conan Doyle with detective genre. From the results of the data analysis conducted in each chapter, there were 5128 personal pronouns. The number of subject pronouns, object pronouns, possessive pronouns, possessive adjective and reflexive pronouns data can be seen in Table 1 below.

*Table 2*  
*The Classification of Personal Pronouns Per Chapter*

No	Pronouns	Chapters						Numbers	Percentages (%)
		I	II	III	IV	V	VI		
1	Subject pronouns	530	736	530	91	489	439	2.815	54,89%
2	Object pronouns	233	249	151	24	146	173	976	19,03%
3	Possessive pronouns	3	10	2	4	7	2	28	0,55%
4	Possessive adjective	277	295	225	41	232	185	1.285	25,6%
5	Reflexive pronouns	5	4	8	1	3	3	24	0,47%
Total								5128	100%

*(Data from collection of Sherlock Holmes Short Story by Sir Arthur Conan Dayle, 2017)*

Based on the personal pronouns classification presented on the Table 1, the findings from each chapter of *Sherlock Holmes Series 1* by Arthur Conan Doyle can be summarized. The collection consists of six chapters 174 pages. The study found a total of 5,128 personal pronouns in *Sherlock Holmes* short stories, classified in subject pronouns 2,815 with percentage 54.89%, followed by possessive adjectives with 1,285, with percentages 25.06%, object pronouns with 976 with percentages 19.03%, possessive pronouns with 28 with percentages 0.55%, and reflexive pronouns 24 with percentages 0.47%. In other words, the data on personal pronouns presented in Table 1 indicate that subject pronouns were the most frequently used type in *Sherlock Holmes Series 1*, while reflexive pronouns were the least frequently used. A more detailed explanation of the use of personal pronouns in *Sherlock Holmes Series 1* is provided on the table 3 below.

## **Personal Pronouns in Chapter 1 of *The Adventures of Sherlock Holmes: "The Boscombe Valley Mystery"***

### **Subject Pronouns**

The findings of this study show that subject pronouns were used most frequently, representing 54.89% of the total usage. These the following examples.

Chapter 1: "*The Adventures of Sherlock Holmes: The Boscombe Valley Mystery.*"

SP-10: "You have been looking a little pale lately. (page 8)"

SP- 31: "I have not seen a paper for some days. (page 8)"

The data SP-10 and SP-31 show that the personal pronoun "you" and "I" in both sentences function as a subject pronoun (Azar, 1998). The pronoun "I" refers to the speaker, who is narrating the event in the story. It is categorized as a first-person singular pronoun because it represents the person who performs the action expressed by the verb "have not seen." In this context, "I" functions as the grammatical subject of the sentence and indicates that the speaker has not read a newspaper for several days. "You" is a second-person personal subject pronoun its function is to act as the subject of the sentence. It refers to the person being spoken to and indicates who is experiencing the condition described by the verb phrase "have been looking a little pale lately." The pronouns "you" and "I" function as subjects and contribute to narration, character reference, and textual cohesion. They clarify speaker-listener relationships, support the first-person narrative viewpoint, and create coherence by linking utterances within the dialogue. It is in line with Erdogan and Yarar (2025) in fictional texts, pronouns play an important role in maintaining coherence, and their usage can reveal how readers understand and interpret information.

### **Object Pronouns**

Based on the findings of this study, it shows that object pronouns are the third most frequently used type in *Sherlock Holmes Short Stories Edition 1*, appearing 976 times, 19.03%. These the following examples.

Chapter 2 & 3: *The adventure of Sherlock Holmes: the copper beeches and chapter 3 The memoirs of Sherlock Holmes: the final problem*

OP-371: "The managers had sat all this while busy with her papers without a word to either of us,... (page 55) "

OP-479 "I have endeavoured to give some account of my strange experiences in company from the chance which first brought us... (page 86)"

Based on the analysis, the object pronoun "us" in both sentences functions as the receiver of action, serving as the object of the preposition "to" in the phrase "to us" as well as the object of the verb "brought" in the phrase "brought us." This is consistent with Azar's theory (1998), which states that object pronouns functioned as the object position within sentence structure. Furthermore, the use of "us" plays a significant role in establishing textual cohesion through anaphoric reference,

namely a referential device that points back to discourse participants already understood from the preceding context. This strategy connects elements within the narrative, avoids unnecessary repetition of nouns, and strengthens grammatical cohesion in discourse. From the perspective of narrative point of view, the use of “*us*” indicates the dominance of a first-person narrative, in which the narrator does not function as an individual entity but as part of a group, thereby reinforcing the characteristics of participant narration that are typical in Sherlock Holmes stories.

