

## CHAPTER II

### LITERATURE REVIEW

In this chapter, four important points will be described. There are the previous researches, the nature of perception, picture story books, and basic assumption.

#### **A. The Previous Research**

Many studies explore the topics concerning picture books. Some of them present the benefits of picture books and the others discuss their practice in English teaching.

In a previous research, Sheu Hsiu- Ching (2009) with the title EFL Children's Views on English Picture Story Books conducted the research for finding out the EFL Children's Views on English Picture Story Books in a group of primary school students in Taiwan. Her research result is described below:

##### **1. The Linguistic Value**

The result showed that the majority of the students involved mentioned that reading picture story books helped with their English, in particular at the lexical and syntactic level.

##### **2. The Value of the Story**

More than half of the students expressed their enthusiasm for the story, which suggests that the story has the potential to motivate EFL children.

### 3. The Value of Illustrations

Most of the students believed that reading pictures stimulated their imagination and expanded their perspectives of the world. The students involved, however particularly pointed out how some ‘strange pictures’ stimulated their imaginations as these pictures presented something they were not familiar with in their own culture, which draws our attention to the potential of pictures to encourage discussion and to develop students’ creative power.

Sheu Hsiu Chih concluded that the majority of the students considered that reading English Picture Story Books helped their English language learning, motivated their reading and stimulated their imaginations. The others studies are summarized in Table 2.1.

**Table 2.1 Related Studies on Picture Books**

Researcher	Subject	Findings
Yang (2008)	2 sixth-graders and 2 fifth-graders from Kaohsiung City.	Interactive English picture book instruction helps students acquire the skills and strategies they need, and makes them independent and confident readers.
Hsueh (2007)	171 sixth-graders from She-pi Elementary School.	Students’ interest in English and their ability to retain information increase significantly when their English instruction includes picture books. Illustrations in the picture books not only purify students’ minds with fine arts but also help students understand the story more easily.
Weng (2006)	2 fifth-graders classes from Happy.	The life education program integrated into English picture book instruction has an immediate impact on students’ life-attitude.

## **B. The Nature of Perception**

Rahmat (2001: 51) says that perception is the experience of the object, incident or the relations which comes from conclusion of information and interpretation of the meaning. Anyone's perceptual experience will be determined by personal and situation factors. Jalaludin (2008: 51) illustrates that perception is an experience about objects, phenomena or connections in way to conclude information and interpret message.

Mahmud (1994: 41) defines perception as the direct stimuli from receiving information, or the process of person to know the phenomenon from their five senses. Thus, he states that one receives everything around him by his five senses. The process is called sensing. Its perception toward this word is not only the result from our process of sensing, but there is also an interpretation toward the receiving stimuli. The stimuli will make one think about environment.

In the context of education, students' positive perception of a subject is important, because it will relate to the response of these subjects and then effect in the process of learning and academic achievement.

Finally, the perception is the process of accepting objects or phenomenon through the sense organ; it will expand to the stimulus process which is called sensation.

### **1. Kinds of Perception**

There are two kinds of perceptions. External Perception is perception due to the stimulation that comes from outside individual, and

Self Perception is perception whose stimulation is from within an individual. In this case, the object is the individual oneself. By perception, individual can be aware and can understand the situation of environment around of it or even the condition about self-individual condition (Sunaryo, 2004: 24).

Walgito (1989: 75) divides factors that affect one's perception into two.

a. Internal Factors

Internal factors are factors which come from an individual, depend on psychological factor such as: thoughts, feeling, willingness, needs, sex, motivation, and attention. Every human being has different characteristic and temperament which influence individual behaviors. The different characteristic and temperament are also shaped by individuals' family and individuals' environment.

b. External Factors

External factors are factors which come from outside individual. The external factors are affected by someone's perception. The process of stimulus will through the sense organ or receptor such as: sight, sounds, hearing, etc. It can be concluded that individual's sense organ is a connector between individual and the object in the world.

