CHAPTER II
LITERATURE REVIEW

This chapter discusses the related theories of the focus of this final report. They are steps in designing a book and an illustration book, traditional games, and books as media of information.

2.1 Steps in Designing a Book

Two scholars, namely Aprilia (2009) and Galbreath (2008) have pointed out the steps in designing a book. First, according to Aprilia (2009) there are ten steps in designing a book. They are:

1. *Finding the Idea*

   The first step is finding or creating the idea of the book. The idea must be interesting and has good values for the readers.

2. *Focusing with the Idea*

   After finding the idea, the writer explores more about the topic. If the writer already chooses the topic, she/he can find some references to help them in the writing process.

3. *Making a Framework*

   It aims to help the writer to arrange the writing. It also simplifies the writing and the compilation processes. The writer will be more focus on contents of the book because it will be clear on the things to be explained.

4. *Starting to Write*

   The writer starts by making the concept of the book and writes the important points that will be discussed and developed in the book.

5. *Learning the Writing*

After writing and developing the concept, the writer has to learn the writing. The purpose is to find the potential mistakes. In this step, the writer can also ask other people to read and review the concept in order to give opinions and notify the errors of the writing.

6. *Making Improvements*

The writer has to make improvements to make the writing better. For example, by eliminating points that are considered less important. Then, the writer can correct the errors such as the word and the grammar by rechecking it again, and choose better vocabulary.

7. *Revising*

After improving the writing, the writer has to recheck and revise the writing to minimise the existed errors.

8. *Editing*

The last step is editing. Editing is done to fix the writing such as the vocabulary, the layout and compilation of the writing. This will make the writing aesthetics that can attract the readers' interest to read. The readers interest will make them easier to understand the meaning of the writing.

9. *Designing the Layout, Page Background and Cover*

The appearance is also important to attract interest of the readers. It affects the delivery of information in the book. For this reason, packaging of the book needs to be considered more seriously on the points such as the color blend, the suitability of font types, the accuracy of font sizes, and the use of tables, graphs and pictures. Interesting appearance will stimulate the readers' sense to read the book.

10. Printing

The last step in making a book is printing. After the content and the packaging of the book has been completed, the book can be printed.

Another scholar, Galbreath (2008), mentioned the processes of designing a book as follows:

1. Defining the Problem

The first step is writing a description of what will be explained in the book. The writer also needs to define what attitude that they will express such as formal, relaxed and professional. Then the writer has to know whether their potential readers are friends, enemies, peers, employers or etcetera.

2. Research

It is necessary to do research before designing a book. The writer needs to search and compare to other books that have similar genre to her/his. The results will concern the variety of designing strategies.

3. Brainstorm

The writer has to write down as many ideas as they think of the content of the book. Both appropriate and inappropriate ideas are written down for further consideration.

4. Prioritizing

After writing down all the ideas, the writer has to choose ideas that make sense to the content of the book and feasible to produce.

5. Giving a Go

If the writer's design skills are considered weak, they can collaborate with other designers, artists, illustrators or photographers to enhance the book content. They may also search in photo sharing sites, but always remember to

respect people's copyrights. The pictures must be in high resolution and large scale to well printed version.

From the explanation above, we know that there are some differences between the ideas of Aprilia (2009) and Galbreath (2008) about the steps in designing a book. Aprilia (2009) has more complex step that consist of ten steps. She mentions the step in making a book one by one properly. While Galbreath (2008) only mention five main steps in designing a book. In writing this final report, the writer more agrees with the first scholar's opinion because it is more complete and clearer to understand.

Regarding the focus of this final report, designing an illustration book, the following two sub-sections discuss the steps and the essential elements in designing an illustration book as one type of a book.

2.1.1 Designing Illustration Book

As designing an illustration book is a part of designing a book, this section discusses how to design an illustration in details. Marts (2017) and Osmanof (2008) in their books, state some ways to design an illustration book. Firstly, according to Marts (20017), an illustrator of an illustration book should:

1. *Be Persistent*

   The illustrator should not give up easily in making an illustration. Keep drawing and creating a new work.

