

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

(Undergraduate Thesis)

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2026

ABSTRACT

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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)

Oleh

NENDRA ASA CAHYADI

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

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Nendra Asa Cahyadi

Undergraduate Thesis

**Submitted in a Partial Fulfilment of
The Requirements for S-1 Degree**

In

**The Language and Arts Education Department
Faculty of Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG**

2026

Research Title

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

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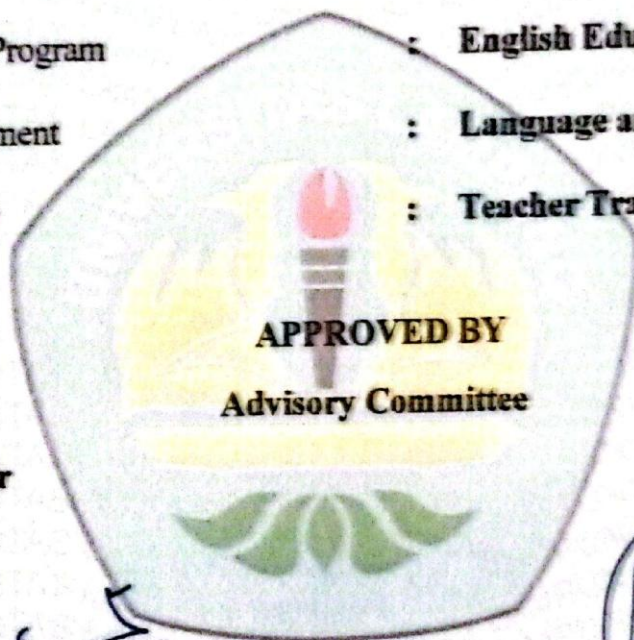
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Department

: **Language and Arts Education**

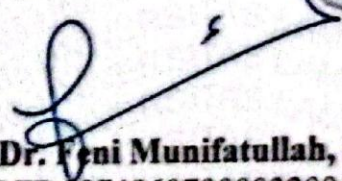
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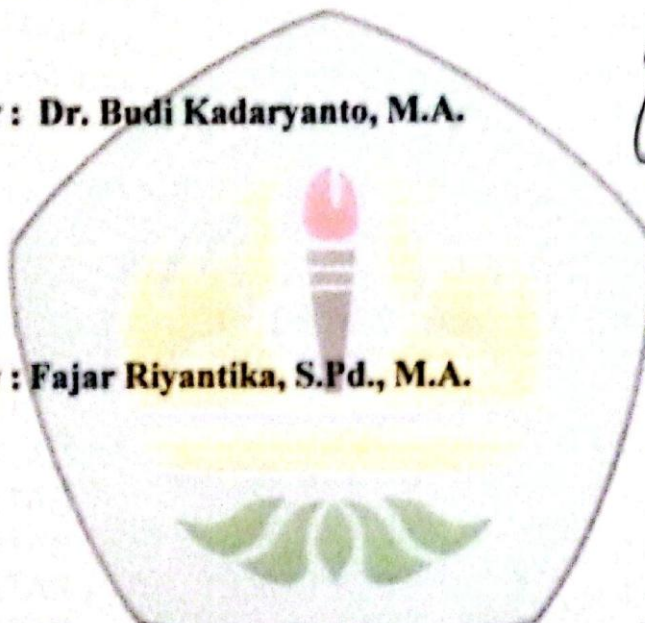
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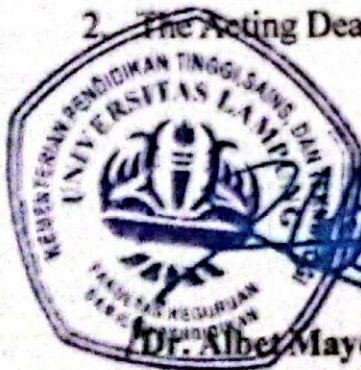
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 15 April 2026

Yang membuat pernyataan,



The image shows a handwritten signature in black ink over a pink rectangular meter stamp. The stamp contains the text 'METERA TEMPORAL' and a serial number '00AMX232353779'. To the left of the stamp is a vertical strip of a red and black barcode.

Nendra Asa Cahyadi

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CURRICULUM VITAE

Nendra Asa Cahyadi is the first children of two children born to Candra and Neni. He was born in Bandar Lampung on April 20, 2004. Nendra grew up in Bandar Lampung in a supportive environment on both his home and educational facility that aids his interest in English in early days of his elementary school.

His educational journey began at TK Cahaya Kindergarten and Playgroup, to TK Aisyah Kindergarten, and finally TK Kartika 2-6 Kindergarten. After three kindergartens, he studied at Kartika 2-5 Elementary School where he started his English interest. He spent both of his junior and senior high school at DCC Global School where he developed his English further.

After completed his basic education from kindergarten to high school in 2022, he continues his education in English Education at the University of Lampung in the same year. During his time in institution, he gained many valuable experiences and broaden his knowledge of English with other particular skills in the fields of education and psychology.

In first days of January 2025, he expanded his experience through required courses and as well a program, which is the KKN, in the village of Margo Dadi, Tulang Bawang Barat, where he served as village coordinator. During this activity, he gained further experience and knowledge by interacting with the local residents. Furthermore, he successfully completed a teaching practice program, called PLP, at SDN 08 Batu Putih Elementary School, which helped him gain additional valuable experience and improve his teaching skills.

MOTTO

**“We all have come from infinity, We all live within infinity, We all shall
return to infinity, We are all manifestation of one infinity, We are all
brothers and sisters of one infinite universe, Let us love each other, Let us
help each other, Let us encourage each other, Let us all together continue to
realize The endless dream of one peaceful world, We are always ONE
forever.”**

- Michio Kushi

**“Simplicity, patience, compassion.
These three are your greatest treasures.
Simple in actions and thoughts, you return to the source of being.
Patient with both friends and enemies,
you accord with the way things are.
Compassionate toward yourself,
you reconcile all beings in the world.”**

- Lao Tzu

DEDICATION

In the name of *Allah Subhanahu Wa Ta'ala*, the most helpful and facilitating being, I express my deepest gratitude to *Allah Subhanahu Wa Ta'ala* for the will, aid, help, and permission to complete this thesis on time. I dedicate this works to:

My beloved parents, “Bunda and Ayah,” who have worked hard in terms of prayers and efforts so that I could become the first graduate in this family.

And appreciation to myself, who has worked hard to strive to finish my formal education so that I could complete this thesis on time. This thesis is a silent witness to prove my own value and hard work.

ACKNOWLEDGMENT

Alhamdulillah rabbil 'alamin, Praise be to Allah, Lord of the Worlds, The Omniscient, and The All-Wise. I express my gratitude to Allah S.W.T. and send my prayers and greetings to the Prophet Muhammad S.A.W., his family, and his companions. In accordance to fate that has been written by Allah, I was able to complete my thesis entitled “Analysing the Language of Wilder's *On the Banks of Plum Creek* and Its Implication in ELT” on time. This would not have been possible without the prayers, support, and guidance of others. Therefore, the author would like to express his gratitude to:

1. Dr. Feni Munifatullah, M.Hum., as the first advisor for all the advice, direction, assistance, and valuable input provided to the researcher during the research and writing process.
2. Fajar Riyantika, S.Pd., M.A., as the second advisor and the Chairperson of the English Education Study Program, for her helpful suggestions and encouragement to the researcher throughout the completion of this thesis.
3. Dr. Budi Kadaryanto, M.A., as the examiner, for the suggestions and evaluation provided in this thesis, which gave the researcher a lot of new insights into his research.
4. Miss Khairun Nisa, M.Pd., as the academic advisor, for her guidance, advice, and support since the beginning of the researcher's academic journey.
5. All lecturers of the English Education Study Program, for their knowledge, guidance, and dedication during the researcher's academic journey, as well as the administrative staff for their assistance and support.
6. The author's parents, Neni Muliwana and Candra Cahyadi. Thank you for your prayers and support so that the author could become the first bachelor in this family.
7. All friends from the English Education Department.
8. My KKN friends in Margo Dadi, Tulang Bawang Barat, for the cooperation, togetherness, support, and valuable experiences shared during the KKN program.
9. My Squadron mates of 7th Combat Tactics Research and Development Squadron who occasionally accompanied me in both game and have random conversation with me.

10. All artists and their works (novels, stories, fan-fictions, music, dramas, films, anime, and games) who have accompanied the researcher during the preparation of the thesis; and all individuals who cannot be mentioned individually, for every form of help, support, and contribution given to the researcher.

