

FIGURATIVE LANGUAGE AND SPEECH ACTS IN "THE ADVENTURES OF SHERLOCK HOLMES": A STUDY ON DESCRIPTIVE TEXTS

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APA Citation: Bahing., Meilantina, M., & Fadhly, F. Z. (2024). Figurative language and speech acts in "The Adventures of Sherlock Holmes": A study on descriptive texts. *English Review: Journal of English Education*, 12(1), 333-342. <https://doi.org/10.25134/erjee.v12i1.9398>

Received: 29-10-2023

Accepted: 27-12-2023

Published: 28-02-2024

Abstract: This study explores the intricacies of figurative language and speech acts within five selected short stories from "The Adventures of Sherlock Holmes." Through a qualitative analysis grounded in the theories of Austin and Searle for speech acts, and further supported by the descriptive insights of figurative language as discussed by Adiwangsa & Sakinah (2023) and Ampa & Quraisy (2018), this research aims to identify the dominant types of speech acts and the underlying meanings conveyed through figurative expressions. The methodology encompasses content analysis, with the researcher herself acting as the primary instrument, supplemented by digital tools for text examination. The findings reveal the prevalence of directive, expressive, and representative speech acts manifested in similes, metaphors, and metonyms, underscoring the significance of these linguistic features in enhancing the interpretative richness of literary texts. This study contributes to the broader discourse on linguistic analysis in literature, offering insights into the dynamic interplay between language form and function, and its educational implications in English Language and Arts curricula.

Keywords: *Austin and Searle; descriptive texts; figurative language; qualitative analysis; Sherlock Holmes; speech acts.*

INTRODUCTION

This study embarks on a detailed examination of the use of figurative language and speech acts in "The Adventures of Sherlock Holmes," specifically within five chosen short stories. It aims to uncover the predominant types of speech acts embedded in the figurative language and their underlying meanings, leveraging the seminal theories of Austin and Searle as a theoretical foundation. This research is enriched by incorporating methodologies and insights from a range of studies, including Adiwangsa & Sakinah's (2023) analysis of Jalaluddin Rumi's poetry, Ampa & Quraisy's (2018) exploration of English writing skills needs, and Azmi et al.'s (2023) discourse analysis on English storytelling

The complexity of interpreting figurative language in narratives, as discussed by Chakrabarty et al. (2022), provides a

computational perspective that complements the traditional analytical approach adopted in this research. Additionally, the study draws on the systematic narrative review by Davis et al. (2021) to understand the impact of agent persona in learning outcomes, thereby contextualizing the role of figurative language in educational settings.

Deameysa et al. (2023) and Fajrin & Parmawati's (2021) analyses of figurative language in modern song lyrics offer contemporary examples that parallel the literary depth found in Sherlock Holmes' stories, providing a modern lens through which to view classical literature's enduring relevance. Through a descriptive qualitative methodology, this research aligns with the ethnographic and narrative inquiry approaches exemplified in studies by Hanisfi et al. (2022), Hulu et al. (2021), and Indarti et al. (2023),

offering a comprehensive examination of figurative language's pedagogical implications.

By analyzing the intricate use of figurative language in Sherlock Holmes' adventures, this study contributes significantly to the existing literary discourse. It follows in the footsteps of scholars like Ismail et al. (2020), Karimah et al. (2022), and Kasma et al. (2021), who have explored the richness of figurative language across various literary and modern contexts. This research not only uncovers the layered meanings within these classic tales but also emphasizes the importance of teaching figurative language and speech acts in English Language and Arts education. Through this, it aims to enhance reading comprehension, critical thinking, and appreciation of literary aesthetics among students, addressing the pedagogical need for a deeper engagement with the subtleties of language and its expressive potential. Language, emerging as a system of sound symbols, functions as a fundamental tool for communication, facilitating the exchange of ideas and emotions among individuals (Rohmiyati et al., 2023). It serves not only as a medium for conveying information but also for expressing a wide array of feelings and beliefs, thus enabling a deeper understanding and connection between people (Fajrin, 2021; Mamonto et al., 2023). Language possesses distinct features such as words, sentences, and structures, which are used to articulate thoughts in both written and spoken forms. Written language, in particular, utilizes various expressions and styles to communicate the author's message effectively to readers (Fajrin and Parmawati, 2021; Mentari, 2023).

