

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the writer discusses about the definition of design, the definition of storybook, criteria of storybook for children, the steps of writing storybook for children, kinds of storybook, children's age, the role of storybook for children, the definition about folklore, kind of folklores, the role of folklore of teaching morals and character, the role of folklore as a medium of cultural heritage for children, and Sang Kridesan as a folklore from Prabumulih.

#### **2.1 Design**

As Nadeak (2016) stated, design as the first step in the product or system engineering development phase. It is the process of applying various techniques and principles that aim to define a piece of equipment, a process or a system in detail that allows physical realization. However, the notion of design is not only that simple, because design is formed from the various contexts that form it. Starting from dictionary definitions, goals, functions and even other extrinsic factors such as social acceptance.

Similarly to Wiyancoko (2016), design is everything related to concept generation, data analysis, project planning, drawing/rendering, cost calculation, prototyping, frametesting, and test riding. A crucial way before people start designing a product is conceptualizing. By designing a concept, the product will be easier to design and make an object or product more interesting and improve the quality of the product.

Based on both opinion of the experts above, it can be concluded that design is the first step that is depicted on an object in making a product that is related to all concept making, image planning, and product design in order to make the product more visible and consumers are interested in choosing the product.

## **2.2 Storybook**

Storybook are one of the communication media in the form of bound books containing information and knowledge that present an essay, story or story fairy tales to help someone understand the process of moral message in the story. Hasanuddin (2015) said, "Story is something that is made through imagination and can be separated from reality". Meanwhile Toha (2010) argues that "storybooks are books that present the story using pictures".

According to Jackie (2013) storybook for children is important because :

1. Sitting down with a book provides children with a time for quite and calmness in their busy lives.
2. Story can stimulate imagination and play.
3. Reading provides parents with more opportunities to bond with their children.
4. Stories provoke curiosity and discussion.
5. Books provides inspiration, thought and reflection.
6. Picture books help readers to develop an appreciation for art and writing.
7. Reading a variety of books exposes children to a wide range of language features and vocabulary.
8. Listening to stories assists in the development of literacy skills and language development.
9. Exposure to books contributes to understanding of print concept, for example left to right, top to bottom.
10. Books and stories fill a child's mind with knowledge.

## **2.3 Criteria of Storybook for Children**

There are also criteria that must be met in order to be considered a story book that can be read by children. As a Mukhlason (2014) stated, there are some criteria of storybook for children, such as :

#### **a. Packaging materials and books**

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

#### **b. The Illustration**

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

#### **c. The Language Used**

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

#### **d. Character of the Story**

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

## **2.4 The Steps of Writing Storybooks**

Writing anything is always done in a process. As people all as when you write a children's storybook. Trimansyah (2020) said, the following three processes can become a reference for you to create a children's storybook that quality are :

### **a. Freewriting**

Freewriting is the initial activity to plan a children's storybook. Good planning is certainly a good start to produce quality children's storybooks.

- Developing Story Ideas (Themes)
- Collecting Storytelling Material
- Setting the Story Title
- Determining Story Characters
- Compiling a Synopsis
- Making a Storyboard

### **b. Writing a Draft**

The storyboard in the picture storybook is already a draft full script. Hence, basically writing a storybook Pictures for children are relatively fast and simple. What really matters is the idea and what takes time is to think about how the story can be told in a simple but striking way. Especially for storybooks in the form of chapter books, early novels, and novels, the writer must prepare the manuscript on the manuscript template so that it becomes a complete draft of the manuscript. Here are some draft writing techniques you need to know, they are :

- Starting the story
- Inserting the dialogue
- Developing the storyline
- Ending the story

### **c. Revising and Editing**

The theories in this manual are a basis for you to write children's stories. However, when you write a draft, you don't may be stymied by various theories. An important step that people need to do before making a revision is to make a revision list. The list is in the section that contains what things people will correct in our writing, ranging from matters of substance to technical writing. If people have made the list, then our work to make revisions will be easy to do. Even when people feel confused about making the revision list, people can find important aspects that need to be revised in an article by searching for information on the internet or asking several other writers. Just write freely as knowledge, experience, thoughts, and feelings you as a writer. After revision, the next step is to edit the story, so that it is completely correct.

