

CHAPTER II

LITERATURE REVIEW

This chapter will explain the review of related theorist that consists of three parts. Those are English lesson for elementary school, learning media, pop up, character, and literacy.

2.1 English Lesson for Elementary School

1.1.1 English Lesson

Students of elementary school through high school, and even higher education, are required to take English classes at school. English is defined as a tool for communicating orally and in writing in the curriculum manual issued by *Departement Pendidikan Nasional* about English lesson competency standards for SMA / MA (2003: 13), and communicating is defined as a person's process of expressing information, thoughts, feelings, and developing science, technology, and culture using English.

There are four abilities that are necessary to learn in an English lesson: listening, speaking, reading, and writing. Some components, like as vocabulary, grammar, and pronunciation, are used to promote those skills. Learners should be able to master all of the skills via practice. According to Harmer (1990: 16), there are four key skills to be identified: listening, speaking, reading, and writing. Speaking is one of the four skills taught in an English lesson, and it is used to communicate with one another. Ur (1992: 120) states "Of all the four skills, speaking is considered to be able to be the most important skill. Learning speak becomes the greatest interest for foreign language learners". Besides, Richards

(2002: 201) states "A large percentage of the world's language learners study English in order to develop proficiency in speaking".

1.1.2 Elementary School

To get good school achievement, good school management is needed. Good school management requires a special standard so that there is equity in each school/madrasah. Education Management Standards are regulated in the Minister of National Education Regulation No. 19 of 2007. The Ministerial Regulation contains matters that must be considered in the management of education including, Program planning, work plan implementation, monitoring and evaluation Leadership in schools/madrasah, Management Information Systems, and Special Assessment (Rinawati, 2010: 1).

The goals of primary school education, as well as the goals of national education, are as stated in article 3 of the 1945 Constitution: "National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and are devoted to God Almighty". Because of the importance of elementary schools in shaping children's future character, its implementation cannot be done on the cheap by focusing solely on quantity and ignoring quality. Furthermore, the quality of education determines the development of high-quality human resources. As a result, quality must be prioritized in the delivery of education, particularly at the elementary school level.

The implementation of quality education is based on four measures/indicators, Specifically, (1) the product/graduates' quality, (2) the

learning process' quality, (3) the school's services' quality, and (4) the school's environment's quality. High national/school final test scores can be used to judge the quality of education products/graduates. But, of course, value isn't the only criterion; it needs to be backed up by other factors, such as the fact that graduates of educational institutions also have the skills and abilities to live (life skills), which may be used to help students in the community. Furthermore, graduates of education have high human values, which are responsive to current social concerns. The professionalism of the teacher has a significant impact on the learning process.

1.1.3 English for Children in English Language Teaching

English is an international language that is extensively utilized in many fields of knowledge and is used as a medium of communication in international relationships. Furthermore, according to Brown (2001: 118), English is not commonly studied as a tool for understanding and conveying US or British cultural norms. In transportation, trade, banking, tourism, technology, diplomacy, and scientific research, however, English has become a tool for international communication. Given this, it is reasonable to include English in the local content of primary school's school-based curriculum. To achieve the best results, it is vital to rethink the way of teaching and learning English to young learners (student of elementary school).

The teaching and learning of English in elementary school offers students with English language competencies during the golden era, when youngsters can readily learn anything. Linguistic competence and linguistic performance are the two competencies in discussion. In Clark and Clark (1977: 6), Chomsky states

that linguistic competence is one's ability to use a language, whereas linguistic performance is the actual use of that ability in speaking or listening. Brown (1987: 24) goes on to say that competence relates to one's fundamental understanding of a system, event, or fact. It's the idealistic, non-observable ability to do or perform anything. The openly visible and actual expression or fulfillment of competence is referred to as performance. It is doing anything, such as walking, singing, dancing, or speaking.

Giving an English lesson to elementary school students is a good decision, given that elementary school students go through a period known as the golden age, as well as a critical phase, during which children can easily learn anything. Their minds are still open throughout this time, allowing them to learn anything, even languages. Furthermore, children's attitudes toward various languages and cultures are open, and these attitudes aid their language learning.

Children may learn anything at any age as long as the information is delivered in a clear and understandable manner. As a result, in their school-based curriculum, English teachers should use a spiral curriculum model to build competency standards and basic competency, i.e., content that is covered in any unit but at different levels. In addition, teachers must take into account four key aspects in their instructions: input, knowledge foundation, presenting flow, and reward and punishment (Sukarno: 2018).

1.1.4 The Teaching of English to Young Learners

Teachers in secondary schools must understand the concepts of acquisition and learning. The process of acquiring language, whether naturally or unconsciously, is known as acquisition. Learning, on the other hand, is the

deliberate acquisition of language. According to Krashen and Terrell (1983: 18), learning a language entails 'picking it up,' or increasing linguistic skill through use in real, communicative circumstances. Children learn their first language and, most likely, their second language. Language acquisition is not the same as language learning. Learning a language entails 'knowing the rules,' or having a cognitive understanding of grammar. According to new research, formal language acquisition is not nearly as significant as previously thought in acquiring communicative ability in second languages.

According to the development of children and the two principles above (acquisition and learning), teaching English to young learners in elementary school needs scenarios in which pupils acquire language abilities through acquisition rather than learning. It means that pupils learn language in a natural and communicative manner.

English teachers must be aware of the following types of language learning materials for young learners during the teaching-learning process:

- a. Learning resources are not recreational items, but rather primary materials that are organized and learned as engaging activities that children interact in on a regular basis.
- b. Children's learning resources must be suited for their aptitude, will, world, and so on. As a result, the best English teachers for young students are those who are conversant with English songs and activities. Furthermore, they have the ability to reorganize those elements to make them more interesting.

- c. A clear difference between technique and resource is required. Resources include songs, stories, poems, and games.

English teachers must understand language learning concepts in order to teach English to children (young learners) in elementary school, according to some experts.