With gratitude, the researcher acknowledges all those who have contributed in one way or another to the successful completion of this thesis. May Allah bless you all. The researcher acknowledges that this thesis may still have some weaknesses and opens any constructive feedback for improvement. The researcher hopes that this undergraduate thesis will be beneficial for teachers and future research.

Bandar Lampung. 15 April 2026

The Researcher,

Nendra Asa Cahyadi

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I. INTRODUCTION

This chapter contains several key points as a brief explanation of the research. These key points are the background, research question, objectives of the research, uses of the research, scope of the research, and the definition of key terms

1.1 Background

To improve English Language Teaching (ELT), especially in the area of reading, the use of literature has been widely proved to be an effective approach. Among the various literary genres, novels are especially relevant in language learning because they expose students to authentic language use and cultural contexts. This text types, especially novels, can foster essential skills, including vocabulary, reading comprehension, writing skills, and critical thinking (Afandi et al., 2022; Hameed, 2021). For learners of English as a foreign language (EFL), these benefits extend to greater exposure to natural expressions and cultural nuances that may not appear in local textbooks. The advantage is not solely benefitting learners but also to teachers, who can utilize the texts as teaching material or as personal development material. However, in order for these advantages to be realized, careful consideration must be given to the selection of texts that suit the learners' level and context.

In the contemporary era, literature, especially novels, has become widely accessible to all through the internet (Palupi et al., 2021). Within this broad availability, several narrative genres are often chosen as main resources for classroom reading due to their nature to bring a new perspective for the readers. For students who learn English as either their second or third language and especially Indonesian students, teacher may recommend or instruct students to read novels as part of their reading and literacy activities. While these instructions are intended to expose students to authentic English, challenges often arise when the texts exceed the students' proficiency level or not their interests.

Some novels may contain advanced vocabulary, complex sentence structures, or culturally specific references that are difficult for students to absorb. These difficulties could reduce motivation and limit the effectiveness of reading as a language learning tool. Some students and teachers try to address this problem by relying on online communities or book review platforms, where recommendations are shared based on language level and theme. Although such platforms provide useful guidance, they do not always guarantee that the selected texts are appropriate for educational purposes. As a result, the suitability of certain novels as teaching materials remains uncertain. This ongoing issue highlights the need for further research to determine the suitability of specific novels as material for supporting English learners' literacy development.

While some studies analyse novels contents and stylistically, few focus specifically on their suitability as teaching material for educators, particularly for English teachers, and English learning material for students, is a notable gap in the literature (Skela, 2014; Paran, 2008). Nevertheless, research that analyses novels particularly within the context of autobiographical children's fiction for educational purposes remains relatively limited. Moreover, the majority of studies that analyse novels tend to focus on well-known literary works. The following paragraphs present a review of relevant studies that analyse a selection of novels.

For example, a previous study by Ibrahim (2016) investigates the frequency of grammatical cohesion devices in Ernest Hemingway's "*The Old Man and the Sea*". Cohesion is essential to the integrity and unity of the text, as it allows the interpretation of elements that are interdependent on each other. This study combines the stylistics-discourse approach to analyse cohesion devices and the novel. The research aims to reveal that scrutinising an author's language can help appreciate their artistic achievements. The novel displays Hemingway's strong mastery of style in shaping modern fiction and his deep thinking, which is exemplified by his simple, colloquial and concise language.

Another previous study by Gurning and Gaol (2024) examined English adjectives in Ernest Hemingway's novel, "*The Old Man and the Sea*", using the theories of Quirk et al. and Vikas. The results show that predicative adjectives are more productive than attributive adjectives, with quality adjectives being the most

productive. Other types include adjectives of quantity, possessive, interrogative, article, distributive, emphasis, and demonstrative.

Another study by Ahmad, Haroon, and Nijabat (2022) examines Hemingway's famous novel, "*The Old Man and The Sea*", to analyse its unique writing style. Hemingway's prose is characterised by concise and objective language, which reflects his journalistic experience. This research aims to discuss Hemingway's most popular techniques, language styles, and use of facts in his work.

Another previous study by Niazi (2013) analyses D.H. Lawrence's "*Sons and Lover*" using a stylistic approach, focusing on the merging of form and content. The research examines the language system in the text, focusing on form, technique and style as integral to the meaning and value of the work. The analysis explores the hidden meanings in the text and highlights the importance of language resources.

Another study conducted by Hadipuro and Widayati (2023) is to analyse the language style in the novel "*Rantau I Muara*" by Ahmad Fuadi, focusing on its relevance to learning in secondary schools. The novel uses four language styles: comparison, repetition, and linking. Additionally, this study This research uses a qualitative descriptive method to examine the constructive structure and language style, using literature, listening, and note-taking techniques. The findings can be useful for teaching materials and language learning in secondary schools. Stylistic analysis was conducted by reading and re-understanding the data.

The last previous study is by Purwaningtyas, Munifatullah, and Nurdiana in 2025 studying the word formation processes of slang word expressions found in the *Freaky Friday* (2003) movie script. The researchers employ qualitative methods that involving transcription and document analysis as the method to collect the data. For data analysis, the researchers use content analysis, and to find the word formation, they use Yule (2010) theory to seek the word formation in each slang. The result then concluded to point the worth of the movie's word formation as material for students' speaking skills.

According to those previous studies review above, some of these studies analyse the style while other analyse novel to determine whether it is suitable for English education material. These previous studies become the reasons for the researcher to analyse another novel but from different author. However, the study

from Hadipuro and Widayati, and Purwaningtyas et. al. is the main inspiration for this study. Hadipuro and Widayati's study on Fuadi's *Rantau I Muara* to determine whether the Fuadi's work is worthy as reading or literature learning material in school and at the same time, Purwaningtyas et. al. study *Freaky Friday's* script to find whether the slang words is usable as English speaking's material.

On the Banks of Plum Creek is a children novel first published in 1937, one of the novels on the *The Little House on the Prairie* series. The *The Little House on the Prairie* is a fictionalised autobiographical children's novel series written by Laura Ingalls Wilder. This fourth novel of this novel series retells the life of Wilder during her stay with her family in the state of Minnesota. As previously stated by the researcher, the decision was taken to analyse the fourth book of the series, which is entitled *On the Banks of Plum Creek*. This fourth book in the series chronicles the experiences of Laura (the author herself), her older sister Mary, her younger sister Carrie, and their parents in their new residence near Plum Creek, Minnesota, and the events that transpire in their lives during their period of residence.

With the subject of research has been explained, the researcher composes a problem to be researched with the title: "Analysing the Language of Wilder's *On the Banks of Plum Creek* and Its Implication in ELT." The focus of this contemporary research is to determine whether Wilder's *On the Banks of Plum Creek* is worthy as reading and literature for both learning and teaching material by analysing some of the language style aspects of this book. The researcher hopes that this research is able to convince teachers or those who wants to learn English through literature as one of the known good sources to learn English.

1.2 Research Question

Based on the information explained on the background sub-section, the researcher able to formulates the research questions of this study:

"What makes Wilder's *On the Banks of Plum Creek* suitable for students to improve their English, especially their English literacy?"

"What characteristics justify Wilder's *On the Banks of Plum Creek* suitable as reading teaching material for ELT teacher?"

1.3 Objective of the Research

To analyse some of the language style aspects on Wilder's *On the Banks of Plum Creek* and then formulate conclusion whether this novel is worthy to be teaching material and also a good material to improve English students' literacy.

1.4 Uses of the Research

The uses of this contemporary research are formulated as follows:

- **Theoretical:**

The results and especially the conclusion of this study is expected to support future studies as reference and open new possibilities of similar research.

- **Practicality:**

The results and the conclusions of this study are expected to assist in acquiring one new teaching material for teacher. This analysis research hoped that teacher able to utilise this book for English teaching material.

The results and conclusions of this study are expected to be recommendations and suggestions for this book to become learning material for English learners and students. This analysis research is hoped to be one of the choices to improve English learners' and students' English Skills and particularly their English literacy.

1.5 Scope of the Research

This study employs qualitative research methods to obtain data. The objective of this study is to analyse the language writing style in one of Wilder's autobiographical novels, *On the Banks of Plum Creek*, and draw conclusions regarding its potential as teaching materials for teachers and learning materials for English learners and students. To narrow the scope of the study, the stylistics-syntactic sentence structure, discourses-pragmatics, and narrative intrinsic elements of the book analysed by the researcher.

1.6 Definition of Terms

In order to avoid misunderstanding or missing context for the readers, the researcher provide a basic and brief definition of terms used by researcher in this paper, the following are the terms:

1. Stylistics is feature of language that make a text unique in its own way.
2. Syntax is set of rules that govern sentence structure in a language.
3. Discourse is defined as a method for the analysis of connected speech or writing.
4. Pragmatics is a study of the internal structure language and how language is used in communication.
5. Narrative Style is basically a story, of happenings or events, either real or imaginary.