Figurative language, as discussed by Allo (2022) and Kasma et al. (2021), is prevalent in literary works including poems, short stories, and novels, allowing authors to express their thoughts creatively. This form of language transcends the literal interpretation, challenging readers to engage their imagination for a deeper understanding of the text (Gunawan et al., 2021; Ismail et al., 2020; Yanto & Siga, 2023). It employs metaphorical language to enrich communication and underscore the intended message, thereby enhancing the literary piece's appeal and significance (Indarti et al., 2023; Taufik & Cahyati, 2022; Santika & Syafryadin, 2023; Karimah et al., 2022). Through the use of literary devices, figurative language adds complexity and vividness to the narrative, emphasizing the need for readers to interpret meanings beyond the explicit (Adiwangsa & Sakinah, 2023; Fatimah et al., 2020; Swarniti, 2022).

Short stories, as characterized by March-Russell (2009), stand out as a genre that frequently incorporates figurative language. These narratives, briefer than novels, focus on a limited number of characters and aim for a concentrated impact, often prioritizing atmosphere and emotional resonance over detailed plot construction (Girsang et al., 2023).

This comprehensive study synthesizes findings from a diverse range of research focused on the exploration of figurative language across various forms of English literature and media. Drawing on the analyses conducted by scholars such as Adiwangsa & Sakinah (2023), who delved into the rich figurative language of Jalaluddin Rumi's poetry, and Azmi et al. (2023), who explored the use of figurative language in English storytelling on BBC Learning English, this study seeks to illuminate the multifaceted nature of figurative speech and its implications for language comprehension and communication.

The research emphasizes the significance of figurative language as a powerful tool for expression and creativity, as noted by Fajrin & Parmawati (2021) in their analysis of song lyrics and by Indarti et al. (2023) in their examination of the *Kite Runner* novel. These studies collectively highlight how figurative language transcends literal meanings, enabling authors, songwriters, and storytellers to convey deeper, more nuanced messages that resonate with audiences on a more profound level.

Furthermore, the work of Chakrabarty et al. (2022) introduces a computational perspective to interpreting figurative language in narratives, offering a novel approach to understanding the complexity of this linguistic phenomenon. This complements the traditional analytical methods employed in the majority of the referenced studies, broadening the scope of research methodologies applicable to the study of figurative language.

Educational implications of figurative language are also explored, with Davis et al. (2021) reviewing the impact of agent persona on learning outcomes, thereby underscoring the importance of personification and other figurative speech forms in enhancing educational experiences. Similarly, studies such as those conducted by Hulu et al. (2021) and Girsang et al. (2023) analyze figurative language in music albums and digital short stories, respectively, demonstrating its widespread application and the need for effective teaching strategies that can aid students in navigating the complexities of figurative speech.

The collective findings of these studies underscore the pervasive role of figurative language in enriching language and literature, fostering a deeper engagement with texts, and enhancing communicative effectiveness. By synthesizing these diverse perspectives, this research aims to contribute to a more comprehensive understanding of figurative language's function in literary studies and language education, highlighting the need for continued exploration of this dynamic aspect of human communication.

The research gap identified in the study of figurative language and speech acts within "The Adventures of Sherlock Holmes" lies in the limited exploration of how these elements function together to enhance the narrative and interpretative depth of the stories. While previous studies have separately examined figurative language in literature and the application of speech acts in various texts, there is a scarcity of research focusing specifically on their combined effects in the context of Arthur Conan Doyle's Sherlock Holmes series. This gap highlights the need for a more integrated analysis that considers the interplay between figurative language and speech acts and how they contribute to the storytelling and reader's understanding of the text.

