

CHAPTER II LITERATURE REVIEW

2.1 Design

According to International Council of Societies of Industrial Design – ICSID (1999), design is a creative activity that reflects the diversity of shape and the quality of the system, like a circle interconnected. Furthermore, the Cambridge Dictionary of American English (2015), states that design is the creation of a plan or convention for the construction of an object or a system as in architectural blueprints, engineering drawings, business processes, circuit diagrams and sewing patterns. Based on Sachari (2005, p.7) design is center line, sketch, planning, such as art activity, idea about something that will created.

2.2 Folktale

Folktale is the expression of the culture of a society through speech language directly related to various aspects of culture and social values of the community composition (Hutomo, 1991). Meanwhile, according to Danadjaya (2007). Folktale is the part of collective culture that spread and inherited hereditary among any sort of collective, traditionally in a different version, either in the form of oral or example that accompanied the motion and gesture or memories device. Folktale is an oral tradition inherited hereditary in public life, such as the folktale of Sangkuriang, Kancil, Si Kabayan, etc. Folktale is usually shaped speech that serves as the media disclosure of the behavior values inherited in the life community. In literature, in Indonesia is one of form of oral folktale (Bunanta: 1998).

So, it can be concluded, the folktale is a story that grows and develops in a society with tradition of different versions. This folktale is a trust which is believed by society that the story is a real happening. According Busan (in Danandjaja, 1984) divides the folktale into three as below:

2.3 Legend is part of Folktale

The folktales meant here are the cultural stories from several parts of the world, especially Indonesia, which are inherited from generations to generations, whether orally, with gestures (Dananjaya, 1984, p.2). The cultural stories referred as folktales can be in forms of folk saying, traditional idioms (proverbs, saying, etc), riddles, prose such as legend, myth, and fairy tales (including anecdotes and jokes), folk songs, folk theaters, gestures, etc (Pudentia, 2015)

The afore mentioned folklore materials can be used as the materials for analysis as they have some functions according to Bascom (1965), those are: (1) as a projector system; (2) as culture validation tool; (3) as pedagogical tool; (4) as a tool to forcefully applying the society norms and society control. Further, there are more functions proposed by Pudentia (2015), that are as an identity builder of an ethnic or a country, and also as a tool to develop the local and/or national tourism.

The legend, in Indonesian language called "*cerita rakyat*", according to the genre belongs to prose. The experts categorized folktales as prose narrative. The followings are some definitions of fable, legend, and myth. Fable or animal tales in general are, as Stith Thompson says, non mythological stories in which human qualities are ascribed to animals, design usually to show cleverness of one animal and stupidity of another. Fables are two kinds; the animal fable, with which we are all familiar and the less popular plant fable. A third kind, the religious fable, may added. Just as the animal fable was derived from the etiological animal tale, so was the plant fable derived from the etiological plant tale. In addition, based on Eugenio (2007, p.269) folktales are prose narrative which are regarded as fiction. Myth are prose narrative in the society in which are told and are considered to be truthful accounts of what happened in the remote past. Legends are prose narratives which, like myth, are regarded as true by the narrator and his audience, but they are set in period considered less remote, when the world was much as it today (Bascom, 1965)

2.4 Storybook

Storybook is a story about actions, experience, 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 storybooks.

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 than 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 includes nursery rhymes and lullabies.

3. Folklore

Tales such as these have been passed down through generations and oral traditions for centuries. Tomie de Paola, 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 generations.

4. Fairytales

Princes fighting to princess dominate this genre. These stories have 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 the givers 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 themes 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 straight forward.

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.

2.5 Function of Illustrated Storybook

Illustrated storybook is good as a learning media, especially for children because it has some interesting pictures to encourage students to be more active and fun in learning. Marzuki (2012) states that illustrated storybook is something

familiar in childhood. In addition, the book is a good media for children to learn in reading. Illustrated storybook is a united story accompanied with drawing that serve as an ornamental and supporting media that can assist in the understanding the content of the book. Through illustrated storybook, the reader can easily receive information and the description of the story that would be delivered. While Nurgiyanto (2010, p.152) claims that illustrated storybook is one of the strategies in attracting the children's attention and readers in general. Illustrated storybook becomes the fascination in reading a book. The pictures implied in the text to clarify the meaning of the word. Because picture is a visual text with the intention to make the children interested in reading a book.

2.6 Children at the Early Ages

According to Mansur (2005: p.88) children at the early ages is a group of children who are in the process of growth and development that is unique. Suyanto (2005, p.6) says that they have a pattern of growth and development that is specifically suited to the level of growth and development. At this time is a golden period or golden age, because children's growth and development is very rapid and is not replaced in the future. According to various studies in neurology intelligence proved that 50% of children are formed within the first 4 years. After age 8-year-old child brain development reached 80% and at the age of 18 years 100%.

2.6.1 Characteristics Children at the Early Ages

Early childhood has different characteristics than adults, because early childhood grows and develops in many ways and different. There are various studies about the nature of early childhood, particularly among kindergarten children. According to Bredecam and Copple, Brener, and Kellough cited in Masitoh (2005, p.12) states that children are unique, child express his behavior was relatively spontaneous, child active and energetic child was self-centered, child curiosity strong and passionate about many things, child explorative and adventurous, child generally rich with fantasy, child still easy frustration, children still less consideration in the act, the son has a short attention, Childhood is a time

of learning the most potential, children are increasingly showing interest in friends. Another opinion about the characteristics of early childhood raised by Hartati (2005, p.6) says that the characteristics of children at the early ages are have a great curiosity, is a unique, like fantasy and imagination, potential for future learning, have a self-centered attitude, have a short concentration vulnerable, are part of the social organism.

2.7 Moral Value

2.7.1 Moral

According to Stenberg (1994) 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). A morality contains (1) beliefs about the nature of the man, (2) belief about ideals, about what is good or desirable of 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 wrong or the wrong course. We learn as children that we should be unselfish, that we should not tell lies based on Mentari in Edwards (2014, p.16).

2.7.2 Value

The term "values" may suggest that judgments of the right or wrong, lofty and base, just and unjust, and more personal preferences, that things are useful as individuals happen to value them purposed by Mentari in Benninga (2014, p. 16). In addition, based on 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.