## 2. Measurement of Perception

According to Azzahy, (2010: 2), measuring perception is almost the same as measuring attitude. Although the measured material is

abstract, but scientifically, the attitude and perception can be measured, where attitude toward the object is translated in systematic number. Two methods of measurement attitude consists of Self Report and Involuntary Behavior.

- a. Self Report is a method which is the given answer can be an indicator of a person's attitude. Weakness is if the individual does not answer the question proposed, it can not be stated as the opinion or attitude.
- b. Involuntary Behaviour is done if it is necessary or it can be performed by the respondent. In many situations, the attitude measurement is accuracy, affected by the willingness of respondent.

Based on statement above, measuring perception is almost the same as measuring attitude. Therefore, the attitude scale can be used or modified to reveal perception that can be known whether person's perception is positive or negative about something or object.

According to Azwar, (2003: 4), the attitude scale is designed to reveal the attitude of the pro and contradict, positive and negative, agree and disagree to a social object. Attitude statement consists of two kinds: favorable statement (supporting or siding) and unfavorable statement (no support/ do not take sides) on the attitude object.

In this study, to measure the perception of students is done by giving a questionnaire with form assessment of how students' perception on picture story books. The used scale is numerical scale where there are five alternative answers to some of the statements provided by the

researcher.

The student's perception is the source to get data. Student as one of the important factors in teaching learning process has an opportunity to give his opinion or to criticize the teacher, material, learning process, method of teaching, textbook etc.

To measure the students' perception on picture story books, students are given questionnaire. Each item contains a statement followed by five options: 1. ST (Sangat setuju); 2. S (Setuju); 3. R (Ragu-ragu); 4. TS (Tidak setuju); 5. STS (Sangat Tidak Setuju). The option had the scale values of 5, 4, 3, 2, 1 for the positive statements and 1, 2, 3, 4, 5 for the negative statements (see Chapter III)

The instrument on the students' perception was developed by referring to the indicators of perception on picture story books. The descriptions are listed in Chapter III.

Measuring perceptions are used scoring system. After that determining the coefficient perception by using formula in chapter III. The computation results are categorized using categories of students' scale. In the positive statement, score 5 revealed the respondent who answered strongly agree. Score 4 revealed the respondent who answered agree. In the negative statement, score 5 revealed the respondent who answered strongly disagree. Score 4 revealed the respondent who answered disagree. Total scale 5 and 4 belongs to category very good and a good. Therefore, she had positive perception. On the contrary, in the the positive statement,

score 1 revealed the respondent who answered strongly disagree. Score 2 revealed the respondent who answered disagree. In the negative statement, score 1 revealed the respondent who answered strongly agree. Score 2 revealed the respondent who answered agree. Total scale 1 and 2 belongs to category bad and fair. Therefore, she had negative perception. Score 3 revealed the respondent who answered uncertain both positive or negative statements. If the total scale was more than 3, it belongs to category good and had positive perception. While the total scale was less than 3, it belongs to category enough and had negative perception.

## **C. Picture Story Books**

### **1. The Definition of Picture Story Books**

A picture story book is a book that conveys its messages through two media, the art of illustrating and the art of writing (Huck *et.al.*, 1987). According to Lynch-Brown and Tomlinson (2007: 23), picture books are” profusely illustrated books in which both words and illustrations contribute to the story’s meaning.” Picture books use illustrations and text to tell the story or teach the content (Jacobs & Tunnell, 2004: 64). In picture storybooks, children construct meanings from both the text and the visual context (Parkes, 1998: 56). While Likewise *et.al.*, (2006) state that picture books are a unique genre in the world of children’s and teens literature as they are categorized based on their format rather than their content.

## 2. Types of Picture Books

Temple *et.al.*, in Sue Dockett, Diana Whitton and Bob Perry (1998) described three types of picture books, as follows:

- a. Wordless books (where the reliance is totally on pictures to tell the story). Wordless books are books that contain illustrations but no text, allowing students to use their imagination to create their own stories. These books give students an opportunity to hone their writing skills, which helps them build foundations of language, basic story structure, and an understanding of the relationship between pictures and words. Students at all levels are provided with learning opportunities, from labeling pictures to strengthening their understanding of story and plot.
- b. Picture storybooks (where text and illustration combine to tell the story).
- c. Illustrated books (which rely mainly on the text, supported by illustration to tell the story).