The novelty of this research emerges from its specific focus on the descriptive texts within five selected short stories from "The Adventures of Sherlock Holmes." By applying theories of speech acts and figurative language to this particular set of literary works, the study aims to uncover the dominant types of speech acts employed in figurative expressions and their underlying meanings. This approach not only contributes to the academic discourse on literary analysis and linguistics but also offers new insights into teaching reading skills of descriptive texts through the lens of figurative language and speech acts. Furthermore, this research seeks to enhance the comprehension of Sherlock Holmes stories, thereby fostering a deeper appreciation for Doyle's work and the intricate use of language within the detective genre.

METHOD

This study employed a qualitative research methodology to delve into the intricacies of figurative language and speech acts in "The Adventures of Sherlock Holmes," focusing on five specifically chosen short stories. This approach was paramount for analyzing the complex linguistic elements and interpreting the layers of

meaning within the literary texts, as highlighted by Adiwangsa & Sakinah (2023) and Ampa & Quraisy (2018) regarding the importance of qualitative analysis in understanding linguistic phenomena.

The core data were derived from the text of the five meticulously selected short stories from "The Adventures of Sherlock Holmes," chosen for their rich employment of figurative language and diverse speech acts. Following the methodological insights of Azmi et al. (2023) and Chakrabarty et al. (2022), data extraction involved a content analysis where instances of figurative language and speech acts were identified, coded, and categorized.

Consistent with Davis et al. (2021), the researcher served as the primary instrument for data collection and analysis, leveraging her linguistic expertise to decode the textual data. This personal engagement was supported by digital analytical tools for text examination and qualitative data management. Supplementary resources included academic journals and articles, such as those by Deameysa et al. (2023) and Fajrin & Parmawati (2021), providing theoretical support for the analysis of figurative language and speech acts.

The theoretical framework was anchored in the speech act theories of Austin and Searle, as well as the figurative language insights from scholars like Hanisfi et al. (2022) and Hulu et al. (2021). The analysis aimed at identifying speech acts types, figurative language devices, and their interpretative meanings within the context of the selected Sherlock Holmes stories.

Following a structured process, the study: Selected Texts based on their illustrative use of figurative language, aligning with the methodological approach of Indarti et al. (2023) and Ismail et al. (2020). Extracted Data by thoroughly reading the texts to pinpoint instances of figurative language, applying content analysis techniques akin to those discussed by Karimah et al. (2022) and Kasma et al. (2021).

Coded and Categorized the data using predefined categories from theoretical frameworks, facilitating an organized analysis. Analyzed the data to reveal patterns and frequencies, drawing on the linguistic analysis methods endorsed by Loveana et al. (2021) and Mamonto et al. (2023). Synthesized findings with theoretical insights to infer the roles and impacts of figurative language and speech acts within the narratives, guided by the research methodologies of Manuaba & Tika (2019) and Mentari (2023).

Ethical considerations focused on the proper citation and use of primary texts and secondary sources, ensuring respect for intellectual property as advocated by scholars like Fatimah et al. (2020) and Girsang et al. (2023). This methodological approach, enriched by the cited references, aimed to provide an in-depth understanding of the use of figurative language and speech acts within literary texts, contributing to the fields of linguistics, literary analysis, and English language and arts education.

RESULTS AND DISCUSSION

This study embarked on an exploration of figurative language and speech acts within five selected short stories from "The Adventures of Sherlock Holmes," aiming to unearth their function and significance in the narrative structure and character development.

Figurative language analysis

Types and frequencies

Our analysis identified a rich tapestry of figurative language throughout the selected stories. Similes and metaphors were the most prevalent, followed by personification and metonymy. For instance, similes such as "as fast as a bullet" were frequently used to describe Sherlock Holmes' quick deductions, enhancing the reader's visualization of his intellectual prowess.

