CHAPTER II

LITERATURE REVIEW

2.1 Storybook

A picture storybook is a type of book that tells a story in a relaxed and inviting style, supported by illustrations that are essential to the narrative. These visuals help convey factual information while boosting children's ability to construct sentences and enhance their language skills. Illustrated storybooks act as an educational resource for kids, nurturing their emotional development, providing amusement, and instructing them about their environment and their place in the world. They also encourage valuing others, fostering social ties, and enhancing emotional growth. Moreover, illustrated storybooks grab interest efficiently, since visual components inherently attract kids. An effective method to improve children's storytelling skills is by utilising picture books. The visual components spark their curiosity, prompting them to analyse images while understanding the related text. Carefully crafted picture storybooks can engage children's attention and encourage them to improve their comprehension of classroom lessons (Ngura, 2018).

A picture storybook is a genre of book that tells a story using a mix of images and text, where both the visuals and written words enhance each other to communicate the tale. The book's visual components aim to improve memory recall and aid in understanding the narrative's content. Illustrated storybooks are especially appropriate for kids since they can act as a powerful tool for language growth. Illustrations help children grasp the story more easily than text-only narratives, thus aiding their cognitive and language development. (Ratnasari & Zubaidah, 2019). Illustrated storybooks correspond with the progression of students' reading skills. Although reading is undoubtedly significant, it is even more essential for students to choose suitable reading materials that align with their developmental level. The positive messages found in picture storybooks can be recognised and utilised in everyday life if students grasp the meanings communicated through the narratives (Tarigan, 2018).

Picture storybooks can be used to help children explore different environments and situations beyond their surroundings. They also introduce key narrative elements such as character traits and settings, including time and place and overall context. Additionally, picture storybooks offer three main benefits: they provide language input for children, offer visual stimuli, and enhance both visual and verbal development (Ngura, et al, 2020).

In the story, a character will be embedded in the character by providing practical teachings or by providing advice in a storyline that can be inspiring for the reader that can be an inspiration for readers (Youpika & Zuchdi , 2016). In the story, a positive character is a message or mandate to be conveyed. So that readers can take lessons in reading it. A character, whether good or bad, is deliberately released in the story so that readers can understand and distinguish between good and bad. Have the motivation to emulate the good, like the characters in the story. When a child understands the story and can distinguish between positive and negative characters, it is an effort to instil and shape the child's character and values from an early age. According to Undang-Undang Nomor 3 Tahun 2017 on the Bookkeeping System states that the acquisition of book manuscripts is done through writing, translation, or adaptation.

Children's stories should revolve around children, their world, and events that involve them. These stories can cover a wide range of topics related to life, including human experiences, animals, plants, and other aspects of existence. The content of children's stories does not necessarily have to depict only positive behaviour, such as a diligent child who helps their mother. Children can also engage with stories that present "negative" behaviours, such as a lazy child, a dishonest character, or an animal that preys on its kind. Moreover, children's stories do not always need to have happy endings; they can also conclude in unexpected or challenging ways. This approach makes storytelling a highly effective means of instilling moral values and educational lessons in children (Sahlah, et al, 2023).

2.1.1 Character Education Storybook for Children

2.1.1.1 Definition of Character Education

The definition of education and character produces various understandings of character education, one of which is the opinion expressed by Hasanah (2016), he argues that character education teaches habits of thinking and behaviour that help individuals to live and work together as families, communities, and countries and help them to make accountable decisions. In line with Harahap, (2021) that character education has the same essence and meaning as moral education and education. The goal is to shape the child's personality, so that he becomes a good human being, a citizen of society, and a good citizen.

The criteria for good human beings, as well as citizens and communities or nations, are generally certain social values, which are heavily influenced by the culture of the community and nation. Therefore, the essence of character education in the context of education in Indonesia is value education, namely education of noble values derived from the culture of the Indonesian nation itself, in order to foster the personality of the younger generation.

