CHAPTER II
THEORETICAL FRAMEWORK

2.1   Picture Storybook

This section discusses various aspects related to picture storybooks. Some of the main topics discussed include the definition of storybooks, their benefits, the criteria that must be met, the characteristics in the process of making them, and their role as a medium in shaping the moral character of early childhood.

2.1.1   The Definition of Picture Storybook

A picture storybook is a kind of book that uses drawings that are crucial to the plot to tell a story in a casual and approachable manner. In addition to improving children's language skills and sentence construction abilities, these visual aids aid in the communication of factual information. Children benefit from illustrated storybooks as a source of education since they foster their emotional growth, entertain them, and teach them about the world and their surroundings. Additionally, they promote social connections, emotional development, and respect for others. Additionally, because children are drawn to visual elements by nature, illustrated storybooks effectively capture their attention. Using picture books is a great way to help kids become better storytellers.Their curiosity is piqued by the visual elements, which lead them to analyze pictures while comprehending the associated words (Ngura, 2018). According to Ratnasari (2020), storybooks are one of the media that can be used in the development of children's abilities. Visual media can strengthen memory and make it easier to understand the theme/content of the story. Meanwhile, according to a quote by Suryaningsih, Fatmawati (2017), quoted from Faizah (2009), a picture story book is a story written in simple language, tending towards conversational style, accompanied by pictures that form an integral part of the story to convey certain ideas.

From the above definitions, storybooks are a type of book that presents narratives using simple language and dialogue, accompanied by illustrations that are essential to the storyline. These visuals not only enrich the storytelling experience but also serve as an effective tool for strengthening children's understanding, memory, and language development. Storybooks help children build sentences, understand factual and moral content, and stimulate their imagination. In addition to linguistic benefits, storybooks also support emotional growth, social awareness, and respect for others by presenting experiences and values that children can identify with. Through the compelling combination of words and images, storybooks become a powerful medium for education, entertainment, and character development in children.

2.1.2 The Importance of Picture Storybook

The use of picture storybooks as teaching materials has an important role in supporting children's literacy development. These books not only help children acquire reading skills, but also encourage them to start writing and recognize various objects through illustrations. The more often children read, the better their understanding of the text. One of the challenges in English language learning is low interest in reading, which is often caused by limited vocabulary and understanding of sentence structure Children's storybooks can also indirectly stimulate students' interest in literacy. Research conducted by (Astawa et al 2015) on the effect of inquiry-based learning using storybooks on students' reading interest and reading achievement showed that inquiry- based learning using storybooks significantly influenced students' reading interest and reading ability. The results are positive and more optimal compared to the conventional model. Storybooks provide children with the opportunity to expand their vocabulary so that they can develop their language skills (Ratnasari and Zubaidah, 2019).

2.1.3 The Criteria of Storybook

The selection of picture storybooks as teaching materials for elementary school children is the right step, considering that children of this age very interested in stories accompanied by illustrations. Halim and Munthe, (2019), picture stories provide various benefits, such as helping children recognize and solve personal and social problems, stimulate imagination and, and facilitate understanding even for children who are not fluent in reading. This kind of book is also easy to find, attracts attention through illustrations, and can be used to teach children to read. The characters in the stories often become role models for children because they are portrayed with strong, brave, and attractive characteristics, while the colorful and simple illustrations make the content of the stories easier to understand. Anggara and Waluyanto (2014) state that the criteria for a good storybook are that the content and theme of the story provide moral values related to daily activities, present attractive pictures and colours, have few words, and foster children's imagination and creativity, convey clear moral messages, and present stories that stimulate children's curiosity.

2.1.4 The Characteristics of Picture Storybook

According to research by Sinamo and P (2023), children's books have several key characteristics:

a) Fun and engaging for kids

This refers to activities, books, or media designed to engage children. Enjoyable elements like bright illustrations and captivating stories motivate learning, helping children enhance their social and emotional skills while improving their understanding and retention of information.

b) Topics match the child's interests, arousing.

This refers to choosing materials or themes that interest children. When topics align with their interests, children become more enthusiastic and

engaged, enhancing their desire to learn and encouraging further exploration. Consequently, learning becomes more effective and enjoyable.

c) The content of the book is adapted to the child's developmental stage Preschool stories should feature rhythm, repetition, a clear plot, engaging dialogue, and a moral message. They should connect to children's experiences, with age-appropriate writing and illustrations reflecting diverse cultures. The book should be enjoyable, encouraging repeated reading while effectively conveying information and new ideas.