2. *Find the Idea*

   People can get ideas everywhere. The illustrator just has to open her/himself up to it, to get information from some sources. They may also look at certain websites to find inspirations.

3. *Do not Think but Draw.*

   When an illustrator has an idea, she/he has to draw it directly to make it real, not only think or imagine the ideas.

4. *Never Stop Learning*

   The first draw will not be perfect. The illustrator needs to write or draw that first mediocre draft or sketch to get a great story as a piece of art. It is started with a small sketch or idea, then work on it, revise, edit, and at the end, it becomes what the illustrator has in mind, or even better than the expectation.

5. *Find a Work Styles*

   Every person has different work styles. The illustrator has to find a work style that suits her/him. For example, the illustrator can start by making a sketch or they can start by colouring in Photoshop.

6. *Ask for Suggestion*

   When people are writing or drawing an illustration book, they need other people helps or opinion. They need to ask other people to see the book as the second opinion because the illustrator might not see or miss things others might see. For example, they might see if the colour is not working, or a sentence needs to be reworked.

7. *Further Reading*

   After the illustrator has completed the book, it needs to read it again. The aim is to recheck and make sure that the book already complete and perfect.

Furthermore, in designing an illustration or a picture book for kids, Osmanof (2008) states five steps as follows:

1. *Sketching Ideas*

    Making sketch of the ideas of an illustration book is based on the first initial concept.

2. *Executing Ideas*

    Plain pencil sketches are not exciting enough for a kid's book. The illustrator may use techniques that allowed illustrator to change and rearrange the hand-cut pieces before scanning the sketch.

3. *Deciding Page Format*

    A square page format is the best format for kids' book. It is a format that offers flexibility for placing words and images. Avoid making pages 8.5 x 11 cm as it will give poor illustration effect. However, 8.5 x 11 cm format will give good effect by binding the pages horizontally.

4. *Discovering Variety*

    To make the book more cinematic, the illustrator can apply extreme close-ups as well as zooming out to show a larger scene or landscape. Use white space to give the readers a chance to breathe and see the space in the illustration book.

5. *Watching the Spine*

    When the images cover full spreads or extend more than a single page, do not put important visual information in the center. It can make the main character's head get chopped up in the binding.

Marts (2017) and Osmanof (2008) has different number of steps in designing an illustration book. According to Marts (2017), there are seven steps while Osmanof (2008) mentions that there are only five steps. Nevertheless, there are still some similarities between their opinion. For example, both equally explain that a writer of a book has to find the idea, but

Marts (2017) mention that finding the idea is the second step while Osmanof mention it as the first step. All in all, they have some differences and also similarities in explaining the steps how to design an illustration book.

2.1.2 Essential Elements in Designing Illustration Book

In designing illustration book, Chen (n.d) stated three important things in designing a picture book.

1. *Rhythm and Movement*

   A good picture book creates a sense of rhythm in every page of the book. People usually identify most closely with objects on the left because people read books from left to right. Thus, protagonists typically appear on the left and antagonists on the right.

2. *Tension*

   A good picture book creates a tension between what the words say and what the illustrations depict. In other words, the picture must describe the word and the word must explain the picture. Then, the words and pictures work together in the picture storybooks as one. Without words, the pictures would make little sense. Without pictures, the meaning of the text would not be clear.

3. *Page Layout*

   Most picture books are wider because they make the book suited to narrative illustration. Then, the medium-sized books are frequently more complex, whereas small books are easy to handle and large books are eye-catching.

   In designing an illustration book, the writer should consider some important elements. This is in line with Chen (n.d) opinion. She mentions that there are three main important elements in designing an illustration book. Moreover, those three essential elements are related with the Marts (2017) and Osmanof (2008) opinion about the steps in designing an illustration book.

For example, the third step of Osmanof (2008) opinion is related to the third essential elements from Chen (n.d). Osmanof (2008) explain about deciding page format then Chen (n.d) explain about page layout. Altogether, there are same opinions among the experts even in different terms.

2.2 Traditional Games

The explanation regarding traditional games as the content of the illustration book is delivered by its definition, and examples.

