Pedagogical Implication of a Short Story: Language and Local Wisdom

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Abstract*:* This paper aims to provide language educators with the different way of teaching English. Some aspects of a short story, such as vocabulary, grammar, and moral values could make the learning process entertaining and valuable. This paper will accentuate the tremendous positive impact of using the short story in teaching to promote language acquisition of the students. The article also provides you with some examples of how to use it in teaching, and so teachers will no longer use the short story in teaching only for retelling and learning some new vocabulary. In addition, the paper also presents some challenges which may be faced by ESL/EFL learners when using the short story. For example, the problem of constructing elaborate noun phrases that have been picked up in this paper will help the teacher simplify the complexity of such noun phrases for their students. In a broader context, the teacher may use this paper as a guideline to adjust the teaching material to meet different English proficiency level.

Keywords: language, local wisdom

1. Introduction

The chosen text is a picture book story *'What A Goose!'* by Leone Peguero & Simone Kennedy. The use of the text is intended for general English learners in Indonesia. The students have impoverished English background. The students still find it challenging to produce compound and complex sentences as well as elaborate noun phrases, and also understand the abstract nouns. Students mostly are timid to express their ideas because of some of the cultural background that they believe. As a result, most of the time language learning in the class tends to be monotonous. In relation to the moral values that sometimes students feel shy to express their ideas, they say that it might go against the upheld tradition if they are too talkative in using the language. Using story in language learning will help reduce their anxiety since the learned story is presented elegantly and simply. This might trigger the students to engage with the class

This linguistic analysis will mainly discuss the useful aspect of learning a language in a discourse-oriented approach, which is learning grammar through narrative. In addition, this study will not address all the examples of text, sentence, and word level analysis in the text. It will only discuss one or two cases. Those examples are analyzed through identifying their usage, meaning, and purpose. This aims to provide the target learners with an authentic learning environment. It is expected that this knowledge could help the students develop their productive skills, and which later in their life they could be a competent user of the language. The presented ways of analysis are aimed to help the prospective English teachers to use short stories in their teaching practices. This study aims to find out the followings: how are the moral values of the story can be used in teaching; what are the noted moral values of the story; what is the type and the theme of the story; what is the social purpose of the text; how is the text is linguistically analyzed; how the words and sentences are analyzed; and what will be the challenges of the text for ESL/EFL learners when reading and writing.

2. Method

The design of this study is descriptive qualitative. It is analyzing a short story "what a goose". To get and analyzed the data, the researchers use the following ways: data reduction, data display, and drawing conclusion or verification.

3. Findings and Discussion

3.1 How the moral values of the story can be used in teaching

Stories for some prominent experts, such as Bennet, Coles, Kilpatrick, Wolfe & Wolfe could be functioned as media to introduce different examples of good and evil deeds. In a more significant extend, stories could exhibit some actions, such as how to respond verbal and non-verbal communication from the interlocutors. This could be done by asking the students to read the story meticulously and help them to highlight some general messages that they may find it difficult. Then, for the discussion in pair or group work, students could link the manifestation of those characterizations in the story in their real life. Students could sketch out some examples of what they have experienced. This would enhance the quality of the discussion as well as their verbal skill because they talk something that they have known and engaged. To see how the moral values are built into the story, teachers should analyze the story by looking at it from three levels: text; sentences, and words. Every level of analysis, the teacher should ask the students to highlight the moral values as well as the target language focus that the students need to attain. The following will exemplify how those analyses are applied in practice.

3.2 Noted moral values of the story

This part is organized into two categories: good and bad moral values. **Good moral**: 1. Although she was only young, Gwendolyne wanted to do her job well and warn her friends of trouble; although she was only young, *Gwendolyne wanted to do her job well and warn her friends of trouble*; 2. so each morning *she set off to take good care of the farm* as a guard goose should. **Bad moral**: 1. "One day," she honked, "everyone will say, *What a goose*!"; 2. as Gwendolyne went by she heard the *gossiping* of the farm animals; 3. "*Ha, baa*," said the sheep. "*That know-nothing* youngster will have troubles soon enough!"; 4. *"Cluck, tut,"* said the hen. "When she is a bit plumper, the fox will be after that pretty one."; *"Neigh,"* said the horse. "I'm not sure. Let's wait and see."; 5. Kelly's father came running, but when he saw the animal, he cried, *"You silly little goose*, that's just a possum. A fox is much bigger than that!"; 6. Both Kelly's mother and father came running. But all they found was Kip, the sheepdog. By now they are so tired and bothered that they cried, *"What a goose!"*

3.3. Choice of text: text type and themes

3.3.1 Text type

The text type chosen for this linguistic analysis is *What A Goose!*. It is a narrative. This choice is made to accommodate the age and the background language knowledge of the target learners which is still operating at the level of the simple sentence. The text might match the age and the level of students' language proficiency because it is written just. Furthermore, it presents all the examples of the use of compound and complex sentences, elaborate noun phrases, and abstract nouns in which the students might need to learn. In line with, Richards & Rodgers states that the use of language in context is critical to be incorporated both in language teaching and learning. This is because an appropriate context will provide learners with relevant skills and strategies which will help them to use the target language effectively and appropriately in some social and cultural contexts

3.3.2 Themes

The themes of the text are friendship, patience, courage, and learning to deal with challenges. These themes are necessary for such students as they help educate them to understand the idea of hard-working and being committed to what has been stated or promised. Indeed, those themes are presented in challenging way and entertainingly which might motivate and engage students in reading and understanding the text. This implicitly brings positive advantages for teachers to ask students to analyze and discuss several grammatical problems that they have, such as how to use and construct compound and complex sentences, elaborate noun phrases, and abstract nouns.