2.1.5 The Components of Picture Storybook

Researchers who develop storybooks pay great attention to key elements such as layout, illustration and typography. These three elements play an important role that must be considered during the process of creating, developing and utilising books as a means of improving literacy.

1) **Layout**

Layout is a key element in graphic design that organises visuals on each page. In children's storybooks, it involves illustrations, typography, and the use of negative space. While illustrations and text are primary, effective use of negative space is crucial for visual balance, clarity, and aesthetic appeal, making it integral to picture storybook design (Halim and Munthe, 2019).

2) **Picture**

a) Pictures in storybooks have many benefits in learning at primary school. They are able to attract attention, increase interest in learning, and provide a more profound experience for students by creating an atmosphere as if they were directly involved in the story. Students tend to prefer picture books because of their visually appealing design and ability to help understand the material visually, which aligns with the characteristics of primary school-aged children who are more likely to

remember what they see. Therefore, picture storybooks are an appropriate alternative choice to facilitate understanding of the material, while also making learning more engaging and enjoyable (Yuananda, et al, 2024).

3) Typography

(a) According to Setiautami (2011), to support beginner readers, it is important to use text that attracts attention and typography that is easy to read and arranged in a simple layout. The choice of font type must consider legibility, by choosing a simple, friendly font design without sharp shapes. Font characters should have rounded and open counters, not sharp angles or rectangles, and avoid non-traditional letter shapes. Sans serif fonts can be used as long as they do not have extreme shapes that impair legibility. It is recommended to avoid fonts that are too condensed or extremely expanded, and to choose medium weights such as book/demi, avoiding fonts that are too thin or too thick. If using italic fonts, ensure they remain easy to read and are not overly modified. To ensure text is easily readable by children as beginner readers, it is important to consider the reading direction from left to right and from one line to the next with a supportive layout. Use a large font size (around 14–24 pt depending on age) and adequate line spacing (leading), and avoid cramming too much text onto a single page. Excessively long sentences, all-caps text, and extreme colour contrasts can hinder readability. Short paragraphs provide breaks for the eyes and help children feel more comfortable reading. In the title or headline section, designers have room to be creative with colour, style, and layout due to the limited number of words, but they must still maintain a simple and enjoyable visual design to keep children interested in continuing to read to the next page.

2.1.6 Picture Storybooks as a Media for Character Education

According to Dharma (2019), children's storybooks are more effective in instilling values and attitudes in students. Research conducted by Dr. Mona M. Farid in 2012 entitled The effect of a story-based programme on developing moral values at the kindergarten stage found that the use of stories has a positive effect on the development of children's moral values. It was revealed that 'By guiding children to identify the moral value in a story, they will indirectly learn the moral lesson.' This means that students will directly experience learning about values through identifying the moral values contained in the story. This indicates that children's storybooks are effective in teaching and instilling values and attitudes in children/students

2.2 Bilingualism for the Picture Storybook
2.2.1   Bilingual Book Structure

According to Serafini and Clausen (2012), elements such as end pages, covers, title pages, margins, opening pages, and other design components in optimally designed picture books play an important role in reinforcing the story or content of the book. Therefore, in designing a bilingual storybook to function effectively as a learning medium while supporting the delivery of the story content, standard elements in the book structure are used. These elements include various important parts that make up the overall design and appearance of the book which include:

1. **The Cover**

McCullough (2021) states that book covers are one of the initial aspects that play an important role in the book sales process and have a major role in attracting readers. The book cover is an inseparable part of the whole book, because in addition to uniting the entire page, the cover is also the first element seen by the reader. Therefore, the book cover should be designed with unique characteristics in order to attract attention, while also serving as a visual

medium that represents the contents of the book. The following are some examples of storybook covers:

Figure 2.1 Front cover of Laylatul Qadr: Story of the Blessed Night

(https://www.booksq.com/book/9798378111886)

2. **Endpapers**

Chesner (2019) explains that endpapers in picture books are usually located on the inside of the front and back covers of hardcover books. Paper the endpapers are the first and last pages attached to the inside of the book cover. Besides serving as a structural part of the picture book, the endpapers also have aesthetic value and play a role in supporting the development of visual literacy skills in child readers. The following shows some examples of storybook endpapers:

Figure 2.2 Endpapers from Little Golden Books

(https://picturebookden.blogspot.com/2020/08/under-covers-unique-story-of-endpaper.html)

2.3 Islamic Stories

Stories have the power to influence students' minds, souls and feelings. Through stories, students can emulate good characters and reject the behavior of bad characters. , stories become an effective motivational tool in forming positive behavior and increasing students' spirituality (Syaikhon, 2020). Children's books are a strategic medium for instilling moral values from an early age, especially Islamic books based on the Qur'an and Hadith. The characters in Islamic stories encourage children to emulate the noble morals displayed (Sundana, 2021).