### **Possessive Pronouns**

Based on the findings of this study, it shows that object pronouns are the fourth most frequently used type in *Sherlock Holmes Short Stories Edition 1*, appearing 28 times, or 0.05%. These are the following examples.

Chapter 4: *The field bazaar*

PP-15-16 : “A most characteristic question of yours, Watson,” said he. (page 115)”

PP-16 : “I had already weighed the possibility of its being a political communication” (page 70-71) .

The two sentences demonstrate the use of possessive pronouns and personal pronouns as cohesive devices in the Sherlock Holmes narrative. The word “yours” indicates possession of Watson’s idea or statement within Holmes’s dialogue, while “its” refers to an implicitly mentioned object that can be understood from the context of the story. In addition, the use of “I” emphasizes Watson’s role as the main narrator from a first-person point of view, whereas “he” maintains referential continuity by pointing to Sherlock Holmes, thereby ensuring clarity and coherence in the conversation flow. According to Betty Azar’s theory (1998), the use of pronouns functions to avoid repetition of nouns. Its also create grammatical cohesion within the text, clarify relationships between characters, and maintain a coherent and smoothly flowing narrative in first-person narration.

### **Possessive adjective**

Based on the findings of this study, it shows that object pronouns are the second most frequently used type in *Sherlock Holmes Short Stories Edition 1*, appearing 1,285 times, 25.06%. These the following examples.

Chapter 3 : *The memoirs of Sherlock Holmes: the final problem*

PA-858 : “believe me to be, my dear fellow, (page.114)”

PA -856 : “You crossed my patch on the 4<sup>th</sup> of January,’ said he (page. 95)”

According to Betty Azar’s theory, the use of the possessive adjective “my” in both sentences functions to indicate possession. In addition, possessive adjectives can be used to establish a sense of intimacy or speaker authority, while also contributing to grammatical cohesion within the text. Personal pronouns play a vital role in producing coherent and cohesive texts by clarifying the relationships among various elements in a sentence. Hoffner & Melcher (Purnomo).

Furthermore, their use helps maintain the coherence of the narrative in a first-person narration, where the relationships between characters and events are clearly conveyed through references of possession and interconnected dialogue contexts.

### **Reflexive Pronouns**

Based on the findings of the study, the least frequently occurring type of personal pronoun in *Sherlock Holmes Series 1* by Sir Arthur Conan Doyle is the reflexive pronoun, with frequency used 24 and 0.47% of the total personal pronouns identified in the text. These the following examples.

Chapter 5: *the adventure of Charles Augustus Milverton*

RP-19 : “It records an absolutely unique experience in the career both of Mr. Sherlock Holmes and of myself. (page. 120)”

Chapter 6: *the adventure of the Sussex vampire*

RP-23: “Ferguson gently disengaged himself from the embrace with some little show of embarrassment. (166)”

According to Azar’s (1998), myself in the first sentence functions as an intensive/emphatic pronoun, emphasizing Dr. Watson’s role as the narrator, while himself in the second sentence functions as a reflexive pronoun because Ferguson performs the action upon himself. Both sentences use grammatical reference to maintain the connection and cohesion of the story. From the perspective of narrative point of view, both are presented through Watson’s first-person narration. Therefore, the use of reflexive pronouns not only function a grammatical function but also helps create textual cohesion and strengthen the narrative perspective in the Sherlock Holmes story.

### **CONCLUSION**

This study found the classification of subject pronouns, object pronouns, possessive pronouns, possessive adjective, and reflexive pronouns in the collection of Sherlock Holmes short stories by Sir Arthur Conan Doyle which consists of 6 chapters and 174 pages totaling 5128 data consisting of subject pronouns 2815 and 54.89%, object pronouns 976 with 19.03%, possessive pronouns 28 with 0,05%, possessive adjective 1285 with 25.06%, and reflexive pronouns 24 with 0.47%. The data also showed that the dominant pronouns used in the short story was the subject pronouns, and the one used least by the story writer was the reflexive pronouns. Sherlock Holmes short stories by Sir Arthur Conan Doyle can be used as a medium to deepen understanding of personal pronouns in English. This study still has several limitations, as it has not examined in depth the forms, distribution, and frequency of each type of personal pronoun, nor has it specifically identified the most dominant subject pronouns used in the analyzed text. In addition, the study has not extensively explored aspects such as pronoun functions, cohesion, narrative point of view, or comparisons of pronoun usage with other detective stories. Therefore, future researchers are encouraged to conduct a more detailed analysis of the forms, functions, and frequency of each type of personal pronoun, as well as

investigate their relationship to cohesion and narrative perspective, or compare their usage across other detective stories. Such studies may provide a more comprehensive understanding of pronoun usage in the text under investigation.