3.4   Linguistic analysis of the text

3.4.1 What type of text is it?

The text type used in this paper is a narrative. This justification is made because the text has qualified the following features: vocabulary and grammar; episodic structure; propositional content; and cohesive devices. Such features according to can form a narrative. Indeed, Moffet maintains that those features contribute to the informational or referential aspect of 'what happened' in a story.

3.4.2   What social purpose/s does the text serve?

The text tries to educate children about the names, features and types of the animal through an entertaining way, to refer to the text line. Such a way according to Winch & Blaxell will stimulate creative thinking because it makes the reader or listener think and feel about the characters and happenings in the story. Indeed, What A Goose is presented to stimulate creative thinking, such as tries to understand how the main character Gwendolyne, the goose undergoes her challenging life at Hilltop Farm. This can be seen through the stages of the story development which will be explained in next paragraph.

3.4.3 What are its different stages of the text?

The text has orientation, complication, and resolution. The orientation starts from line 1 to 13, and the complication starts from line 14 to 41, while the resolution starts from 42 to 49. The orientation of this text is evaluative because it provides background information to the narrative suited to the perceived needs of the audience. It includes simple setting statements on person, place, and time, and it also provides details on character relationships, personality features, and motivating circumstances. Whereas, the complication and resolution of this text are considered the referential backbone of the narrative because it provides the temporally ordered events that lead up to the evaluative high point or climax, and then the resolution of the situation following the climax.

3.4.4 How does the text hold together?

Halliday and Hasan [8] point out that there are five types of cohesive ties which describe the grammatical and lexical relations that hold across sentence or clause boundaries: reference, substitution, ellipsis, conjunction and lexical cohesion. However, this linguistic analysis will only analyze the text connectives of the text. The text connectives of the text which are indicated by the time link the text very well. Indeed, those connectives show an evident progress from orientation to complication and finally to resolution. This can be seen as follows: each morning; one day; in the evenings; one night; sometime later; later that dark; at the deepest, darkest part of the night; this time; and from time to time.

3.5   Sentence level and below

3.5.1 What types of meaning do the sentences focus?

The majority of the sentences in the text focuses on events in sequence and the characters' actions and reactions. This aims to illustrate how and why things come to pass or happen [9]. Indeed, in the text *'What A Goose!',* those two points always link together to show and trace the progress of

the event and the representation of messages to convey the intention. To exemplify those, the following examples are presented: Gwendolyne was just a little guard goose when she came to live…, Each morning she set off…

3.5.2   What types of sentences are used?

There is quite a range of sentences used in the text, such as simple, complex, compound, complex/compound, and dialogue. These aim to provide more elaborative information on its purpose to deliver its messages to children. Indeed, such sentence combinations make the text appear more interesting. The following are some examples of how such sentences are used and constructed in the text. This exemplification might help the target learners in this context to work out their problems. Simple sentence (I am not sure & they were wrong). The sentences are constructed using Personal pronoun – relating verb – adj; Complex sentence (Gwendolyne was just a little guard goose when she came to live with Kelly and her family at Hilltop Farm & when she is a bit plumper, the fox will be after that pretty one). The sentences are constructed using two clauses: Independent and dependent clause – use conjunction *when* to indicate *time* – adverb of place at Hilltop Farm to indicate where; Compound sentence (Watch out for the furry-tailed fox and tell us if he comes). The sentences are constructed using two independent clauses – use conjunction *and* - both clauses are in the imperative form to indicate *a command*; Complex/compound sentence (Gwendolyne watch carefully as *the fox nosed the door open*, and just at the right moment *she cleverly slid under his tail.* The sentences are constructed using three clauses: One independent clause, and two dependent clauses – use two conjunctions: *as* and *and* – three adverbs: time (just at the right moment); manner (cleverly slid); place (under his tail); and dialogue (In the evenings, as *Kelly fastened the night hutch, she whispered to Gwendolyne,* "Watch out for the furry-tailed fox and tell us if he comes."). The sentences are constructed using simple past, and simple present – use imperative to show <u>a command</u> – and adverb of time to indicate when.

3.5.3 What time are the events set?

The time of the events in the text is set in the past, and this has been used consistently throughout the text [10]. One of the examples can be seen by looking at the simple past verbs used, and the first sentence of the orientation as following *Gwendolyne **was** just a little guard goose when she **came** to live with Kelly and her family at Hilltop Farm.* The use of conjunction *when* and simple past relating verbs **was** and action verb **came** signal that the text happens in the past.

