

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Sriwijaya Kingdom

Ananda (1999) said *“Kerajaan Sriwijaya adalah kerajaan superior yang memimpin seluruh nusantara, Singapura, dan Semenanjung Indochina”*. Sriwijaya Kingdom was a the biggest Buddhist maritime Indonesian empire in the island of Sumatra, Indonesia, which influenced much in Southeast Asia. Sriwijaya Kingdom was an important center for the expansion of Buddhism from the 8th to the 12th century AD. Sriwijaya Kingdom was the first unified kingdom to dominate much of the Indonesian archipelago. Budisantoso (1989) states that *“Kerajaan Sriwijaya adalah kerajaan muncul sebagai kerajaan maritim terbesar di Indonesia, didirikan di daerah strategis dalam rute perdagangan laut dan memiliki kekuatan yang solid”*.

Sriwijaya Kingdom was a sea squadron that is strong enough to invest a region that is quite much larger, and at the time, the Sriwijaya Kingdom had the strongest navy formation. For example, Malacca, Singapore to the Srilanka, Sriwijaya Kingdom administered the territory in a time of twenty years before the time was dependent upon the Chinese attack a short time later. Later, A Tang Chinese priest, Yijing, composed that he visited Sriwijaya Kingdom in 671 for a half year. The most punctual known engraving in which the name Sriwijaya Kingdom appears additionally dates from the seventh century in the Kedukan Bukit engraving found close Palembang, Sumatra, dated 16 June 682. Between the late seventh and mid-eleventh century, Sriwijaya Kingdom rose to turn into a hegemon in Southeast Asia. It was engaged with close cooperations, frequently contentions, with the neighboring Java, Kambuja, and Champa. Sriwijaya's fundamental remote intrigue was supporting rewarding exchange concurrences with China which kept going from the Tang to the Song administration. Sriwijaya

Kingdom was strict, social and exchange joins with the Buddhist Pala of Bengal, just as with the Islamic Caliphate in the Middle East (Purge, 2012)

Purge (2012) stated that in 1025, Chola seized Palembang arrested the ruler of Sriwijaya Kingdom, grabbed all the treasures of the Kingdom, and took part in the occupied area of Sriwijaya Kingdom in the state of Malacca. Toward the end of the twelfth century, the Sriwijaya Kingdom was diminished to a little kingdom, and its predominant job in Sumatra was embraced by Malayu (situated in Jambi), the supporters of Java. Java Kingdom, Majapahit, quickly overwhelmed the political phase of Indonesia. According to Budisantoso (1989), here are some factors that cause Sriwijaya Kingdom to collapse.

1. *Serangan Rajendra Chola pada tahun 1017 dan 1025 membuahkan hasil jarahan. Rajendra Chola I mengalahkan Kedah dan lalu menghabisi Sriwijaya. Kerajaan Chola terus menyerang, pada saat itu juga dia menangkap penguasa otoritatif kerajaan Sriwijaya dan selama hampir dekade berikutnya sepanjang kerajaan Sriwijaya direbut oleh Rajendra Chola I.*
2. *Perkembangan kerajaan baru yang menakjubkan seperti Dharmasraya. Dharmasraya adalah ibu kota kerajaan Melayu di Sumatera., kerajaan ini muncul lalu melemahkan Kerajaan Sriwijaya setelah serangan Rajendra Chola I pada tahun 1025.*
3. *Majunya kerajaan Islam, kerajaan Samudra Pasai.yang berkembang sekitar abad ke-13, setelah pemusnahan Kerajaan Sriwijaya. Kerajaan ini didirikan oleh Marah Silu yang kemudian mengubah namanya menjadi Malik As Saleh setelah ia memahami Islam, dan merupakan kerajaan Islam pertama di Indonesia.*



Figure 1. Map of Sriwijaya Kingdom

Source : <https://en.wikipedia.org/wiki/Srivijaya>

## 2.2 Children at the Early Ages

According to Ivanov (2000) child at an early age of about 0 – 8 years have a pattern of growth and development in physical, socio-emotional, creativity, language, and special communication with their style. Balances nutrition and intensive stimulation around them are needed for their growth and development to support their potencies. While, Syaodih (2012) states:

Children at the Early Ages are a period of human being that has a fundamental potential developed in the learning system as well as in hormonal forms related to one another. Children at the Early Ages learn about different information that obtains and develops the information for becoming potential.

Based on early childhood intelligence, developmental levels are 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 (Jackie, 2013). According to Dewi (2012) there are some characteristics of children in early ages. They are:

1. Loving to ask a question with their simple language

Children around 3 – 6 years old, usually disassemble everything from satisfying their curiosity.