2.1.1.2 Purpose of Character Education

The 2003 Law on the National Education System emphasizes that education in Indonesia is not only intended to develop intellectual abilities, but also to shape the personality and character of students. This goal is directed at the formation of the next generation that uphold noble values sourced from the nation's culture and religious teachings Hamid & Saebani (2018). Based on this understanding, the objectives of character education can be detailed as follows:

a) Encourage the development of logical thinking, maturity, and a sense of responsibility in students.

b) Form a positive mental attitude and reflect commendable behaviour.

c) Instil a sense of empathy, social sensitivity, and care for the environment.

d) Foster a constructive way of thinking and optimism in facing the challenges of life.

e) Hone emotional intelligence and the ability to understand and manage emotions in a healthy manner.

Forming students who have strong character, including love and compassion, patience, loyalty, piety, responsibility, trustworthiness, honesty, fairness, and independence.

2.1.2 Characteristics of Storybook

According to research by Sinamo and P. (2023), the characteristics of children's books include the following:

1. The reading material is enjoyable for children.
2. The topics capture children's interest.
3. The content is adapted to the child's developmental stage. For preschool-aged children, books should incorporate rhythm and repetition, while for older children, stories should have a clear plot structure, dialogue, and character messages.
4. The stories connect with children's experiences and interests.
5. The writing style is engaging and appealing to young readers.
6. The illustrations are highly relevant to the child's family and cultural background, introducing them to different cultural settings and new experiences.
7. The story content aligns with children's preferences and contains elements they enjoy hearing repeatedly.
8. The language and illustrations effectively convey new information and ideas to children.

2.1.3 Elements of Storybook

The elements of a storybook consist of the cover, which acts as the primary visual impact and frequently offers hints about the narrative; the endpaper, which enhances visual appeal and may feature extra illustrations or designs; the title page, which displays the title, author, and illustrator of the book; the beginning part, which sets up the setting, characters, and initial happenings; the main body of the book, which advances the plot and important themes through words and pictures;

and the final section, which wraps up the story, delivering resolution and emphasizing the overall theme.
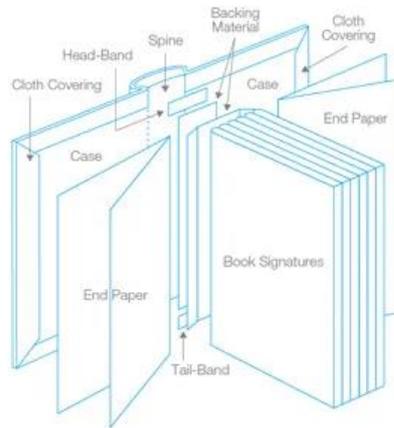

Figure 2.1 Part of the book (https://www.ibookbinding.com/blog/book-anatomy-parts-book/)

In determining the structure of the storybook, the author is referred to Permendikbud RI Nomor 8 Tahun 2016 and Peraturan Pemerintah (PP) Nomor 75 Tahun 2019 concerning the Implementation Regulations of Undang-Undang Nomor 3 Tahun 2017 concerning the Bookkeeping System. The design format of the illustrated storybook teaching materials to be designed is as below:

Table 2.1. Elements of Storybook

(Permendikbud RI Nomor 8 Tahun 2016)

Book Format	Description
The Beginning Section	1. Cover 2. Endpaper 3. Title page 4. Publishing page 5. Introduction 6. Table of contents 7. List of figures 8. List of tables
The Body Section	Fulfil the material aspect, and can also add linguistic aspects, material presentation aspects, and graphic aspects.

