

CHAPTER II

LITERATURE REVIEW

This chapter presents literature review used in this study. The literature review has a goal of providing previous studies and information concerned with the research problems, including overviews of the definition of storybook, learning media, character education, young learner and review of related study.

A. Storybook

This part discusses some topic related to storybook. They are the definition of storybook, the importance of storybook, the criteria of storybook, the characteristic of making storybook and storybook as a character education tools for young learners.

1. The Definition of Storybook

The media that the researcher will use in this study is a storybook. Because a media which will grasp students' interest in reading English books by reading stories while seeing the text and picture is picture storybook. Storybook derives its name from the stories that are booked. According to Malu (2013), she said storybook are books with picture and text that together tell a story with an appropriate theme for children.

The children's storybook is a story that contains educational themes, the plot is straight and not complicated, using settings that are around or in the child's world. Storybook contains about good characters and characterizations; the style of language is easy to understand but is

able to develop children's language, and the perspective of the right people and imagination are still within reach of children (Puryanto, 2008).

From the experts' opinion above, the writer concluded that storybook are a book of one or more stories with picture and text that together tell a story in a certain theme; it makes their imagination grow; characters and moral values to educate; that it is easily understood by children or young learners.

2. The Importance of Storybook

Reading storybook has many benefits. According to Ezell and Justice (2005) said the benefit of reading storybook for children is emphasized the active involvement and engagement of both the child and adult in a shared interaction focusing on book's words, pictures, and the story. While, according to Beck, McKeown and Kucan (2002) found that reading storybook exposes children to vocabulary not used in everyday conversations and that children's familiarity with word and grammar permits them to discuss concepts better within decontextualized context.

Storybooks can enrich the pupils' learning experience. By using storybook, teachers can provide children with exposure to authentic uses of the foreign language they are learning. And since children enjoy stories, even if they have to make an effort to cope with the language difficulties the stories may present, they are richly rewarded by the

stimulation and fun that the storytelling activity offers them. In addition, the playful and imaginative nature of storytelling activities creates a relaxed, nonthreatening environment in which children have the opportunity to use the foreign language.

3. The Criteria of Storybook

Children's storybook should contain a good criteria. According to Mukhlason (2014), there are several criteria of storybook for children, such as:

a. Packaging materials and books:

The packaging should pay attention to book format, font, color variation, paper size, and wealth of pictures. In this case, the format of the book should be able to provide special effects from the visual impression of the shape of the whole book. For example, using paper shines. For the form of the book using a horizontal rectangular shape with a customized size. As for the size and shape of the letter should not be too small, but also not too big, so also not to complicate the children while reading it.

b. The illustration.

In the illustration, it should be able to make the story more life so that raises a good harmony. The picture should not be served full in layout because it will interfere with the perception of the child. In making illustration or images for children it is better not to contain of inappropriate content.

c. The Language Used

The language used should have characterized using simple language, with consideration of the ability of the structure and grammar as well as in terms of the perception of the children.

d. The Character of the story

Characters in storybook should be good which reveal protagonist and draw the characters like the real one. Avoid books that reveal character/antagonist in stories that encourage children to laugh and enjoy the message of the main character who does not comply with the limits of ethics or free of punishment/rules because it can make the children imitates the behavior of the character.

4. The Characteristic of Making Storybook

Children's storybook should contain a good characteristic. In the book of Burhan Nurgiyanto's (2005), Huck and Mellell present several characteristics of the picture book, alphabet book, counting books and concept books, among them:

- a. The purpose of the author and illustrator to write the book must be clear, for example, to teach what (letters, numbers, concepts) and what age children want to be targeted as potential readers. The level of complexity of objects and animal images, both for alphabet books, counting and concepts and accompanying words must be in accordance with the age level of the child.

- b. The images of objects and animals displayed must clearly show their identity, and the images shown to the early age children on each page contain only one or two images.
- c. The images of objects and animals displayed must be familiar, so that they are easily identified by children, and try not to have multiple names or are ambiguous. In addition, the images themselves must be interesting, able to stimulate children to talk, and give comments.
- d. The images displayed are used in the literacy of letters, numbers or concepts and the words that accompany images must have clear associations, images of objects or animals must be in accordance with the letters of numbers or concepts that are to be introduced.
- e. If you use alphabetic letters and numbers to present a topic, the information you want to convey must be accurate and reachable by children. If you display a story picture, it must match the letter (word), number or concept you want to introduce.
- f. Format must be predictable and consistent with the pattern and layout of writing letters, numbers and words that accompany them must be tried in such a way that is easily recognized by the child's readers.

