

# **CHAPTER I**

## **INTRODUCTION**

This chapter elaborates some points which are background of the study, problem of the study, objective of the study, significance of the study, description of the product, and definition of key terms.

### **A. Background of The Study**

The educational goals setting solely focuses on encountering the demands of the twenty first century. One of the expression which is able to deal with this issue is “Membaca adalah jendela dunia”. This literally depicts about the boon of reading which are widening the horizon and broadening the mind. Looking at the context of the given expression, it means that the more people read books, the more information they will gain. In addition, people automatically can enhance their skill by utilizing the information that they have obtained and potentially become high quality people, hence, they can contribute to build developing country. It obviously signifies that education is the foremost point that should be overcome.

The low competitiveness of the nation depends on the young learners education level (Sosial & Andina, 2016). In fact, Indonesia has high potencies reviewed from the number of the population, the variety of tribes, cultures as well as languages that supposed to be preserved. The main reasons against, those big quantity potencies have to be balaced by the

quality of the society. In the late 2014, United Nations Development Program (UNDP) stated that Indonesian Human Development Index ranks on 108 out of 187 countries ([www.hrd.undp.org](http://www.hrd.undp.org)). This statement shows that the quality of Indonesian is on the medium level. One of the factors working on why Indonesia has not ranked in upper is the low quality education of Indonesia. This condition is exacerbated by its dominant culture of speech rather than reading culture. Whereas, Somadayo (2011:7) explained that every aspect of life engages reading activity. The perspicuity, Indonesian literacy particularly pupils as a student is still low. It proves that reading is able to change the nation.

Reading is a very significant activity that can create information society and with those kinds of information they can improve their quality (Rahma, Pratiwi, & A., 2017). Harris on Theresia's article (2014) defined reading literacy as someone's major motivational source for analyzing and bearing in mind as well as evaluating a passage that has been read denoting a joyful learning experience and it is going to affect the form and intensity of someone in deciding their future. Reading is viewed as a highly valued skill in technology-focused world today (Khairuddin: 2013). He also emphasize that one who does not know how to read or does not like to read will likely be archaic as he or she fails to benefit from the opportunity to gain access to the wide range of knowledge. Hence, it can be seen that reading literacy is a vital factor that affects on the individual of the society and has long-term effect on the country.

The level of reading literacy in Indonesia is very low. Based on the literacy test conducted by the IEA in 2011 (PIRLS data), Indonesia ranked 45 out of 48 countries that are participants with a score of 428 (average score of all 500 participants) (Sulistyo & Barat, 2017). Meanwhile, reading literacy test according to the PISA 2009 data showed Indonesian students are ranked 57 with a score of 396 (score average of 493), while PISA 2012 data showed Indonesian students are ranked 64 with a score of 396 from average OECD score of 496, 65 countries participate in PISA 2009 and 2012 (Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan : 2016). Based on PISA data 2015 level of literacy in Indonesia has not shown a significant increase yet which is 1 point from a score of 396 in the year 2012 to 397 in 2015. This escalation picks Indonesia's position on 6 rank up (rank 62 out of 70 participants) when compared to the second rank position in 2012 (OECD: 2015). Though having increase in the level of literacy at Indonesia, but it is still relatively low. Low reading skill proves that education process in Indonesia has not developed competencies and interests learners of knowledge.

Looking at the characteristic of young learners, they are recognized as a unique level of human life and there is an obligation to ensure that they are exposed to enhance their appropriate life experience which are education (Farid: 2012). Moreover, they are categorized as fast learners in this cycle and this is well-known as "Golden Age". This statement is supported by Bewafa (2015) explained that they possess quick development as individual

and learn in various ways, for instance, by watching, by listening, by doing something. Those can be brought out that they construct their understanding when they experience things by themselves and always correlate what they have already known and what they discover in their environment. This is accepted by Piaget (1936) formulated in term of cognitive development that children in the age of 7-11 years are categorized as concrete operational. It implies that they are mature enough to use logical thought but can only apply logic to physical object and they are typically not able to think abstractly or hypothetically, therefore, they need something concrete in order to bridge to their prior knowledge.

The second thing which cannot be separated with millennial tier is English. English as a unifying language of the world takes numerous significant positions. In fact, all of things are controlled by English meaning that lots and most of information are written and spoken in English. Therefore, nowadays, having good English literacy is a must for people to deal with their own bussinesses. Regarding to English proficiency of indonesian people, Valentina (2016) on Jakarta Post elaborated that Indonesia ranks 32 out of 72 countries with a score 52.91 and it put Indonesia below Vietnam wich ranks on 31nd. She on 2017 added that Indonesa falls in English proficiency index. One of cause that affects that phenomenon is the unavailabe teaching English in elementary school meaning that English is not put on the compulsory lesson. Artini (2017) added explanation about English lesson in Indonesia that the inclusion of

English into the curriculum is dependent upon the actual need of the community where the school is located. Therefore, Setiasih (2014) emphasized that the pupils assumed to acquire and develop English literacy activities not only in school but outside the school also as English literacy activity were embedded in their daily lives.

Regarding to an educational system in Indonesia, particularly 2013 curriculum, the Indonesian government proclaims a character building-based education called PPK which stands for Penguatan Pendidikan Karakter. The mentioned character refers to a values based on Pancasila. The president of Indonesia, Joko Widodo, stated that the priority of education in Indonesia is strengthen the character to obtain the revolution of character ([www.kemendikbud.go.id](http://www.kemendikbud.go.id)). He also added there are five main characters which are religious, nasionalist, independent, integrity, and cooperation. Moreover, in the same occasion he said that elementary learners obtain the biggest proportion for character building that is 70%. Therefore, all those character should be integrated in the all subjects to create a valuable teaching and learning.

To meet the need of those and 2013 curriculum which emphasize on character building for elementary school students, English storybook based on character building is able to be a panacea. It tackles about real-life story which reflects specific character that can be one of valuable and joyful learning media. Ain (2014) added that teaching character has been integrated in the learning process of all language included English. This

views is in line with William (2010) that character education must be integrated with field studies and followed up through teaching learning in the class by the teacher.

In addition, Soyeong (2008) on *Effective Ways To Use Storybook For Young Learners* described that it could provide motivation and meaningful real-life and rising emotional development. Through English storybook based on character, the student also learn some vocabularies and language features. Soyeong (2008) belived that it can contribute to the basis of improving whole language skill and be an effective and enjoyable way to increase English proficiency.

