

CHAPTER II

LITERATURE REVIEW

2.1 Culture

An archaeologist, Soekmono (n.d) says that culture is the result of the work or the effort from the human which produce the object or the ideas in their life (as cited in Susanto, 2015). Based on Soemardjan and Soenardi in *Setangkai Bunga Sosiologi* book (1964), the masterpiece of the citizen although the produce of material culture or the culture of physical is needed by man to dominate surroundings to make the strengthness and the result can be dedicated and everlasting for their need. Furthermore, Syifa (2016) adds that a culture of Indonesia is very various and still dedicated, started from custom house, custom clothes, temple, arts, food, etc. William (2015) shares the opinion about the culture. Most of the people do not know that culinary is the part of culture, for example in dancing is the part of tourism and the creativity economy. In addition, the culinary also the part of creativity economy but as the product of the tourism culture. Culinary is important thing as the nation's culture, as the identity of the nation that has not been realized (as cited in Kompas, Asdhiana 2016).

Based on Miyara Sumatera Foundation (2012) nowadays there are so many people around the world do for food tourism that really famous for tourist addicted. Loving the culinary food of Indonesia started from the home that really close with us because culinary is the asset culture and tourism and needed involvement of many parties to documentation and to promote. There is no reason to love culinary from abroad that really simple and easy to find than culinary of Indonesia that contain so many herbs and spices. Djaya (2012) adds that the elements and the materials of food as a marker of characterization of the cultural community itself in their city. For example in Palembang, there are so many kinds of food, such as *model*, *tekwan*, *celimpungan*, and very famous food is Pempek that eaten with Cuko.

As stated by Juwita (2016), *Pempek* or *Mpek-mpek* is a delicacy from Palembang, South Sumatera. It was made of fish and sago flours and served

together with a dark, rich sauce called *cuko*. *Cuko* is made from brown sugar, chilli pepper, garlic, vinegar, and salt to boiling water. Origin of Pempek itself from the culinary cultural acculturation brought to Palembang from Chinese person as the first time like a meatball. However, this meatball made from meat which is not halal to consumed for Muslims people. Geographically, Palembang is the produces of fish and sago palms. So, by the time, Pempek is adopt from their native culture, fish and sago which was originally called “kelesan” (as cited in Sriwijaya Post, 2016 : p.1).

The kinds of Pempek are very much, such as *Pempek Telur* that contain an egg in that *pempek*, *Pempek Kapal Selam* that shape is biggest than *Pempek Telur*, *Pempek Lenjer* which is the oval shape, *Pempek Keriting* that a curly shape, *Pempek Ada'an* that a round shape, *Pempek Kulit*, etc. Pempek is made from grinded fish and sago flour, collision garlicks, little bit of water and salt, and also high of vitamin, protein, mineral, and carbohydrate content, and the most nutritious variety. While Cuko is made from the brown sugar, cayenne pepper, adds a Java acid, lime, and a little bit of salt to make it taste. So, it makes Pempek and Cuko having unique and different taste.

Here are the pictures of Pempek and Cuko.



Pempek keriting



Pempek lenjer



Pempek telur



Pempek ada'an



Pempek kapal selam



Cuko



The kinds of pempek

2.2 Children at the Early Ages

2.2.1 Definition of Children at the Early Ages

Children at the early age which is the ages are around 0 – 8 years old that have a pattern of growth and development in physical, socio-emotional, creativity, language and special communication with their own style. Balances nutrients and intensive stimulation around them are needed for their growth and development to support their potencies. So, really need to educate the children at the early ages to

achieve the optimization their development, although in physically or psychological through a storybook (Syaodih, 2012).

2.2.2 Characteristic of Children at the Early Ages

Based on the uniqueness in the level of growth and development of early childhood is divided into 4 phases, they are 00 – 12 months, 0 – 3 years toddler age, preschool 3 – 6 years, and 6 – 8 years period beginning class (Dewi, 2012).

There are some characteristic of children in the early ages. They are:

1. Having a great curiosity

In early ages are very curious ages about the things around them. When they were babies, their curiosity indicated by grabbing object in their reach then putting it into their mouth. Around 3 – 4 years old, children usually disassembles every thing to satisfy their curiosity. Children also love to ask question with their simple language.

