

CHAPTER II

LITERATURE RIVEW

2.1 Designing

Design is a plan or drawing produced to show the look and function or workings of some object or work. Design is very important to support the quality of a product. Design is also about the progress. In some cases, the direct construction of an object (engineering, management, coding, and graphic design) is also considered to use design thinking.

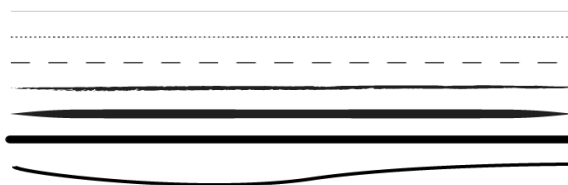
According to Wiyancoko (2000), design is everything related to the drafting, data analysis, project planning, drawing, cost calculation, prototyping, testing frame, and test riding. Archer (1976) states that design is one form of physical and spiritual needs of human are described through a variety of experiences, expertise, and knowledge that reflects the attention to the appreciation and adaptation to his surroundings, especially relating to the form, composition, meaning, and value. While Jones (1970) states that Design is the actions and initiatives to transform human work. So based on the explanation above the writer concludes that design is one of the way or actions to form some work and relating to drafting, drawing, composting and testing.

2.2 Elements of Design

In designing, the elements of design are really important. White (2011) states that design have nine elements:

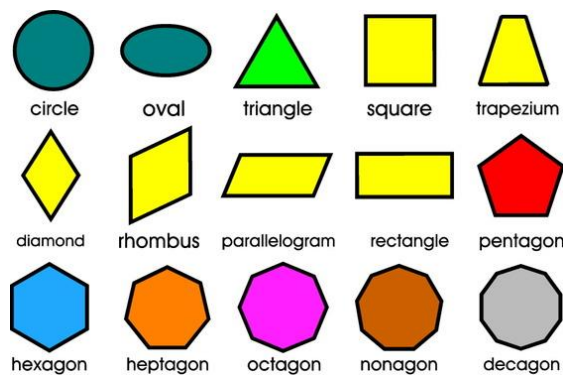
1. Lines

Lines connect two points and can be used to help define shapes, make



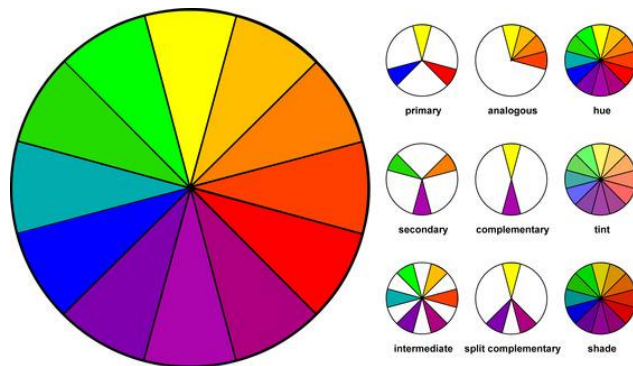
divisions, and create textures. All lines, if they're straight, have a length, width, and direction. There is no specific consideration in choosing the line to make a picture storybook.

2. Shapes



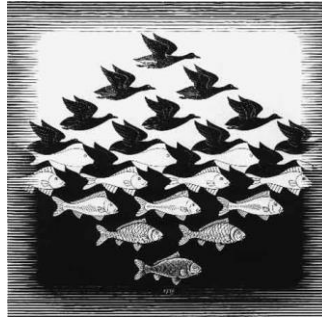
Shapes are self-contained areas. To define the area, the graphic artist uses lines, differences in value, color, and/or texture. Every object is composed of shapes.

3. Color



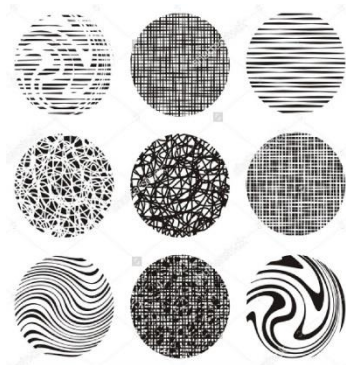
Color palette choices and combinations are used to differentiate items, create depth, add emphasis, and/or help organize information. Color theory examines how various choices psychologically impact users.