## **2.5 Kind of Storybooks**

Based on Macon (2021) kinds of storybooks for children :

### **a. Picture Storybooks**

Text and illustrations tell the story in picture storybooks. This type of book is especially appropriate for young children because the colorful and clear illustrations and artwork support a simple story line.

### **b. Participation Books**

Participation books are another type of storybook. Young children delight in being able to repeat the book's suggestions, such as clapping their hands, touching their toes, or covering their eyes.

### **c. Patterned Concept Books**

Concept books expand children's understanding of an idea, relationship, or theme. Patterned concept books also provide illustrated examples of various ideas and words.

#### **d. Predictable Books**

Predictable books involve children in the reading experience. The patterned language, repetitive phrases, and predictable storyline help preschoolers anticipate what is coming next.

#### **e. Wordless Books**

Through wordless books contain little or no text, they have a real story to tell. Readers must interpret the stories from the pictures, examining details and expressions carefully.

#### **f. Folklore**

The stories in these books are often the result of years of oral storytelling. Many of the stories have a moral concept or theme. Most folklore have some cultural context or historical base and help children learn about diverse cultures and experiences. These stories are often ones that parents can use for, storytelling without the benefits of a book.

#### **g. Fables**

**Fables is a story that features animals, plants or forces of nature which are anthropomorphised (given human qualities). A fable always ends with a ‘moral’.** This is the lesson that is intended to be learnt through reading the story.

#### **h. Nursery Rhymes**

Children's songs are natural for children. These nursery rhymes are often read from memory by parents or grandparents. It turns out that children's rhymes are widely used by schools because the rhythm of the song is interesting and easy for children to follow and catch.

#### **i. Alphabet Books**

In practice the meaning of the letter expands, not only representing the 26 characters in the alphabet but also numbers, punctuation marks and others.<sup>8</sup> Alphabet books are often also referred to as ABC books. The alphabet book is a book that is used to introduce, teach, and or identify the letters on their own, especially after the child begins to learn to read and write. Alphabet or ABC books are used to help children recognize letters and realize that letters are used in language.

#### **j. Counting Books**

Counting books come in all sizes and shape. Beginning counting books often provide fun illustrations of everyday items and objects that feature the number from 1-5 or 1-10. Counting books can help your child learn about numbers while boosting literacy skills. However, a good counting book isn't just a combination of illustrations and numbers. Good ones have stories, draw readers in, and make them want to read the book over and over again.

### **2.6 Category of Children's Age**

The age classification according to WHO, children is from 2-10 years . Children's brains at this age can work faster than adults who are like sponges that can absorb all the information they receive around them. According to Abidin, (2018), one way to improve his memory is to invite him to read storybooks. As has been previously explained that the meaning of literacy today is a complex process that involves building on prior knowledge, culture, and new experiences to develop deeper knowledge and understanding .

According to Agustin (2021), the more often parents read books to their children, the more active their brain functions will be. This is evidenced by research showing that reading stories can stimulate the part of the brain that is connected with language and comprehension skills. In addition, children who have been accustomed to reading books by their parents since childhood will find it easier to learn to read.

## **2.7 The Role of Storybook for Children**

According to Rahmadiani (2018), there are 3 benefits of reading storybooks for children, such as:

### **a. Practice language skills**

Reading storybooks can indirectly train language skills for children. In another study, revealed that storytelling or reading story books can stimulate language skills. That way, language skills will increase and can use the right vocabulary to express something. According to Astutik, (2014), the language skills that can be improved by learning the Story Reading Method in this study are the children's language skills in reading story books critically, among others, children can distinguish facts and non-facts, children can make decisions in the results of the experiment.

### **b. There is a moral message delivered**

Like watching cartoons, in a storybook there is also a moral message to be conveyed to the readers and listeners. For example, the story of Malin Kundang which has a moral message not to be a disobedient child to parents. By telling an interesting story, of course, children will be easier to understand. On their own, the child draws conclusions, the child is able to explain the cause and effect of the contents of the storybook.

### **c. Cultivate interest in reading**

By reading a storybook, children's curiosity will emerge. It also trains them in conveying the courage to ask questions. Cultivating an interest in reading should be instilled from childhood, because children will get used to being actively involved and interacting with adults.