Those were the explanations of key points in this chapter, which consist of background, research question, objectives of the research, uses of the research, scope of the research, and the definition of key terms.

II. LITERATURE REVIEW

This chapter contains explanation of several theories and literatures that are in line with the previous chapter contents and as well as supporting this research. This chapter consists of style and stylistics, syntax, narrative style, discourse, pragmatics, novel, previous studies, and theoretical framework.

2.1 Stylistics

Stylistics is derived from style. Style is defined as the way an author conveys a narrative. However, Verdonk (2003) point out the word “style” could have more than one meaning, from how people dressed, speak, walk, make, and much more, from that explanation, style can be referred to outward expressions of individual's distinction. As Verdonk points out, ‘style’ can refer to any distinctive manner of external expressions like dressing, speech or mannerisms, in literary study it describes an author's unique linguistic and structural choices that shape how a narrative is conveyed. In this research, which involving literature, focuses on literary style to understand from how language choices, language structure choice, and author's background produce particular effects on the text. Literary style, simply defined as the (linguistic) study of style or the study of language used in literary texts (Leech & Short, 2007). The purpose of literary style according to Simpson (2004), literary style, is to explore language and more specifically, to explore the creativity in language use (p. 3).

If style is the writer's or author's distinctive way they write and convey the story narration, then stylistics uncovers specifics linguistic element the writer or the author uses in their work. Stylistics is not just a study on every aspect of the style itself, but an analysis of how language choices shape meaning, tone, and reader interpretation. According to *A Dictionary of Stylistics*, by Wales (2014), style have more than one definition (pp. 397-399). Style can be defined as distinctive manner-

of expression or to variation in language use that based on situation and context. Stylistics is essentially a study of language features that make a text unique in its own way, such as word choice, sentence structure, figurative language, and patterns of deviation from ordinary language. Or from Leech and Short explanation, (literary) stylistics goal is to explaining the relation between language and artistic function of literature (2007). For example, for this can be found in the study conducted by Niazi (2013), analysing D.H. Lawrence's "*Sons and Lover*" on the merging form and content, examining the techniques and language system within text while exploring the hidden meanings.

Stylistics bridges the gap between linguistic analysis and literary criticism by examining or analysing how linguistic choices shape meaning and aesthetic effects. Furthermore, it allows researchers to uncover how deviations from conventional language use contribute to an author's unique voice and textual impact (Leech & Short, 2007). For example, analysing an author's unusual word choices and structures can reveal how author create setting, tone, or highlight from character's perspective. This bridging role can be traced back to its roots in classical rhetoric and poetry, where stylistics was considered essential for persuasive or aesthetic effects. Contemporary stylistics continues this tradition by applying systematic 'forensic' linguistic methods to uncover evidence in texts that support or challenge critical interpretations. By analysing features such as foregrounding, digression and defamiliarization, stylistics makes literary scholarship more transparent, testable and interdisciplinary (Burke, 2014).

As the time passed on, stylistics have made several branches of study, giving birth to several levels in accordance to the level of languages. Language has level of layers, acting as hierarchy. The levels of stylistics are phonetics, morphology, lexicology, syntax, However, some levels were recognized and appeared in books that explain stylistics. Furthermore, some have different view and opinions. Example for this is Simpson (2004) where he adds other levels of language, those are graphology and pragmatics, discourse. The following is the explanation for each level:

The first level studies the style-forming phonetic features of sounds, as well as the peculiarities of their organisation in speech. It also investigates

variants of pronunciation occurring in different types of speech, prosodic features of prose and poetry (Fabian, 2021; Leech & Short, 2007; Simpson, 2004; Zhukovska, 2010). Aligning and still relate with the phonetic study, graphology matter the patterns of written language; the shape of language on the page (Leech & Short, 2007; Simpson, 2004).

The next level is the morphology that studies in the stylistic potential of grammatical forms and grammatical meanings that are unique to certain types of speech (Simpson, 2004; Zhukovska, 2010). Following morphology is stylistics lexicology. This level considers the stylistic function of the lexicon, and the expressive, evaluative, and emotive potential of words belonging to different vocabulary layers (Simpson, 2004; Zhukovska, 2010).

The next level is syntax. This level explores the potential of particular syntactic constructions to shape style, and the peculiarities of their usage across different types of speech (Fabian, 2021; Leech & Short, 2007; Zhukovska, 2010).

Syntax is a combination of words that are either possible or not possible (Greenbaum & Nelson, 2013). Tallerman (2015) define syntax further as 'sentence construction' on how words group together to make phrases and sentences. Though often both perceived to be similar, the difference between grammar and syntax is the former includes all of its organizing principles while the latter is only one part of this grammar (Tallerman, 2015). Furthermore, syntax is the sub-branch of grammar that focus on sentence structure but interprets it in terms of communicative function.

Although functional grammar is well-known, the concept of functional syntax is not widely recognised. First of all, functional grammar is any approach that attempts to describe the ways in which meanings and function are realized in language. Halliday (2004) provides a meaning for functional grammar, which is grammar is seen as a resource for making meaning. If functional grammar perspective on grammar as a resource for making meaning, then functional syntax studies how smaller units combine into larger ones and the roles they play within sentence structure (Morley, 2004). Functional syntax is also described as the analysis of functions from

meanings and use conditions associated with specific, syntactically defined structures.

With style and stylistics introduced, the researcher able to decide which aspects of stylistics are wanted to use for this analysis. The first aspect the researcher analyses its syntax.

In syntax, there are diverse ways to classify sentence type based on their aspects or factors. Sentence classification is based on its function, meaning, purpose, speech, structure, based on its subject, pattern, and many more. In this study though, the researcher chooses to study the sentence structural type. In sentence structural type, there are four types of sentence structure, they are simple, compound, complex, and compound-complex. The following are the explanations of four each sentence structure type with example:

Simple Sentence

The first type, simple sentence, only have one, independent clause, a clause that convey or deliver the message without any additional information and can stand alone (Quirk, et. al., 1985). The information or message can be either short or long depends on what information it tries to convey. The following are the examples:

She borrows my car.

Aigle and Felix run towards me.

Compound Sentence

The second type, compound sentence, contains two or more independent clauses that convey or deliver two messages or information inside a sentence and use subordinating conjunctions or semicolons (Quirk, et. al., 1985). The following are the examples:

George wants to drink lemonade, but Kelly wants to eat chips.

Madie likes cold water; it cools her head.

Complex Sentence

The third type of sentence structure is complex sentence, which consists of one independent clause and one or more dependent clause and linked with each other with subordinating conjunctions (Quirk, et. al., 1985). A special case was imposed if this sentence type contains text dialogue. In this instance, the spoken words, or dialogue, become reported speech since a quotation is grammatically treated as an object within the sentence (Quirk, et. al., 1985). The reason behind this is the reported speech serve as the object. The saying verb, such as "he said" is needed to establish who is speaking and to provide the necessary grammar context for the sentence. Reported speech can be categorized in two types, indirect and direct, it also has two types for the indirect speech, the embedded and non-embedded. The following are the examples:

We will not skiing if the weather is cloudy.

Grandpa said that the snow was thicker than yesterday.

Indirect, embedded

Will I be invited, did she say? Indirect, non-embedded

Uncle said, "Your aunt is in the kitchen."

"Today is the day we go to the beach," Father said.

Compound-Complex Sentence

The last sentence structure type is compound-complex sentence, previously known as mixed sentence. Compound-complex sentence is a sentence structural type where there are at least two independent clause and one or more dependent clause (Oshima & Hogue, 2007). Similar to complex sentence, text with dialogue considered complex sentence. However, in order it need to be classify as compound-complex sentence, the speech needs to be long and majority of it were embedded. The following are the examples:

Once James heard the news, he called Ines, and they made plans to celebrate.

“Kate,” Nathan said hoarsely “Can you get me a bottle of water?”

The syntactic analysis in this study is conducted within the broader theoretical orientation of Halliday's Functional Grammar (2004), which views grammar as a resource for making meaning rather than a set of formal rules. This perspective informs the researcher's approach to sentence structure as purposeful and meaning-driven, where each structural choice reflects the author's communicative intent. However, since Halliday's framework operates at the level of clause function and meta function rather than structural classification, the operational categories employed for sentence classification — namely simple, compound, complex, and compound-complex — are drawn from Quirk et al. (1985) and Oshima and Hogue (2007), whose typologies provide clearer and more practical criteria for identifying structural sentence types. In this sense, Halliday's functional grammar serves as the theoretical lens that explains why certain structural choices matter, while Quirk et al. and Oshima and Hogue provide the how of classification. This combination allows the analysis to remain both theoretically grounded and methodologically operational.