Based on the preliminary observation held in some elementary schools in Kediri which have implemented literacy program meaning that they have to read 15 minutes before starting the class, most of learners love to read English book. The underlying background of this phenomenon are they think English is very significant for their life and they simply enjoy reading English book. Moreover, the questionnaires prove that there is no English books that support their English learning in school and it is assumed as one of problems in decreasing the rank of Indonesian English proficiency. Furthermore, they confess that they need English book which tells about fabel with simple sentences supported with colourful pictures that will be able to assist to understand the point of the story and attract their interest. Through some reasons above, this research aimed to develop

appropriate character building-based English storybook that build students' character as well as English proficiency.

#### **B. Problem of The Study**

This study wants to develop a character building-based English storybook for Elementary School students in kota kediri. Based on the background of the study above, the writer found a problem of the study that is "What is the appropriate character building-based English storybook for Elementary School students in Kota Kediri?"

#### **C. Objective of The Study**

Based on the problem study above, the researcher formulated objective of the study that is to develop appropriate character building-based English storybook that is able to be a tool to support students' literacy media as well as English proficiency.

#### **D. Significance of The Study**

The finding of this study is expected to have theoretical, practical, and profesional benefits. *Theoriticaly*, this study is going to develop knowledge among both teacher and students as well. The teacher can utilize character building-based English storybook for improving reading interest and help them to perfectly give example of daily chaaracter building while teaching English. It is also intended to help student studying English and attempt character easily in their own lives. In addition, the finding of this study may be able to enlighten future research of the same topic or others.

*Practically*, this study supposes English teacher to use the information as one of the references related to the students' strategy to overcome their difficulty in learning English and as a consideration to decide the appropriate teaching and learning media to develop students' English proficiency as well as build their literacy.

*Profesional benefits* significant will relate to the advantages of teachers who expectantly can improve and build teaching and learning media in order to enhance learners' English proficiency. Hopefully, this study will give the educators self-awareness regarding the essential role of English for pupils' future.

## **E. Design of the product**

The product produced in this research and development is a character building-based English storybook proposed for grade four of elementary schools in Kota Kediri. The product descriptions are divided into 2 points as follows:

### **1. Physical appearance of the product**

The dimension of the book is 25 x 0,5 x 18. It is not big and small, so it is affordable to be hold. The font used in this story is adorable font since it is able to attract the attention of the pupil and it simply contains 3 – 6 sentences as this story is proposed to Indonesian EFL learners who use English as foreign language, so they will not get bored in reading text. The thing that is quite crucial is regarding the colour, this storybook employs colourful image in order to get students'



interest to read and understand the story which carries character building.

## **2. Content of the product**

The storybook brings various characters that is appropriate with the stage of their level ages which are honesty, independent, dilligent, responsibility, and social care. Those character building were chosen from evaluating Maulani's finding (2016) on Implementasi Nilai-Nilai Karakter pada Siswa Kelas 4 di SD Mutiara Persada Kasihan Bantul Yogyakarta Tahun Ajaran 2015/2016 that was not mentioned all of those character implementations. Also, those all of those characters are covered in daily life story in order to get easier in term of understanding as well as attempting in their life. In the end of the book, it is written a "Lesson of the day" meaning that it is the character emphasizing of the story. Moreover, the selection of the character is based on the preliminary questionnaires that is given to students that animal got high score. Therefore, this story employs animals, particularly, rare animal such as Orang Utan, Cockatoo, and Rhinocheros and promote their conservation at once.

## **F. Scope and Limitation of The Study**

The scope of this study is elementary schools in kota Kediri. These elementaries are SDN Burengan 2 and SDN Banjaran 5. This decision is based on one public school which have literacy program in their school. Furthermore, the limitation of this research is because of taking much time

to develop. Therefore, to obtaining good character building-based English storybook, the researcher should have well-prepared and enough time due to the numerous stages of research and development.

## **F. Definition of Key Terms**

### **1. Character Building**

Character is the particular quality of the person that makes them distinct from other persons. It works on how they behave or face to a variety situations and those affect the development of the country. Regarding building is a education or training and improving, hence, character building is a training in order to improve someone's quality.

### **2. English Storybook**

Storybook is a book containing a collection of stories and it is commonly addressed for children since it employs pictures that is able to get children's interest. It is colorful and contains lots of genre as well as topic. English storybook means a storybook that is written in English.

### **3. Indonesia EFL Young learner**

Young learner is related to children who are not yet adults. Most of experts said that young learner is a student in elementary or primary school who is in 7-10 ages and has operational concrete of knowledge stage. Moreover, Indonesia young learners is a pupil who studies English as foreign language.

#### 4. Literacy

Literacy is the ability to read and write. But in this term, it is depicted as as the proficiency in reading as a main problem in this research.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter elaborates the reviews of literature used in this study. This aims at providing some informations related to the key terms of the study and presenting previous studies that support this research. It covers overview of character building, English storybook, Indonesian EFL young learners and literacy as well as the previous study.

#### **A. Character Building**

This section will elaborate some significant points related to character building including the definition of character building, the aim and significant of character building, the principles of effective character building, and the character building in Indonesia.

##### **1. Definition of character building**

Character building has been a popular in Indonesian education's today. It rises up the meaning of the character building or which is sometimes called character education or moral education, it solely tackles about training the certain good trait of the person's character. While, the literal meaning of character itself has been explained by Sutomo (2014) that character is derived from a Greek word that has meaning to mark applying on engraving. He adds that someone's character is an indelible mark of consistency in their behaviour. It is also explained by Lapsley and Nervaes (2005) that character refers to

something rooted deeply in personality where the organizing of the principle is integrated and reflected in behaviour, attitudes, and values.

Character education is improving the good trait of the people through a set of developed system. It is not about carrying the accepted attitudes about prayer in school, gender, school uniform, politics, or ideologically charged issues (Boston University, 1996). This definition, furthermore, is deeply elaborated by Lickona (1999) who is an American Clinical Psychiatrist who explained that character education is deliberate effort to influence the behaviour of the students. Moreover, Clark (2010) assumed that character education is a disciplined approach to welfare, this approach should be conducted in a gentle and non-force to keep doing good. According to Mulyasa (2011) character building is cultivating system of human character values including awareness, understanding concern and commitment to these values, God, and all of things around human. Furthermore, Dodds, D. M. (2016); Montonye, M; Butenhoff, S; (2004); Berkowitz, M. W & Bier, M. C. (2004) believed that character building activities affect positively on positive behavior of the learners leading to recommendations to implement character building in elementary schools. All in all, it is able to be enlighten that character building is a deliberate developed activity to train students to gain positive character that can be permanently implemented in their behaviour.