2. Having a unique personal

Although having the similarities in developing pattern in early ages, every children have special things about themselves in talent and interested, learning style, etc. The uniqueness origin from genetic factors and the environment.

3. Having interest about fantasy and imagination

Fantasy is an ability to response a new thing. Imagination is an ability of children to create a new object. An early ages like about imagination and the things out of their reach, sometimes they can create anything their imaginary friend like a person, object, or animal.

4. Having potential learning period

This ages usually called golden age because this period about a children growth in many aspects. Educators need to provide a good stimulation to make it simply overlooked and fill it with a things can optimize the development of the child.

5. Showing the egocentric

This age usually see things from their own perspective and usually ignore the other person's perspective. This is evident from the behavior of children who still like fighting over a toys, crying or whining for their wishes.

6. Having a short concentration

Early childhood having a short attention and easily distracted on other things, especially to caught their attention. As educator, delivering the lesson should be concerned about it.

7. Being a part of social creature

This ages begin to hang out and play with friends. They start to learn, to share, willing to wait their turn, and they can budge with their friends. Through social interaction, children start to learn anything in order to keep it accepted by surrounding environment. This case, the children started to study their action social environment because the began to feel need other people for their life.

2.3 Book

Modernization or globalization have brought the children in worse global culture. They will be left by their own culture if the people do not creatively introduce them about the cultural continuously. To introduce the culture for children can be through some ways, the important thing is that it can be accepted by the children. It can be through the book (story writing), either through the story (storytelling). Children are welcome to know many kinds of culture from the inside or outside (Irhash, 2009). Based on National Early Literacy Panel (2008) that storybook is for promoting the early language and literacy of young children. By listening the stories, children learn about written syntax and vocabulary and develop phonological awareness and concepts of print, closely linked to learn read and write. Children who listen to stories in their own language can learn new words through active participation such as answering questions related to the story. (as cited in Gillanders, 2011). While, Anies Baswedan as a Minister of Education and Culture says that some books for children are very minimum

whereas the children need appropriate reading books that suitable for the ages to growth the interested of reading. Sometimes, the content of the book used a difficult sentences make the readers hard to understand. As a result, parents or teachers who are reading the stories to children should think again what sentences was suitable. Similar with Baswedan, a chairman of Yayasan Anak Indonesia Suka Baca, Yanti states that the mindset of the writers in Indonesia still considers the book for adult than children, but actually a children should be socialized early reading in order to become a culture (as cited in Linggasari CNN Indonesia, 2015).

A good criteria for children's book's are:

1. Safe material

The material of the book must be safe, started from the paper should not sharp edges, use a thick material and easily opened like a cardboard or vinyl soft cloth, so it can not make a child injured

2. Interesting themes

The theme of the storybook must be relevant to the development of the child's age. Usually, a picture books are suitable for children because the looks are interesting.

3. Positive moral value

The main character in the story should be able to provide a good moral value, so it could shape the character of the children itself and can be applying in the real life.

4. More illustrations

A book for children usually should be less contain the sentences, but should be contain the illustrations with bright colors, object that illustrated are interested and not creepy.

(as cited in bukupaud.com, 2013).

2.3.1 Kinds of Books

According to Mizan (n.d), there are kinds of book, they are:

1. Novel

Novel is a work of fiction written in prose and narrative. The words of novel origin from Italy *novella* means “a story”.

2. Picture storybook

Atmowiloto (1986) said that a picture storybook is almost the same with comic, illustration, narated image, etc.

3. Comic

Comic is an art form that uses some picture not moving and structured which produce a good story.

4. Enyclopedia

Ensyklopedida is containing the explanation of scientific arranged by the alphabet based on the category in simply and solid.

5. Fairytale

Fairytale is a story based on the fictitious story and a real story, into a groove journey of life with a message which contains the meaning of life and how to interact with other creatures.