- a. Children learn through manipulating objects in their environment. Children in primary or elementary school are normally in what Piaget calls the concrete operational stage of cognitive development, according to Hudelson (1991: 256). This implies they learn through doing things with their hands and manipulating objects in their environment. As a result, it is critical that English teachers employ media or realia in teaching things so that students may understand them readily.
- b. Children learn through social context, in groups with people they already know. Children learn in social environments, in groups where some members know more than others, according to Vygotsky (1991: 257). As a result, English teachers should create similar instructional circumstances in their classrooms contexts social.
- c. Learners acquire a language when they understand how it is utilized. According to Hudelson (1991: 257), Vygotsky (1991) states that language acquisition occurs as a result of learners finding out how the language works and developing and testing hypotheses about the language. Even when they utilize short sentences, the English teacher should use proper English in this circumstance.

- d. Learning occurs as a result of social contact. Language acquisition occurs through social interaction, according to Vygotsky (1991: 257). It implies that the teacher should speak English naturally in the classroom, as if they were in their own community.

To make the situation of teaching English to children (young learners) communicative, English teachers should be aware of the following communicative principles provided by John and Morrow (1983: 60-64):

- a. Understand what you're doing.
- b. The sum of the parts is greater than the sum of the parts.
- c. Processes are as significant to forms.
- d. Practice makes perfect.
- e. It's not necessarily a mistake to make a mistakes.

Teaching English to young learners entails more than simply letting them loose in the classroom on a variety of authentic language exercises. Teaching a second or foreign language to young learners necessitates a set of skills and intuitions that are distinct from those required for adult teaching. As a result, it is critical to consider Brown's five categories (2001: 87-90) while developing some practical techniques to educating young learners.

The following are the details:

- a. Cognitive Development
 - b. It is strongly related to what Piaget refers to as "concrete opinion," or the understanding of something concrete by young learners. As a result, abstract grammar and rules should be avoided, but specific patterns, examples, and repetitions should be produced.

c. Span of Attention

Because children's attention spans are short, it's important to make classes fascinating, energetic, and fun. As a result, activities should be designed to pique children's immediate interest, a lesson should include a variety of activities, a teacher should be animated, lively, and enthusiastic about the subject matter, a lesson should include a sense of humor, and it is critical to remember that children are naturally curious. As a result, English teachers working with young students should make an effort to tap into their curiosity whenever feasible, as this will aid in maintaining attention and focus.

d. Sensory Input

When it comes to sensory input, activities should attempt to go considerably beyond the visual and aural modes that most students believe are sufficient in the classroom. Physical exercises, projects, and hands-on activities are included in the sessions, as are sensory aides and nonverbal languages.

e. Emotional Factors

f. Children are frequently inventive.

They're incredibly delicate creatures. As a result, English teachers should encourage their students to laugh with (rather than at) each other about the mistakes they all make, be patient and helpful in order to improve self-esteem, be firm, and elicit as much oral engagement from students as possible.

g. Meaningful Language

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Children are more concerned with what the new language can be used for right now. They are less inclined to put up with language that does not provide them with instant benefits. Children are adept at detecting non-authentic language, therefore "canned" or stiff language is likely to be rejected. The language must be contextually anchored rather than context-free. It's critical to have a holistic strategy. It indicates that if language is broken down into too many pieces, students will lose sight of the whole picture.

There are three aspects that must be considered and accomplished when teaching English to young learners, or elementary school children.

The following are the details.

a. Language snatches

Students must employ language chunks, or phrases with entire meaning, when practicing speaking in English. Students will be able to understand language function as a method of communication more easily in this manner, even if they do not understand the meaning of the phrases they use at first, such as "Good morning," "Good afternoon," "Never mind," "Thank you," and so on. Although the pupils may not understand the meaning of the intended phrases at first, they do understand how to use them. When they meet their pals in the morning, for example, they will say, They will say "Good morning" in the morning, "Good afternoon" in the afternoon, "Thank you" when they are given something by their pals, and so on. This is consistent with Abe (1991: 266), who believes that language teachers should consider language as a collection of natural chunks.

b. Making use of media

Using media to teach English to young learners allows teachers to create more engaging classroom environments. The media also aids teachers in presenting lessons and assisting pupils in comprehending those materials.

Instead of reading, we can utilize flash cards, photos, and a variety of things and realia to bring the classroom to life and make it more resemble the outside world. The use of these technologies can allow the instructor to be more of an observer and facilitator, while also allowing the students to learn

to use the language and enjoy the potentially wonderful experience of being able to speak in another language with individuals from all over the world (Abe, 1991: 266-267).

c. Thematic activities

The Topic Approach (Hudelson, 1991: 258) or Topic-Based Work are common names for topic-based activities (Krashen, 1983: 84) the results of that investigation. Advocates of the topic approach argue that if learners' attention is focused on a topic or issue that they are interested in or care about, they will be more driven to utilize the new language... (Hudelson, 199: 258).

Because the resources are based on students' experiences and interest in the issue, the usage of this topic aids in the success of teaching English to young learners. They can connect any term, function, or scenario to the subject at hand. The association aids pupils in memorizing and comprehension by allowing them to acquire language through context.

When you focus on a certain topic, the substance of the courses immediately takes precedence over the language itself. This makes it easier to connect the teachings to your students' experiences and interests (Scott and Ytreberg, 1993: 84).

The process of learning can be aided by working on themes. Words, functions, structures, and situations can all be linked to a certain theme by the youngsters. Memory is aided by association, and acquiring language in context aids both comprehension and memory (Scott and Ytreberg, 1993: 84).

1.1.5 Management of the English Classroom and Atmosphere

Classroom management and the classroom environment are two variables that influence the teaching-learning process' performance. The teaching-learning process will yield positive results if the classroom is well-managed and the environment is suitable. Classroom management is especially important in language classes when students are expected to speak in the target language. As a result, pupils must be able to learn in such an environment.

A good and accommodating classroom will assist teachers in creating a classroom atmosphere (a classroom setting) that will promote the effectiveness of teaching English to primary school students. As a result, primary school English teachers should have the following items that Scott and Ytreberg advise.

a. Abilities

Teachers of English to young learners should be able to sing songs, tell stories, and organize worksheets in such a way that the classroom environment is engaging.

b. Attitudes

Because they have a good sense of fairness, the teachers appear to appreciate and like all of the students equally.

c. Assisting pupils in feeling safe

Students will be better able to comprehend the materials if they feel safe.