## **2. The Significance of Character Building**

Character Building has raised up recently, its significance make it essential to be taught in school and popular in education world. It focuses on training the trait of person which is seen as an crucial component of the person. It is not able to be taught as a subject written in the book but it is taught integratedly with the existed subject. Consequently, the result is reflected in how they behave. Thomas Lickona (1992), a psychologist and educator who has been called the father of modern character education, proposed some rationales why character education is urgent:

- a. There is a clear and urgent need, as young people increasingly hurt themselves and others because of unawareness of and or indifference to moral values.
- b. Transmitting moral values to the next generation is one of the most important functions of a civilization.
- c. The school's role as character educator is even more vital when millions of children get little moral teaching from parents, community or religious institutions.
- d. Common ground exists on universally accepted moral values like caring, trust, respect and responsibility.
- e. Democracies have a special need for moral education because democracy is a government of, for, and by people themselves.

- f. There is no such thing as value-free education. Schools teach educational values, everyday values by design or default.
- g. A commitment to character education is essential if we are to attract and keep good teachers.
- h. Moral questions are among the greatest questions facing the individual and human race.
- i. Effective character education makes schools more civil, caring communities and leads to improve academic performance.

In addition, Iswara (2013) believed that character development in today's society is significant as globalization has globed the whole world, consequently, the achievers are bombarded with many negative influences through various factors, for instance, online media and other external sources. Even Berkowitz and Grych (2000) assumed that intentional character education is problematic since education is not intentional reliable on the welfare of the children, but Berkowitz and Bier (2005) highlighted the significant of character education in school as a multifaceted approach that is best accomplished through comprehensive school reform.

### **3. The Principles of Effective Character Building**

The goal of character education is to raise good children. Thus, effective character education is a foremost goal of all school. Looking at the circumstance of school, principle of effective character education must involve creating kinds of classroom and school environments that

enable all achievers without exception to realize their potential to achieve these vital goals. Every school has their own principle in actualizing their effective character building. Berkowitz (2012), the inaugural Sanford N. McDonnell Endowed Professor of Character Education and Co-Director of the Center for Character and Citizenship at University of Missouri-St Louis, proposed effective character education as a “rocket science” which is impacting school educational system both the micro and macro levels. Then, it is supported by Character Education Partnership (2014) on Gharmawi and Shal (2015) that effective character education includes all stakeholders in a school community and must permeate school climate. According Lickona (1999) well character consist of the habit of good knowledge, heard and behaviour.

Schwartz (2008) on Samani and Hariyanto (2013) elaborates some principles of effective character education as follows:

- a. Character education should promote the ethical core values as the foundation for good character building.
- b. Character must be understood comprehensively that covers thought, feeling, and behavior.
- c. Effective character education requires a good and proactive approach as well as promotes the ethical core values into all stages of life;
- d. Schools should be a caring community;
- e. Providing opportunities for students to perform good behaviors;



- f. Effective character education must be equipped with a meaningful and challenging academic curriculum that respects all students and helps them to achieve success.
- g. Character education should significantly develop the students' motivation.
- h. The entire staff of the school should be a learning and moral community who all share responsibility for the continuity of character education, and try to develop the ethical core values to be guideline of character education for students.
- i. The implementation of character education requires moral leadership required for school staff and students.
- j. Schools should to invite parents and community members as full partners in the character building process.
- k. The evaluation of character education should also assess the character of the school, the function of the school staff as character educators, and the way how the students implement good characters.

In the other hand, Zubaedi (2011) defined the principles which are effective applied in the development of character education, they are:

- a. Sustainable, this means that the process of developing character values is a never ending process, starting from the beginning to the completion of students' education at school, and even when they merge into community.

- b. Through all subjects, culture and self-development, as well as local content.
- c. Values are not only taught, but also developed and implemented.
- d. Educational process that students follow is active and fun.

All in all, it is able to be concluded from all experts' opinion that principle of effective education are:

- a. The conduction of the development of character building must be sustainable, meaning that it is never ending.
- b. It is implemented through the content of all subjects and the educational process allows the students to be active and fun.
- c. It engages all components of school to implement character building in order to create appropriate environment.
- d. The evaluation of the development of character building should be existed since it controls the process of the development.

#### **4. Character Building in Indonesia**

Character education is not new model. It has been implemented in the past. Moreover, it is not quick process and it is not formed automatically. It is build over time through sustainable process, learning, modelling, and practice. Looking at the character education in Indonesia, it had been planed since 1947. It focused on giving character building and awarness of state and society. The next changes and curriculum development occured in the year 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006 to 2013 with increasing numbers strengthen character-based

education aspects. In the end of the reign of Soekarno, curriculum of 1964 was focused on the development of creativity, taste, intention, creation and moral. The 1968 curriculum aimed to enhance character and strengthen religious beliefs, intelligence and skills, and to foster as well as develop a strong and healthy physique. Moreover, in curriculum changes in the following years, namely the curriculum 1975, 1984, 1994, 2004, and 2006 were directed towards aspects of the development of education management, including arrangements learning load and change and replacement of education units. Furthermore, the attention was focused on developing approaches in learning and learning methods, as well as problems in improving education quality.

The implication of curriculum 1975, 1984, 1994, 2004 and 2006 did not obtain significant attention in the aspect of character building. Related to the changes of the curriculum, Surakhmad (2009) stated that after the long and expensive changes, it was not proved anything. Then Danim (2003) explained about the evidence that the bad signs of the students and the younger generation tend to grow since 1980s. Then he added that it was shown by various forms such as fights, beatings teacher, narcotics, liquor, destruction and so on. It describes that the education in that era was not character building oriented.

In the national education day, on 2 May 2010, was the day which character building-focused was affirmed under the theme “Character Education for developing nation’s civilization”. It means character

building is a must since education is not only to create smart people but it also to gain character and manners, so the existence in the society is going to be meaningful. The theme also gives meaning that character education is an elaboration of the national education goals contained in Law of the Republic of Indonesia Number 20 of 2003 concerning the System National education, point 3 stating that national education functions to develop capabilities, character and civilization of the nation who are dignified in order to educate the nation's life, aiming at developing the potential of students to become human believers and fear the Almighty God, noble, healthy, knowledgeable, competent, creative, independent, and a citizen of a democratic and responsibility. (Republik Indonesia, 2007).