4. Space



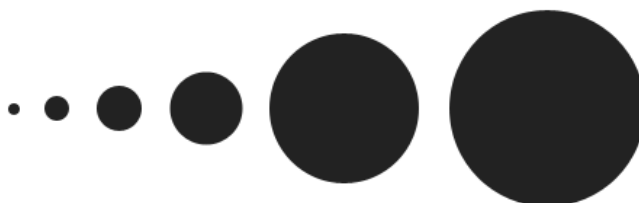
This is the most commonly overlooked element and is commonly undervalued by clients. It can refer to space inside an object, or “negative space” around objects. It is crucial to establishing Balance and Movement in a design.

5. Texture



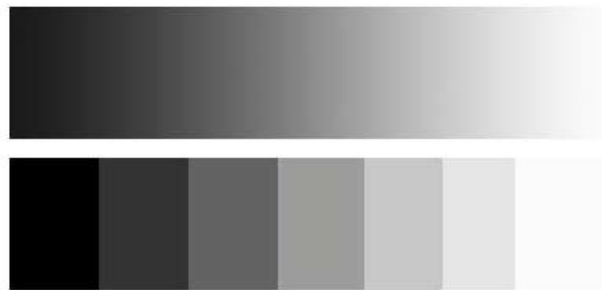
Texture refers to how a surface feels or is perceived to feel. By repeating an element, a texture will be created and a pattern formed. Depending on how a texture is applied, it may be used strategically to attract or deter attention.

6. Scale (Size)



Playing with the scale and size of your objects, shapes, type and other elements add interest and emphasis. The amount of variation will depend heavily on the content within. Subtle differences suit professional content, while bold ones prefer creative enterprises.

7. Value



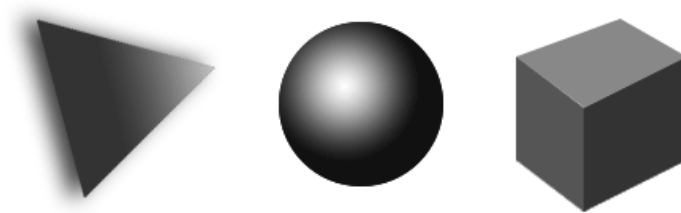
Value simply refers to how bright something is. Value is frequently used separately from Color, in the forms of black, white, and gray.

8. Typography



Typography refers to which fonts are chosen, their size, alignment, color, and spacing.

9. Form



Form applies to three-dimensional objects and describes their volume and mass. Form may be created by combining two or more shapes and can be further enhanced by different tones, textures, and colors.

2.3 Picture Storybook

Picture storybook combines the art of storytelling with the art of illustration. Usually picture storybook is intended for children because the storybook dominates the picture and text that minimized. The dominant picture and text on the picture storybook is usually 70% of picture and 30% of text. So children can imagine the story which the author conveyed through the picture.

According to Kennedy (1964), a picture storybook consists of many Illustrations on each of its pages, or one spread page roommates consists of two pages facing to each other. This kind of book is made for children. According to Jalongo (2004: p.11), picture book is the same with picture storybook. While Agosto (1999: p.267) states that in picture storybook, or picture book in short, the stories are told twice, one with text, and another with illustration in short, a picture book is a book Illustrations contained on pages each accompanied by texts roommates tell about the same story told by the Illustrations, furthermore, children are interested with pictures, thus, picture book is suitable for children. So based on the explanation above the writer concludes that, Picture storybook is a storybook consists of illustrations (dominates of picture and less of text) that intended for children.

2.4 Characteristics of Good Picture Storybook

According to Norton (2003), there are characteristics of picture storybook:

1. Original story with lots of imagination.
2. The plot is usually simple, developed and brief. And children become involved in action, identify problem, and solve it rapidly.
3. The characters are not generally fully developed and the characters with specific traits.
4. The setting of the story is used to establish location of story in time and place, create a mood or clarify historical background.
5. The themes should related to children's need and understanding. Help them to identify with characters and help them to deal with new situations or problems.
6. The words must be carefully selected so the children can easily to understand. And also single words or phrases are repeated.
7. Have a good moral message and useful for the children's life and needs.

