CHAPTER II

LITERATURE REVIEW

2.1 Legend

According to Danandjaja (2002) says that legend secular (worldly), occurrence at the time of the not so ancient, and located in the world as we know today. Legends are often seen as not only a story, but also regarded as "historical" collective. Rusyana (2000) mentions that there are some characteristics of the legend. They are (1) legend is a traditional story because the story is owned by the people long ago, (2) the story is connected with the occur and objects from the past, (3) the actors in the legend imagined as actors who actually lived in the past. They are a famous person, considered as agents of history, and also considered to do anything that is useful for the people, (4) the relationship of each occur in the legend shows a logical relationship, (5) background the story consists of setting place and time, and (6) actors and actions as imagined actually happens, make legends occur in real time and space.

There are four classifications of legend according to Brunvand in Danandjaja (2002). They are religious legend, supernatural legend, personal legend, and local legend. Religious legend belongs to the category religious legends are legends Christian saints. The legend like this has been recognized and approved by the Roman Catholic Church will be a part of religious literature called hagiography (legend of the saints), which means writing, essays, or books about the pious. Religious legends in Java is the guardian of the Islamic religion, the religion of Islam spreaders (proselytizers). The beginning of development Islamic religion in Java has a function as a spreader religion. Supernatural legend here refers to a legend that the experience of someone who is closely related to a belief and is considered really happened and its function is to affirms the truth of people's superstition or belief. While personal legends here are about certain figures that are considered really happened. In Indonesia is very much a personal

legend. Because each region has their own story. This story is someone's experiences that really ever happened. Local legend is related to a place, a place name, and topography, which shape of the surface of an area, whether hilly, cliffy etc.

A legend (Latin, *legenda*, "things to be read") is a narrative of human actions that are perceived both by teller and listeners to take place within human history and to possess certain qualities that give the tale verisimilitude. Legend, for its active and passive participants includes no happenings that are outside the realm of "possibility" but which may include miracles. Legends may be transformed over time, in order to keep it fresh and vital, and realistic. Many legends operate within the realm of uncertainty, never being entirely believed by the participants, but also never being resolutely doubted.

Cerita rakyat is a form of folklore found in Indonesia. Its origins are probably an oral culture, with a range of stories ofheroes associated with Wayang and other forms of theatre, transmitted outside of a written culture. Usually tied in with a district or region in Indonesia (Awang,1985,p.14).
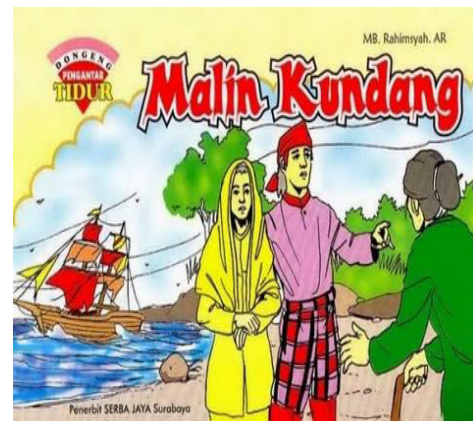
The examples of Cerita rakyat :

Picture 2.1

Picture 2.2

Picture 2.3

Picture 2.4

Picture 2.5

Picture 2.6

Picture 2.7

2.2 Kids Book Story

Kids' story book is a story about actions, experiences, occurrences directed to the children containing a simple story but complex and communicative and also contain moral values for the children. Children's story is to contain themes that educate, the plot is straight and not complicated, using settings that are around or in the child's world, contain about good characters and characterizations, the style of language is easy to understand but is able to develop children's language, the perspective of right people , and imagination are still within reach of children (Puryanto.2008). According to Nurgiyantoro (2005) kids story is story about children where the children are subject that focus of attention. Based on Lukens (2003) kids story is story that tells about animals, humans, and their environment.

Subyantoro (2007) says that there are types of story according to the origin of story, there are content, writing form, function, and material. Based on the content kids story come from traditional literature, modern fantasy, reality fiction, historical fiction, and poetry. Based on the writing form there are picture books, comics, illustration books, and novels. Based on function, book for beginners called concept book, participation books, and toybooks.

Kinds of the stories are myths, legends, and fairytales. Story divided into modern fantasy, fiction reality, and contemporary realistic fiction. Modern fantasy is the story written by author. This story is about fairytales that taking elements of folklore, scientific fantasy, or other fantasy stories about robot or animals. Reality fiction contains about adventure, detective, mystery or humor, etc. last realistic fiction contains about divorce, death, sex, drug, etc.