The following points provide students with a sense of security.

- 1) The kids are aware of what is going on and need to believe that the teacher is in command.
- 2) The teacher treats the kids with respect.
- 3) The teacher pays attention to everything the kids say, including their blunders.
- 4) The teacher appears unconcerned about the students' blunders, telling them that everyone makes mistakes when learning a new language.
- 5) The teacher develops routines by, for example, welcoming students at the start of class.
- 6) The teacher delegated responsibility for either theoretical or practical tasks in the classroom to the pupils.
- 7) The competition is not organized in the classroom by the teacher.
- 8) The teacher avoids distributing physical gifts or prizes that cause jealousy among the students.
- 9) The students are not given English names by the teacher.

d. Your physical environment

Young learners respond well to attractive and familiar settings, thus photographs, calendars, posters, and other such items should be hung on the wall if at all possible. Those visual aids should have subtitles so that pupils may readily figure out what the English name for the thing in the picture.

e. Setting up the workstations and chairs

It is suggested that the desks and chairs in the English class be light so that they may be moved around and their arrangement can be changed. The goal is to create a new classroom ambiance by rearranging the furniture, the desks and chairs, so that the kids are not bored with a static environment scenario and circumstance. The desk and chair arrangement is based on a model. to facilitate the teaching-learning process by being customized to the intended purpose and context. The placement of workstations can be done in a variety of ways. Chairs are arranged according to their intended use. Here are a few examples of what I'm talking about.

f. Assigning students to groups

Because the pupils in the class have varied traits, the teacher must consider enough socializing while grouping them. It is possible to achieve this by placing the desks as shown in model A. Grouping can be done in pairs or in groups when the students are in arrangement model A. Because group formation takes a lengthy time, students are not permitted to choose the members of their groups. The bright pupils are dispersed across the class in order to assist those who are less bright. Each group consists of three to five students.

g. Language in the Classroom

English teachers working with young learners in elementary school should communicate with them as much as possible in English so that the kids may gradually comprehend. It is important for teachers to

employ language chunks, i.e. sentences with complete meaning (meaningful phrases), while talking with students, as stated above. "I'm sorry," "I don't know," and "I don't comprehend" are examples (Scott and Ytreberg, 1993: 8–18).

1.2 Learning Media

Along with as learning technology advances, the media's role becomes increasingly vital. Learning media in the form of machines (technology) is regarded as the strategic use of knowledge in the form of electronic media or other learning machines in the facilitation of learning. The range of learning has also become wider (distance learning) and faster (access to the internet or learning through computer), which in the end the application of learning technology has a major contribution to learning.

1.2.1 Understanding Learning Media

The term "media" comes from the Latin word "media," which meaning "between". This meaning is defined as a communication tool used to carry information from a source to a recipient. Meanwhile, The mediia are all foms and channnels used to channel messeges and information, according to AECT (Association of Education and Communication Technology) America (Prahastio : 121).

According to the Big Indonesian Dictionary (KBBI), media can be defined as: periodicals, radio, television, films, posters, and banners are examples of (1) tools and (2) communication tools or means. While the Education Association defines it as an object that can be manipulated, heard, seen, read or discussed along with the instruments used properly (Apriadi Tamburak, 2013). Media is

more than just a tool or a piece of content; it can also be used to help kids learn new things (Sanjaya, 2013).

Learning Media means components of materials and components of tools in the learning system. Media means maximum utilization of all components of the system and learning resources above to achieve certain learning objectives.

According to Hamidjojo, what is meant by media are People utilize a variety of intermediates to convey ideas, ensuring that the message reaches the intended target. Meanwhile, McLuhan provides a limitation in essence that the media is a means called a channel, because in essence the media has expanded and extended the human ability to feel, hear and see within a certain distance and time limit, this area the help of the media these limits almost disappear. Furthermore, Blacks and Horalsen argue, A communication route or medium used to carry or convey a message is referred to as media, where the medium is the path or tool by which a message travels between communicators to communicants. Based on some of these opinions, It is possible to conclude that the media is a tool or medium for disseminating information. Media can be employed as one of the teaching aids that can help teachers provide learning content in the classroom.

Based on the above mentioned constraints, it is reasonable to conclude that the media is a tool or facility or device that functions as an intermediary or channel in communication activities (delivery and receiving of messages) between the message sender (communicator) and the communicant (message recipient).

Meanwhile, the term learning or teaching is an effort to teach students. Learning means trying to make someone learn. In an effort to learn,

communication occurs between students (students) and teachers, learners or teachers (a more commonly used expression previously), so that this kind of learning process is part of the communication process between humans (in this case, between learners and learners). Although there can be direct communication between students and learning materials, there is a role for learning media.

There are several activities implicitly limiting learning, which include; the activity of selecting, establishing, and developing methods to achieve the desired the outcomes of learning . In order to instruct students, how the role of the media cannot be separated from learning activities. Learning in this case used as a system, namely a learning system or better known as an instructional system. As a learning system, it includes components that cannot be separated from each other, but are interrelated and have a synergistic effect (plus value). These components include objectives, content, learning methods or strategies, Media and educational materials, as well as assessment of learning outcomes.

The previous explanation, the understanding of learning media can briefly be stated as something (can be a tool, material, or situation) that is used as an intermediary for communication in learning activities. So there are three concepts that becomes based on the limitations of learning media above, namely the The concept of communication, the concept of systems, and the concept of learning are all concepts that need to be understood.

1.2.2 Media Function

Levie and Lentz's learning in Azhar Arsyad suggests that there are at least The four purposes of learning media, particularly visual media, are as follows:

a. Attention function

That is, appealing and directing students' attention to the lesson's content as it relates to the visual meaning exhibited or accompanying the subject matter's language.

b. Emotional function

The level of enjoyment students have when learning (or reading) illustrated materials can be viewed as a result of visual media. Students' feelings and attitudes can be uploaded using visual representations or symbols, such as information about questions or races.

c. Cognitive ability

Visual media can be seen in research findings that show that visual symbols or images aid in the understanding and remembering of information or messages included in visuals.

d. Compensatory function

Visual media that provide context for interpreting texts can aid children who are deficient in reading organize and recall information in the text, according to research findings (Arsyad, 2013).