The selection of appropriate Islamic learning books is very important for families and Islamic educational institutions. Good books contain ethical principles that are in line with the Qur'an and Sunnah, supporting the formation of smart and moral students Sundana, (2021). Rosyadi (2013) states that children's reading should contain useful information for character development. Childhood is an important phase of identity formation, so moral, spiritual, and intellectual development must begin early (Sundana, 2021).

In Islam, education aims to shape the whole person - including spiritual, intellectual, emotional and physical aspects - with the ultimate goal of obedience to Allah (Syahrir and Elihami, 2019). Prophetic Hadiths emphasize the importance of educating children to respect their parents, as well as making education a jariyah charity (Syahrir and Elihami, 2019). Islamic books are designed to meet these needs by presenting interesting stories and captivating illustrations, making them effective for teachers to instill Islamic values and increase children's interest in reading.

2.3.1 Akhlaq lil Banin

According to Rohmah (2020), *Akhlāq lil Banīn* by Shaykh 'Umar Baradja is a book that focuses on specific morals for children. It is written in a

language that is accessible and easy to understand. In addition to being studied in madrasah in Indonesia, this book has also gained attention abroad, including in Malaysia, Singapore, Mecca, Jeddah, Yemen, London, and France. The book is composed of four volumes, all printed in Surabaya, totaling 136 pages. In crafting this book, Shaykh 'Umar Baradja employs a storytelling approach drawn from the daily lives of the companions of the Prophet Muhammad SAW. Furthermore, the technical aspects of this book are reinforced with strong foundations, namely the verses of the Qur'an and hadith, ensuring that students recognize the importance of moral education in their daily lives.

The Book of *Akhlaq lil Banin* by Sheikh 'Umar bin Ahmad Baraja consists of four volumes containing comprehensive teachings on ethics and manners to shape children's character. The first volume contains 33 chapters that teach moral values such as politeness, honesty, obedience, respect for parents, teachers, siblings, relatives, neighbours, as well as etiquette in school and public places. The second volume includes 20 chapters discussing children's obligations to Allah, the Prophet Muhammad SAW, parents, siblings, relatives, servants, neighbours, teachers, and friends, complemented by real stories as examples. The third volume contains 16 chapters emphasising various manners in daily life, such as manners when walking, sitting, eating, visiting, dressing, sleeping, and deliberating. The fourth volume consists of 27 chapters that discuss noble traits such as modesty, honesty, patience, generosity, humility, sincerity, as well as warnings against despicable traits such as envy, backbiting, and slander, accompanied by exemplary stories and general advice. These four volumes collectively form a systematic and practical guide to moral education for character development in children

This study uses the book *Akhlaq lil Banin* published by Penerbit Buku Teladan Yayasan Perguruan Islam Al-Ustadz Umar Baradja Surabaya as the main source for adaption the story. The book *Akhlaq lil Banin* is very popular among Islamic boarding school students in Indonesia, as it is studied in almost

all Islamic boarding schools and madrasahs, including its companion book, *Akhlaq lil Banat* (Ministry of Religious Affairs of the Republic of Indonesia, 2013).This book was chosen because it is one of the classic references for moral education that has been widely used in various Islamic educational institutions in Indonesia, and has simple language and material but is rich in moral values. Sheikh 'Umar Baradja, in writing this book, adopted the storytelling method taken from the daily experiences of the companions of the Prophet Muhammad. In addition, the technical structure of this book is supported by a strong foundation, namely verses of the Qur'an and hadith. It aims to make readers believe that moral learning is very important to understand and apply in daily life.