2.1.4 Bilingual Storybook

According to Ulwiyah (2019), bilingual storybooks are written in two languages, namely foreign languages (for example, English) and Indonesian. There are two types of bilingual storybooks: translated and originally bilingual storybooks written directly in two languages by the author. Translated bilingual books are first written in one language and then translated into another. For instance, in *Le Petit Prince* by Antoine de Saint-Exupéry, translated into Indonesian as *Pangeran Cilik*. Meanwhile, originally bilingual books are written directly in two languages by the author. A clear example is Sorry (*Maaf)* by Tentang Anak*,* where every line is intentionally crafted in both English and Bahasa Indonesia from the beginning.

2.1.4.1 Translation for Children

According to Rohana, Santosa, and Djatmika (2017), translation for children, which is often taken for granted, can lead to misinterpretation. This is because translating a children's text is not just rewriting it in the target language at a different time, place and culture. The translation of literary works, particularly children's stories from various countries, has a positive impact as it enriches knowledge and broadens children's reading materials. This, in turn, aims to enhance their reading interest and cognitive abilities. In addition to fostering critical thinking skills, children's stories help young readers understand various aspects of life in a simple and accessible manner. The presence of translated literary works, especially children's stories from diverse cultures, contributes to expanding children's literary exposure while promoting their reading engagement and cognitive development (Sahlah et al., 2023).

2.1.4.2 Translation Technique

In doing translation, a translator needs to use the right translation techniques to make a good translation. Molina and Albir (2002) describe translation techniques as "the process of analysing and categorising how equivalence occurs in the translation process" (as cited in Utama, Setiyadi, et al, 2023). In their theory, Molina

and Albir present 18 translation techniques, but the researcher uses 5 of them, including adaptation, amplification, literal translation, generalisation and reduction.

According to Hadi and Suhendra (2019), adaptation is a technique that replaces cultural elements in the source text with equivalent cultural elements in the target text, especially when the original elements are unfamiliar to the target audience. Amplification involves adding details not found in the source text to help explain the meaning without changing the message. Generalisation translates specific terms into more commonly known terms in the target language, while literal translation conveys the original message word for word. Lastly, reduction compresses the information in the source text without changing the intended meaning.

2.2 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 twenty years of research and is a framework of reference. The CEFR is designed to be a transparent, coherent and comprehensive foundation of language syllabuses and curricula guidelines, teaching and learning materials design, and assessment. It has long been used in Europe and other continents and is available in 39 languages. The CEFR contains six levels of foreign language proficiency: A1 and A2, B1 and B2, C1 and C2. It also contains three 'plus' levels (A2+, B1+, B2+). This scheme allows us to compare tests and examinations across geographical and political boundaries. The CEFR is also used as a basis for language qualifications, and hence can facilitate mobility in education and employment. education and employment (Council of Europe, 2014).

The CEFR scales for foreign language proficiency are accompanied by detailed analyses of communicative contexts, themes, tasks, and objectives, as well as descriptions of the competencies we should be assessing, as well as descriptions of the competences we should be aiming for when communicating. Therefore, the CEFR is now increasingly used in teacher education, foreign language curriculum reform curriculum reform and the development of course materials. (Council of Europe, 2014). The six proficiency scales are contained in the following table:

Table 2.2. 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 outlines the six CEFR proficiency levels, from A1 (beginner) to C2 (advanced), which act as a benchmark for evaluating and creating language learning goals. In the case of this research, these scales—especially level A2—serve as a guide for determining the appropriate level of linguistic complexity for primary school students. By referring to the CEFR descriptors, educators and material developers can ensure that the content provided is appropriate for the cognitive and linguistic development level of students, thereby facilitating more effective and meaningful language learning.

2.2.1. Reading A2 CEFR Level

To determine the suitability of bilingual storybook content for readers' proficiency levels, it is essential to refer to an established language competency

framework. Therefore, the Council of Europe (2014) outlines several competencies possessed by A2 learners, which can be seen as follows:

1. Can read very short, simple texts.

2. Can find specific, predictable information in simple everyday material such as advertisements, prospective, menus and timetables.