5. Storybook as a Character Education Tools for Young Learners

In addition to the objectives already mentioned, one of the underlying reasons for carrying out this research project was to develop

storybook as appropriate media in building students' interest in reading English books and also develop the character education of young learners. Using storybooks is extremely efficient and helpful in the transfer of core values such as tolerance, sharing, helping to children. This statement support by some expert, Aini (2010) states that the child's mind is a picture, in other words the child's mind is the language of picture. Moreover Sadiman (2008), specifically the graphics function is to draw attention, clarify ideas, illustrate or decorate facts that will be quickly forgotten or ignored if not graphed. Obi (2010) also finds that the children really liked the story related to them and about their daily activities.

Based on the explanation above, it can be concluded that the storybook is an effective way to instill values for children's character education. By using the storybook, young learner are easier to accept and understand the values of character education in the storybooks.

B. Character Education

This part discusses some topic related to the character education. They are definition of character, definition of character education, and purpose of character education.

1. Definition of Character

Etymologically, character comes from Latin *kharakter*, *kharassaein*, and *kharax*, in Greece character is from word *charassein*,

which means sharpen or deepen. Character can be seen as a real condition in someone's personality that differs from someone else. Character and personality are both the nature of the human and in someone's individual. We used to call it behavior or attitude. Character is the internal human affecting thought and deed. Character can be found in someone's deed toward him or herself, someone else, duty given to him or her in another situation and condition. Character is human behavior related to God Almighty, him or herself, fellow human, environmental, and nationality which is formed in thought, attitude, feeling, saying, and deed based on religious norm, law, cultural manner, and more (Gunawan, 2012).

The character does not come by itself, but formed and established consciously and intentionally, based on each personality (Soedarsono, 2010). According to Koeseoma (2010) defines character as a dynamic condition of the individual anthropologist structure, which cannot just stop toward its nature determination, but also a life struggle to become more integral to cope with the nature determination in the process of perfection within self continuously.

2. Definition Character Education

Character building is an important part of education performance. Character is the personality inherent in a person. Theoretically, people basically have the potential love of virtue, but if it is not accompanied by the potential for education and socialization after

humans are born, then people can turn into animals, even worse. This is supported by the hadith of the Messenger of Allah that: “Every child is born in a state of nature, because of its parents make him Jewish, Christian or Zoroastrian”. This indicates that the potential can not be left alone, but need to be grown. Likewise, the characters that are part of the child's potential, must be nurtured and well educated (Kamaruddin, 2012).

The publication of the Research and Development Center of Curriculum and Library of Ministry of National Education (2011), Character education is aimed to develop values building nation character, including: (1) developing the potential of student to be kind, well thought, and good manner; (2) to build nation with the character of Pancasila; and (3) developing the potential of the citizen to be confident, proud of the nation and also love human beings.

Character education for young learners might include being friends, controlling anger, bullying, asking for help and doing the right thing. James (2003) explains that character education is a large group responsibility comprising families, neighborhoods and schools it is for teachers, parents and students to combine and planning, talking and promise to a done code of ethics. In an article, “How to Do Character Education” by David Elkind and Freddy Sweet (2018), he states that character education is the intentional attempt to help people know, emphasis, and attitude upon main polite values.

Education is an important aspect of the nations. Actually, education is not only transferring material process, stated in the curriculum, but also value transformation process because the main educational purpose of education is to humanize human. Marvin (2011) states, character education is much sufficient when schools and parents activity in society.

Therefore, character education is the process of giving guidance to students to become a good human that having good character in the dimension of heart, thought, physic, feeling, will and work. Character education can be seen as the education of value, education of nature, education of moral, which purposed to develop student's ability to give good or bad decision, maintain the good thing, and bring the goodness into daily life with all his/her heart.

Character education can be seen as a planned effort to make students knowing, caring, and internalize values so that student behaves as a good person. Character education can be seen as a system of character value planting to school member that covering the component of knowledge, consciousness or will, and action to perform the values whether to God Almighty, him/herself, fellow human, environmental or nation and he/she will be a perfect human (Samani et al, 2012).