In summary, style, in common description is the distinctive manner in which an individual expresses their expression. In this research context though, literary style is how author or writer express their story, or narrative. To uncover how author or writer convey their story, stylistics was used to discover the linguistic element and aspects. With the variety of levels and types of stylistics, ranging from phonetics to pragmatics levels, and syntax. This varied nature of stylistics provides valuable frameworks for exploring the vast scale of literary expression and the distinctions that emerge from it. In this particular research, the sentence structure type from syntax were utilise to discover both how the author delivers her narration and to discover the indicator that this novel can be implement in English education.

2.2 Narrative

A story of an event or something, that is narrative. Furthermore, according to *A Dictionary of Stylistics*, (Wales, 2014), narrative is basically a story, of happenings or events, either real or imaginary, which the narrator (the person who told or doing the narration) considers interesting, important or therapeutic. Narrative is a common occurrence in our lives as it helping us to make sense of our lives. A further definition of narrative by Bal (2017, p. 5) is:

"... a text in which an agent or subject conveys to an addressee ("tells" the reader, viewer, or listener) a story in a medium, such as language, imagery, sound, buildings, or a combination thereof. A story is the content of that text and produces a particular manifestation, inflection, and "colouring" of a fabula. A fabula is a series of logically and chronologically related events that are caused or experienced by actors. These three definitions together constitute the theory this book elaborates."

Narrative definition has been changed many times over time. However, one thing that is clear, the narrative style definition by Bal (p. 5, 2017) is the one that appropriate for this research. However, in order to discovered whether the novel that the researcher research is suitable for both English teachers and learners / students to improve their English literacy and has the characteristics worth to be English reading teaching material for teachers, the researcher narrow the research to only analyse the intrinsic value of the story. There are two elements, intrinsic and extrinsic. Intrinsic in narrative refers to elements that is inside the story or the narrative that are includes theme, characters and characterization, plot, settings, and point of view. Whereas extrinsic value is elements outside the story, which means is about the external context of the story from author's background. The following are the explanation of each intrinsic value elements:

Theme

In the context of literature, a theme is defined as the central philosophical premise or universal truth explored in a narrative. Themes represent a deeper

layer of meaning, namely the “argument” or “message” conveyed by the author regarding the human condition, society, or the universe. This has been explained by Lukens (1982) in her book entitled *A Critical Handbook of Children's Literature*. She explains that a theme in the context of literature is an idea that ties the story together, including comments about society, human nature, and even the human condition. Lecker & David (1982) and Kenney (1966) explain that theme in the context of literature is the meaning contained in a story. Based on the various opinions of these experts, theme in a literary work is the main idea or fundamental meaning that forms the core and binds the whole story together. The theme not only functions as the central idea that supports the plot and events in the narrative, but also it represents the author's views on life, human conditions, and social realities, which almost touching the extrinsic nature. Thus, the theme becomes the deepest layer of meaning that contains the message, values, and philosophical reflections that the author wishes to convey through the structure of the story.

Characters and Characterization

In literary studies, characters are actors or entities that fill and enliven stories through their involvement in a series of events. Characters can be humans, animals, or other creatures that are personified according to narrative needs. Lukens (1982) explains that in general, characters refer to the overall mental, emotional, and social qualities that distinguish one person from another. However, in the context of literature, character does not only mean a real individual, but also a figure in a story that is created to represent certain traits, values, and roles.

Branching from character, characterization is one of the important elements in the structure of literary works, which is related to the author's technique of depicting characters, which is closely related to the characters themselves. Characterization helps readers understand how the nature, attitude, emotions, and personality development of the characters are formed throughout the storyline. Characterization can be presented directly through the narrator's

explanations, or indirectly through dialogue, actions, thoughts, and interactions between characters. This is explained by Jones (1968) where characterization is a clear description of a person in a story. With the right characterization techniques, authors can create characters that are vivid, convincing, and have psychological depth. Therefore, characterization plays a significant role in strengthening conflict, supporting themes, and building readers' emotional involvement in the story.

Plot

Plot is a series of events that are arranged systematically and form the course of the story from beginning to end. Plot regulates the cause-and-effect relationship between events so that the story develops logically and purposefully. Lecker & David (1982) explains that plot is a story that contains a sequence of events that are causally linked. This view is in line with Kenney (1966) who emphasizes that plot is the interconnection of events arranged based on cause-and-effect relationships. Furthermore, Forster (1954) also states that plot emphasizes the causal relationship between events in a story. This explained that the plot does not merely present events chronologically, but arranges them meaningfully through cause-and-effect relationships. Meanwhile, Lukens (1982) refers to plot as narrative order, which is the sequence of events as told in a work of fiction. In this context, the plot is not only related to the content of the events, but also how these events are arranged and conveyed to the reader. In general, the plot consists of the introduction or exposition, the emergence of conflict, the climax, and the resolution. With structured plot management, the author can build tension, story dynamics, and the reader's emotional involvement in the development of the events presented.

Settings

Setting is an element that indicates the place, time, and atmosphere in which the events in a story take place. Setting provides context that reinforces the reality and credibility of the story, and helps readers imagine the situations experienced by the characters. The setting can be described in detail or

implicitly, depending on the author's purpose in telling the story. Physical details such as environmental conditions, sounds, light, and climate can create a certain atmosphere that supports the conflict. In addition, the setting has a close relationship with the characters and plot. The changes in the setting can affect the direction and overall meaning of the story. Abrahams (1981) explains that setting is a place, a relationship between time, the environment, and the social setting in which the events described in the story take place. In addition, Lecker & David (1982) also explains that setting, characters, and plot are three concrete elements that directly shape a story. Aside from serving as supporting information, setting can also influence the course of the story and create a certain atmosphere that supports the theme and conflict. In addition, Lukens (1982) also explains that setting in literary works not only functions as the place and time where events occur, but also as an element that plays an important role in shaping the atmosphere, conflict, and character development. Thus, the setting is an integral element in building the structure and meaning of a literary work.

Point of view

Point of view in literary works is the position or perspective used by the author in conveying events to readers. The choice of point of view determines who the narrator is and from which angle the events are seen and understood. Point of view is the method used by the author in a work to present characters, actions, settings, and various events (Abrahams; 1981). In addition, Van Luxemburg, et, al, (1982) explains that point of view is used to give readers an understanding of the relationship between the elements of an event. On the other hand, Stevick (1967) explains that with a point of view, readers can appreciate and accept the ideas from the story they are reading. Lukens (1982) also explains that point of view in literary works refers to the narrative position that determines who narrates the events and from whose perspective the story is told. Unlike the general meaning of opinion or personal view, in the context of literature, point of view functions as a structural device that influences how readers understand characters, conflicts, and themes. The choice of point of

view determines the extent to which information is revealed, the depth of access to the thoughts and feelings of the characters, and the direction of the story's development. Therefore, point of view not only plays a role as a technique for telling a story, but also as an element that shapes the overall meaning and interpretation of a literary work.

Narrative is the basis of human expression that delivers the essence of experience through structured storytelling. The definitions of narrative have evolved over time. Bal's (2017) conceptualized narrative that covers the text, the story, and the fabula, providing a solid framework for understanding how narratives function across various media. On a narrative media, it has two elements, the extrinsic which is an external element that influences the story creation, while the other one is intrinsic which is the internal element of story that consists of theme, characters and characterization, plot, settings, and point of view, work in concert to create meaningful literary works that resonate with readers. The researcher analyses the narrative intrinsic element of the Wilder's *On the Banks of Plum Creek* to determine whether it has indicators that helps moral improvement on students aside from their English Skills.

2.3 Discourse Analysis

People typically convey their intentions, messages, and opinions through written or spoken communication. However, there are times those messages contain another, opposing messages. To understand and discover the hidden or underlying messages, linguists utilise discourse analysis method. Discourse analysis is a method in linguistic field that investigate the language in social and cultural contexts. Paltridge (2012, p. 2) states:

Discourse analysis examines patterns of language across texts and considers the relationship between language and the social and cultural contexts in which it is used. Discourse analysis also considers the ways that the use of language presents different views of the world and different understandings. It examines how the use of language is influenced by relationships between participants as well as

the effects the use of language has upon social identities and relations. It also considers how views of the world, and identities, are constructed through the use of discourse.

Furthermore, according to Harris (1952, p.1) who coined the term discourse analysis, defines discourse analysis as "a method for the analysis of connected speech (or writing)". Therefore, discourse analysis is a tool to uncover the ways language shapes and shaped by society.