Regarding to the new curriculum that has been implemented today is 2013 curriculum. It is the result of a review of the previous curriculum, namely the KTSP curriculum. Kaimuddin (2014) explained that the 2013 curriculum aims to prepare Indonesian people who have ability to live as a person and citizen that are faithful, productive, creative, innovative, and affective and able to contribute on the life of the people, nation, state and world civilization. These objectives indicate the direction and process of implementing education is truly quality and character-based. Moreover, Kaimuddin (2014) showed characteristic of 2013 curriculum, as follows:

- a. Develop a balance between developing a spiritual and social, curiosity, creativity, cooperation with ability intellectual and psychomotor.
- b. Schools are part of the community that provides a planned learning experience in which students apply what learned in school to the community and use the community as a learning resource.
- c. Develop attitudes, knowledge, and skills as well apply it in various situations in schools and communities.
- d. Give enough free time to develop various attitudes, knowledge, and skills.
- e. Competence is expressed in the form of core class competencies further detailed in the basic competencies of the subject.
- f. Core competency becomes an organizing element basic competencies, wherein all basic competencies and processes learning is developed to achieve competencies expressed in core competencies.
- g. Basic competencies developed are based on principles accumulative, enforced and enriched between subjects and levels of education (vertical and horizontal organization).

Based on characteristics above, it is able to be highlighten that curriculum of 2013 is character building-oriented. It is shown by the existence of good integration vertically and horizontally between subjects and level of education. Similarly, it is integrated between kognitif,

psicomotor and affective. The integration between subjects and the goal are reflected in Kompetensi Inti point 1 to 4.

## **5. 2013 Curriculum and values of character building**

Poerwati (2013) mentioned that the orientation of 2013 curriculum is the achievement of balancing competence between attitude, skill, and knowledge. In this curriculum include the concept of integrated curriculum. Fogarty in Poerwati (2013) explains that integrated curriculum is a model of curriculum that integrating skills, themes, concept, and topics in the form of: single disciplines, across several disciplines, and within and across learners. As in Fogarty concept of integrated curriculum, can conclude that there are inter discipline of knowledge. Marten in Poerwati (2013) stated that moral education and science education are mutually relevant, both developing virtues and propositional knowledge as moral decision making is developed with science without indoctrination. Muslich (2011) assume that integrated curriculum based on character building aimed to transform the whole man that have character, such as developing physical aspect, emotional, social, creativity, spiritual, and student intellectual in an optimal manner. From the statement above it is very clear that both morals education as in character building and science education correlate each other.

Hill in Muslich (2012) assumes that character determines someone's private thoughts and someone's action done. Good character is the inward motivation to do what is right, according to the highest

standard of behavior, in every situation. Based on that statement, as in Character counts! Coalition (a project of the Joseph institute of Ethics), there are six pillars of character. The six pillar of character can be mentioned below:

- a. Trustworthines
- b. Fairness
- c. Caring
- d. Respect
- e. Citizenship
- f. Responsibility

There are 18 (eighteen) values that is developed in character education based on Kemendiknas (the ministry of national education) year 2010 on page 9-10 (Suyadi: 2013). The eighteen character values can be explained below:

- a. Religious

Religious is act and attitude in doing religion theory of each person's belief, tolerance with other religion devotion, and life together with other people religion.

- b. Honestly

Act that is based on efforts for making her/his self become believable person on words, act, and work.

c. Tolerance

Act and attitude that bear mutual respect to the difference religion, ethnic, argumentation, attitude, and act of other person.

d. Discipline

The act, that indicating acts orderly and faithful to the several certainties and rules.

e. Work hard

Act that indicating seriously effort in overcomes studies and assignments obstacles, and finishing assignment as good as possible.

f. Creative

Think and doing something to produce manner and new result from something they had posed.

g. Autonomy

Act and attitude that is not dependent on other person in finishing assignments.

h. Democratic

Way of thinking, attitude, and act that giving the same appraisal between right and obligation of his self and others.

i. Willingness

Act and attitude that always make serious efforts to know deeply of something they are learned, seen, and heard.



j. Nation mentality

Way of thinking, act, and concept that put the interest his nation and state above his own interest and groups.

k. Love fatherland

Way of thinking, attitudes, and acts, that show; loyalty, cares, and high appreciation to the language, physical environment, social, culture, economy, and politic of the nation.

l. Respect to the achievement

Act and attitude that push his self to produce something that useful to the society and he also admit other person's success.

m. Communicative/friendship

Act that show happy talking, communicate, and work together with others.

n. Peaceful

Attitude, words, and act that make others feel interest and save of his come.

o. Fond of reading

Habitual of giving times to read several literature that give good deeds for his self.

p. Cares of environment

Act and attitude that always tries to prevent damage to the environment and developing efforts to repair nature damage that had happened.

q. Social cares

Act and attitude that always want to give helps to others and society that need some help.

r. Responsible

Act and attitude to do some duty and obligation that had to be done, not only his self but also society, environment, state, and God.

## **B. English Storybook**

This section explains some significant points related to English storybook including the definition of English storybook, the aim and significant of English storybook, the component of English Storybook, and good criteria of English Storybook.

### **1. The definition of English storybook**

Further challenge working with young learners in English lies on the providing optimal media. As deal with children, they can learn word easily, however they will forget everything. To maximize the understanding, the media has to set a picture in order to comprehend their understanding. English Storybook is one of the best media which can facilitate learning English. It is designed with the purpose of capturing the interest and attention and be enjoyable for young learner (Bermejo, Ahern, and Fleta, 2007). They added, the language used in the works is mainly the vehicle for communication. It can be said generally that the vocabulary used in the storybook is based on the stages of their thinking and it is supported by picture. Therefore, they can obtain the meaning of

the vocabulary as well as the story. It is emphasized by Ratminingsih and Budasi (2018) that it is kinds of book that integrates images and text to present astethic value. Other definitions come from Hornby (2000) on Rachmawati (2017) stated that storybook is a book of stories proposed to young learners. It contains picture and text together that tell a story with with an appropriate theme (Malu, 2013).