## **2.8 Folklore**



Reading folklore can be an alternative to preserving the existing local culture. Folklore is a dimension of the past that can be used as the best learning media to move forward in the future. In his journal, the writer Saleh (2012) said, in this sense, folklore in education becomes a resolution to reflect and maintain local wisdom. Reading folklore can also serve as a means of growing good character and personality for the readers. Similar to Yuliyar (2016) that states, while the function of folklore is as a means of entertainment, and a means of education, in this case conveying a message or mandate from the local wisdom that is beneficial to the character and personality of the reader.

As an introduction to cultural heritage, folklore also has other functions. Folklore can be used as a means to foster interest in reading in children. As stated by Anafiah (2017), the culture of reading must be grown from an early age and it is very effective starting with reading folklore. The growth of interest in reading from an early age is also a benefit that can be felt if there are adequate learning facilities such as good reading books. Interesting reading books and comfortable reading places will also provide a special attraction for readers (Yasin, 2016).

### **2.8.1 Kind of Folklore**

From the explanation above, folklore can be interpreted as a group of people which has a tradition that is recognized by the community and passed on to each his generation. So that a folklore will still exist despite the times continues to grow. According to Brunvard (in Danandjaja, (1997)) folklore categorized into three types, such as :

#### **d. Oral Folklore**

It is a folklore whose original form orally consists of: popular poetry such as rhymes. Example: For example: fairy tales, myths, anecdotes, legends, rhymes, poems. For example: Koyo monkey Koyo tulip (like a monkey has chopsticks), like an egg on the top of the horn (dangerous situation) which depicts a confused person. Popular stories in prose, such as myths, legends and fairy tales.

#### **e. Partially Oral Folklore**

These are folk tales whose form consists of a mixture of verbal and non-verbal elements that usually in the form of a game, such as: popular games, popular beliefs (superstition), costumes, folk dances, folk festivals and others.

#### **f. Non-verbal folklore**

It is a folk tale whose form is not verbal. Usually have forms, such as clothing, food and drink. Examples are popular architecture (Joglo, Minangkabau, Limasan, Toraja forms, etc.), handicrafts, clothing and jewelry and others. According to each area.

Ipriansyah (2011) said, folklore has positive functions or values that are useful for children's development, so that it can help cognitive development, such as; language and thought, as well as the socio-emotional.

#### **g. The Role of Folklore for Children**

Reading folk tales is certainly useful in shaping children's character and character. Not only that, folklore can also be one of the intermediary media in preserving the existing regional culture / medium of cultural heritage to the next generation.

#### **h. The Role of Folklore for Teaching Morals and Character**

Folklore has an important role in teaching the character of children. Characters that are expected to grow and develop in children and are conveyed through the medium of folklore are noble characters and can be accepted by society. According to Akbar (2017), the benefits and functions of folklore Indonesian folklore in particular has many benefits for people especially for

children. The following are the benefits and functions of the story of various aspects, such as :

1. As a medium to foster interest in reading
2. Media intelligence development aids
3. The introduction of various emotions in the dialogue of the story with the existing characteristics
4. As a means of identifying the existing stories
5. As a medium of entertainment
6. Enhancement of insight and knowledge

Another function of folklore is to reinforce values social culture prevailing in society. In folklore sometimes there are ethical and moral teachings that can be used as guidelines for children. In addition, there are also prohibitions and taboos that are necessary. Folklore can be a guide for behavior in social interactions as peoplell as a means to teach character. And because of the delivery interesting, so even though folklore actually teaches and educates its readers, those who are taught or educated do not feel forced, but with their level of maturity each can absorb the teachings that are intertwined in the story, the core teachings in folklore will not change as long as the community that owns it also unchanged and still uphold the values that still apply.

#### **i. The Role of Folklore as a Medium of Cultural Heritage for Children**

As Hasbi (2021) stated, storytelling the folklore can help children get acquainted with Indonesian culture in a fun way. Based on the literature above, of course, by reading children's storybooks about folklore, it will increase children's knowledge about the local culture they have. They will get acquainted with the typical language of the region, regional songs, or even folklore. They also always have an array of social values that can be imitated by children so that they become good and wise individuals.