2.2.1 Definitions

There are some definitions of traditional games according to some experts. Bishop and Curtis (2005) as cited in Hidayat (2013) define traditional games as games which have been handed down from one generation to the next generation and it contains the value of good, positive, valuable and desirable. Andriani (2012) states that traditional game is a symbol of knowledge from generation to generation and have many functions or message. Then, Taro (2002), as cited in Darminiasih, et al. (2014), states that traditional games are culture activities composed of elements, local values and culture spread among the community.

From the explanation above, we can conclude that traditional game is a game played by one generation to the next generation and it has good cultural values.

2.2.2 Examples of Children's Traditional Games

Traditional games are played by all range of ages. In fact, some adults like to play games usually played by children. As the focus of this final report is about children's traditional games, the following section discusses some of them in more detail. This part will explain five of the most favourite children traditional games in Indonesia. They are *Congklak, Bekel, Gasing, Engklek,* and *Enggrang*.

1. *Congklak*

Congklak is one of famous traditional games in Indonesia. This game has many names in different regions. Ilaika (2014) states that in Java, this game is better known by the name *Congklak, dakon, dhakon* or *dhakonan*. Then, in Lampung this game is known as 'slow boom' while in Sulawesi *Congklak* is better known by the name *mokaotan, maggaleceng, aggalacang and nogarata.* Furthermore, Hamzuri and Siregar (1998, p.53) state that in the past, *Congklak* was only played by royalty girls but now, everybody can play this game. *Congklak* played by two people. This game need some tools such as a board shaped like a boat with some whole. Both ends of the board, there is a big hole known as the *parent*. Each hole is smaller than its parent diameter of approximately 5 cm. Each line has 7 holes. In each small hole is filled with shells or seeds of 7 pieces.

Then, Anindito (2014) explains that this game played by the two players. Each player picks the shells from right end hole and fill other holes one by one until they reach the *parent.* After that, the player is free to pick the hole and other holes. However, if the last shells drop on the *parent,* they can continue the games. But if the last shell is dropped in the first player side and there is shell in front of the hole, it means that the first player have a *shot.* She/he can pick all of the shells in the hole that we have *"shot"* and put it all in the *parent.* The winner can be seen by knowing how many shells on the *parent.* If the player has more shells in the *parent* she/he is the winner.

2. Bekel

Bekel is one of traditional games from Indonesia that usually played by girls. Fad (2014) explains that this game use a rubber ball and ten seeds as the tool. The players have to bounce the ball on the floor and followed by the seeds. Then, Hamzuri and Siregar (1998) also state that there are three rounds to win this game. The first round, the players must take the seed one by one, two by two, three by three and so on until ten. The second round, the players

must take the seed and arrange them back and forth. The last round, the players must arrange all the seeds back and forth without take them. Then, the players have to arrange the seeds and forming a row.

3. Gasing

Gasing is a game that normally played by boys. *Gasing* is a toy that can rotate on the shaft and has its balance at some point. Most *Gasings* are made from wood, although often made of plastics, or other materials. *Gasing* rope is generally made of nylon, while the traditional *Gasing* rope made from bark. Hamzuri and Siregar (1998) explained that *Gasing* is played by rotating it with a rope that wrapped around the top of *Gasing*. The player who has *Gasing* with the longest spin or can drop the opponent is the winner.

4. Engklek

This game can be found in many regions in Indonesia such as Sumatra, Java, Bali and Sulawesi and it has different terms. This game usually played by girls. Every player must have *kereweng* or *gaco* as the tools. It is usually a flat stone. Anindito (2014) explains that *Engklek* is quiet easy to play. First, the players need to draw squares on the ground and the shape is various. After that, the players need to throw the gaco to one square then pass though on each square with one leg. If it is suits the square, the players can step on it during the game.

5. Enggrang

This game has many terms in many areas of Indonesia. In west Sumatera, Enggrang is well known with *tengkak-tengkak, ingkau* from Bengkulu, and *jangkungan* from Central Java. *Enggrang* is made from the two pole of bamboo in a long manner approximately 2,5 meter. About 50 cm from beneath, there is a standing foot that about 20 cm long. *Enggrang* is quiet difficult to play especially for beginners. In this game, the player must stand

on the bamboo pole and keep the balance. Then, the player has to walk by using that bamboo pole until the finish line. The player who can reach the finish line first or can make the competitor fall is the winner (as cited in https://wilqee.wordpress.com/2012/11/14/indonesian-traditional-games/).