Storybook is considered as a literature of children since it is proposed to children. Ghosn (2002) as cited in Mart (2012) assumed that it is fiction written for young learner to read for pleasure, rather that for didatic purpose. Furthermore, Galda and Culina (2002) in Mart (2012) claimed that it intertains, informs and enable young people to explore world, understand and enrich their life as well as widen their horizon. In short, English storybook is a book which is consist of pictures and text written in English proposed to children which can cacth their interest, attention and be joyful. The text is considered as simple form since it represent the pictures. Consequently, children will gain deep understanding about the story, improve their vocabularies collection, and they are able to take the valuable messages from the story.

## **2. The importance of English Storybook**

Storybook has been widely used for teaching learning. The significants of this media make it popular among young learners. Alsamadani (2017) assumed that storybook is able to boost young learners' reading interest. Moreover, it can create meaningful learning

environment (Karabacak and Erden, 2015). Research conducted by Mart (2012) found that story could motivate young learners besides built enjoyment and happiness. Another study revealed that teaching by picture could support independent reading, develop reading strategies, and foster reading motivation (Brunsmeier and Kolb, 2017).

Furthermore, Heide Neimann (2002) on Mart (2012) list the essential of storybooks as follows:

- a. Storybooks are part of a country's culture and thus they combine language learning and cultural awareness.
- b. Storybooks are challenging the imagination.
- c. Storybooks help children expand their own world, sometimes they may even help them cope with their reality.
- d. Storybooks provide language in a meaningful context.
- e. Storybooks provide grammatical structures in an authentic context.
- f. Storybooks provide children with the possibility to browse, choose their own pace, look carefully at details.
- g. Storybooks introduce topics and language in a child oriented way.
- h. Storybooks help children develop creative powers.
- i. In picture books the combination of a text and illustration is supportive for the understanding and the interpretation of a story.

Storybook as a authentic literature for children has its own valuable points. According to Gosn (2002) summed up why it is valuable for young achievers:

- a. Authentic literature provides a motivating, meaningful context for language learning, since children are naturally drawn to stories.
- b. Literature can contribute to language learning. It presents natural language, language at its finest, and can foster vocabulary development in context.
- c. Literature can promote academic literacy and thinking skills, and prepare children for the English-medium instruction.
- d. Literature can function as a change agent: good literature deals with some aspects of the human condition, can thus contribute to the emotional development of the child, and foster positive interpersonal and intercultural attitudes.

### **3. Appropriate English Storybook**

The appropriateness of storybook is one of the foremost point that should be coped since the significant of this works make it popular among teachers, parents, and young learners. Brown (2004) on Mart (2012) claimed that the selecting of appropriate children's literature give learners exposure to new, illustrated vocabulary in context, provide repetition in keywords and phrases that student can master and learn to manipulate and provide a sense of accomplishment. Moreover, Smallwood (1988) on Mart (2012) gives more explanation about criteria for selecting appropriate storybook. He recommended that the storybook should include age appropriate theme, simple language, limited use of metaphor and unfamiliar experiences, use of rhyme, unambiguous plot, realistic but

simple dialogue, potential for reading aloud, brevity, and good illustration.

He added some more criteria:

- a. Does the book help meet curriculum objectives or enhance the thematic units being studied?
- b. Is the book's content appropriate to the children's age and intellectual level?
- c. Does the book use language that is at or slightly above the level of the learners?
- d. Does the book contain repeated, predictable language patterns?
- e. Are there clear illustrations that help the story?

In addition, to these criteria Steinbeck (2008) list the characteristics of storybook used by young learners as:

- a. Stories should be action oriented.
- b. Stories should be personal (the use of familiar characters, the pre- and post- activities should make use of the personalization technique.
- c. Stories should not be too detailed, both in terms of the story and the visuals used.
- d. Stories should allow for context extension.
- e. Stories should use comprehensible input (the language that is at the right cognitive and linguistic level) so that the output is more structured.

In sum, the appropriate English storybook should deal with these criteria as follows:

- a. The theme should bring a moral value.
- b. The story should be about daily routine since it is applicable for young learners.
- c. The content of the story should deal with children's age and their intellectual level.
- d. The picture illustrated should be able to represent the text and the story since it help the understanding of children.
- e. The language and vocabularies should be simple.

### **C. Indonesia EFL Young Learners**

This section explains some significant points related to Indonesian EFL young learners including the definition of EFL Young Learners, Characteristic of EFL young learners, and Characteristic of Indonesian EFL Young Learners.

#### **1. Definition of EFL Young Learners**

Young learners is considered as unique subject since they are in the golden age. They are categorized in the average age of 7-12 with own different specialty in their cognitive stage. Term of young learners is defined as achievers from five years up to thirteen years (Ertero, 2013). Drew and Hasselgreen (2008) appended that they seem to reflect lower and upper limits of primary school education. It is in line with Richards and

Schmidt (1985) assumed that young learners refer to students of preprimary and primary school age.

From several points above, it is able to be said that the definition of young learners is children who is in the age of six years to twelve years considering in primary. Regarding to EFL which means English Foreign Language, It refers to achievers who are not in English speaking country or country that does not use English as their second language learning English as their additional language skill. In sum, EFL young learner is children who are in the age of six years to twelve years sitting on primary and learning English as their foreign language.

## **2. Characteristic of EFL Young learners**

Regarding to general characteristics young learners, the writer adopted theory from Piaget (1983) who is Swiss Psychologist an known for his work on child development called genetic epistemology. On his book under the title Peaget's Theory In P. Mussen (Ed.). Handbook of Child Psychology (4 ed, vol. 1) categorized characteristics of children based on the grade or classes in term of their cognitif. He said that children in the lower grade of 1, 2, 3 are at the level of preoperational concret. They think concretly and are unable to engage in operational. Moreover, they learn from direct experiences (such as learning by doing) in developing understanding of phenomena. Therefore, they interested in proccess instead of product. Another categorize is children in the grade of 4, 5, and 6 included in operational stage. Their ability to think grows and their ability



to reason systematically and logically increase. They may be able to interpret the same thing differently since they derive their understanding from direct experiences of different contexts.