When discourse analysis was first termed by Harris, discourse analysis employed as a tool to uncover structural patterns in connected texts by analysing the distribution and equivalence of morphemes through formal method. As the time pass, discourse analysis has become more than tool to uncover structural pattern than what Harris set. Contemporary discourse analysis is used as both tool and method to analyse contemporary trend like social media and online discourse. Furthermore, as a tool and method, discourse analysis is not limited to linguistic and sociolinguistic, it is widely employed in fields such as sociology, education, communication, psychology, cultural studies, and political science. One field particularly relevant to this research is literary discourse analysis, the literary discourse analysis.

Literary discourse analysis is a method where discourse analysis is used on literary studies by exploring how language shapes the meaning in literary texts. Literary discourse analysis examines how narratives, dialogues, and stylistic choice of the author or writer who construct particular perspectives, identities, and ideologies in literature. According to Sinclair (1985) as cited in van Dijk's *The Handbook of Discourse Analysis*, literary discourse is often treated as a special case, even by linguists who otherwise study everyday language.

With this approach, researchers not only analyse what is said in a text but also how it is said and what social or cultural meanings are conveyed. The analysis includes studying the relations, societal norms, and authorial intentions are placed in literary discourse analysis. By merging literary and discourse analysis, this combination uncovers multiple layers of interpretation that go above surface level

reading. To discover the novel's layered message that contains context and intent, the researcher requires a particular study, that is pragmatics.

2.3.1 Pragmatics

To analyse how speaker use words, linguists employ pragmatics. According to Parker (1986), pragmatics is distinct from grammar, which is a study of the internal structure of language. Pragmatics is a study of how language is used to communicate; however, scholars define pragmatics differently. Furthermore, according to Leech (1983, p. 1) states that “...*how language is used in communication*”. A further, narrower definition by Levinson (1983) is the study of those relations between language and context that are grammaticalized, or encoded in the structure of a language. Additionally, pragmatics according to Putradi and Supriyana (2024), pragmatics studies how linguistic units are used in communication.

As cited above by Levinson, pragmatics is a branch of linguistics that deals with language use and context that are grammaticalized or encoded in the structure of a language. Pragmatics studies applied on many fields, such as mainly linguistics, discourse analysis, sociolinguistics, languages teaching, and literary studies. Because this research employs literary pragmatics, it is important to establish its definition first.

Literary pragmatics as it called, is pragmatics in literary study. According to a passage in *Pragmatics, An Introduction* by Mey (2001, pp. 237-238):

The pragmatics study of literary activity focuses on the features that characterize this dialectic aspect of literary production: the text as an author-originated and -guided, but at the same time reader-oriented and -activated, process of wording. The reader is constrained by the limitations of the text; but also, the text provides the necessary degrees of freedom in which the reader can collaborate with the author to construct the proper textual universe, one that is consonant with the broader contextual conditions that mark the world and times in which the reader lives.

In pragmatics, there are three types of speech acts, those are, namely: locutionary, illocutionary, and perlocutionary. The individual who proposed those three speech acts was J.L. Austin in *How to Do Things with Words* (1962). Austin explains each of these three speech acts types in his study. The first is locutionary act, which is the act of saying something to deliver the message of speech act and the literal meaning of speech. If locutionary act is the act of saying something, then illocutionary act is act of doing something with specific meaning and function. Following illocutionary act that an act of doing something, the perlocutionary act refers to the effect or consequence to produce on the listener. Perlocutionary speech act is an act of affecting something, which is the effect's consequence of the act. In this research, the researcher employs locutionary acts.

Within locutionary acts, there are three types of locutions: declarative, then interrogative, and the last imperative. As the names of each act implied, it was based on the goal or act the speaker intend to say or convey. However, speech may contain more than one act at the same time, which depends entirely on the speaker intentions and the context of utterances. The first locution is declarative where the speaker conveys something in order to gain attention or simply to provide an information to the addressee. The second locution is as its name, request or inquire information, whether the speaker expects respond or not from the addressee. The last locution is imperative, where the speaker directs a command, instruction or order with the expectation that the addressee acts accordingly upon hearing it.

Pragmatics plays a vital role in analysing how both speakers and writers use language within its context to each respective audience. Its application across linguistics, discourse analysis, language teaching, and literary studies highlights its interdisciplinary importance. Specifically, literary pragmatics helps us understand how authors transfer meaning to readers through the textual boundaries of written communication provided by the text. Thus, the researcher decided to employ locutionary acts to analyse Wilder's work in order to discover the goal of each character's goal or act.

2.4 Novel

Novel is a narrative work that told a story of someone, something, a group of people, or a group of things. Novel commonly known as fictitious work though there are some that are based on entirely real-life experience or even though dramatized it to gain attention or the sensation. Even though fictitious in nature, novel content often follows the trend of its era, such as *Fahrenheit 451* by Ray Bradbury (2012) a metaphor of censorship that happened in every corner of the world during cold war, and *Little House on the Prairie* series by Laura Ingalls Wilder reflecting American pioneering culture and self-reliance.

The term 'novel' is derived from the Italian *novella*, which signifies "new", "news", or "short story". The term 'novella' itself is derived from the Latin 'novella', representing a singular noun form of the neuter plural of *novellus*, a diminutive of *novus*, denoting "new". The novella, a term derived from the Italian word for "new", has been defined as a literary work of shorter duration than the novel, with a typical word count ranging from 17,500 to 40,000 words and a length of between 70 and 160 pages. The term "novella" is defined as a literary work of prose fiction, typically between 20,000 and 40,000 words in length. In contrast, the term "novelette" is used to denote a literary work of a slightly longer nature, ranging from 40,000 to 60,000 words. The word count for a novelette is typically between 7,000 and 17,500 words, with any piece falling below this threshold being categorised as a short story.

2.5 Previous Studies

As a relatively underexplored topic, no previous studies were found that analyse the same object, though studies with similar purposes do exist. Consequently, the researcher utilises previous studies that has similar method of research. In this study, the researcher uses some of these studies as references.

A previous study by Ibrahim (2016) investigates the frequency of grammatical cohesion devices in Ernest Hemingway's *The Old Man and the Sea*. Cohesion is essential to the integrity and unity of the text, as it allows the interpretation of elements that are interdependent on each other. This study combines the stylistics-discourse approach to analyse cohesion devices and the novel. The research aims to reveal that scrutinising an author's language can help appreciate their artistic

achievements. The study reveals that cohesive devices in literary texts often lead to cohesive linking, providing insight into the structure of a discourse. This analysis reveals several hidden implications of writing style, from dominance of third-person masculine pronouns reflects the protagonist's isolation, uses temporal deixis to collapse narrative time, creating a sense of eternal present, to the overwhelming frequency of "and" creates a paratactic style that mimics the relentless, unthinking persistence of physical labour. Furthermore, this can help English learners appreciate the writer's artistic achievement. The study also emphasizes the implications for teaching English as a foreign language, focusing on how the novella affects appreciation of literary work and teaching reading, lexis, and writing. The findings have three implications, providing insight into understanding literary texts, promoting a new method for teaching reading, and exploring a new method for teaching lexis.

Another previous study by Gurning and Gaol (2024) examined English adjectives in Ernest Hemingway's novel, *The Old Man and the Sea*, using the theories of Quirk et al. and Vikas. The results show that predicative adjectives are more productive than attributive adjectives. Predicative adjectives, consisting of 239 instances, were found to be more productive than attributive adjectives, consisting of 75 instances. In terms of type, the most productive were quality adjectives (59.23%), followed by quantity adjectives (14.33%), possession adjectives (8.28%), interrogative adjectives (5.73%), nouns (5.41%), distribution adjectives (2.87%), emphasis adjectives (2.87%), and demonstrative adjectives (1.59%).

Another study by Ahmad, Haroon, and Nijabat (2022) examines Hemingway's famous novel, *The Old Man and The Sea*, to analyse its unique writing style. Hemingway's prose is characterised by concise and objective language, which reflects his journalistic experience. This research aims to discuss Hemingway's most popular techniques, language styles, and use of facts in his work.

Another previous study by Niazi (2013) analyses D.H. Lawrence's "*Sons and Lover*" using a stylistic approach, focusing on the merging of form and content. The research examines the language system in the text, focusing on form, technique and

style as integral to the meaning and value of the work. The analysis explores the hidden meanings in the text and highlights the importance of language resources.

Another study conducted by Hadipuro and Widayati (2023) is to analyses the language style in the novel *Rantau 1 Muara* by Ahmad Fuadi, focusing on its relevance to learning in secondary schools. The novel uses three language styles: comparison, repetition, and linking. This research uses a qualitative descriptive method to examine the constructive structure and language style, using literature, listening, and note-taking techniques. The findings can be useful for teaching materials and language learning in secondary schools. Stylistic analysis was conducted by reading and re-understanding the data.