Based on Cech (2011) kinds of story books for children :
1. Picture Books

   These stories concentrate more on the illustrations that on the text. The text of the story compliments the artwork rather than the pictures adding to the story.

2. Rhythmic Books

   These books usually rhyme or have a musical component. Popular examples of these books are Green Eggs and Ham, and The Cat in the Hat by Dr. Seuss. This genre also incrludes nursery rhymes and lullabies.

3. Folklore

   Tales such as these have been passed down through generations and oral traditions for centuries. Tomie dePaola, an author-illustrator, frequently uses folklores to create stories for children. Myths are often paired with folklore, and these stories specifically attempt to explain different aspects of life. The goal of these stories is to pass down knowledge to younger genarations.

4. Fairytales

   Princes fighting to princess dominate this genre. These stories have a magical component and are a more detailed way of explaining the world.

5. Fantasy

   Fantasy stories are predominantly magical in nature but also comment greatly through this lens on contemporary life. Often an intense struggle of good versus evil occurs.

6. First Books

   Nowadays children are introduced to stories even before they are born. Public libraries run programs where ceregivers bring their infants to the library and are taught how to read to them. Books made out of board, cloth and plastic all make up this category, and their stories introduce babies to the basic outline of our world.

7. Concept Books

   Concepts ranging from getting dressed to sharing are covered in these stories. The example book made on this site is a concept book about the season of spring.

8. Issue Books

   A new trend in children's books are the introduction of controversial issues facing society today. Examples of topics include divorce, abuse, sexuality and war. Debate surrounds whether or not children should be exposed to these at a young age.

Illustrations of books :

- Watercolor
- Sketches
- Line drawing
- Photographs

Based on Serumpaet (2003) elements of kids story there are:

1. Theme

Theme a story is the hidden meaning. Theme of story include moral or message of the story. Theme for the children's story must be a necessary and good for them and able to translate the truth. The important things need to consider, that the themes do not defeat groove and the characters. Of course, a good written book would deliver a moral message, but also have to tell you about something from where the messages were flowing. That way theme subtly conveyed to children. So, if trying to convey moral values to children theme must be arranged in the material powerful stories. So it can make children build a sense of good or bad without being indoctrinated.

2. Character

Character is a "player" of a story. People who can be described as a good friend, character identification, or even become parents while for the reader. Events will not be attractive to children, if the figures depicted in the story they do not like. The important thing to understand about character is characterizations related with the author's way to help the reader to know the characters. It can be seen from physically depiction of character and

personality. Another aspect is the development of character. Developments figure refers to the change good or bad character life in the stories.

3. Background

Background of time and place in kids' book story should be easy to be understood by the children because the children are getting confused to imagine the story about past and future.

4. Style of Language

How the author tells the writing that's called style. Aspects that are used to study the style of a fictional story is the choice of words include long or short, regular or not, boring or exciting. The words that are used must be appropriate with the story because we know that the choice of words cause certain effects such as trouble sentences. Sentences in kids' stories should be simple and straightforward.

5. Plot

Plot determines an interesting story or not, and the important thing in plot is conflict. Conflicts could cause a person to cry, laugh, get angry, get happy, get annoyed when reading a story. Plot of kids' story is usually designed chronologically and connected with particular period. Another plot that is used is flashback. Flashback plot is used to inform something happened before.

6. Message

Kids' book story should contain a good moral message such as compassion, caring, honesty, fortitude, patience, and trust. So it can establish character and personality of the children.

There are steps to write kids book story:
a. Finding and determining the subject
b. Develop the main points of the story
c. Develop the story

    d. Revise the story

    e. Give title in the beginning and end of the making story

The things to consider in writing kids book story there are:

    a. Choose simple words or single sentences

    b. Avoid use of foreign words

    c. Avoid language cursing, rude, cruel and slovenly

    d. Theme of the story not too large, serve only acceptable by children.

2.3 Moral Values

Rosyadi (2004,p123) Moral value is value that must be separated with other values. Every value will get quality if it has relation with other values. For example, Honesty is example of moral values, this value has no meaning if it does not be applied with other values. Economic Value is relation of human and thing. Thing is needed because its usefulness. Economic Value relate with purpose value (as cited in *http://www.academia.edu/4234103/MORAL_VALUES_AND_ MORAL_VALUES_A._Some_Definition_of_Moral_Values*). Bertens (2000,p.142) Loyalty is moral value, but it must be applied with other, humanity value for general, for example, love of husband and wife (as cited in *http://www.academia.edu/4234103/MORAL_VALUES_AND_MORAL_VALUES_ A._Some_Definition_of_Moral_Values*).