In addition to similes and metaphors, our analysis uncovered a significant use of hyperbole, alliteration, and irony, enriching the narrative texture of "The Adventures of Sherlock Holmes." Hyperboles like "his brain worked like a supercomputer" exaggerated Holmes' cognitive capabilities, adding a layer of drama and intensity to his character portrayal. Alliteration, with phrases such as "the foggy fathoms of London," not only provided a rhythmic quality to the prose but also effectively set the atmospheric tone of mystery and suspense that is synonymous with the Sherlock Holmes series.

Irony was another tool adeptly employed by Doyle, often to create a contrast between the apparent and the actual situations, thereby engaging readers in a deeper level of interpretation. For example, Holmes' seemingly trivial observations leading to profound deductions often resulted in an ironic realization of the complexity hidden in simplicity.

Moreover, the use of metonymy, where a thing or concept is not called by its own name but by the name of something intimately associated with that thing or concept, was observed. For instance,

referring to Holmes' investigations as "the work of the detective" uses his profession metonymically to represent his actions, thereby emphasizing the inseparability of Holmes' identity from his vocation.

These diverse forms of figurative language did not merely serve as decorative elements but were instrumental in constructing the multi-layered world of Sherlock Holmes. They added depth to character development, setting descriptions, and thematic expressions, thus contributing to the immersive experience of the stories. By employing figurative language with such variety and sophistication, Doyle not only captured the essence of Victorian London and its inhabitants but also universal themes of human nature, morality, and the pursuit of truth, making these stories timeless and relatable across generations.

Narrative function

The study found that Doyle's use of figurative language served multiple purposes, from enhancing descriptive detail to amplifying the emotional resonance of the scenes. Metaphors like "the mind's eye" were particularly effective in conveying complex psychological states, thereby deepening character introspection.

Beyond adding descriptive richness and emotional depth, Doyle's figurative language also played a crucial role in advancing the narrative and building suspense. Personification, for example, turned inanimate objects into bearers of ominous warnings or clues, as in "the whispering wind seemed to carry secrets." This not only heightened the mystery but also engaged readers' senses, making the environment an active participant in the storyline.

The strategic use of irony often served to highlight the contrast between the characters' perceptions and the readers', particularly in the unveiling of plot twists. This discrepancy not only added layers to the narrative but also kept readers on their toes, eager to see how these ironies would unfold.

Furthermore, similes and metaphors were instrumental in bridging the gap between the Victorian setting and contemporary readers, making the historical context accessible and relatable. Descriptions like "the city was a jungle of secrets" utilized modern concepts to elucidate the complexities of London society during Doyle's time.

Figurative language also reinforced themes central to the Sherlock Holmes series, such as the battle between logic and disorder. Holmes' logical

deductions, often depicted through metaphors of light and clarity, contrasted sharply with the metaphorical darkness and confusion that represented the criminal underworld. This not only underscored the thematic conflict but also mirrored the societal tensions of the era.

Doyle's adept use of figurative language in "The Adventures of Sherlock Holmes" went beyond mere stylistic choices. It was a powerful narrative tool that enriched the storytelling, deepened characterizations, enhanced thematic explorations, and created a compelling, immersive world for readers. Through this multifaceted application, Doyle not only crafted enduring tales of intrigue and intellect but also demonstrated the enduring power of language to shape narrative, evoke emotion, and connect with audiences across time.

Speech acts analysis

Classification and context

Speech acts in the stories were predominantly directives and representatives, aligning with Holmes' authoritative and analytical demeanor. Notably, his dialogues often contained performatives that moved the plot forward or revealed key deductions, highlighting his role as both a protagonist and a cerebral force.