The last previous study by Purwaningtyas, Munifatullah, and Nurdiana in 2025 where they analyse the word formation processes of slang word expressions in the *Freaky Friday* (2003) movie's script. The study employs qualitative research method with transcription and document analysis to collect the data, content analysis to search the each of slang words context, and theory by Yule (2010) to find the word formation process in each slang words. The study discovered there are forty-three slang words appeared in the movie and eight of ten types of formation process, then highlight the slang words can be utilise in learners' and students' speaking skills and. The study concludes the movie's script contain-values in slang words to improve speaking skills by implementing it as an EFL learning material.

Based on those previous studies, the researcher discovered a gap. The majority of the studies analyse a novella, which is Hemingway's *The Old Man and The Sea* that has message for its reader. With the majority of analysing, Hadipuro and Widayati's study is the main example for the researcher as their study analyse novel *Rantau 1 Muara* by Ahmad Fuadi which then they made conclusion that recommend it as worthy reading material for learners and students. Furthermore, the researcher also discovers a gap in the texts content of researched or analysed novel from previous studies. Additional information, the previous studies that analysed Hemingway's *The Old Man and The Sea* had an antagonist in the form of force of nature. The Fuadi's *Rantau 1 Muara*, Hemingway's *The Old Man and The Sea*, and Lawrence's *Sons and Lovers* are also matching due to its genre having a

bit of slice-of-life element, telling the stories of the characters life. While Lawrence's work has similar genre to Wilder's work which is being autobiographical novel. The last two studies conducted by Ibrahim, Hadipuro and Widayati, and Purwaningtyas et. al. are the studies that has similar goal with the researcher's goal to find whether the works can be implemented as English teaching material. In essence, the previous studies were analysed novella instead of novel, analyse text contents, similar antagonist from Hemingway's work that is nature, similar genre from Fuadi's, Hemingways, and Lawrence's work, and Hadipuro and Widayanti, and Purwaningtiyas research that has similar goal. With those gaps discovered, the researcher decided to analyse a children novel written by Laura Ingalls Wilder, "*On the Banks of Plum Creek*" then formulate conclusion to conclude whether her work is worthy for both teaching material and English learner's learning material.

2.6 Theoretical Framework

The theoretical framework of this study integrates three analytical dimensions, stylistic syntax sentence structure types, discourse-pragmatics locutionary acts, and narrative intrinsic elements. This functional perspective provides the philosophical basics of the study, establishing that every linguistic choice made by an author is purposeful and meaning-driven rather than arbitrary. Within this orientation, the study examines how Wilder's structural, communicative, and narrative choices collectively construct the distinctive character of *On the Banks of Plum Creek* and contribute to its potential value as English language teaching and learning material.

The first dimension the researcher analyses is the stylistic syntax, particularly the sentence structure types. Drawing on Quirk et al.'s (1985) comprehensive grammar framework and Oshima and Hogue's (2007) sentence classification typology, this study identifies and categorises the sentence structural types present in the novel, namely simple, compound, complex, and compound-complex sentences. While Halliday's functional grammar provides the theoretical justification for treating structural choices as meaning-making decisions, Quirk et al. and Oshima and Hogue provide the operational criteria through which sentences are concretely classified. This combination allows the syntactic analysis to remain

both theoretically grounded and methodologically practical. The distribution of sentence types across the novel reveals not only the author's stylistic tendencies but also the level of linguistic accessibility the text offers to language learners, which is directly relevant to its educational assessment.

The second dimension that the researcher analyses is the discourse-pragmatics, specifically the locutionary acts present in the novel's dialogues. This dimension is grounded in Austin's (1962) speech act theory, which distinguishes between locutionary acts, the literal act of saying something, illocutionary acts, and perlocutionary acts. This study employs locutionary acts, comprising declarative, interrogative, and imperative forms, to examine how characters communicate within the novel and what communicative functions their language serves. Analysing locutionary acts reveals the communicative patterns embedded in the text and demonstrates how the novel exposes readers to authentic, varied forms of English communication, which supports its value as a model for language learners developing their own communicative competence.

The third dimension is narrative intrinsic elements. Drawing on the frameworks of Lukens (1982), Forster (1954), Kenney (1966), Lecker and David (1982), and Abrahams (1981), this study examines the novel's theme, characters and characterization, plot, setting, and point of view. These elements are analysed not merely as literary features but as carriers of educational and moral value. Understanding the narrative structure of the novel allows both teachers and learners to engage with the text beyond the linguistic surface, accessing the cultural, moral, and experiential dimensions that enrich language learning and contribute to character development.

Together, these three analytical dimensions form an integrated and mutually reinforcing framework. Stylistic syntax reveals the surface linguistic patterns and accessibility of the text. Discourse-pragmatics uncovers the communicative intentions and language functions beneath those patterns. Narrative intrinsic elements provide the structural and thematic context within which both the syntax and pragmatics operate and derive their meaning. No single dimension alone would sufficiently account for the novel's educational value; it is their convergence that enables a comprehensive and credible assessment. This multi-level approach is

therefore consistent with the within-method triangulation strategy employed in this study, whereby the same research object is examined from multiple analytical perspectives to produce a more complete and trustworthy set of findings.

The combination of these frameworks is appropriate to the dual objective of this study: to analyse the linguistic and narrative features of Wilder's *On the Banks of Plum Creek*, and to determine whether those features justify its use as reading and literature material for English language learners and as teaching material for ELT educators.

Thus, the theories and literatures discussed in this chapter, which includes stylistic, narrative style, discourse analysis, novel, previous studies, and theoretical framework.

III. METHOD

After providing the research literature reviews, the next chapter is method. This chapter contains explanation of research design, data collection, instrument, and data analysis.

3.1 Research Design

This study employs qualitative research method. The type of qualitative research the researcher utilise is content analysis, qualitative research. The data analysis that the researcher employ are coding technique and deductive analysis. And the researcher analyses the style which the researcher employs stylistics analysis. As elaborated in Chapter II, the syntactic analysis is theoretically oriented by Halliday's Functional Grammar (2004) while operationally employing Quirk et al. (1985) and Oshima and Hogue (2007) for sentence classification. The researcher also analyses the discourse-pragmatics, and narrative style of the book. After analysing the book, the researcher able to formulate conclusions.

3.1.1 Data Source

The data for this research was sourced from Wilder's book *On the Banks of Plum Creek*. This book is the fourth instalment of Wilder's *Little House on the Prairie* series. The book was published by HarperCollins in 1971, and the digital copy is available on Google Play Books. However, the researcher bought 1994 published version of the book. The novel consists of 350 pages, of which the first page is a promotional page, the second page features the nine books in the series, the third is an infographic of the Wilder's family tree, and the remainder are internal covers, content, and the publication page.

The researcher takes the data in the form of sentences and dialogues that are relevant or aligned to the research. Furthermore, the note taken-

during the reading can be consider as the source of the data. This research conduct by analysing novel book. The researcher uses both digital book in the form of book provided, available, and bought from Google Playbook, and physical book. The reason researcher bought two forms of the novel books are mentioned below.

- Interchangeability.

The researcher able to read the physical copy if the digital copy is unavailable due to low battery (the researcher able to read the digital form through Laptop and smartphone), use for other purpose, and inaccessible.

- Reliability and cross-referencing

Having both digital and physical copy allows the researcher to cross check the text for any differences in formatting, page numbers, or typographical errors that could affect the accountability of citations or stylistic analysis. This ensures the data used is reliable and consistent.

- Reading experience

The researcher, as an avid reader of different kind of book, discover that reading actual book is more pleasing than through digital form.

3.1.2 Research Context

This research aims to discover Wilder's *On the Banks of Plum Creek* potential that can be implement in English Education from English educator perspective. Wilder's *On the Banks of Plum Creek* is an autobiographical-children novel. Discovering this fact, the researcher assumed there are numbers of research conducted on this novel or at least the rest of the series. However, the researcher does not discover more than one study that studies it from education perspective. Additional information, the researcher analyses twenty-one chapters out of forty-two chapters, which is constitutes half of the novel. The reason for analysing half of the novel is because the twenty-one chapters already has enough data for the research and represents the whole novel. With that stated, this research analyses the Laura Ingalls

Wilder's *On the Banks of Plum Creek*'s stylistics sentence structure, discourse-pragmatics locutionary acts, and narrative intrinsic elements.