In addition, other books mention some of the values and benefits of media as teaching aids in the student learning process. Among them are: a. Teaching becomes more attractive to students so that it fosters learning motivation :

a. Provide a clearer meaning in teaching so as to enable students to achieve learning objectives

b. Being a variation in teachers no longer employ verbal communication through the teacher's explanation in the learning process.

c. Activities students become more like observing, doing, demonstrates that the student is not always just listen to the teacher talk in front of the class (Sudjanam, 2013).

1.2.3 Media Classification

The types of from simple to fairly complicated media are employed in the learning process. Therefore it is necessary to group media. One of the classifications that is easy to learn is the classification compiled by Heinich and his friends who look based on their physical form, namely whether the media is included in the media group that is not projected or not whether certain media are included in the media group that can be heard via audio or can be seen visually. visuals, and so on. The media classification table can be seen in the following table (Azhar, 2013).

Tabel 2.1 Classification of Media Learning

Classification	Kind of Media
Non Projected Media	Graphic, material, display
Projected Media	OHT, slide, Opaque
Video	Audio ,audio vission, active audio vission.
Video	Video
Computer based media	Computer Assisted Intruction (CAI), Computer Managed Instruction (CMI)
Multimedia kit	Practicum thing

Meanwhile, Azhar Arsyad divides learning media into four categories: print media, audiovisual media, computer-based media, and print-computer media (Arsyad, 2013:29).

2.2.4 Types of Learning with Learning Media

In this era still those pupils who are accustomed to listening to what the teacher has to say, then taking notes and being compelled to memorize it. This situation will clearly produce a verbalistic attitude, which causes students to become passive and learning activities become boring quickly. For this reason, in order to develop fun learning (joyful learning / joyfull class) and activate students using learning media, it will help learning activities.

How important the function of multimedia in learning activities can be explained as follows. At first the media only functioned as visual tools in learning activities, namely in the form of facilities that can provide visual experiences to students, in order to increase learning motivation, clarify and facilitate abstract concepts, and enhance student retention .

With the influence of audio technology in the mid-twentieth century, audio-visual displays showed which emphasized the use of concrete experiences to avoid verbalism. In an effort to utilize the media as a teaching aid, Dale (1969) in his book "Audio visual methods in teaching" provides a clear classification system for experiences, ranging from the most real to the most abstract. Dale's classification , which consists of levels, including: direct experience, observation, participation, demonstration, tour, TV, radio, visual, visual symbols and verbal symbols (words). At that time teachers were very attracted to this cone of experience, because it could be used as a guide in choosing what tools were suitable for use by teachers.

1.3 Pop Up

Pop up is a type of book or card in which there are folds or pieces of images that appear to form a three-dimensional (3D) object. According to Ellend G Kreiger Rubin, an expert in the field of paper winding (in Fatchul, 2014: 146-153), he explained that a pop-up is an illustration that when the page is opened, pulled, or lifted, a level will appear with a three-dimensional impression. In its development the role of the media is very important to support the formation of student creativity in exploring learning, such as this pop up book media can help students in solving problems easier. pop up book media is a 3-dimensional media that provides a real picture to make it easier for students to increase concentration in listening.

Pop-up book learning media is considered to have a special attraction for students because it is able to present visualizations with forms made by folding, moving and appearing so as to provide surprises and admiration for students when opening each page (Khoiraton et al., 2014). The advantage of pop-up book media is that it provides a special experience for students because it involves students such as sliding, opening, and folding parts of the pop-up book. This will make a distinct impression on the reader so that it will be easier to enter into memory when using this media (Setyawan et al., 2014) (Adelilia, 2017)

Media Pop up book in English has the meaning of appearing out. Ann (2018) said that a pop-up book is a medium in the form of a mother and has three-dimensional elements. Dzuanda (2011: 1) states that a pop up book is a mother who can stand upright and consists of several parts in it which when assembled can give rise to a more interesting story (Nur, 2018).

2.3.1 The Meaning of Pop Up

Media is very useful in learning to make it easier for educators to transfer material to students. Learning media are divided into two-dimensional media and three-dimensional media. Three-dimensional learning media, namely the media looks real or in the form of forms in three-dimensional images. Objects that look real or three-dimensional images can help students understand, imagine and analyze the shape of the image. One of the learning media that is easy to use is Pop-up Book media, which are books that when opened can move and arise or have three-dimensional elements.

According to G.F. Putri et al. pop-up book media is a media in the form of a book in which there are pictures that appear to appear. When you open a pop-up book, an image with three-dimensional elements will come out so that it can attract the attention of students. Pop-up book media can connect the concepts contained in book pictures so that they are able to arouse children's imagination. Meanwhile, according to Dzuanda a pop-up book is a book that has moving parts or has three-dimensional elements and provides visualization of stories that more interesting, starting from the display of images that can move when the page is opened "Pop-up book is a book that can display images with threedimensional effect arises when the book is opened and provides a unique stir effect when pulled on some parts" from the statement This can be interpreted that a pop-up book is a book that has a three-dimensional impact when opened and provides an interesting visualization effect when pulled in several parts. The pop-up book learning media is recognized as having a certain appeal for students because it is

able to present visualizations with shapes made by folding, and arising so as to provide surprise and awe for students when opening each page²⁸.

According to the explanation above, the researcher concludes that the pop-up book media is a teaching material or book that has three-dimensional elements. Pop-up media has its own characteristics, in which there are parts of images that can appear or stand. Pop-up media is an innovative medium. Learning to use pop-up books is expected to increase interest in learning, enthusiasm for learning, and create a conducive learning atmosphere for students.

2.3.2 Types of Media Pop-up Book

In the development of pop-up book media, several techniques are needed. Pop-up book learning media has the following types:

- a. Transformation is a display in the form of pop-up pieces arranged vertically.
- b. Volvelles is a form of display that uses a circle element in its manufacture.
- c. Peepshow is a display that consists of a series of papers arranged together to create the illusion of depth and perspective.
- d. Pull-tabs are slides or shapes that can be pulled and pushed to show a new image movement.
- e. Corousel is a technique that uses a rope, ribbon or button which when opened and folded back takes the form of a complex object.
- f. Box and cylinder or box and cylinder is a movement in the form of a cube or tube that moves up from the center of the page when the page is opened.

