

ABSTRACT

ANALYSING THE LANGUAGE OF WILDER'S *ON THE BANKS OF PLUM CREEK* AND ITS IMPLICATION IN ELT

By

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The use of literature, particularly novels, in English Language Teaching (ELT) has long been recognized as an effective approach to improving learners' literacy skills. However, selecting novels appropriate for learners' level and context remains a critical consideration. This study examines Laura Ingalls Wilder's *On the Banks of Plum Creek* to determine its worthiness as English learning material for students and teaching material for ELT educators. Employing a qualitative approach, the study analyses twenty-one out of forty-two chapters across three linguistic levels: stylistic syntax, discourse-pragmatics, and narrative intrinsic elements. Data were collected through data saturation and validated through within-method triangulation. The analysis utilized open and axial coding to systematically identify and categorize linguistic patterns, and deductive analysis to confirm the novel's educational content against established theoretical categories. The findings reveal that simple sentences dominate the novel's sentence structure with a ratio of 11:4:4:1, making it accessible to readers across proficiency levels. The discourse-pragmatics analysis shows that locutionary acts are predominantly declarative, reflecting straightforward and uncomplicated communication. The narrative analysis demonstrates that the novel contains basic, common intrinsic elements typical of children's literature. Based on these findings, the study concludes that *On the Banks of Plum Creek* presents linguistic and narrative qualities that indicate its appropriateness for EFL learners to improve their English literacy and as teaching material in reading, grammar, and writing courses. The novel's linguistic simplicity, cultural content, and narrative clarity offer valuable resources for both educators and learners.

Keywords: Novel, Children Novel, Novel Analysis, Literature, English Language Teaching

ABSTRAK

ANALISIS BAHASA DALAM CERITA *WILDER'S ON THE BANKS OF PLUM CREEK* DAN IMPLIKASINYA DALAM PENGAJARAN BAHASA INGGRIS (ELT)

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Penggunaan novel dalam Pengajaran Bahasa Inggris (ELT) telah diakui efektif untuk meningkatkan literasi peserta didik, namun pemilihan novel yang sesuai tetap penting. Penelitian ini mengkaji *On the Banks of Plum Creek* karya Laura Ingalls Wilder untuk menentukan kelayakannya sebagai bahan pembelajaran siswa dan bahan ajar pendidik ELT. Menggunakan pendekatan kualitatif, penelitian ini menganalisis dua puluh satu dari empat puluh dua bab pada tiga tingkatan: sintaksis gaya, pragmatik wacana, dan unsur intrinsik naratif, dengan saturasi data, triangulasi dalam metode, pengkodean terbuka-aksial, dan analisis deduktif. Temuan menunjukkan kalimat sederhana mendominasi struktur kalimat (rasio 11:4:4:1), tindakan lokusional sebagian besar deklaratif, dan unsur naratif bersifat dasar serta khas sastra anak. Studi ini menyimpulkan bahwa novel tersebut memiliki kualitas linguistik dan naratif yang sesuai bagi pembelajar EFL untuk meningkatkan literasi serta sebagai bahan ajar membaca, tata bahasa, dan menulis.

Keywords: Novel, Novel Anak-anak, Analisa Novel, Literasi, Pengajaran Bahasa Inggris