Then, there are four characteristics of moral value. There are as following:

- Moral value is related with responsibility

  Moral value is related with human personality, but beside moral value we also automatically can say other values. Moral value makes people wrong or not, because he/she has responsibility. Especially moral value is related with human personality of responsibility. Moral value just can be real inaction wholly if it became responsibility of the involved person.

- Moral value is related with pure heart

  All values need to make it real. Because it has persuasive power, it should be practice. For example, aesthetic value, it should be practiced, play music composition or others. After that the result of it, painting want to be showed, and music want to be listened. To make moral value to be real, it can be appealed from pure heart. One of special characteristic so moral values is this value will effect voice of pure heart to accuse us if oppose moral value and praise us if make moral value.

- Obligation

  Moral value obligates us absolutely and it cannot be compromised. Other values need to be real and admitted, for example, aesthetic value. Educative and cultural person will admit and enjoying a esthetic value. But in different people cannot we blame. Moral value obligates us as such, without requirement. For example, honesty orders us to return thing that borrowed, like or not, because moral value contains an imperative category. In other value for example, if badminton player want to be champion, he or she must try hard. It is a must to be champion, but there is a limitation.

- Formality

  Bertens (2000,pp.143-147) Moral value is not stand-alone without other value. Although moral value is top value that we must appreciate, but it is not in top without other value. Moral values did not separate with other values. For example, a seller applies moral values all at once with apply economic values. Moral values are nothing without other values. It is form of formality (as cited in *http://www.academia.edu/4234103/MORAL_VALUES_AND_MORAL_VALUES_A._Some_Definition_of_Moral_Values*).

Buzan (2003,p.28) Many spiritual values or we can mention with moral values that can be learned by all people. And this is universal values. There are

love and affection, honesty, responsibility, perseverance, integrity, harmony, patience, bravery, justice, simplicity, peaceful etc (as cited in *http://www.academia.edu/4234103/MORAL_VALUES_AND_MORAL_VALUES_ A._Some_Definition_of_Moral_Values*).

2.3.1 Moral

Based on "Webster New World Dictionary of American Language", Moral is thing that related with skill to decide right and wrong of behavior that accepted by citizen. In "Kamus Besar Bahasa Indonesia" it is said moral is deciding good or bad considered behavior. Morality according to Bentham is art to maximize happiness; it can be seen by achieving the existence of happy and joyful life of all people (Hazlitt,2003,p.109). Hazlitt (2003,p.111) A morality is sacrifice from little goodness to big goodness (as cited in *http://www.academia.edu/4234103/ MORAL_VALUES_AND_MORAL_VALUES_A._Some_Definition_of_Moral_Val ues*). Stemberg (1994,p.938) says that, morality refers to concern with what is good or right in people's relationships each other. A key to understanding morality is to be specific about definition of good (or bad) and right (or wrong) (as cited in *http://www.academia.edu/4234103/MORAL_VALUES_AND_ MORAL_VALUES_A._ Some_Definition_of_Moral_Values*).

Edwards (1967,p.150) A morality contains (1) beliefs about the nature of the man, (2) belief about ideals, about what is good or desirable or worthy or pursuit for its own sake,(3) rules laying down what ought to be done and (4) motives that incline us to choose the right or the wrong course. We learn as children that we should be unselfish, that we should not tell lies (as cited in *http://www.academia.edu/4234103/MORAL_VALUES_AND_MORAL_VALUES_ A._Some_Definition_of_Moral_Values*).

Moral rules are not rules for achieving ideal ends, dependent for their validity for their success or failure in bringing about these ends, but are worthy of obedience in their own right, and a moral system is a system of rules in which some rules are regarded as depend on other. For example the rule that someone

ought to keep promises and the rule that one should not to kill is a special case of the most general rule that one must not to do injury toward others.

Earle (1992,p.178) In contemporary English, the words "Moral" and "Ethical" are often used almost as synonyms. Ethic and ethical derive from the Greek "Ethos", means usage, character, and personal disposition. Morality and moral derive from the Latin, and it means customs, manners, character (as cited in *http://www.academia.edu/4234103/MORAL_VALUES_AND _MORAL_VALUES_A._Some_Definition_of_Moral_Values*).