2.3.3 Benefits of Pop-Up Book Media

According to Dzuanda, there are several benefits of pop-up book learning media in the learning process, namely: a. Can teach children to appreciate books

more and treat them well. b. Bringing children closer to their parents because the pop-up book has a smooth section that provides an opportunity for parents to sit down with their children and enjoy the story (close the relationship between parents and children). c. Increase children's activity. d. Designing children's thinking imagination. e. Increase knowledge to provide a description of the shape of an object (object recognition). f. Can be used as a medium to instill a child's love of reading.

2.3.4 Advantages and Disadvantage of Pop-up Book

2.3.4.1 Advantages of Pop-up Book Media

The advantages of pop-up books as stated by Dzuanda as learning media are:

- a. Provide a more interesting visualization of the story starting from the image display that looks more dimensional so that the image can move when the page is opened or the part is shifted.
- b. Giving surprises in every page that can invite amazement when the page is opened so that readers are waiting for what other surprises will be given on the next page.
- c. Strengthen the impression to be conveyed in a story and
- d. The more dimensional visual display makes the story feel more real coupled with the surprises given in each page.

2.3.4.2 Disadvantages of pop-up books as learning media are:

Disadvantages of pop-up books as learning media are:

- a. The price is quite expensive
- b. Complicated manufacturing process

- c. Big cost capital
- d. Takes longer time .

1.4 Character

Character education is highly important in shaping the values of a person's personality, because it is not enough for a person to have knowledge; they must also be able to understand the English language, because having a good understanding of their knowledge will lead to excellent behavior. On good behavior, a good comprehension of the individual will be encouraged. Education, as Theodore Roosevelt put it, is a threat to civilization.

Character education is built in education and refers to Article 20 of the Law on System of National Education Number 20 of 2003, which works to develop national education and character development as well as the civilization of a dignified nation in the context of the intellectual life of the nation, with the goal of developing the potential of students to become human beings who believe in and fear God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and citizens. (Akbar, 2013 : 7).

1.4.1 Definition of Character

Character is a conscious effort to know and care for other people based on ethical ideals, according to David Elkind and Freddy Sweet When we want our children to have a diverse range of characteristics, we must analyze what they are doing well and what they believe is right. Even when confronted with a variety of external and internal issues. According to Simon Philips, a character is a set of values that lead to a system that supports how things are thought, acted, and behaved. (Mu'in, 2011:160). According to Winnie, a character has two terms, the

first of which describes how a person behaves, and the second of which describes how others behave when they behave better than he does. According Winnie the second is the character related with personality is if a person's behavior is different, they are said to be unique. appropriate moral in environment (Muin, 2011:160).

Without competent administration, character development will not be successful. To create an effective process, character education should collaborate with school-based instruction, school culture, and the community (Albertus, 2010; Temiz, 2016). Character education is now part of the curriculum. As a result, teachers are encouraged to integrate character education into the curriculum rather than creating a distinct course called character education. It is strongly advised that a thorough character education system be implemented in order to achieve these objectives. Character education is a tool for supporting democratic living while also reflecting human character as a personal trait in social interactions. (Lickona et al., 2007).

Linda & Richard (1995) Describe noble characters as being and giving. 'Being' refers to innate values such as honesty, bravery, peace-loving, self-reliability, discipline, and awareness of limits that grow into behavior and the way people treat others. Giving refers to principles that must be applied or provided, such as faithfulness, trustworthiness, respect, love, compassion, sensitivity, selflessness, kindness, friendliness, fairness, and generosity. (Edgington, 2002; Kohn, 1997; Weaver-Hightower, 2003).

Thompson (2002) character education has an impact on students' behavior, according to the author. Furthermore, it is strongly recommended that character education be included in the curriculum. It isn't a particular topic. It covers a

variety of subjects, including music, the arts, and physical education. To meet the objectives, classroom regulations should be established based on noble character concepts, with teachers serving as role models for the ideals.

In the discourse of character education gives the message that spiritual and religious values are strongly intertwined to the educational mission. Character education, according to the Islamic worldview, consists of three basic components: values, morality, and manners. This moral demonstrates responsibility, good manners demonstrates good behavior, and exceptional character attributes are demonstrated by a decent Muslim who follows the example of Prophet Muhammad SAW. (Majid & Andayani, 2011: 58).

Children's character education should begin at a young age, both in and out of school. So that students can investigate the importance of character education in their daily lives. Character education can be achieved in a variety of ways, including leading by example, communicating, interacting with the environment, and so on. Character development in children does not give instant feedback, but it does take time to process for a child or student who is unfamiliar with the characters implanted in them.

1.4.2 The Aims of Character Education

Character education's goal is to promote the birth of excellent children with good manners. Individuals with good character and a commitment to doing things will be more clearly seen in the future than those with poor character. According to the Heritage Foundation, the goal of character education is to develop students' physical, emotional, social, artistic, spiritual, and intellectual abilities to their full potential (Andrianto, 2011: 93).

Among the objectives of character education are (Asmani, 2011: 42) : 1) Instilling values in individuals while improving a social life system that respects personal rights, 2) To increase the quality of education that leads to the development of a student's character and morality, as well as his ability to apply the knowledge expressed in the character values in his daily life, 3) To instill and maintain a sense of self-assurance, job skills, interactivity, empathy, and communication abilities.

The aims of character education to develop Pancasila's national character is shaped by a set of values that include (Ramly & Hariati, 7) :

- 1) To develop students realize their potential as good-hearted men, good thinkers, and respectable citizens;
- 2) Build a nation of character Pancasila;
- 3) Developing the ability of residents to have a confident attitude, one that is proud of their state and nation, as well as a love for humanity.

The function of character education aims to: (1) create a multicultural national life; (2) create a civilization that is intelligent, cultured, noble, and capable of contributing to the development of the human race; (3) develop the potential of the base in order to be good, good thoughts, and good behavior, as well as exemplary good; and (4) create citizens who value peace, creativity, independence, and the ability to coexist peacefully with other nations. (Ramly & Harianti: 7).