3.1.3 Ethical Consideration

In this research, there is no ethical consideration although there are some that the researcher needs to address. Laura Ingalls Wilder is known to adhere libertarian ideals and American's frontier independency, this research focusses solely on the stylistics and literary quality for teachers to utilised it as learning materials and for English learning materials for those who wants to learn English as their second language. Thus, the researcher does not endorse nor even adopt any political ideology view associated with Wilders family. The reason the researcher chooses this book is because the classification as children autobiographical novel and its style to convey the story narration, not because of the Wilder's personal and political view. The researcher remains committed to an objective analysis that considers the text's historical context while emphasizing its value for educational purposes.

Furthermore, the researcher acknowledges and aware of a formal complaint regarding particular passage that contains racially insensitive language. The researcher does not endorse this language or its implications, but acknowledges its historical context. The passage is discussed critically and objectively in the analysis to maintain scholarly integrity and ensure that its impact on the reader and its relevance for educational use is appropriately considered.

3.2 Data Collection

3.2.1 Instruments

The instrument of this research is document analysis. The other instrument researcher employ research note or memo. Furthermore, the data source or the sample can also be considered as instrument, in the form as textual source document.

3.2.2 Data Collection Procedure

The researcher applies several data collection protocol. The data collection procedures are as follows:

1. The researcher conducts first read which is normal reading to understand the content of the novel. At the same time, the researcher may find things that pique the researcher interest and subconsciously the researcher took mental note.
2. After reading the novel for the first time, the researcher may read it repeatedly to gather more understanding and information of the novel. This procedure may occur again in the middle of research.
3. The researcher analyses every sentence in the novel. The researcher only takes sentences from the main content of the novel, not from other parts or pages of the novel. In this procedure phase, the researcher conducting initial or open coding.
4. The researcher arranges and categorises the data according to the levels of analysis. Starting with stylistics-syntactics, then discourse-pragmatics, and finally narrative elements, in accordance with the planned order of analysis. In this procedure phase, the researcher conducting axial or closed coding.
5. After analysing the stylistics-syntactics, discourse-pragmatics, and narrative elements, the researcher can prove the hypotheses with deductive and able draw conclusions about whether the novel is learning material for English language learners and students, and suitable and valuable as teaching material for teachers.

3.2.3 Data Collection Strategy

To ensure the authenticity of this study, the researcher employs data saturation and data triangulation. The researcher employs data saturation first before data triangulation. The reason behind this is explained through the explanation of data saturation and data triangulation.

3.2.3.1 Data Saturation

In this research, researcher often than not gain more data than what they are expected or assumed in their research, but what they discovered is just the same data. In 1967, Glaser and Strauss used the term theoretical saturation, which means that no additional data are being found. Additionally, Strauss and Corbin (2015) defined saturation as when no new information or concepts emerge from research. From explanation above, as emphasized from Glaser, Strauss, and Corbin, reaching saturation remains a main indicator that sufficient information has been gathered to fully develop categories and ensure the credibility of qualitative findings.

As explained above, data saturation occurs when no new information emerges from the research (Glaser & Strauss, 1967; Strauss & Corbin, 2015). Fusch and Ness (2015) further clarify that data saturation is reached when there is enough information to replicate the study, when no additional information can be obtained, and when further coding is no longer feasible. Importantly, Fusch and Ness (2015) emphasise that there is no one-size-fits-all method to reach data saturation, as it varies depending on study design, and that saturation is better understood in terms of data richness and depth rather than quantity alone. In this research, the data derived from the novel consists of sentences, including dialogues, analysed across three dimensions: sentence structure types, locutionary acts, and narrative intrinsic elements. Saturation is reached when these three dimensions yield no new patterns, coding categories, or analytical distinctions beyond those already identified, and when further analysis confirms rather than extends the existing findings (Guest et al., 2006). With

saturation as the guiding principle for data collection, the researcher employs triangulation as a complementary measure to ascertain the validity and credibility of the findings, consistent with Fusch and Ness's (2015) assertion that there is a direct link between triangulation and saturation, where the former ensures the latter.

3.2.3.2 Data Triangulation

While data saturation guides the data collection process, data triangulation serves as a complementary strategy to ensure the validity and credibility of the findings. Triangulation originally derived from the land surveying and navigation. In this research, triangulation is a strategy to increase the validity and credibility of the findings by utilizing multiple different data, methods, or theories (Denzin, 2017; Merriam, 2009; Merriam & Tisdell, 2016). Triangulation can also be used to compare and cross-check data from various source. Furthermore, triangulation is also able to use by more than two researchers.

In this research however, the researcher does not utilise the similar common approach and instead uses within-method triangulation. Within-method triangulation refers to the use of multiple analytical approaches within the same qualitative method to enhance the credibility and validity of the findings (Denzin, 2017). By analysing the novel across three linguistic levels, syntactic structure, discourse-pragmatics, and narrative elements, the researcher examines the research problem from multiple perspectives, thereby providing a more comprehensive and credible understanding of the text's educational value.

As explained above, triangulation is a strategy to ensure the validity and credibility of the findings by combining aspects, elements, or methods in a single research or study. In this research, the researcher employs methodological triangulation by analysing the novel from three linguistic levels, which is syntax, discourse-

pragmatics, and narrative elements. With this multi-level approach, the researcher can discover the worthiness of this novel for English teaching material and learning material for both English learners and students.

According to explanation of data saturation and data triangulation, it becomes clear why data saturation first. Data saturation acting as point where new data is no longer providing new information, while data triangulation acting as data collection strategy that ensures the validity and credibility of findings. Therefore, once it is established that the data set is sufficiently comprehensive, triangulation can be applied to ensure that the interpretations drawn from this data are trustworthy and well-verified.

3.3 Data Analysis

The researcher analyses how syntax, discourse-pragmatics and narrative elements create both meaning and language that is valuable as both teaching and also learning material. The sample validate by the experts on the topic. Moreover, the category that the researcher is pre-define category.

3.3.1 Coding

In qualitative research, researchers often filter through information, data, or field notes, looking for recurring ideas, grouping them helps reveal what truly matters. In order to grouping them, researchers employ coding. Coding in qualitative research is a process that developing and refining interpretations of the data (Saldaña, 2011; Saldaña, 2013). Taylor et. al. (2016), further explains that coding is a process that involves bringing together and analysing all the data bearing on major themes, ideas, concepts, interpretations, and propositions. Coding provides a way of storing data so those data are easily retrieved as the researcher works out analysis and later presents them, with appropriate supporting material. Additionally, the central idea of coding is to move from raw text to research concerns in small steps, building on previous steps to understand the connection between the text and research concerns.

Within the domain of coding, two distinct coding cycles are recognised. According to Saldaña (2013), there are first cycle and second cycle. It is evident that each cycle is characterised by a unique set of methodologies. However, in this research, the researcher employs a first cycle and second cycle. In the initial phase of the research process, the investigator employs an initial coding technique, which is also referred to as 'open coding'. In the second cycle, the researcher employs axial coding, otherwise referred to as closed coding. The researcher subsequently provides a detailed explanation of initial coding and axial coding.

3.3.1.1 Open Coding

As the first layer of analysis where data is broken down, initial coding or open coding is to break down data. According to Strauss & Corbin (2015), initial coding refers to breaking down qualitative data into discrete parts, closely examining those parts, and comparing those parts for similarities and differences. The objective of initial coding in the context of grounded theory studies, according to Charmaz (2006), is to remain receptive to all possible theoretical directions indicated by our readings of the data. When researcher conduct initial coding, the researcher stays near to the data and remain open to exploring what they define is going on in these data.

The data that considered to be open coding in this research are as followed:

- Syntax example: Simple sentence, Complex sentence, and Compound sentence.
- Pragmatics example: Declarative, Imperative, and Inquiry

3.3.1.2 Closed Coding

If open coding breaks down data into discrete part, then closed coding is where the data is to organize data to be more well-organized after it was broken down. Closed coding or familiarly being called as axial coding, is process to categorize the data that has been broken down in the initial or open coding phase in first cycle. Axial

coding described by Benaquisto (2008, p. 51,) as 'where the data, broken down by open coding, are reassembled so that the researcher may identify relationships more readily'. The purpose of axial coding according to Boeije (2010, p. 109) is:

“to determine which [codes] in the research are the dominant ones and which are the less important ones ... [and to] reorganize the data set: synonyms are crossed out, redundant codes are removed and the best representative codes are selected.”

With this coding strategy, especially open and closed coding, this study systematically identifies and categorises the syntactic structures, discourse features, pragmatic elements, and narrative style found in Laura Ingalls Wilder's *On the Banks of Plum Creek*. The application of both initial (open) and axial (closed) coding cycles is a methodological approach that has been employed in order to reveal patterns and relationships within the text. This methodological approach is one that ensures a thorough and credible analysis. This approach ultimately provides insights into Wilder's distinctive literary style and its potential implications for English teaching material and learning material.