3.6   Within Sentences

3.6.1 Types of participants

The majority type of participants is very specific; this might be in line with its objective to introduce different characters: human and animals to children. As a result, those animal characters involved in the text are mentioned quite straightforward. These can be seen as follows: Kelly and her family: her father and mother; the sheep and the hen; the horse; a frog; and fox.

However, the major character Gwendolyne, the goose as the protagonist is not mentioned with Gwendolyne or the goose throughout the text. It is mostly constructed in the elaborate noun phrases by using the form of *adjectival-noun* and *article-adjectival-noun*. This can be seen as follows: Pretty one; a little goose; and silly little goose.

Derewianka states that such constructions have a very important part in revealing and providing information about the characters which are involved in the clause throughout the text. However, constructing elaborate noun phrases for learners in this context might be problematic because the learners at this stage still have a limited understanding of what constitutes a noun phrase, such as how to order the group of adjectival before the actual noun. This problem will be elaborated more in the penultimate section of this report.

3.6.2 Types of verbs

The majority of the verbs used in the text *'What A Goose!'* are action, saying, sensing, and relating verbs. To see how they function in the text, see the following examples. The following definitions using Derewianka [12] action verb, to tell more physical actions through the sequence of the story, and to bring the text to life and help the reader to imagine what is happening, such as honked, Fastened, watch… and tell…; saying verb, to introduce the characters through the way they speak, such as said and whispered; sensing verb, to describe the participants or characters' thoughts, opinions, and feelings to reflect on the action or evaluate what is happening in the story; and relating verb, to link: Noun groups, a noun to an adjectival, a noun group to an adverbial, such as am, is, was, and were, have and has.

3.6.3 Types of circumstances

The majority of the circumstances in the text, *What A Goose!,* are constructed in adverbials of time, place and manner. In this text, these adverbs or adverbial phrases have significant roles in providing information 'about the circumstances surrounding an action'[12]. To see different types and meanings of adverbs or adverbial phrases in the text *What A Goose!,* the following examples are presented: adverb of place, to tell where (at Hill top farm, at her hutch); adverb of time, to tell the limit the scope of the time (in the evening, at the deepest, darkest part of the night); adverb of manner, to indicate the character's purpose, and the character's attitude on how she performs the action (Gwendolyne wanted to do her job *well,* **s**he honked *loudly*, she *cleverly* slid); and adverb of degree, to add emphasizes (this must *indeed* be a fox, this was *indeed* a fox).

3.6.4 Word level

Moving on to the word level analysis, this report will analyze what kinds of words used in the text, such as abstract noun; literary language includes the use of metaphors; and animal noises. To simplify the analysis, two examples will be given for each category. In addition, this part of the analysis will provide a brief explanation why ESL and EFL students might have a problem understanding and using abstract nouns. To see how those three different words are used in the text, the following examples are presented: abstract noun "might and delight"; literary language includes use of metaphors "a furry-tailed creature, at the deepest, the darkest part of the night"; and animal noises "ha, baa, cluck, tut"

3.7 Challenges the text may present to ESL/EFL learners when reading

Having looked at the use of such words in the text *What A Goose!*, students might find those words challenging when reading because of the following reasons: Firstly, abstract nouns might have the different meaning in different context. For example, the word *might* indicate the *possibility, speculation, suggestion,* and *permission in formal request* [13]. However, this text *might* indicate *great strength* or *power*. This condition might affect learners' reading comprehension of the text as a whole. Secondly, abstract nouns are difficult to recognize and remember when they evoke mental imagery [14] because they cannot be viewed, felt, and touched. Such difficulty might happen because images and verbal processes are viewed as alternative coding systems or mode of symbolic representation (Paivio cited in which is stored in verbal and nonverbal systems [14]. Paivio further asserts that actual words are encoded within both systems, and as a result, this causes high retention, whereas abstract words are usually encoded only within the verbal system.

3.8 Challenges the text may present to ESL/EFL learners when writing

From the text, sentence and word level analysis, one of the challenges that have been picked up for this part is the problem of constructing *elaborate noun phrases*. The majority of the learners might find this very problematic because *elaborate noun phrases* are constructed in the following order: *article, pointing word, possessive, quantity adjective, opinion adjective, descriptive adjective, comparing adjective, classifier,* and *the noun or pronoun* [13]. In writing elaborate noun phrase in

such long order, several problems might appear when writing, such as, firstly, learners might misplace the order of the elaborated noun phrase. Secondly, learners might be confused in figuring out the *quantity, opinion, factual,* and *comparing adjective.* Those two problems might affect the learners to be very economical when writing elaborate noun phrases and even sometimes learners might end up with just using the noun without being elaborated. This according to Derewianka [12] will affect the clarity of a description of something or someone in writing.

4. Conclusion

Pedagogically, a short story could be used as a tool for learning the language. It has many language components that could help the target learners to learn the language interestingly and effectively. Some of the language components that could be exploited are grammar, vocabulary, sentence construction, and ideas. In addition, short story could also be used as a way to teach moral. This way implicitly helps and encourages the target learners to understand the character and the characterizations of the story which later in their life might help them to act and behave in their day to day activities.

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