Character education takes place in a variety of settings, including the home, school, community, government, business, and social media. (Ramly & Harianti: 7).

1.4.3 Component of Character Education

There are some elements to character education, and they are as follows (Abourjilie, 2001: 4) :

1) Participation of the community.

Encourage educators, parents, students, and community members to participate in a consensus-building process to find common ground that is crucial for long-term success.

2) A policy on character education.

Make a part of your ideology and character education a goal and omissions tatement by adopting a formal policy. Don't just say it-put it in writing.

3) Characteristics that can be defined.

Organize a meeting of parents, teachers, and community members. and useconsensus to get agreement on which character traits to reinfotee and what definitions to use. Formally state what your school means by "courage" or "perseverance" before thet arediscussed with student (The suddeste traits listed in the Student Citizen Act might be agreat place to star).

4) A curriculum that is integrated.

Integrate character education into the curriculum at all grade levels. Take the traits you have chosen and connect them to classroom lessons, so students see how a trait might figure into a story or be part for science experiment or how it migh affectthem. Make these trairs a part of every class and every subejct.

5) Experiential learning.

Allow your student to see the train in action, experiences and express it. Include community-based, real-world experiences in your curriculum that illustrate character traits (e.g service learning, cooperative learning and peer mentoring). Allow time for discussion and reflection.

6) Evaluation.

Examine character education from two aspects.: (1) Is the program affecting positive changes in student behavior, academic achievement and cognitive understanding of the traits ? (2) Is the implementation process providing the tools and support teachers need.

7) Children's role models

Parents “learn what they live”, so it is important that adults demonstrate positive character traits at home, school and in the community. If adults do not model the behavior or they teach, the entire program will fail.

8) Staff training

Allow time for staff growth and training so that they can continue to develop and implement character education. Allow time for discussion and comprehension of the process and programs, as well as the development of lesson plans and curricula.

9) Participation of students.

Include kids in age-appropriate activities as you integrate the process into their school and allow them to connect character education to their learning, decision-making, and personal goals.

10) Keep the program going.

The first nine elements of the character education program are implemented, funding, a high degree of commitment from the top is required: appropriate budget, support for district coordinating personnel, high-quality and continuing professional development, and a networking and support system for teachers implementing the program.

1.4.4 Advantage of Character Education

Character education has a number of advantages for developing excellent character and attitude, including:

- 1) It promotes character development by allowing students to explore ethical issues throughout the curriculum.
- 2) It fosters a healthy and moral climate by including students, teachers, and communities in the process.
- 3) It teaches students how to resolve problems effectively, resulting in after-school environments and are less prone to intimidation, fear, and violence, and more conducive to learning (Abourjilie, 2001)

1.4.5 Integrated Character Education of Learning

The learning approach is intended to enable students to grasp a predetermined basic competency curriculum, as well as to encourage students to care about one another and their surroundings, and to implement the values of the characters in their daily lives. Students should be able to know and perform fully

knowledge of the values inherent in the knowledge they have received if character is promoted in learning activities and connected with relevant disciplines.

The importance of character education that should be taught in kids is shown in the chart below (Wardan, 2011 : 17) :

Tabel. 2.2 The Values of Character and Description of Character

No	Values of Character	Description
1	Religious	Attitudes and behaviors include being obedient to their religion's teachings, being accepting of other religions' worship and living in peace with them.
2	Honestly	Efforts to establish himself as someone who can be trusted in his words, behavior, and employment.
3	Tolerance	Attitudes and acts that accept the religious, racial, and ethical diversity, as well as the opinions, attitudes, and actions of those who are not like them.
4	Dicipline	Actions demonstrating orderly and obedient conduct to a variety of laws and regulations.
5	Hard work	Behaviors that show a sincere desire to overcome obstacles to learning and complete assignments and chores as quickly as possible.
6	Creative	Thinking and doing things in order to create a new way or outcome for something that has been owned.
7	Stand Alone	Attitudes and behaviors that make it difficult to rely on others to finish assignments
8	Democratic	The same rights and obligations apply to his way of thinking, behaving, and acting when judging himself and others.
9	Curiosity	Attitudes and behaviors are always attempting to expand the depth and breadth of what he

		has learnt, seen, and heard.
10	Spirit of Nationalism	A way of thinking, doing, and observing that prioritizes the nation's interests over personal or group interests.
11	Love of Country	The way people think, live, and act demonstrates loyalty, concern, and a deep appreciation for the language, physical environment, social, cultural, economic, and political nation.
12	Cherishes Achievements	Attitudes and actions that motivate him to generate something beneficial for society while also acknowledging and respecting the achievements of others.
13	Friendly/communicative	Actions that demonstrate a desire to converse, hang out, and collaborate with others.
14	Love peace	Attitudes, words, and behaviors that make others feel happy and comfortable while they are in her company.
15	Love to read	Habits devote time to reading the numerous readings that support her generosity.
16	Care for the	Attitudes and activities that are always aimed at preventing damage to the natural environment around them, as well as developing attempts to repair any damage that has already occurred.
17	Social care	Attitudes and actions have always been motivated by a desire to assist others and communities in need.
18	Responsibility	People's attitudes and behaviors in carrying out their responsibilities and obligations for themselves, their neighbors, the natural, social, and cultural surroundings, their country, and God Almighty.

1.4.6 The Character Values in National Education

Character qualities, according to Lickona, are instilled through curriculum or programs. Actually, through educational operational programs, education has been building and applying values to build character. (Soniawan, 2013: 2).

Character education has identified 18 values derived from religion, Pancasila, culture, and national education goals that have been implemented in the school, namely:

- | | |
|----------------|-------------------------------|
| 1. Religiosity | 10. Nationality |
| 2. Honesty | 11. Patriotism |
| 3. Tolerance | 12. Achievement Orientation |
| 4. Discipline | 13. Friendsi or Communication |
| 5. Hard work | 14. Love of Peace |
| 6. Creativity | 15. Fondness for reading |
| 7. Independent | 16. Awareness in Environment |
| 8. Democracy | 17. Social Care |
| 9. Curiosity | 18. Responsibility |

2.5 Literacy

2.5.1 The Meaning of Literacy

Literacy is a person's social behavior in accessing, understanding, and using information related to knowledge, language and culture through various activities, including reading, viewing, listening, writing and speaking to give birth

to a prosperous life. In everyday life, students are faced with tasks and skills that use literacy. Meanwhile, language literacy requires students to be literate, including the ability to read and write. The following is a scheme for implementing literacy strategies in schools (Kemdikbud 2017).