Barcalow (1994,p.3) Moral issues concern both behavior and character, they arise when life presents people with such questions as "what should I do (or not do)?", "how should I act?", "what kind of person that should I be?" moral issues are inescapable and they come in all shapes and size (as cited in *http://www.academia.edu/4234103/MORAL_VALUES_AND_MORAL_VALUES_ A._Some_Definition_of_Moral_Values*).

According to Sigelman (1995,p.330), the term moral implies an ability they are (1) to distinguish right from wrong, (2) to act on this distinction, and (3) to experience pride when one does the right thing and guilt or shame when one does not. Carol K. Sigelman, also stated that there are three basic components of morality (as cited in *http://www.academia.edu/4234103/MORAL_ VALUES_ AND_MORAL_VALUES_A._Some_Definition_of_Moral_Values*). They are:

- An affective or emotional component
  An affective or emotional component contains the feelings of guilt concern for other feelings that surround right or wrong actions and that motivate thoughts and actions.

- A cognitive component
  A cognitive component focuses on the way we conceptualize right and wrong and make decisions about how to behave.

- A behavioral component

  A behavioral component reflects how we actually behave when for example we do or have something that we know is bad or wrong, or help a needy person.

2.3.2 Values

Bernninga (1991,p.131) The term "values" may suggest that judgments of right and wrong, lofty and base, just and unjust, and more personal preferences, that thing are useful as individuals happen to value them (as cited in *http://www.academia.edu/4234103/MORAL_VALUES_AND_MORAL_VALUES_ A._Some_Definition_of_Moral_Values*). Bertens (2000,p.139) Value is something that interest for us, something that we look for, something that pleases, something that loved, and in short value is something good. Value have good connotation (as cited in *http://www.academia.edu/4234103/MORAL _VALUES_AND_MORAL_VALUES_A._Some_Definition_of_Moral_Values*).

Edwards (1967,p.229) The terms "Value" and "Valuation" are used in our contemporary culture, not only in economics and philosophy but also (and especially) in other social sciences and humanities. Their meaning was once relatively clear and limited. Value meant the worth of a thing, and valuation meant an estimate of its worth   (as cited in *http://www.academia.edu/4234103/ MORAL_VALUES_AND_MORAL_VALUES_A._Some_Definition_of_Moral_Val ues*).

Edwards (1967,pp.229-230) The uses of value and valuation are various and conflicting even among philosophers, but they may perhaps be sorted out as follows (as cited in *http://www.academia.edu/4234103/MORAL_VALUES _AND _MORAL_VALUES_A._Some_Definition_of_Moral_Values*) :

- Value (in the singular) is sometimes used as an abstract noun in a narrower sense to cover only that to which such terms as good, desirable, or worth while are properly applied and in a wider sense to cover, in addition all kinds of rightness, obligation, virtue, beauty, truth, and holiness. Value is

also used like temperature to cover the whole range of a scale — plus, minus, or indifferent; what is on the plus side is then called positive value and what is on the minus side, negative value.

- "Value" refers to what is valued, judged to have value, thought to be good, or desired. Such phrases are also used to refer to what people think is right or obligatory and even to whatever they believe to be true. Behind this wide spread usage lies the covert assumption that nothing really has objective value, that value means being valued and good means being though good. But the term value is also used to mean.

- Dewey always distinguishes two senses of value, it means either to prize, like, esteem, cherish, or hold dear. Or to apprize, estimates, evaluates, or valuate.

2.4 Introducing story book

According to Sandra and Susan (2013), there are some steps for introducing a book :

1. Give a summary of what the story is about. This gives your child the main idea to refer to when reading the story.
2. Talk about the pictures together before reading. Look at the pictures and talk about what your child thinks is happening and will happen next. This will help him to predict the story and reinforces the meaning of the text.
3. Talk about any interesting language your child may encounter during the reading of this book. This will help your child use structure and language patterns.
4. Discuss any concepts that you think may be new or difficult for your child to understand based on his background knowledge.
5. Preview the book and find one or two high frequency words that you are working on. Go to the page the first word is located on. Say the word you want your child to locate and have him repeat it after you. Ask him what letter he would expect to see at the beginning of the word. Have him run his finger slowly under the word and read it. Repeat this with the second

word. This helps your child use the visual information from letters to guide him through the text.

6. Enjoy this opportunity to read with your child. Keep the experience fun and relaxing for both you and your child.