As unique human, young learners have several characteristics in learning foreign language. According to Karea (2017) found several characteristics of young English learners including innocence, curiosity in learning, limited attention span, and active user of English. While, Scott and Ytreberg (1990) young learners of eight to ten are aware of the basic grammar rules of their mother tongue and they are easy to learn foreign language since they learned their own language successfully. While, Jense (2000) assumed that social interaction is able to enhance the construction of meaning for the brain. Consequently, they can be acquired under low stress in school. Another opinion comes from Slattery and Willis (2001) stated that young learners have quite short attention span and are easy to get bored. It is highly suggested to the teacher that they have to use interactive media to attract their interest and create enjoyable learning as in line with Juhana (2014) pointed to English teacher that they should bring fun and enjoyable learning in the class with interactive media which is able to attract children's attention.

### **3. Characteristic of Indonesian EFL Young learners**

Indonesia as part of Asian has its own characteristic. Karea (2017) found several characteristics of Indonesian English young learners:

- a. Primary school-age children are innocent (lugu). It means obedient, honest, courteous, friendly and respectful. He also assumed that it is rooted from Indonesia culture and normally common specific nature or quality of children in Indonesia.
- b. Primary school-age children have a variety of interests. The terms interest refers to an activity and media that is used by the teacher.
- c. Primary school-age children learn English from meaning and words, not from rules. This sentences means that children in Indonesia tend to learn meaning from words not from grammar or tenses. They focus on the meaning of the words.
- d. Primary school-age children need to feel happy to learn EFL effectively. Regarding to learning English, Indonesian young learners need to feel happy to make the teaching learning effective.
- e. Primary school-age children are curious to learn English. The article revealed that Indonesian EFL young learners have strong curiosity, eagerness and motivation to learn English.
- f. Primary school-age children are respectful to teacher. Primary students tend to friendly to the teacher. It is shown by greating teacher when entering the class or meet in the out of classroom.
- g. Primary school-age children are active English user. Students are active English learner. It is reflected when they ask question to the teacher or having small talk with their friend although its is just in a word by word.

- h. Primary school-age children have a short attention span. They can focus on the task just approximately 10-15 minutes.

#### **D. Previous Studies**

There are some previous studies related to the development of character building based-English Storybook to enhance Indonesian EFL Learners' literacy. A thesis conducted by Astari (2016) under the title Developing English Learning Materials Using A Theme-Based Storybook for Reading Comprehension of "When English Rings a Bell" Textbook for Grade VII SMP/MTs found that Indonesia learners still had lack of vocabularies. They need their material should exist picture to help them understand vocabulary. It is in line with Arintia (2015) about Developing a Pop Up Book for Teaching Reading to The Third Grade Students at SDN 2 Miranti in The Academic Year of 2014/2015 revealed that students EFL learners especially Indonesian needed something interesting to learn English since they had few collection of vocabulary. They needed something interesting such as picture for helping them to understand the meaning and improve their interesting as well as motivation to learn English.

Another study about Storybook Influence on Science Concept Comprehension Through Curiosity of Fifth Grade Elementary School Student has been conducted by Ardita, et al (2018) and found that students are helped by picture in learning something that they do not know about. It helps them to build a meaning in their mind. Therefore, they need material completed by picture in order to help their understanding. Regarding to

character based, Aini (2014) conducted study titled Developing Prophetic stories as a Character-Based English Learning Source. It revealed through this story book of Prophets, students and readers can learn the virtuous – worthy character – of Prophets as the good model for them. Besides, they can also learn English Language, especially in increasing their vocabulary in English.

This current study is different from those studies that have been mentioned above since this research aims at developing character building-based English storybook as a tool for improving literacy of Indonesian EFL young learner. The thing that has to be emphasized is the developed book is in the form of English storybook completed by character building. This purposes to enhance literacy of Indonesian EFL young learners. Moreover, this storybook is equipped with vocabularies and moral value written in the book. Therefore, they will be able to enhance their vocabularies enrichment and are expected to easily apply the moral value in their daily activity.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter explains about the description of research methodology employed in this study which is divided into some points. They are research design, the model of development and the procedure of development.

#### **A. Research Design**

The purpose of this study is to develop character building-based English Storybook as a learning media to enhance learners' literacy. The research is classified into educational Research and Development (R&D). According to Borg and Gall (1983:771) education research and development is a process used to develop and validate educational products. It is strengthened by Latief (2013) that R&D is a research design aimed at developing educational product like curriculum, syllabus, textbook, etc. The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings, developing the product based on these findings, field testing it in the setting, and revising it to correct the deficiencies found in the field-testing stage. It is in line with Anwari (2017) in his study said that the cycle of R&D are studying research finding pertinent until field testing. Hence, that includes not only the product, but it is also intended to address the establishment of processes and procedures.

The background reason for this R&D are classroom problems and targets' needs related to educational product. To know the problem existed

in the school, the researcher carried out need analysis as the first step in developing storybook to obtain authentic information. In addition, to collect data from need analysis the researcher employ two instrument namely questionnaire and interview. The questionnaires are addressed to the student for revealing targets' need, while interview is intended for the teacher to know the existence of literacy program and the books.

## **B. The Model of The Development**

Regarding the purpose of study namely developing english storybook, the research procedures employes Borg and Gall (1983) theory since it provides obvious and simpler steps in developing material and helps beginner developer product. There are 10 steps proposed by Borg and Gall (1983), they are as follows:

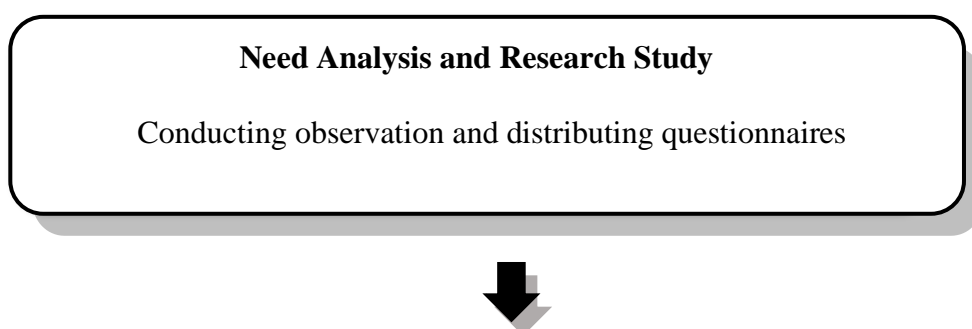
1. Research and information collecting
2. Planning
3. Preliminary form of product
4. Preliminary field testing
5. Main product revision
6. Main field testing
7. Operational product revision
8. Operational field testing
9. Final product revision
10. Dissemination and distribution

However, the researcher believes that different product is going to bring different stages. It affects on the modification of Borg and Gall model. It was modified according to the need of the product and to meet a gap that cannot be fulfilled by Borg and Gall model. The modification lays in providing expert validation to the model. The role of expert validation in giving a judgement is a very crucial to see the appropriateness of the material. The modified steps for developing storybook consists of seven stages and they are as follows:

1. Need analysis and reference study
2. Designing the product
3. Expert validation
4. First revision
5. Field testing
6. Second revision
7. Final product

To obtain comprehensive understanding about the stages above, the further explanation of the model for developing English storybook will be elaborated in the figure below.