According to Priyatni (2015: 40) literacy is the integration of listening, speaking, writing, reading and critical thinking skills. According to Faizah, et al (2016: 1) school literacy is the ability to access, understand, and use things intelligently through various activities, including reading, viewing, listening, writing and or speaking. Abidin (2017: 1) literacy is defined as the ability to use language and images in rich and varied forms to read, write, listen, speak, view, present, and think critically about ideas. Based on the understanding of several experts above, it can be concluded that the notion of literacy is an activity that aims to obtain information through reading, writing, listening and speaking activities.

2.5.2 Types of Education Literacy

Literacy has the following interrelated components:

a. Basic literacy

Basic literacy namely the ability to listen, speak, read, write, and count. In basic literacy, the ability to listen, speak, read, write and count (counting) is related to the analytical ability to calculate, perceive information (perceiving), communicate, and describe information (drawing) based on personal understanding and conclusion.

b. Librar, which is an advanced ability to be able to optimize existing library literacy. That is, an understanding of the existence of the library as one of the

access to get information. Basically library literacy includes: providing an understanding of how to distinguish fiction and non-fiction reading, utilizing reference collections, and periodicals, understanding the Dewey Decimal System as a knowledge classification that makes it easier to use libraries, understanding using catalogs and indexing, to having knowledge in understanding information when is completing a piece of writing, research, work, or solving a problem.

c. Media Literacy, namely the ability to know different forms of media, such as print media (books, newspapers, magazines), and understand the purpose of their use. It can be clearly seen in our society today that the media is more of a mere entertainment. We have not gone too far in using the media as a tool to fulfill information about knowledge and provide positive perceptions in increasing knowledge.

d. Technology Literacy, namely the ability to understand the completeness that follows technology such as hardware (hardware), software (software), as well as ethics and etiquette in using technology. Next, can understand the technology for printing, presenting, and accessing the internet. In practice, understanding using computers (Computer Literacy) which includes turning on and off computers, storing and managing data, and running software programs.

e. Visual Literacy, namely the ability to advance understanding between media literacy and technological literacy, which develops learning abilities and needs by utilizing visual and audio-visual materials critically and with dignity. Interpretation of visual materials that flood us every day, whether in print, on television or on the internet, must be managed properly. However in it a lot of manipulation and entertainment that really needs to be filtered based on ethics and

propriety ((Prosiding Seminar Nasional PGSD, 27 April 2019 | ISBN 978-602-6258-11-3 Peran Pendidikan Dasar dalam Menyiapkan Generasi Unggul di Era Revolusi Industri 4.0 Andika Aldi Setiawan 1) , Anang Sudigdo 2) Program Studi Pendidikan Guru Sekolah Dasa).

2.5.3 Aspects of Literacy

Ability Literacy skills are divided into four aspects, namely listening, reading, speaking, and writing.

a. Listening

Iskandarwassid (2009: 227) Listening is a receptive language skill. The first step of listening skill activities is the psychomotor process to receive sound waves through the ear and send these impulses to the brain. This process is only the beginning of an interactive process in which the brain reacts to impulses and transmits a number of different cognitive and affective mechanisms.

Sunandar (in Fransiska, 2013: 289) Listening is a process of listening and interpreting oral symbols. Listening is actually a complex process that involves four elements: (1) listening, (2) paying attention, (3) understanding, and (4) remembering. So the definition of listening is a selective process of paying attention, hearing, understanding, and remembering auditory symbols.

Tarigan (2008: 31) Listening is a process of listening to verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages and understand the meaning of communication that has been conveyed by the speaker through spoken language.

Based on the above opinion, it can be concluded that listening is a form of receptive language skill with full attention, understanding, appreciation, and

interpretation to obtain information or messages that have been conveyed by the speaker through spoken language.

b. Reading

Iskandar Wassid (2009: 249) Reading is an activity to get meaning from what is written in the text. For this purpose, in addition to needing to master the language used, a reader also needs to activate various mental processes in his cognition system.

Nurgiantoro (in Sudiati, 2017: 117) Reading is included in active language competence. Receptive active language competence is the ability to receive and understand language from other parties which is conveyed through writing for various purposes. Tomkins (in Sudiati, 2017: 117) Reading is a constructive process to get a message that involves the reader, text, and purpose according to context. Dalman (2013: 5) "Reading is an attempt to find various information contained in various writings". According to Crawlry (in Farida Rahim, 2008: 2) reading is the process of translating written symbols or letters into spoken words.

Based on some of the opinions above, reading is the process of translating symbols or writing as an activity to obtain information conveyed by the author through a writing.

c. Speaking

Iskandarwassid (2009: 241) Speaking skills are essentially skills in reproducing the flow of the articulation system to convey desires, needs, feelings, and desires to others.

Haryadi and Zamzani (in Maburri, 2017: 113) speaking can be interpreted as a conveying of one's intentions (ideas, thoughts, hearts) to others by using spoken language so that these intentions can be understood by others.

Tarigan (2008: 3) Speaking is a language skill that develops in children's lives after listening skills. Speaking is closely related to the vocabulary acquired by children through listening activities.

Based on the two opinions above, it can be concluded that speaking is a skill that is obtained through listening activities that aim to convey the wishes, needs, feelings, and desires to others.

d. Writing

Tarigan (2013: 3) "Writing is a language skill that is used to communicate indirectly, not face to face with other people. Writing is a productive and expressive activity. The Ministry of National Education (in Sismulyasih, 2015: 65) Writing is making letters, numbers and so on with a pen or it can also be interpreted as giving birth to thoughts, feelings with writing. Based on the above opinion, writing is a language skill that is used to communicate indirectly through writing.

2.5.4 Literacy Program Objectives

Faizah, et al (2016: 2) There are two literacy goals, namely general goals and specific goals. The general purpose of literacy is to develop students' character through cultivating the school literacy ecosystem so that they become lifelong learners. Specifically, there are four literacy goals, namely as follows.