6. Pantak Lele

This game was popular around in 1990. This game has many different name, but in Sumatera Selatan people used to called this name with *"pantak lele"*. Adrian (2015) explains that this game uses a tool of two pieces of bamboo that one resembles a stick measuring approximately 30 cm and the other smaller. The first small pieces of bamboo placed between two stones or on top of the hole (luwokan) should be prepared on the ground and beaten by a bamboo stick. Then hit the small bamboo as far as possible. The player will continue to beat up to several times until the blow is not about the small bamboo. After the player fails then the next person from the group will continue. Until the last player's turn.

7. Petak Umpet

This games do not need any tools, so children play this game anytime and anywhere. Jenny (2016) explains that this game can be played by many children. One of the player called keeper should close his eyes at one place. The other players should hide around that place. Then the keeper have to find the other player. If the keeper find the other player, the keeper have to run to the place and say the name of player he/she has found. If the player arrive earlier to the place, she/he is the winner.

To get clear imagination about each game, Table 2.1 presents the pictures of each game.

Table 2.1. Indonesian Children's Game

Name of Game	Picture
Congklak	 Source: https://mainantradisionalindonesia.files.wordpress.com/2013/08/dakon-Congklak.jpg
Bekel	 Source: http://www.indogamers.com/system/upload/media/pictures/512333727 33181361261426bermainBekel.jpg
Gasing	 Source: http://3.bp.blogspot.com/mwhoW5jTs6Y/VK61ICWgA5I/AAAA AAAAB00/oATmZTQhCyE/s1600/Gasing6.jpg
Engklek	 Source: https://mainantradisionalindonesia.files.wordpress.com/2013/07/Engklek-ciplak-gunung.jpg
Enggrang	 Source:https://nchistoriaedu26.files.wordpress.com/2012/04/egrang.jpg

Pantak Lele

Source: https://wathuk.files.wordpress.com/2011/01/patel.jpg

Petak Umpet

Source: https://3.bp.blogspot.com/-wKd9ZZa3vpw/V29W6Ibpe3I/AAAAAAAAJfg/PDeEiGdNUpM8sN-rNSgqWxhUBfycfs8IwCLcB/s1600/petak_umpet2.jpg

2.3 Informing Culture Information by an Illustration Book as a Culture Preservation

Illustration book is one of media that can be used to inform information about culture. Here are the advantages and also the disadvantages of using illustration book for informing information for culture preservation.

2.3.1 The Advantages

Many people found that illustration books are better than non-illustrated books. Campbell (2013) argued that the illustrations will be useful in attracting readers' interest in exploring the contents of the book about culture. An illustration book will help the readers to understand the whole contents of the book easily. In addition, the illustrations in books can clarify the content of the text. The illustration is useful as a media of the description that provides a concrete and clear imagination. So the readers would understand the culture both from the texts and the pictures.

Campbell (2013) also stated that as the illustration books are mostly in hard copies, this kind of printed and touchable book also offers other advantages. The pictures printed book help people understand the content of

the culture book more easily. Having the hard copy of printed book in hands, the readers can put mark and take some notes on the book. Besides, printed books do not need batteries or electricity to read. The readers can take and read the book whenever they want without depends on the availability of electricity or internet connection comparing to online or e-books. In short, an illustration book could be kept longer and flexible as a anytime reading source for culture information.

2.3.2 The Disadvantages

Although illustrated printed books have some advantages, it also has disadvantages. Campbell (2013) mentioned that printed books need a lot of space to keep and store. Then, they are more expensive than e-book because people can download e-book for free while for printed version they have to buy. People cannot adjust the font of the text. People with reading distance problems must use reading glasses. However, in reading an e-book, people can enlarge the font size or adjust the darkness.

In line with Campbell (2013) opinion, Kumalahayati (2015) states that printed books can cause forests denudation, because printed book needs a lot of woods from trees in the forest as the main paper material. Either, printed book is not very durable because paper can be weathered easily.