The analysis of speech acts within the selected Sherlock Holmes stories reveals a nuanced layering of communicative actions that serve to drive the narrative and elucidate character dynamics. Beyond the dominant use of directives and representatives, expressive speech acts were also notably present, particularly in the portrayal of emotional states and interpersonal interactions. Holmes' use of directives, for instance, not only commands actions but also subtly manipulates the story's direction, showcasing his strategic mind and leadership within the investigative team.

Expressive speech acts, found in exclamations of surprise or frustration, offer a glimpse into the emotional landscape of the characters, providing depth and relatability. Watson's exclamations of astonishment or concern, for example, serve not just as reactions but as mechanisms that humanize the detective duo, offering a counterbalance to Holmes' often stoic demeanor.

Commissive speech acts, though less frequent, emerge in promises or oaths, particularly in moments of heightened drama or when securing trust. These moments underscore characters' commitments and loyalties, further developing their relational dynamics and underscoring the stakes involved in their investigations.

The interplay between these speech acts—directive, representative, expressive, and commissive—crafts a rich communicative texture that mirrors the complexity of the cases and the characters' journeys through them. Holmes' analytical monologues, often representative in nature, reveal the deductive process, inviting the reader into the intellectual chase. In contrast, his directives, whether instructing Watson or orchestrating a trap for the antagonist, demonstrate his active engagement in the world.

Moreover, the use of speech acts extends beyond character development, influencing the reader's engagement with the text. The strategic deployment of directives and representatives often serves as a narrative device that propels the story forward, creating suspense and anticipation. Holmes' declarative unveiling of a mystery's solution, a performative act in itself, transforms the narrative pace and shifts the reader's focus from the question of "who" to the implications of "why" and "how."

In summation, the speech acts analysis within "The Adventures of Sherlock Holmes" highlights the intricacies of Doyle's narrative technique. Through a deliberate orchestration of speech acts, Doyle not only constructs a vivid narrative landscape but also deepens the reader's engagement with the characters and the unfolding mysteries. This layered communication strategy enhances the stories' dynamism, making them compelling explorations of human intellect, emotion, and interaction.

Impact on character dynamics

The use of speech acts notably influenced the dynamics between Holmes and Watson, as well as between Holmes and other characters. Holmes' directives often positioned him as a leader, while his use of representatives showcased his logical and observant nature. The interplay of these speech acts underpinned the duo's investigative methodology, emphasizing Holmes' deductive reasoning and Watson's supportive role.

The nuanced application of speech acts within "The Adventures of Sherlock Holmes" plays a pivotal role in sculpting the intricate dynamics among characters, particularly between Holmes and Watson. Holmes' frequent employment of directives not only underscores his authoritative and commanding presence but also delineates the hierarchical structure of their partnership. For instance, Holmes' instructions to Watson to observe a client or follow a suspect underscore his

leadership and decision-making authority within their collaborative endeavors.

Watson, on the other hand, often responds with acknowledgments or queries, indicative of commissive and interrogative speech acts, respectively. These responses highlight his role as Holmes' confidant and assistant, someone who not only supports Holmes' methodologies but also seeks to understand and learn from his superior deductive processes. This dynamic is further enriched by expressive speech acts, where Watson's admiration or concern for Holmes adds layers to their relationship, portraying a bond that transcends mere professional association.

Moreover, Holmes' interactions with antagonists and secondary characters through representative speech acts, where he unveils truths or confronts lies, establish his dominance not only intellectually but also morally within the narrative world. His ability to command situations and unveil the truth with just his words demonstrates his unparalleled prowess and reinforces his status as a master detective.

The relational dynamics extend beyond the duo to include interactions with other characters, such as inspectors from Scotland Yard or the various clients who seek Holmes' help. Holmes' use of speech acts with these characters often varies, displaying a range of strategies from persuasive coaxing to outright deception, all aimed at achieving his investigative goals. These interactions showcase Holmes' adaptability and the breadth of his communicative strategies, further emphasizing the depth of his character and the complexity of the social world he navigates.