2. Having a unique personality

Every child around 3 – 6 years old having similarities in developing patterns at an early age, every child's unique personality has special things about themselves in talent and interest, learning style, etc.

3. Having an interest in fantasy and imagination

Children around 3 – 6 years old always having an interest in fantasy and imagination on the new object that has been touch or known by them. Fantasy is the ability to respond to a new thing.

4. Having a potential learning period

This age is usually called the golden age because this period is a child's learning growth in many aspects.

5. Showing the egocentric

Children usually see things from their perspective and usually ignore the other person's perspective.

6. Having a short concentration

Every young child has short attention and easily distracted on other things, especially to catch children's attention.

7. Being a part of social creatures

Young children usually begin to hang out and play with friends. Being a part of social creatures is one of the characteristics of children in early ages

## **2.3 Book**

A book is a written or printed work consisting of pages glued or sewn together along one side and bound in covers (Bucklers, 2001). The American Library Association (2009) states that the book is a bound piece of paper that contains writings that explain something to be read or empty paper to write.

According to Jackie (2012), creativity is something that develops whenever the reader reads a new book. When the reader reads something, the reader's mind starts creating a scenery of it in front of the reader's eyes. When the reader keeps on reading new books with new information, the reader starts learning and experiencing new things. The reader starts understanding better and a lot quicker than previously. The reader starts seeing information in a new way, then the reader's point of perspective changes and it can be improved..

Surahman (2014), states that in general, book is divided into four types: there are sourcebooks, reading books, handbooks, and textbooks.

*Sourcebooks adalah kumpulan tulisan dan artikel tentang subjek tertentu, terutama yang digunakan sebagai pengantar dasar untuk subjek itu. Reading books adalah sebuah buku bagi orang-orang yang belajar membaca, untuk membantu mereka menjadi terbiasa melihat dan memahami buku kata tertulis yang hanya bekerja untuk bahan bacaan. Handbooks adalah buku yang memiliki informasi seperti fakta tentang subjek atau instruksi tertentu untuk mengoperasikan mesin atau digunakan sebagai buku pegangan bagi guru untuk melakukan proses pengajaran. Textbooks adalah buku yang disusun untuk proses pembelajaran dan berisi materi yang akan diajarkan.*

### **2.3.1 Storybook for Children**

The storybook is a book containing a story or collection of stories intended for children. The storybook usually displays the basic plot used by the different elements of the story background, character traits, and atmosphere generated in visual and written form (Backes, 2012). According to the American Library Association (2009), the storybook is a draft developed by its writing and forms a plot based on the motives of the plot.

The storybook has benefits that pay for it. According to Stewing (2012), the advantage of the storybook is to show the child's mindset to be more imaginative, cognitive-thinking, and also creative-thinking in the story.

According to Addien (2012) states that “*Buku cerita memberikan konsep dari materi pelajaran dengan menunjukkan daya tarik dengan media yang lebih verbal. Anak akan lebih cepat menyerap dan memahami cerita yang terkandung*

*dalam buku. Hal ini dikarenakan usia anak muda masih dalam imajinasi, berfantasi, dan bermain.”*

Modernization makes the children's thought frightened when the children think about culture. They will be left by their way of life if the individuals do not imaginatively present them about the way of life persistently. To present the way of life for youngsters can be here and there, interestingly, it tends to be acknowledged by the kids. “It is very well maybe through the book (story composing), either through the story (narrating). Youngsters are free to know numerous sorts of culture from within or outside” (Irhash, 2009). According to Karen (2008) the storybook is for promoting the early language and literacy of young children. By listening to the stories, children learn about written syntax and vocabulary and develop phonological awareness and concepts of print, closely linked to learn read and write.

According to American Library Association (2009), a storybook for children must be suitable for the level of reading skills and the children's interest. A level of education can be also affected, starting from preschool (3 years old) until sixth grade in elementary school (around 11 – 12 years old). Addien (2012) states:

*Buku cerita anak-anak adalah cerita untuk anak-anak yang berisi cerita sederhana dan kalimat sederhana dan memiliki nilai-nilai moral. Anak-anak juga adalah penerima informasi yang baik dan pembelajar yang baik. Mereka dapat menganalisis semua hal di sekitar mereka dengan apa yang mereka lihat dan apa yang mereka dengar. Memilih kata, tema, dan karakter yang tepat dalam buku cerita juga sangat penting untuk membentuk karakter mereka.*

According to Backes (2012), a storybook for children has the classifications, as follows:

#### *1. Baby book*

This book is for children aged 3 years old and less than 300 words. The story itself is identified with day by day action or containing the instruction side, about the shading, number, and structure. The examples of baby books are

board books, pop-up, or a special book (voiced, unique format, or with another form).