2.5 Folklore

Folklore is a story that comes from the community and develops in society in the past is characteristic of every nation. In general, the folklore tells of an incident in a place or origin somewhere. The characters that appear in folklore generally expressed in the form of animals, humans and gods. Folklore is also the body of expressive culture shared by a particular group of people, it encompasses the traditions common to that culture, subculture or group.

Dundes (2007) states that folklore as a whole is in part a collective culture, which is inherited from generation to generation, the collective range of anything, traditionally in different versions, either verbally or sample accompanied with a gesture or a tool of reminders. According to Leach and Jerome (1972:p.398), folklore is traditional creative of community includes primitive (simple) and civilized. Moreover folklore is the science of traditional beliefs, stories, superstitions are all related to things supernatural. So based on explanation above,

folklore is one of story or beliefs that inherited from generation to generation and as one of culture from some regions.

2.5.1 Characteristic of Folklore

According to Danandjaja (2002), there are the characteristic of folklore:

1. Distribution and inheritance usually done orally. Usually folklore is narrated from generation to generation directly and not recorded.
2. Folklore is traditional nature, the folklore distributed in the form of a relative or in a standard form for a long time at least two generations.
3. Folklore exists in some versions even though in different variants. This is caused by how its spread orally usually not through printed materials or recordings so it's easily to forget and the folklore is changing.
4. Folklore is anonymous, the name of its creator is no longer known.
5. Folklore usually has a form or patterned.
6. Folklore has function in a collective life together. For example folklore as a means of educators, solace, social protest, and the pent-up desire projections.
7. Folklore is prologs, have their own logic that is incompatible with the common logic.
8. Folklore are generally innocent and naive, often look rough, and too spontaneous.

2.5.2 Types of Folklore

According to Bauman (2008) here are types of folklore:

1. Ballads

A ballad is a traditional poem or folk song that tells a story, is it about true love, a heroic adventure, a scandalous interlude, or a tragic death, to name but a few possible topics. The stories told in the ballad may be kept alive and

evolved by how they are written for the songs. For example: “Tam Lin” is a popular (traditional) ballad.

2. Fairy Tales

Fairy tales are traditional stories, intended primarily for children, which recount human encounters with supernatural beings such as fairies, witches, ogres, and the like, most often conveying a cautionary message. Many such tales were compiled by the Brothers Grimm. In the modern era, they have become the basis of Disney movies, television, and movies. For example: Snow White and the Seven Dwarfs, Cinderella, Pinocchio, Jack and the Beanstalk, etc.

3. Jokes

A joke is a humorous story or anecdote meant to provoke laughter through irony, wordplay, the juxtaposition of images, and other long-practiced techniques. For example: Windy Tale.

4. Legends

A legend is a traditional historical tale or collection of related tales popularly regarded as true but usually containing a mixture of fact and fiction. They may explain an event or have a moral lesson. Sometimes they contain fantastical elements or embellishments that would have a supernatural origin or be highly improbable and couldn't be regarded as factual. For example: Keong Emas, The Legend of Sangkuriang, The Legend of Toba Lake, The Story of Lutung Kasarung, etc.

5. Myths

A myth is a traditional sacred story, usually featuring gods and heroes, which purports to give a cosmic explanation of a natural phenomenon or cultural practice. It is part of the cultural fabric, conveying essential (if not literal) truth and meshing with other stories and beliefs in the society. For example: The Flying Dutchman, King Arthur, Faust, Five Pandawas, or Pandawa Lima, etc.

6. Superstitions

A superstition is an irrational belief, usually involving supernatural forces and associated with rituals. A superstition may conflict with a person's religious beliefs, or lack thereof, but still be held and practiced. For example:

- If someone cooks a meal that is too salty, this is a sign that the person is in love and wishes to marry.
- Children should eat a lot of chicken wings if they wish to eventually visit overseas.
- Avoid cleaning the ears at night as this would result in bad luck.