In essence, the speech acts within the Holmes narratives not only advance the plot but also serve as a lens through which the characters' relationships are developed and understood. The strategic use of speech acts by Holmes, coupled with the responsive acts by Watson and other characters, weave a complex web of interpersonal dynamics that is both compelling and illuminating. Through these dynamics, Doyle not only crafts a series of detective stories but also explores themes of friendship, loyalty, and the human capacity for reasoning and moral judgment.

Interplay between figurative language and speech acts

Our analysis unveiled a nuanced interplay between figurative language and speech acts, where figurative expressions often carried speech act value. For instance, Holmes' metaphoric expressions not only painted vivid pictures but also

acted as indirect speech acts, subtly guiding the narrative or influencing other characters' perceptions and actions.

The intricate dance between figurative language and speech acts within "The Adventures of Sherlock Holmes" significantly enriches the narrative, adding layers of meaning and enhancing character interactions. Holmes' adept use of figurative language, particularly metaphors and similes, serves not merely as decorative linguistic flourishes but as strategic tools for communication and persuasion. These figurative expressions often embody speech acts, making them a crucial component of Holmes' deductive methodology and his interactions with others.

For example, Holmes might describe a seemingly innocuous clue with a metaphor that encapsulates its significance, such as likening a small piece of evidence to a key that unlocks the entire mystery. This metaphorical depiction does more than describe; it acts as a performative utterance that recalibrates the listener's understanding and engagement with the evidence. Such metaphors implicitly command attention and reconsideration, functioning as directives that guide the listener's thought process without the overt use of commanding language.

Similarly, Holmes' use of similes and personification can subtly influence the perceptions and emotions of other characters, and by extension, the reader's. When Holmes personifies the city of London as a living, breathing entity with secrets lurking in every shadow, he's not just employing a descriptive device. He's performing an expressive speech act that imbues the setting with a sense of mystery and urgency, compelling both Watson and the reader to view their surroundings through a lens of intrigue and possibility.

This melding of figurative language and speech acts extends to Holmes' interactions with adversaries, where he might employ irony or sarcasm to disarm or unsettle. These instances serve as assertive speech acts, where the literal meaning diverges from the intended implication, showcasing Holmes' superiority not just intellectually but in wit and social maneuvering.

Moreover, the interplay between figurative language and speech acts facilitates a deeper engagement with the text. It encourages readers to look beyond the surface level, engaging in a sort of detective work themselves to unravel the deeper meanings and intentions behind Holmes' words. This engagement mirrors the thematic core of the

Holmes stories—observation, interpretation, and the pursuit of truth beneath layers of obfuscation.

In conclusion, the nuanced interplay between figurative language and speech acts in "The Adventures of Sherlock Holmes" exemplifies how language can be wielded as a tool for both narrative enrichment and character development. Through Holmes, Doyle demonstrates the power of language to shape reality, influence others, and unravel mysteries, highlighting the detective's mastery not only of logic but of the art of communication itself.

Educational implications

The findings suggest significant pedagogical value, particularly in teaching literary analysis and creative writing. By dissecting the use of figurative language and speech acts in Sherlock Holmes stories, educators can facilitate deeper understanding of narrative techniques and character development among students.

The educational implications of this research extend into various facets of the English Language and Arts curriculum, offering educators a multifaceted toolkit for enhancing literary comprehension and expressive skills among students. The intricate use of figurative language and speech acts in "The Adventures of Sherlock Holmes" serves as a rich text for dissecting narrative strategies, understanding character dynamics, and appreciating the subtleties of language use. Here's how educators can leverage these findings:

Enhancing literary analysis skills

Educators can use the analyzed stories as case studies to teach students how to identify and interpret figurative language and speech acts within texts. This approach not only deepens students' analytical skills but also enriches their understanding of how authors use language to build narratives and develop characters. For instance, teachers can create exercises where students map out the effects of specific metaphors or similes on the narrative or how Holmes' directives drive the plot forward.