6. Biography

A biography is a story of information about a person’s life. A biography more complex than just a list of date of birth or death and the data of one’s work, but a biography also tells about the feeling in experiencing the events.

7. Journal or diary

Journal or diary is a book in which contains based on the daily activities itself, for instance the diary of Anne Frank. A book itself made based on activity experience.

8. Photography

A masterpiece of photographer or some people to produce a book. This kind of book is really interest if accompanied by captions about the object.

For other purposes, this photography book can also contains an explanation of how or the strategies to produce that photos as it is printed.

9. Scientific work

The report of research, dissertation, thesis, undergraduate thesis, etc.

10. Commentary

Commentary is the explanation about verses of Al-Qur'an to make the readers easily to understand.

11. Dictionary

Dictionary is a reference of book that contains some words and phrases, usually arranged in alphabetical order with a description of the meaning, usage, or translation. Dictionary can be interpreted as a book contains of collection of terms or name arranged alphabetically and also have the explanation of the meaning and the usage.

12. Drawing

This kind of book identical with some line that form the imaged. The purpose is to help the children for drawing an object.

(as cited in Badio, 2008)

2.3.2 Picture storybook

Based on final report of Sari (2015 : p.12), a picture of storybook is a storybook which presents using a text and illustration or picture. This book usually for a children aged base class. A picture itself is important in a process of learning in reading and written. A picture storybook is more motivated to children for learn and to reach the experience of the story. As states by Stewing, a picture storybook is a book which align with story and picture. Both of them are solid to produce a story with a picture illustration. The purpose of picture storybook is to motivate, to appreciate and to love the book for children. Rothlein and Meinbach divided into 5 types of picture storybook, they are:

a. Alphabet book

In this book, each alphabet relates with an object illustration that starts with an alphabet. The illustration must be clear related with some keys of

alphabet and the object of picture and easy to identified. Some of alphabet book are arranged with a special theme, such as livestock and transportation. The function of alphabet book is to help the student, to stimulate and also to develop the vocabulary.



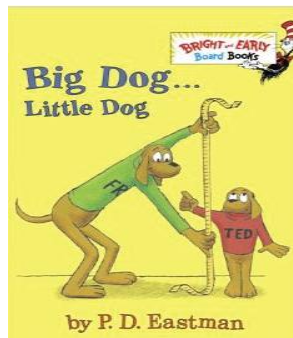
b. Toys book

A toys book is using a different containing and unordinary. A toys book itself are from a board card guide book, clothes of book, and pipette hand book. This book is to direct children to understand the text. It can explore in the number of concept, rhyming words and plot. On the other hand, this book helps the children to develop cognitive skills, to increase in language and social skill and to love the book.



c. Concept book

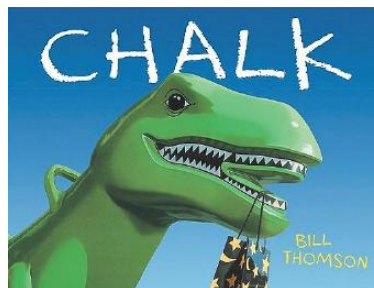
Concept book is a book that serves using one or more examples to understand the concept that still developing. The concepts give by the storyline or repeater and comparing. Through various concept such as a color, form, size, can demonstrate with another concept.



Concept book to introduce a big and small size with title “Big Dog Little Dog”

d. Wordless picture book

Wordless picture book is a book to deliver a story only by the illustration. Wordless picture book can develop and famous in young generation this time. There are in television, comic and other visual form from the communication. The storyline is presented with a picture arranged well and also an action clearly. This book consist of various form, such as humor book, serious book, etc. A skill of learning can developing when the children read the story by the illustration. The children can analyse the meaning and the main topic in the story.



Wordless picture book about a magic chalk with title “Chalk”

e. Picture storybook

A picture storybook contains a message by the illustration and written text. The theme of this book is usually based on experience life in children 's daily activities. This book shows the quality of human, character and need, so the children can understand and related with their experience life. A picture storybook contain some intrinsic element, such as storyline, a good structure, a good character, changing lifestyle, background, and the

interested theme. This book can create the original imagination and to prepare stimulation of the creativity.