## *2. Picture book*

Generally, this book contains 15 – 20 pages for the children aged 3 – 6 years old. The content is around 1000 words and still with a basic plot with one principle character to contact a kids' attitude. Playing an outline is a major job to recount to the story.

## *3. Early picture book*

The early picture book is nearly equivalent to the image book, yet it is a classification for the children aged 6 – 8 years old. The words are under 1500.

## *4. Transition book*

This book can be classified as "the start of the part book", for the children aged 6 – 9 years old and as the relation between a picture book and chapter book. The script usually contains 20 pages and divided into 2 -3 chapters.

## *5. Middle grade book*

This book is for the children 8 – 12 years old because these ages are as gold ages for reading skills. The contents are around 100 – 150 pages and the story begins with sub-plot, supporting character, and the present-day topic.

## *6. Young adult book*

The content of these books is around 130 – 200 pages, this sort for 12 years of age or more. This book has a complex narrative plot with a lot of character although only one character is focused.

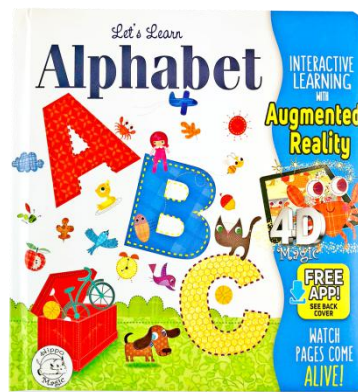
### **2.3.2 Picture Storybook**

The following is the definition of a picture storybook. A picture storybook is a storybook that presents a text and an illustration or picture. That book is usually for children aged 3 – 6 years old. A picture itself is important in the process of

learning in reading and writing, and a picture storybook is more motivating for children to learn and to reach the experience of the story (Jackie, 2013). Likewise, Stewing (2012) say that a picture storybook is a book that lines up with story and picture and the reason for the picture storybook is to provoke, to recognize, and to treasure the book for children.

According to Backes (2012), picture storybooks have the classifications. They are divided into 5 types: an alphabet book, toys book, concept book, wordless picture storybook, and written picture storybook.

1. The alphabet book is a book that each letter identifies, and also a representation of an item that starts with the letter at the beginning of the item's word. The function of the alphabet book is to help the children, to stimulate and also to develop the vocabulary.



Source : <https://hippomagic/lets-learn-alfabet-a-edition-for-kids/>.

2. Toys book is a book that has a different concept than most other books and is not unusual in the description of it. This book is to guide children to comprehend the content. It can investigate the number of ideas, rhyming words, and plot.





Source : <https://hippomagic/musical-rhymes-book-edition-for-kids/>.

3. The concept book is a book that has a concept of stories that still flourish in it. The concept given by the author is a recurring storyline or a parable. Concept book also uses various concepts such as color, shape, size, can be interconnected to show the desired storyline.
4. Wordless picture storybook is a book to convey a story just by the representation. This book involves various structures, for instance, humor books, veritable books, etc.
5. Written Picture storybook contains some inherent components, such as storyline, a good structure, a good character, a changing lifestyle, background, and an interesting theme.

Linggasari (2015) explain that there are five steps of picture storybook development. It means that there are stages in writing picture storybook.

First, “Background research” Part of the process of script often involves background research or investigation of the subject matter before you define the objective or outline the content. Research can be undertaken in any several well-proven ways. You can consult encyclopedias, visit a library, or search the internet. Background research are important way in getting much information of the topic.

Second, “Storybook Concept” The first formal file you create the storybook is called a storybook concept or an outline. The function is to set down in writing the key ideas and defines the picture design.

Third, “Final draft” The name of this documentary is fairly self-explanatory. The final draft script is the initial attempt to transpose the content of the treatment into a picture appropriate to the medium. In this stage, the writer will write all of the storyline based on the concept that has been made.

Fourth, “Revision” Every stage of writing process involves readers and critics. Revision is the hardest part of a writer’s job because it means being self-critical. It means throwing out ideas or changing them after you have invested time and energy to make them work. This should be corrected before submission. It means throwing out unneeded material.

Fifth, “Final Product” The final Product is another self-explanatory term. This document should mark the end of the writer’s task and the completion of any contractual arrangement.

The mindset of the writers in Indonesia still considers the book for the adult than children, but actually, children should be socialized early reading to become a culture (Linggasari, 2015). According to Linggasari (2015), good criteria for picture storybooks are:

1. *Safe material*

The material of the book must be safe. The paper should is not sharp edges, and use a thick material and the material is effectively opened like a cardboard or vinyl delicate material, so the book 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. For the most part, picture books are reasonable for children because the looks are fascinating.

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 applied by children..

4. *More illustrations*

A book for children usually should contain fewer sentences but should contain the illustrations with bright colors, books items showed are interested and not offensive