**Figure 3.1. model of development Character building-based English storybook adapted from Borg and Gall (1983).**



### **Designing The Product**

- Stating the objectives of the storybook.
- Stating the content of the storybook
- Stating the design of the storybook



### **Experts' Validation**

- Giving the product to the expert
- Validation of the product by the expert



### **Revision 1**

Revising the product based on the evaluation from the experts



### **Field Testing**

Trying the product to know the applicability and respond of the product in the classroom





### **Second Revision**

Revising the product based on the result of field testing



### **Final Product**

- The result of second revision
- Distributing the product

## **C. The Product of The Development**

In line with the procedural model of the development employed in this study, the development of English storybook consists of even steps. First, need analysis is carried out to identify the classroom problems and targets' need. Then, designing storybook is conducted to create the product which includes selecting the material, the colours that engage student to be interested, the understandable word as well as the selecting of the character based on the result of the need analysis. After that, the product is validated by the experts and revised accordingly to get quality assurance. This expert validation employed two different experts that concern in different points. The first is expert content of the storybook and another is the physical appearance. The next step is a trying out or conducting field testing the

developed product to have evaluation from the students as well as teacher and following that revise the evaluated product based on the the result of the trying out. The last is the distribution of the final product. The final product must support the literacy program existed in the school.

The model of learning materials development in this research is presented as follow:

### **1. Conducting Needs Analysis**

The foremost point in the form of gathering information has to take place before developing English storybook. In this research, the researcher conducts needs analysis to collect information which is related to the learner's needs. The information of both teachers and students related to the area of the study is needed to develop the product. In this steps, the researcher employes questionnaires and interview to collect the data. The subjects of this study are 2 teachers and 72 students from public Elementary Schools in Kediri which have conducted literacy program in their school. They are SDN Burengan 2 and SDN Banjaran 5.

To obtain real phenomena in this study, this research used questionnaires to gain information related to reading interest and design of the book. According to Brown (2001:6) questionnaires are any written instrument that present respondent with a series of statements to which they are to react either by writing out the answer or selecting from among existing answers. The questionnaire is close-ended questionnaire and the

students are asked to choose one options from several provided options.

The questionnaires are distributed to students and are filled individually.

**Table 3.1. Blueprint of questionnaires of Character building-based English storybook.**

Aspect of The Questionnaire	The purpose of the question	Item number
Reading interest	To find out students' interest in reading English book.	1-10
Design of the product	To find out the students' demands of the content of English storybook.	1-16

The data obtained by using needs analysis questionnaire are analysed using frequencies and percentage and it will be explained in the form of descriptive statistic. The percentage of the data are calculated by using the following formula:

$$P (\%) = \frac{f}{N} \times 100\%$$

P : Percentages  
f : frequency  
N : Number of responden

In addition, the interview is conducted to obtain additional data and it is in the form of semi-structured interview. Based on Ary, Jacob and Razavieh (1985) interview is an oral questionnaire in which the interviewee gives information verbally in a face-to-face relationship. In this case, the interview was aimed at cross-checking about the existing of books and the literacy activity. After having an interview, then the data gathered to describe factual need of the studens and analysed in the form of descriptive analysis.

**Table 3.2. Blueprint of interview's question of Character building-based English storybook.**

Aspect of The Questionnaire	The purpose of the question	Item number
Literacy program	To find out information about literacy program in the school.	1-3
Available books	To find out various book existed in the class.	4-5

## **2. Designing the First Product**

Designing first product of storybook is the second step in this study. Selected materials are organized and developed based on the demand that has been gathered. The product is called first product. The material covers simply English storybook based on character building.

## **3. Expert Judgment**

To know the quality and the appropriateness of the product, expert judgment is employed after the first designed product. In this research, the selected lecturer and teacher who has competence in judging the materials and experienced in materials especially for storybook development will expert the developed storybook. The expert judgment is in the form of open-ended questionnaire. The questions are used to get more information about the expert's opinion and suggestion in the developed storybook.

The evaluation from the experts are divided into two points which are expert of content and expert of design. The expert who is going to judge the content are lecturer and head of English Education Department IAIN Tulungagung. She is Dr. Erna Iftanti, S.S, M.Pd who is experting in English for Young Learners and has owned English story sheet. She

will judge the content and words used in storybook whether it has been appropriate or still need a revision. Another will review about physical appearance (design) regarding to storybook such as the picture, colour, and font used in Storybook. He is a teacher of design graphics in SMAN 3 Kediri who has created lots of comics for elementary school students published in his Instagram.

**Table 3.3. Blueprint of expert validation questionnaires of content of Character building-based English storybook.**

Aspect of The Questionnaire	The purpose of the question	Item number
Appropriateness of content	To evaluate the content of the storybook	1-5
Appropriateness of language	To expert the language of the developed storybook	6-14

**Table 3.4. Blueprint of expert validation of physical appearance of Character building-based English storybook.**

Aspect of The Questionnaire	The purpose of the question	Item number
Appropriateness of font and space	To evaluate used font and the placement of font in the storybook	1-5
Appropriateness of illustration of picture	To evaluate the illustration of the picture whether it can assist to bridge students' understanding or not.	6-16

The obtained data by using expert judgment questionnaire are analysed both descriptively and quantitatively for the basic of the product improvement. The quantitative analysing employ Likert-scale as its measurement. There are four options in the first questionnaire:

*Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)*

The scores of each scale are presented below:

**Table 3.5. Categories likert scale**

No.	Categories	Score
1.	Strongly Agree (SA)	4
2.	Agree (A)	3
3.	Disagree (D)	2
4.	Strongly Disagree (SD)	1

From the data collection above, the Mean ( $\bar{x}$ ) from the data can be calculated using formula proposed by Suharto (2005).

$$\text{Mean} = \frac{\sum fx}{N}$$

The mean values can be put on categories in order to make the data easier to read. The formula is proposed by Suharto (2005) and can be seen as follows:

$$R = \frac{(Xh - Xl)}{4}$$

R : range  
Xh : the highest scale  
Xl : the lowest scale  
4 : range of likert scale

The result of the calculation is converted into descriptive analysis. Data conversation table is used to convert the data as the mean of the data had been calculated.