(as cited in final report of Sari, 2015 : p.13).

2.3.3 Storybook for children

Based on American Library Association, a storybook for children must be suitable with the level of reading skill and the children interest. A level of education can be also affected, started from preschool (3 years old) until sixth grade in elementary school (around 11 – 12 years old). According to Backes (2012) in *Understanding Children's Book Genres*, a storybook for children has the classifications, as follows:

a. Baby book

This book is for the children aged 3 years old and less than 300 words. The story itself is related to the daily activity or containing education side, about the color, number, and form. The example of this baby book are like board books, pop-up, or a special book (voiced, unique format or with another form).

b. Picture book

Generally, this book contains 15 – 20 pages for the children aged 3 – 6 years old. The script is around 1000 words and still with a simple plot with one main character to touch a children mindset. Playing the illustration is the big role to tell the story.

c. Early picture book

It is almost the same with picture book, but it is completed for the children aged 6 – 8 years old. The words less than 1500.

d. Transition book

This book can be called “the beginning of the chapter book”, for the children aged 6 – 9 years old and as the relation between picture book and

chapter book. The script usually contains of 20 pages and divided into 2 -3 chapters.

e. Middle grade

For the children 8 – 12 years old because this ages is as a gold ages for reading skill. The scripts around 100 – 150 pages and the story started with sub-plot, supporting character, and modern theme.

f. Young adult

The script around 130 – 200 pages, this genre for 12 years old or more. A complex story plot with a lot of character although only one of character is focused.

(as cited in final report Sari, 2015 : p.19)

2.4 Moral Values

Moral value is part of an art with the purpose to educate the human knowledge about ethics value, and to separate what things must be avoid, and what will do, so can create a good relation in human environment (Susilowati, 2013). Readers response theory assumes that the literaty is important to develop the morals of young people. Iser (107) says that after the reader finish to read a book, the readers are expected to change as experienced. This means that the readers can generate a lot of things, and naturally investigate and reach what already exist in themselves, feelings and emotions, and views of lives did not have (as cited in Haerudin, 2012).

2.4.1 Moral

Bertens (1993) states that moral word origin from Latin language *mos (mores)* means habitual, or custom. According to Baron in Martini (1995), moral is a one of standard about wrong and right things for someone. In addition, Berns (1997) states that morality is to obey the social rules in daily life or personal rules to interact other people. Usually, morality depends on the conflict in the story whether it is a good moral or bad moral. The condition of conflict must be finished between two things, they are about people self interest and others (as

cited in Sari, 2011). Budiningsih as cited by Baron, moral is related with prohibition and action, it is good or not. So, moral can be divided into some classifications, they are:

1. Moral as a decency relates with demand to do a good things and avoiding a bad things in a society.
2. Moral as a rule means that using by the society for judging what a people do.
3. Moral as spiritual symptom appear in action, such as be brave, be honest, be patient, etc.

(as cited in Dewi, 2011).

In short, moral learning consist of religion, custom, and several ideology. Maududi explain that moral divide into 2 kinds, they are religious and secular morals. Religious moral is based on the religion rules, than a secular moral is based on some ideology or non-religious. An activity have a moral when the activity itself is appropriate in society customs and each custom has a different rules and different ways to know the meaning of morality (as cited in Dewi, 2011). Then, Tappan (5 – 25) states that the authority of moral are appear from the someone. Then, Days (40) adds that listening the naration and fairytales story to describe the moral structure of people life and can be related with the developing of moral in life. (as cited in Haerudin, 2012).

2.4.2 Values

According to Fraenkel (1977 : p.6), value is any idea, a concept about what someone think is important in life (as cited in Sauri, 2012). In addition, values is an abstract thing from the personal experience with others. Value is a guidance which leads an action and satisfy. Furthermore, value can be said precious thing, showing the quality of the human, and value is very useful for human life. Overall, the main point of value is a positive things and very useful in human life that has in every human to be viewed in society life (as cited in Susilowati, 2013). Gardner (106) states that a characters in fiction, drama, and film are based on the values of kindness and help the readers to finalize the emotions.