3.3.1.3 Deductive Analysis

To draw conclusions from the themes that have been discovered based on the results of previous categorisation to confirm the hypotheses, the researcher employs deductive analysis. Deductive analysis is theoretically based on hypotheses and confirms or falsifies them by reference to empirical data that tested to determine the result then deduced it as hypotheses themselves that were deduced from

prior theory (Nagel, 1979, as cited in Lincoln & Guba, 1985)¹. In other words, deductive analysis is use in this study to confirm the existing theory first then affirms it through data the researcher collected. Although the researcher employs deductive analysis, it does not mean the researcher use it as to confirm previous researcher theory but to confirm whether the researcher's theory or hypotheses of whether this book is worth to be education material.

The themes that may emerge from two categorization (Syntax and Pragmatics) are as follows:

***Their legs were tired of not moving.* [Simple Sentence]
(Chapter One, Tenth Row)**

***"This must be the place," Pa said.* [Declarative] (Chapter One,
Eleventh Row)**

The use of deductive analysis in this research is to connect the analytical findings and the study's conclusion. Instead of leaving the patterns uncovered by coding as simple observations, deductive analysis enables the researcher to connect the patterns to the research questions whether the novel is suitable as learning material for students and teaching material for teachers by confirming that the linguistics evidence supports the researcher's initial hypothesis.

3.3.2 Formulating Conclusion

To draw the conclusion, the researcher requires the data that be categorise into coding. The data be in the form of notes and identification. The notes are the result of analysis from syntax, pragmatics, discourse, and narrative style of the novel. Thus, the conclusion can be achieved and composed after the researcher compile and analyse the sentences first, discover the pragmatics and discourse, and last determining the narrative

¹ Lincoln and Guba (1985) cite Goetz and LeCompte (1981), who in turn cite Homans (1964), whose work references Nagel's original argument first published in 1961, of which the researcher consulted the Second Edition (Nagel, 1979).

style of the novel. The researcher conclusion that this study able to find the worthiness of this book.

Thus, that is all this chapter discussed, which includes research design, data collection, and data analysis.

V. CONCLUSION AND SUGGESTION

In this chapters, the researcher draws conclusions from the research findings and discussions on previous chapter. This chapter contains conclusions of this study and suggestions for students, teachers, and future researchers. The researcher hopes the future researcher study further this topic in order to conduct the same study as this researcher with improvements better than this study.

5.1 Conclusion

Based on the stylistics-syntactic on the novel structural sentence, discourse-pragmatics locutionary acts, and narrative intrinsic elements analysis conducted in this study, Wilder's *On the Banks of Plum Creek* possesses qualities that makes it suitable for students and learners to improve their English, particularly their English Literacy. Due to it being classified as children novel, the students from junior high school students to senior high school students, and learners can be range from young to old learners, which making it appealing and beneficial for every ages. The novel's offers interesting settings as it is taking place in an American state, which provides terms or words that cannot be found in other place except the place where the novel sets, thus, providing students and learners unique vocabulary that they may use. Along with vocabulary, the novel's sentence was basic, easy to understand by any students with touch of regionalism. The narrative elements offer basic value that can be found in any children novel but with unique, additional value through setting that has the culture of American pioneer spirit, showing and teaching students the resilience of the pioneer, importance of community, and how a child growing near the edge of civilization. This novel is, therefore, suitable to read by students or learners of any ages to improve their English and particularly their English literacy, yet its potential and effectiveness can be further maximized through the teacher's guidance.

To improve the novel potential further, students required teachers to improve their English more efficiently. The findings of study confirm that Wilder's *On the Banks of Plum Creek* has the characteristics that justify its use as a reading teaching material for English teacher. As a reading material, the novel serves as resource for reading class activities, and its passages can be utilised as questions in reading worksheet to assess students' reading comprehension. Beside reading, the researcher finds that this novel can also be used as teaching material such as English grammar and English writing. The novel passages can be use by teacher as questions to assess students' understanding of English grammar, especially the sentence's structure. The novel's vocabulary and narrative rich content can be employed in writing activities, providing students with examples for creative writing and teaching them how to compose fictional narratives or works. The novel's linguistics and narrative richness confirm its value as multi-purpose teaching material besides reading for English teachers or teachers.

Based on the research, Wilder's *On the Banks of Plum Creek* has the indicator of quality for students to improve their English literacy and have the characteristics to be material for English teacher in Reading course. The study that the researcher research on these novel contents served as proof of this conclusion. In stylistic syntactic study of this novel's sentence structure, the researcher discovered that the dominant structure is simple sentence with ratio with other sentence structure type is 11:4:4:1, which enables the readers to understand without issue and show the stylistics-syntactics approach of the author to show the readers from a children perspective. The discourse-pragmatics of the novel reveals that the dialogues were not too complex to understand. Furthermore, the locutionary acts of dialogues were straightforward due to the dominated by declarative act. In narrative elements, the novel provides in narrative elements, the novel provides basic, common elements that can be found in majority of children novel and provide valuable life lessons for readers with American pioneer spirit. The novel overall, is worth to read and could be use as both materials to improve English students' literacy and English reading material by teachers.

Overall, Wilder's *On the Banks of Plum Creek* has indicators that is both suitable for students to improve their English literacy and has characteristics for

English reading for teachers. From novel linguistic accessibility, cultural richness, and narrative value can be utilise by both English students and teachers, it is no doubt the novel offers beneficial and versatile English education material. Therefore, Wilder's *On the Banks of Plum Creek* is worthy and suitable material for both English students and teachers alike.

5.2 Suggestion

The researcher has suggestions for students, teachers, and future researchers.

5.2.1 For Students

For students, the researcher has several suggestions for students regarding the subject of this study, which is the novel and literacy. The researcher highly suggests students to read other fictional literature other than the studied novel here if students have different preferences of fictional literature, however, the researcher put heavy emphasis to try to read classical literature. Even though the researcher aware that there are students who have different preference, use this novel as both extensive reading and supplementary resource for the chance this novel might be use in class. In order to understand this novel and other novel, researcher suggest to create or join group discussion in hope to improve students' English through critical thought and conversation. In addition, use this novel to explore cultural and historical context to broaden students' understanding of English-speaking cultures, which can further strengthen their overall English literacy and language awareness. Last but not least, this book can also be read by those who learning English aside from students.

5.2.2 For Teachers

Beside students, the researcher also has suggestions for teachers. Similar with students' suggestions earlier, teachers have independence in selecting reading resource besides the studied novel

and existing one, this is to encourage teachers to be more active in discovering new literature and broaden teachers' knowledge through the search for material. With the novel potential being versatile education material, the researcher means it literally, the researcher suggests the novel can be use beyond class activities and worksheet as it is possible for the novel to employ for curriculum planning. Before introducing the material, particularly for reading, the teacher should provide students the backgrounds and settings of the novel, this is applied to other novels by giving them heads up on what the story about. As an English novel, the teachers should provide students with vocabulary scaffolding to equip students with language tools or give explanation while on the process of reading the novel, not to mention this novel contains regional terms or words, which is only exists on where the story take place. As a piece of literature, teachers should provide a time where they read novel or perhaps other novel to improve and broaden their view on English language.

5.2.3 For Future Researchers

The researcher has suggestions for future researchers. The researcher suggests for a full study on the novel for more detailed, completed result with expectation it would reveal undiscovered parts or novel elements such as stylistics-syntactic, discourse-pragmatics, and narrative elements. In addition, the researcher suggests the future researcher to conduct another qualitative research besides what this researcher studied, such as sentence purpose, formality, voice, and discourse-pragmatics of illocutionary or perlocutionary acts. Furthermore, the researcher suggests to discover this novel potential on English speaking and listening skill. To discover those two skills, it does not need to be in qualitative research, the novel can be research in quantitative research by employing the novel's passage in reading, writing, speaking, and listening methods on how

to improve teaching with existing approach. In addition, the researcher suggests future researchers to examine the effectiveness of this novel as a learning material across different English skills, such as reading, writing, speaking, and listening, through quantitative research methods. Such studies could also explore its applicability across different education levels, from elementary to junior high school and senior high school, to determine the most suitable phase for its implementation in English courses. Last but not least, conduct a comparative study with another novel of similar genre. Theoretically and possibly, there might be novels that has richer content and easier to comprehend passage than Wilder's *On the Banks of Plum Creek*.

This chapter has discussed the conclusion of the research, including suggestions for the students, teachers, and future researchers.

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