3. Can understand short, simple personal letters.

2.3 *Akhlaq lil Banin*

According to Nila and Octavitri (2020), Islamic storybooks contain terminology related to Islam, which was originally written in Arabic. As Islam is widely spread across the world, its terminology is also used or adopted in many languages through translation and transliteration. The process of translation and transliteration can result in spelling differences between target languages.

One of the books that contains Islamic stories is *Akhlaq lil Banin* (الاخلاق للبنين لطلاب المدارس الاسلامية باندونيسيا). According to Rohmah (2020), *Akhlaq lil Banin* by Sheikh Umar Baradja is a book that discusses special morals for children. Sheikh Umar Baraja was a scholar of exceptional character. He was born on Jumada al-Thani 10, 1331 AH (May 17, 1913 CE) in the village of Ampel Maghfur (Akhiruddin, 2017). *Akhlaq lil Banin* is written in a language that is easy to understand. Apart from being studied in madrasah—a formal education unit under the guidance of the Minister of Religious Affairs that organises general and vocational education with Islamic Religious Specialities—in Indonesia, this book has also been studied abroad, including Malaysia, Singapore, Mecca, Jeddah, Yemen, London and France. 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). The popularity of this book is not only evident from its widespread use in various Islamic educational institutions since the 1950s as a required textbook, but also from the numerous translations into various regional languages such as Javanese, Madurese,

and Sundanese, which indicate its level of acceptance and usefulness for the santri community in various regions (Syavira & Romdloni, 2022).

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 adapting the story. 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. It features simple language and material yet is rich in moral values. Sheikh 'Umar Baradja, in writing this book, uses the story method taken from the daily life of the companions of the Prophet Muhammad SAW. Not only that, the technical making of this book was strengthened with strong foundations, namely the verses of the Qur'an and hadith, so that students can believe that moral learning is very important for us to learn and apply in everyday life.

2.4 Previous Research

Several studies have explored the role of storytelling in moral education and language learning, providing a foundation for adapting Moral Stories in the Book

of *Akhlaq lil Banin* for A2 CEFR level learners. Arsi, Lukman, and Cikdin (2022) investigated the application of storytelling in shaping children's morals at Al-Muttaqin Mosque, Tanjung Alam village. Their research highlighted that storytelling creates an enjoyable learning experience, making moral lessons easier for children to understand and apply in daily life. However, they also identified challenges, including time constraints, classroom management issues, and a lack of storytelling resources.

Similarly, Oktavia and Madya (2021) investigated how illustrated storytelling aids in instilling moral and religious values in early childhood education. Their study found that visual storytelling enhances children's comprehension and enables them to practice moral teachings in real-life situations. These findings support the use of storytelling as an effective method for teaching both moral values and language skills.

A study by Halim and Munthe (2019) titled *"Dampak Pengembangan Buku Cerita Bergambar untuk Anak Usia Dini"* looked at the creation and impact of a picture storybook called *"Layanilah dan Cintailah"*, which teaches moral values based on the Ursuline principles of *servite et amate* (serve and love). The book was developed using the ADDIE (Analysis, Design, Development, Implementation, dan Evaluation) model, after identifying a lack of storybooks that matched these values through interviews and observations. Experts in education, language, and design reviewed the book and rated it very highly. The book was tested in three stages on different kindergarten classes, and the results showed that children who read the book understood moral values like caring, independence, and politeness better than those who didn't. The study concluded that picture storybooks can help young children learn good values and should be designed with language, stories, and illustrations that suit their level of development.

Although previous researchers have conducted many studies, there have not been many adaptations for bilingual books. From this gap, the researcher wants to combine several values for the development of bilingual picture storybooks (Indonesian-English) with moral values relevant to primary school students; insert educational games to increase student engagement in learning; measure the

effectiveness of the product quantitatively based on indicators such as story content, language, translation, design, and character values. Therefore, this research is expected to fill the gap by offering a solution in the form of a fun, educational, and effective bilingual storybook as a medium for character and foreign language learning for primary school-aged children.