Kepmendiknas (2010) presents the results of discussions about "Cultural and National Character Education" resulted in "Agreement

National Development of Cultural and National Character Education" for various regions of Indonesia consisting of 18 characters as follows:

1. Religious	2. Nationality
3. Honest	4. Patriotism
5. Tolerance	6. Appreciative
7. Discipline	8. Friendliness
9. Hard-work	10. Peaceful
11. Creative	12. Love reading
13. Independence	14. Environment concern
15. Democratic	16. Social concern
17. Curiosity	18. Responsibility

3. Purpose of Character Education

Character education is not a process to memorize lesson for a test, or technique to answer a quiz. Character education needs habituation to do good, habituation to be honest, noble, ashamed of cheating, ashamed of laziness, ashamed to let the environment dirty. Character is not form instantly, but has to be trained seriously and proportionally to reach the ideal strong and shape (Gunawan, 2012). Character education is functioned to (1) developing the basic potency to be kind hearted and good mind; (2) strengthen and build multicultural nation behavior; (3) increasing civilization that competitive to the world.

C. Young Learners

This part discusses some topic related to the young learners. They are definition of young learners and characteristic of young learners.

1. Definition of Young Learners

Young learners are referring to a student in five to ten years old (Scott and Ytreberg 1993:1). They define young learners as children who have not yet started compulsory schooling and have not yet started to read and can mean children up to the age of seven.

Based on the consideration above, the writer can conclude that young learners are the children up to the age of six years old and who have not yet started compulsory schooling and also have not yet read. But, in our country (Indonesia) the children up to six years old, mostly already started to school and have already read also.

2. The Characteristic of Young Learners

Teaching a foreign language especially English to young learners is different with teaching a foreign language. Cameron (2001) states that some differences in teaching a foreign language to young learners are immediately obvious:

“Children are more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they do not quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Children do not find it as easy to use language to talk about grammar/ discourse. Children often seem less embarrassed than adults at talking in a new language, and their lack of inhibition

seems to help them get a more native-like accent.” (Cameron (2001))

So, the characteristics of young learners as learners based on the consideration above are that they love to play and learn best when they are enjoying themselves, they either pretend to understand, or they understand in their own terms and do what they think you want them to do, they also have a very short attention and concentration span. Actually as we know that children as a learner have a high imagination about what they thought, they saw and they heard. Also, they can tell you what they have done or heard or what they are doing.

D. Related Previous Studies

There are some similar related studies that had been conducted by other researchers about different ways for building students' character. In 2017, Ni Made Ratminingsih and I Gede Budasi conducted study about “Local Culture-Based Picture Storybooks for Teaching English For Young Learners”. This studies reports the theoretical perspectives underlying the development of local culture-based picture storybooks for teaching English for young learners. Local culture-based picture storybooks are kinds of printed materials which basically contain stories adapted from local culture stories accompanied with visualization in the forms of pictures telling the characters and the settings to help young learners easily understand the stories. And the use of local culture-based picture storybooks are important since it can enhance young learners'

reading skill, create enjoyable learning, and build young learners' English literacy, as well as preserve local culture.

Second, Nurul 'Ain (2014) conducted a study about "Developing Prophetical Stories as a Character based English Learning Source". The purpose of this study is to develop the stories as the learning sources for teaching character at an English lesson. As the result, she found out that word wall media were effective for building their character education.

The last, Aswin Abbas (2017) he conducted a study about "Designing Big Story Book Project (BSBP) in Teaching Reading Comprehension". This research aimed to find out the effectiveness of using big story book project (BSBP) in teaching reading comprehension and to know the advantages and the disadvantages of using BSBP in teaching reading comprehension. As the result from this research shows that using big story book project (BSBP) in teaching reading comprehension is effective. It is proved by the result that there is a significant difference between the result of the students' mean score on the pre-test and the post-test. In the pre-test, the students' mean score is (43.79) and in the post-test is (80.37). Furthermore, it is proved by the probability value is smaller than α ($0.00 < 0.05$). On the other word, BSBP has advantages to the students if applied in teaching and learning process, especially in reading subject.

The similarity of this study with related previous study focuses on building students' interest in reading English books. Then, the writer uses media

for helping them to enhance reading literacy and focus on character education for limitation of moral value.

This study is important because of some reasons. First, this study is using storybook, which can help students with their own learning style. Second, the researcher uses some themes of the story based on character education and also to build students' interest in reading English books.