2.4   Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference for Languages Learning, Teaching, Assessment (CEFR) is the result of more than two decades of research and is used as a guide in syllabus preparation, curriculum development, and the design of teaching materials and language assessment. The CEFR has been widely adopted in Europe and many other countries, and translated into 39 languages (Council of, 2014). The framework divides foreign language proficiency into six levels: A1, A2, B1, B2, C1 and C2, plus three additional levels (A2+, B1+, B2+). The system allows cross- country comparison of learning outcomes and is used as a reference in the certification of language competence, thus supporting mobility in education and employment (Council of Europe, 2014).

The CEFR not only presents language proficiency levels, but also provides detailed descriptions of the communication context, task themes, objectives, and competencies that need to be mastered. Therefore, the CEFR is now widely used in teacher training, foreign language curriculum reform, and teaching material development (Council of Europe, 2014). This approach provides a transparent and comprehensive structure for foreign language

learning globally. The six levels of language proficiency in the CEFR scale are presented in the following table.

Table 2.1 Common Reference Levels: global scale

(https://rm.coe.int/1680459f97)

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer text, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subject, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular in interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for options and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine task requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

The table above presents six CEFR proficiency levels, ranging from A1 (beginner) to C2 (advanced), which serve as standards for assessing and formulating language learning objectives. For this study, this scale-specifically the A2 level-acts as a reference to identify the appropriate level of language complexity for primary school students. By looking at the CEFR descriptors, educators and material creators can ensure that the content offered is appropriate for students' cognitive and linguistic developmental stages, thus promoting more efficient and impactful language learning.

2.4.1 Reading A2 CEFR Level

According to Council of Europe (2014), reading self-assessment for A2 level are:

a) Can read very short, simple texts.

b) Can find specific, predictable information in simple everyday material such as advertisements, prospectises, menus and timetables.

c) Can understand short simple personal letters.

2.5 Previous Research

A number of studies have examined the role of storytelling in moral learning and language acquisition, which forms the basis for adapting moral stories from *Akhlaq lil Banin* for learners at the A2 level in the CEFR. Research conducted by Arsi, et al (2022) highlighted the application of the storytelling method in children's character building at Al-Muttaqin Mosque, Tanjung Alam Village. The results of the study show that storytelling activities create a pleasant learning atmosphere, so that moral values are more easily understood and applied by children in everyday life. However, this study also revealed

several obstacles, such as time constraints, obstacles in classroom management, and the lack of availability of storytelling resources.

In line with this, Oktavia and Madya's (2021) research, reviewed the effectiveness of using picture stories in conveying moral and religious values to early childhood. Their findings show that the use of visual stories can improve children's understanding and encourage them to apply moral teachings in real situations. These results reinforce the view that the storytelling method is effective not only in instilling character values, but also in developing language skills.

The study "Dampak Pengembangan Buku Cerita Bergambar untuk Anak Usia Dini" by Halim and Munthe (2019) examined the development and effects of a picture book named "Layanilah dan Cintailah" that teaches moral values based on the Ursuline ideals of *servite et amate* (service and love). Following observations and interviews that revealed a dearth of storybooks that aligned with these principles, the book was created utilizing the ADDIE (Analysis Design Development Implementation Evaluation) approach. ADDIE is a learning development model that consists of five stages: Analysis, Design, Development, Implementation and Evaluation. In the Analysis stage, learning needs are identified. Next, the Design stage includes planning of teaching objectives and methods. In the Development stage, learning materials are created, followed by the Implementation stage, where the materials are taught to learners. Finally, the Evaluation stage assesses the effectiveness of the learning and allows for improvements to the previous stages. The model is iterative, so evaluation results can be used to improve the learning process. Language, design, and education experts gave the book excellent reviews. Three stages of testing the book on several kindergarten classrooms revealed that children who read it had a greater understanding of moral principles including independence, civility, and caring than those who did not. According to the study's findings, picture books can teach young children moral lessons

and should be created with language, plots, and visuals appropriate for their developmental stage.

There have been numerous investigations by earlier scholars, but there aren't many bilingual book adaptations. The development of bilingual picture storybook products (in Indonesian and English) with morally relevant content for elementary school students, the inclusion of educational games to boost student engagement, and the quantitative evaluation of the product's efficacy using metrics like story content, language, translation, design, and character values have all been studied. Therefore, it is anticipated that this research will close the gap by providing a solution in the form of entertaining, instructive, and successful bilingual storybooks that children of primary school age can use to learn other languages and develop their character.