According to Dewi (2018), from every existing folklore there are always meanings and moral values that are very important in people's lives. Therefore,

the preservation of folklore is very important in the context of the inheritance of values and norms that exist in a society. In develop countries, they have folklore, even still very popular among young people or even they are very enthusiastic in preserving folklore. An example is in Japan. Japan is one of the developed countries in the field of technology and does not cause the loss of moral values that develop in the life of Japanese society. In Japan, there are also very popular folklore and the preservation of folklore in Japan which uses comics as a very effective medium because it can introduce reading culture to children and comics are interesting entertainment.

As stated by Hutomo (1991), folklore can be interpreted as a form of expression of a culture that exists in society through speech that has a direct relationship with various aspects of culture and the composition of the social values of the community itself.

## **2.9 Sang Kridesan**

There are many life lessons in folklore that can be used as lessons in living life in the world. Because basically folklore is a chronological series that is told to be experienced by living things in the world, especially humans in living their lives that face various challenges, and the characters get rewarded according to the way they face the problems in their lives. If they are able to face the problem steadfastly, honestly and with the right effort, then they will get a good reward. And conversely, those who deal with problems in the wrong way will be badly rewarded.

The folklore of the city of Prabumulih continues to be interesting to listen to. Not only entertaining, but can also contain moral messages such as the values of honesty, patience, and so on. One of the interesting folk tales to listen to is the story entitled "Sang Kridesan" written by Albani Nj. The story of "Sang Kridesan" has also indirectly contributed to preserving the Prabumulih regional language and implies that people should not look at someone only from the outside. With the story "Sang Kridesan" that is read / presented, of course it will increase

knowledge about folklore from Prabumulih and of course can introduce the existing culture so that it is not easily forgotten.

The story of "Sang Kridesan" is a folktale originating from the city of Prabumulih which not only aims to entertain but also contains morals that can be imitated by the younger generation. Sang Kridesan tells of a young man in the village of Pehabung Uleh who has a skin disease. The figure of this young man accidentally took part in a competition held by the kingdom which awarded 2 buffaloes and a marriage with the princess. Luck finally came to Sang Kridesan, he won the race. Good luck still came to him after all the residents were surprised by the appearance of Sang Kridesan, finally the king ordered Rume Salet (shaman) to bathe Sang Kridesan and finally Sang Kridesan's skin returned to how it used to be before he got scabs. After being bathed in alabaster, he realized his true identity that he was actually a prince from a kingdom that was hit by a natural disaster. Finally the prince (Sang Kridesan) married the princess and the king accepted them happily.

## 2.10 Previous Research

The writer knows there are several previous final reports that involved in the design of storybook for their cultural heritage.

No.	Report Title	The Writer	Year
1	Designing a Storybook of Dayang Torek to Preserve the Culture of Lubuk Linggau	Chairunnisah Pane	2020
2	Designing a Storybook of Putri Jelitani to Preserve the Cultures of Ogan Komering Ilir Region	Arga Rizky Putri	2020
3	Designing a Storybook Entitled "Putri Kembang Dadar" to	Selvi Riaulina Lubis	2020

	Preserve the Culture of Palembang		
4	Development Of Children's Story Books By Incorporating Local Culture in My Favorite Theme For Grade 1 Elementary School	N.I.M.T Pratiwi	2017
5	Payung Geulis Tasikmalaya Local Wisdom-Based Children's Story Book for Elementary School Students	Ayu Ratnasari, Yusuf Suryana, Seni Apriliya	2018

**Table 2.1 Previous Research that Researching Storybook**

From the table above, it can be seen that there were 3 students/writers from State Polytechnic of Sriwijaya conducting final report project on designing storybooks such as the names in numbers 1, 2, and 3. They made similar titles but with different stories. Then for numbers 4 and 5, they are researchers from other institutions. They all make storybooks for the preservation of the culture aimed at readers, the majority of whom are children.

For research methods, the majority use the Research and Development (RnD) method, except for number 5 which uses Educational Design Research (EDR). To be clearer, the Research and Development Method used by numbers 1,2, and 3 uses the modified results and models from Sukmadinata (2019). Then Research and Development from number 4 is different from the above. She uses the model from Oktariyanti (2016) which is definitely different stages of the research. And finally, the Educational Design Research method used by person number 5 uses the modified results and models from D.A.M Lidnillah (2011). The results of the research both show that readers understand in terms of stories, designs, and also the effectiveness of storybooks as a means of reading for children as a form of cultural preservation.