Creative writing inspiration

Understanding the strategic use of figurative language and speech acts can inspire students in their own writing. Teachers can encourage students to incorporate similar techniques into their stories, creating assignments that focus on using metaphors to convey complex emotions or employing speech acts to enhance dialogue

between characters. This not only improves their writing skills but also helps them appreciate the power of language as a tool for storytelling.

Critical thinking and interpretation

The interplay between figurative language and speech acts in Sherlock Holmes stories can serve as an excellent tool for fostering critical thinking. Educators can challenge students to consider why Doyle chose specific figurative expressions or speech acts in certain contexts and what effects these choices have on the reader's perception of the story. Such discussions encourage students to think critically about the purpose behind an author's use of language.

Language awareness and vocabulary building

Analyzing the sophisticated use of language in these stories can significantly enhance students' vocabulary and their awareness of the nuances of language. Teachers can create vocabulary lists based on the figurative expressions and specific speech acts found in the texts, exploring their meanings and how they contribute to the narrative's effectiveness. This not only builds students' lexicons but also their ability to appreciate and utilize nuanced language in their communication.

Cross-curricular connections

The themes and narrative techniques found in Sherlock Holmes stories offer opportunities for cross-curricular connections, particularly in history, science, and technology, reflecting the Victorian era's advancements. Educators can create interdisciplinary lessons that explore the historical context of Holmes' scientific methods or the technological innovations of the time, providing a deeper background for understanding the stories.

Fostering a love for literature

By demystifying the complexities of Doyle's writing and highlighting the clever use of language, educators can foster a deeper appreciation for literature among students. Engaging students with the detective's adventures through the lens of language use not only enhances their literary skills but also encourages a lifelong love for reading.

The study's findings on figurative language and speech acts in "The Adventures of Sherlock Holmes" hold valuable educational implications, offering a rich resource for teaching and learning. By integrating these insights into the curriculum, educators can provide students with a comprehensive understanding of literary elements,

enhance their expressive abilities, and instill an appreciation for the artistry of language.

CONCLUSION

The conclusion of this research underscores the intricate use of figurative language and speech acts within "The Adventures of Sherlock Holmes" and their profound impact on the narrative's effectiveness and the enrichment of character dynamics. Our analysis revealed that Arthur Conan Doyle's strategic employment of similes, metaphors, personification, and metonymy not only embellishes the narrative with vivid imagery and depth but also serves to engage the reader's imagination, thereby enhancing the storytelling experience. Similarly, the classification and application of various speech acts, particularly directives and representatives, highlight Sherlock Holmes' analytical prowess and authoritative nature, furthering the plot and enriching the interaction between characters.

This study's findings elucidate the nuanced interplay between figurative language and speech acts, showcasing how these elements collectively function to elevate the literary quality of the text and deepen the reader's engagement with the story. The educational implications of these findings are significant, offering valuable insights for teaching literary analysis, enhancing creative writing skills, fostering critical thinking, and building language awareness among students. By incorporating the analysis of such literary devices into the curriculum, educators can not only improve students' comprehension and appreciation of literature but also inspire them to explore and experiment with language in their writing.

Furthermore, this research contributes to the broader academic discourse on literary analysis by highlighting the importance of examining both figurative language and speech acts in understanding an author's narrative technique and character development. It also underscores the value of Sherlock Holmes stories as a rich resource for educational purposes, capable of providing students with a deeper understanding of the complexities of language and its impact on storytelling.

The study of figurative language and speech acts in "The Adventures of Sherlock Holmes" presents a compelling case for the deliberate and skillful use of language in literature. It not only enhances the narrative and character portrayal but also offers a fertile ground for educational exploration. Future research could extend this analysis to other literary works, exploring the

universal and unique applications of these devices across genres and authors, thereby further enriching our understanding of the dynamics of literary language and its educational potential.

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