## REFERENCES

- Ahmad, A. R. S., Kuswahono, D., & Setyowati, Y. (2024). Reflexive pronoun deixis in Harry Bradbeer's *Enola Holmes* 2(2022) movie. *Edulitics (Education, Literature, and Linguistics) Journal*, 9(1), 84–93. <https://doi.org/10.52166/edulitics.v9i1.6540>
- Alfariha, F., & Hadi, M. S. (2024). Error analysis on the use of possessive pronouns of the tenth-grade students at SMA Negeri 3 Tangerang Selatan. *Jurnal Studi Guru dan Pembelajaran*, 7(1), 255–269. <https://doi.org/10.30605/jsgp.7.1.2024.3676>
- Azar, B. S. (1998). *Understanding and using English grammar* (3rd ed.). Pearson Education.
- Creswell, J. W. (2012). *Educational research* (4th ed.). Pearson Education.
- Doyle, A. C. (2017). *Sherlock Holmes*. Gramedia Pustaka Utama.
- Erdoğan, B. Ş., & Yarar, E. (2025). A textual study of Turkish overt and null singular personal pronouns in novels. *Discours*, 36(1), 1–25. <https://doi.org/10.4000/14a62>
- Hastuti, H., & Supatmiwati, D. (2024). Tenses usage in *Sherlock Holmes* short story by Sir Arthur Conan Doyle. *INTERACTION: Jurnal Pendidikan Bahasa*, 11(2), 786–796. <https://doi.org/10.36232/interactionjournal.v11i2.654>
- Iqhlina, M. (2023). *The students' ability in using personal pronoun at VIII-1 grade MTs Pesantren Modern Baharuddin Tapanuli Selatan*. Electronic Theses Repository, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.
- Li, S., & Akram, H. (2024). Navigating pronoun-antecedent challenges: A study of ESL academic writing errors. *SAGE Open*, 14(4), 1–11. <https://doi.org/10.1177/21582440241296607>
- Nalindra, E. D., & Indriani, L. (2021). Corpus linguistic research: Analyze the use of possessive pronoun in *P.S. I Still Love You* novel by Jenny Han. *Journal of Research on Applied Linguistics, Language, and Language Teaching*, 4(2), 105–108. <https://doi.org/10.31002/jrlt.v4i2.1650>
- Pokhrel, S. (2022). A comparative study on the use of first-person pronouns in ten international diplomatic speeches. *Journal of Research and Innovation in Language*, 4(3), 290–308.
- Purnomo, E., Rokhayati, T., & Tusino, T. (2024). Personal pronoun errors in seventh grade descriptive texts: A Purworejo case study. *Scripta: English Department Journal*, 11(2), 204–211. <https://doi.org/10.37729/scripta.v11i2.5625>
- Rivera, R. R. (2026). Stylistic analysis of politeness and pronoun usage of the SONA of Fidel V. Ramos. *Journal of Natural Language and Linguistics*, 4(1), 39–45. <https://doi.org/10.54536/jnll.v4i1.7083>

- Saragih, D., & Situmorang, M. M. (2023). An analysis of pronoun in “Cinderella” story by Disney. *International Journal Corner of Educational Research*, 1(3), 128–133. <https://doi.org/10.54012/ijcer.v1i3.164>
- Siska, W. (2024). An analysis of personal pronouns used by the students in writing narrative text at senior high school. *Ideas: Jurnal Pendidikan, Sosial, dan Budaya*, 10(1), 155–164. <https://doi.org/10.32884/ideas.v10i1.1679>
- Sitanggang, A., Simanjuntak, R., Manullang, M., & Sitorus, E. (2024). An analysis of pronouns in “The Story of an Hour” short story by Kate Chopin. *Jurnal Pendidikan Tambusai*, 8(2), 31227–31233.