- a. Grow and develop a school literacy culture.
- b. Increase the capacity of citizens and the school environment to be literate.

- c. Making schools a fun and friendly learning park so that school residents are able to manage knowledge.
- d. Maintaining the continuity of learning by presenting a variety of reading books at school and accommodating various reading strategies.

2.5.5 Stages of Implementation of The School Literacy

Movement Abidin (2017: 281) The School Literacy Movement (GLS) is carried out in stages by considering the readiness of schools throughout Indonesia. This readiness includes the readiness of school capacities such as the availability of facilities, reading materials, literacy facilities and infrastructure, and the readiness of school residents as well as the readiness of other support systems (public participation, institutional support, and relevant policy tools). In line with this, the Ministry of Education and Culture (2016) explains that the GLS in SD is carried out in 3 stages, namely the habituation, development and learning stages.

- a. Stage 1: habituation of fun reading activities in the school ecosystem. This habituation aims to foster interest in reading and reading activities within the school community. The growth of reading interest is fundamental for the development of students' literacy skills.
- b. Stage 2: developing interest in reading to improve literacy skills. Literacy activities at this stage aim to develop the ability to understand reading and relate it to personal experience, think critically, and cultivate creative communication skills through activities responding to enrichment reading.
- c. The third stage: the implementation of literacy-based learning. Literacy activities at this stage aim to develop the ability to understand texts and relate

them to personal experiences, think critically and cultivate creative communication skills.

2.5.6 School Literacy

Literacy is the ability to access, understand and use something appropriately through reading, writing, listening or speaking activities (Budiharto, Triyono, & Suparman, 2018). Another opinion states that literacy is a skill related to reading, writing, and thinking activities that focus on improving the ability to understand information critically, creatively and innovatively (Suyono, Harsiati, & Wulandari, 2017). Literacy is not just reading and writing but includes critical thinking skills utilizing knowledge sources in the form of print, visual, and digital.

One of the programs run by the government is the School Literacy Movement (GLS) which aims to improve student literacy skills that are integrated with the learning curriculum (Mutia, Atmazaki, & Nursaid, 2018). The government's effort to improve literacy skills is by issuing Permendikbud Number 23 of 2015 concerning the Growth of Character.

Every school at every level is required to implement GLS as an effort to increase interest in reading and the school as a learning center is also expected to be a center for the growth of lifelong learning motivation (Hastuti & Lestari, 2018). The objectives of the GLS are (1) to develop a reading and writing literacy culture for school students, (2) to increase the capacity of citizens and a literate school environment, (3) to make schools a fun place to learn, and (4) to maintain the continuity of the learning process by providing various kinds of reading books and the use of varied reading strategies (Widayoko, H, & Muhardjito, 2018).

2.5.6.1 Principles of Implementation of School Literacy

The implementation of school literacy is based on the following principles (Budiharto et al., 2018).

1. Development of literacy is carried out according to the stage of child development. By understanding the stages of development of students, it can facilitate the selection of strategies to carry out good literacy activities starting from the stage of habituation, development and learning as needed.

2. A good literacy program is balanced

With the implementation of a balanced literacy program, it can be said that schools have realized that every student has different needs. So that reading strategies can be adjusted to each level. The literacy program can be implemented by using reading books with many texts such as literary works or fairy tales for children.

3. Integrated with the curriculum

The implementation of every literacy program in schools is the responsibility of the teacher because every subject requires reading and writing. So that teachers also need to improve literacy skills in order to integrate literacy activity programs with the curriculum in each subject.

4. Anytime doing reading and writing activities

Reading and writing activities can be done in any form and at any time can be done by students. The form of writing can be in the form of poetry, short stories or comics according to the imagination of each student. Reading books are not

only in the form of textbooks but can be in the form of fairy tales or other types that can be read at any time if there is free time.

5. Literacy develops oral culture

A well-executed iteration activity is expected to foster proper oral development. These oral activities include discussions, poetry reading skills or storytelling skills. Students are trained to be able to speak and convey ideas and appreciate differences of opinion. These skills can be used to stimulate students' critical thinking skills.

6. Literacy needs to develop awareness of diversity

Through literacy, students and all school members practice respecting differences. Books on cultural diversity can also be added as reading material in order to know the importance of respecting diversity.

2.5.7 GLS Implementation Stage

The School Literacy Movement (GLS) is carried out in three stages, namely habituation, development and learning (Budiharto et al., 2018). The habituation stage is an activity to grow students' interest in reading through 15-minute reading activities. The development stage is the stage of improving literacy skills through activities responding to enrichment books. Reading activities at this stage are followed by follow-up activities where students are encouraged to demonstrate productive activities both orally and in writing. The third stage is the learning stage, namely the stage of improving literacy skills in each subject through the use of enrichment books and reading strategies in each subject.

Interest is a high tendency or inclination of the heart or a great desire for something (Hendrayanti, 2018). Meanwhile, according to the Big Indonesian Dictionary, reading is defined as seeing and understanding the contents of what is written orally or only in the heart. While interest in reading is a driving force so that children are interested, pay attention and are happy with reading activities so that they want to carry out these activities willingly on their own volition (Maharani, Laksono, & Sukartiningsih, 2017).

If students read something without having a high interest in reading, the reading activity will not be done wholeheartedly but if reading is done with their own will, the student will read wholeheartedly (Ruslan & Wibayanti, 2019). The driving force for the rise of interest in reading is the ability to read, and the driving force for the growth of a reading culture is the habit of reading.

Interest in reading that is developed from an early age can be used as the basis for the development of a reading culture. Several factors that influence students' low interest in reading include (1) lack of student motivation to read books other than subject books, this can be done by educational institutions, especially teachers; (2) lack of parental encouragement to children to buy books, they are more interested in buying toys so they do not understand the types of books that are appropriate for the development of the child's age; (3) the price of books that are too expensive makes purchasing power decrease so that the willingness to read also decreases; (4) fewer book authors, translators or adaptations due to low royalties received; (5) the number of public libraries is still too small; (6) libraries in mosques or other places that have not been managed properly (Kasiyun, 2015).