**Table 3.6. The conversion of mean score.**

Scale	Interval	Descriptive Categories
1	$1 \leq x \leq 1.74$	Poor
2	$1.74 \leq x \leq 2.24$	Fair
3	$2.5 \leq x \leq 3.24$	Good
4	$3.24 \leq x \leq 4$	Very Good

The data obtained from open-ended questions in the second questionnaire are analysed through four steps: collecting data, data reduction, data display, and drawing the conclusion. In the data reduction step, the data are selected, limited, simplified, and transformed by summarizing the answers of open-ended question.

#### **4. First revision**

After the materials are evaluated by the expert, the results of the data analysis are used to develop the final draft of the storybook. It helps researcher in determining the choices of the language, font type, colour, cover, and content of the storybook.

#### **5. Field Testing**

To know the appropriate storybook, the researcher implemented field testing or try out. By trying it out, the necessary data regarding appropriateness of the developed product could be elicited. The subject of the field testing are elementary school students and teachers in Kota Kediri, particularly, grade 4. They are 2 teachers and 72 students from public Elementary Schools in Kediri which have conducted literacy program in their school. They are SDN Burengan 2 and SDN Banjaran 5.

The obtained data from field testing were analysed both descriptively and quantitatively for the product improvement. The quantitative analysis employ Likert-scale. There are three options in the first questionnaire:

*Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)*

The scores of each scale are presented below:

**Table 3.7. Categories likert scale**

No.	Categories	Score
1.	Strongly Agree (SA)	4
2.	Agree (A)	3
3.	Disagree (D)	2
4.	Strongly Disagree (SD)	1

From the data collection above, the Mean ( $\bar{x}$ ) from the data can be calculated using formula proposed by Suharto (2005).

$$\text{Mean} = \frac{\sum fx}{N}$$

The mean values can be put on categories in order to make the data easier to read. The formula is proposed by Suharto (2005) and can be seen as follows:

$$R = \frac{(Xh - Xl)}{4}$$

R : range  
 Xh : the highest scale  
 Xl : the lowest scale  
 4 : range of likert scale



The result of the calculation is converted into descriptive analysis. Data conversion table is used to convert the data as the mean of the data had been calculated.

**Table 3.8. The conversion of mean score**

Scale	Interval	Descriptive Categories
1	$1 \leq x \leq 1.74$	Poor
2	$1.74 \leq x \leq 2.24$	Fair
3	$2.5 \leq x \leq 3.24$	Good
4	$3.24 \leq x \leq 4$	Very Good

## 6. Second Revision

After getting the result of field testing, final revision is conducted to maximise the storybook (if the result needs to be revised). The question asked to the students deal with language and the design of the storybook. The data obtained from questionnaire during the try out was analyzed quantitatively by using percentage.

## 7. Final product

Finally, the character building-based storybook is ready to be distributed and used.

**Table 3.9. The Summary Of Reseach Method.**

Stages	Data Collection	Instruments	Data Analysis
Need Analysis	Interview Survey	Questionnaires	Descriptive statistic
Expert Judgement	Survey	Questionnaires	Descriptive statistic
Tryout	Survey	Questionnaires	Descriptive statistic

## **BAB V**

### **CONCLUSION AND SUGGESTION**

This chapter describes conclusions of the research and suggestions. The conclusions answer the objectives of the research and presents the conclusions of the research findings and discussion. While, the suggestions explains some suggestions from the researcher to teachers of elementary school, particularly, grade 4 and other researchers or material developers.

#### **A. Conclusion**

The objective of the study is to develop appropriate character building-based English storybook that is able to be a tool to build students' literacy and character as well as English proficiency. This study employs 74 students and 2 teachers of grade four in SDN Banjaran 5 and SDN Burengan 2 Kota Kediri.

The need analysis conducted on September 28<sup>th</sup>, 2018 which was done by distributing the close-ended questionnaires and interview. The data of questionnaires revealed that 52% of the students like reading books written in English. They also admitted that they need interesting books written in English. This point got 86,1%. Regarding to the design of the book, the students prefer to read the book that employs colourful pictures and simple vocabulary. Each of them got 88,9% and 80,6%. They also stated that the like reading English book that use animal or plant as the character and the

storyline should be in the context of daily story. Those point obtained score 84,7% and 66,6% respectively.

From the evaluation of the expert, it could be conclude that the developed storybook was appropriate to support the enhancing of Indonesian EFL young learners' literacy in grade 4. The mean score based on the aspect of language and content was 3, belonging to the "Good" category. In addition, the mean score of the illustration was 3,36 which is categorized as "Very Good" and font as well as space was 3, meaning that it belongs to "Good" category. Furthermore, the evaluation went to field testing resulting means score of 3,48 which includes in "Very Good" category. However, there is no suggestion in the last step, so that the second revision is skipped and automatically went to final product. The final product simply distributing the product to the respondents which are students and teachers of grade 4 of SDN Burengan 2 SDN Banjaran 5.

According to the explanation above, it could be concluded that the character building-based english storybook was appropriate to be a tool to support students' literacy media as well as English proficiency of Indonesian EFL young learners, particularly, grade 4.

## **B. Suggestion**

The product of this study is character building-based English storybook for elementary students of the grade 4. Based on the research findings, there are several suggestion for teacher and other storybook developers

## **1. Teacher**

The teacher handling the literacy program has to notice some suggestions. First, reading English book such as the developed storybook should be a routine agenda in class. It is aimed to create a habit in reading English text since English is not taught in the class. Second, after reading the English storybook, ensure that the teacher evaluate what learners read. It is going to affect their English comprehension and the skill.

## **2. Other storybook developers**

There are two significant suggestions proposed by the researcher to the other storybook developers. Firstly, ensure that the need analysis is conducted. It is a crucial step in developing the product since it is going to be the main guide in developing the product. Secondly, make sure that the product is validated by the expert who concerns in the developed product. It affects the quality of the product since the evaluation and suggestion from the expert have a crucial aspect in the appropriateness of the product.

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