7. Urban Legends

An urban legend is an apocryphal story, often taking the form of a cautionary tale, which varies in the telling but is always told as true and attributed to friend of a friend source. For example: Bloody Mary, The spider bite, The hookman, The Slender Man, The licked hand, etc.

2.6 Benefits of Folklore for Children

According to Heard (1995) the benefits children gain through folklore:

1. Stimulate imagination and creativity. Folklore can make children's imagination grow and think creatively on their life through the picture.
2. Developing children's language intelligence. By reading, the children will certainly know the new words that they have not been understood.
3. Developing children's knowledge about their culture. Not only know and increase has their words had knowledge but also children known their own culture by reading.
4. Improve thinking skills. When reading and looking the pictures in a picture story book, children will begin to think about the next story that they read.
5. Inculcate moral and ethical values. A story must have good moral value for the child's personality.

6. Strengthen ties with parents. It's good when children read the picture storybook; the parents accompany their children so there is a bond between children and parents indirectly.
7. Relaxation or entertainment. Besides the benefits that have been described above another thing from the advantages of reading a story book is to entertain the children.

2.7 Factors that cause Children's Motivation in Reading Books

According to Slameto (1987), there are many factors that cause children motivation to read:

1. Family environment

It is impossible for a child to grow up with reading habits when conditions at home or family environment never familiar the reading culture for family members. This is why it is very important to introduce our children to read until they grow up.

2. Community environment

It can be said that until now people who spend time reading is strange, for example while waiting in line, in the train, or just sitting in the city park while reading. Not only looks strange but also sometimes people say negative to someone who read. They feel embarrassed.

3. Technology

Technological advances in addition to bringing positive impacts by facilitating the work of humans was also able to bring negative impact and well controlled. The biggest users of high technology products are the youth, and unfortunately they spend more time with this advanced technology than reading.

4. Education system

The education system implemented in schools also has an impact on reading interest. In general, the process of teaching and learning in some country using explanatory models and not many students get information by reading books. This is why students become passive and not trying their own to find out more about their subjects.

5. Motivation

There are still many people who think reading is not really important, so they did not have motivation to read. The point should be instilled that reading is to improve the quality of their selves as to create motivation in reading books.

2.8 Moral

Moral is a person's standards of behavior or beliefs concerning what is and is not acceptable for them to do. Moral can be found in various stories or things that happen in this life. Hurlock (1990) states that moral manners, habits, and customs conduct which becomes the habit for the members of a culture. According to Suseno (1998) moral is a measure of the merits of a person, both as individuals and as citizens. While according to Chaplin (2006) Moral refers to a character in accordance with social rules, or with respect to the law or custom that regulates behavior. So moral can also means good teaching or bad deeds and behavior that become habits.

According to Kohlberg (1958) agreed with Piaget's (1932) there are three level theory of moral development:

1. Level 1 - Pre-conventional morality

At the pre-conventional level, it doesn't have a personal code of morality. Instead, moral code is shaped by the standards of adults and the consequences of following or breaking the rules.

- Stage 1. Obedience and Punishment Orientation. The child or individual is good in order to avoid being punished. If a person is punished, they must have done wrong.
- Stage 2. Individualism and Exchange. At this stage children recognize that there is not just one right view that is handed down by the authorities. Different individuals have different viewpoints.

2. Level 2 - Conventional morality

At the conventional level, begin to internalize the moral standards of valued adult role models.

- Stage 3. Good Interpersonal Relationships. The child or individual is good in order to be seen as being a good person by others. Therefore, answers relate to the approval of others.
- Stage 4. Maintaining the Social Order. The child or individual becomes aware of the wider rules of society so judgments concern obeying the rules in order to uphold the law and to avoid guilt.

3. Level 3 - Post-conventional morality

Individual judgment is based on self-chosen principles, and moral reasoning is based on individual rights and justice. According to Kohlberg this level of moral reasoning is as far as most people get.

- Stage 5. Social Contract and Individual Rights. The child or individual becomes aware that while rules or laws might exist for the good of the greatest number, there are times when they will work against the interest of particular individuals.
- Stage 6. Universal Principles. People at this stage have developed their own set of moral guidelines which may or may not fit the law. The principles apply to everyone.