Genres of children's literature divided by Chi-Fen Emily Chen

(2012: 3). Those are listed below:

**Table 2.2**  
**Genres of Children's Literature**

<b>Poetry</b>	<b>Prose</b>		
<ul style="list-style-type: none"> <li>• Nursery rhymes</li> <li>• Lyric poems</li> <li>• Narrative poems</li> </ul>	<b>Fiction</b>		<b>Nonfiction</b>
	<b>Fantasy</b>		<b>Realism</b>
	<b>Folk Literature</b>	<b>Modern Fantasy</b>	<b>Realistic Fiction</b>
	<ul style="list-style-type: none"> <li>• Myths</li> <li>• Epics</li> <li>• Legends</li> <li>• Fables</li> <li>• Fairy tales</li> </ul>	<ul style="list-style-type: none"> <li>• Literary fairy tales</li> <li>• Animal fantasy</li> <li>• Magical fantasy</li> <li>• Heroic fantasy</li> <li>• Science fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Family stories</li> <li>• Friendship</li> <li>• Adventure / survival stories</li> <li>• Mystery</li> <li>• Animal stories</li> <li>• Sports stories</li> <li>• Historical stories</li> </ul>
			<ul style="list-style-type: none"> <li>• Concept books (including alphabet and counting books)</li> <li>• Information books</li> <li>• biographies</li> </ul>

Genres of children's literature according to Chi-Fen Emily Chen

(2012: 3) are as follows:

a. Folk Literature

Folk literature includes all myths, legends, epics, fables, and

folktales. The authors of traditional literature are usually unknown or unidentifiable.

These stories have endured because they are entertaining, embody the culture's belief system, and contain fundamental human truths by which people have lived for centuries. Knowing the characters and situations of folk literature is part of being culturally literate. Types of folk literature are as follows:

1) Myth

Myths are stories that recount and explain the origins of the world and the phenomena of nature.

2) Epics

Epics are long stories of human adventure and heroism recounted in many episodes, often in verse.

3) Legends

Legend is story based on the life or real person in which events are depicted larger than life.

4) Fables

Fables are simple stories that incorporate characters (typically animals) whose actions teach a moral lesson or universal truth.

Often the moral is stated at the end of the story.

## 5) Fairy tales

Folktales are stories that grow out of the lives and imaginations of the people, or folk. They have always been children's favorite type of folk literature.

### b. Modern Fantasy

Fantasy is any story of the impossible, but it is presented as if they were possible. Moreover, the fantasy element has to be fresh and original. It may include magic, talking animals, time travel, the supernatural, adventures in alternative worlds – any feature that is contrary to the laws of nature as we understand them.

Fantasy is a highly imaginative story about characters, places, and events, yet it is believable. Good fantasy is rooted in reality and in human nature. Modern fantasies often contain truths that help the reader to understand today's society though the events they describe cannot happen in real life. Types of modern fantasy are as follows:

#### 1) Modern Folktales (Literary Folktales)

They are tales told in a form similar to that of a traditional tale with the accompanying typical elements: little character description, strong conflict, fast-moving plot with a sudden resolution, vague setting, and sometimes magical elements. However, these tales were original and written by known authors.

2) Animal Fantasy

They are stories in which animals behave as human beings in that they experience emotions, talk, and have the ability to reason. The animals in fantasies also retain many of their animal characteristics.

3) Magical Fantasy

The magic always operates according to some established rules.

4) Heroic Fantasy (High Fantasy)

They are adventure stories, such as justice or love, or for a rich reward, a magical power or a hidden treasure. The conflict usually centers on the struggle between good and evil.

5) Science Fiction

Science fiction is a form of imaginative literature that provides a picture of something that could happen based on real scientific facts and principles.

c. Realistic Fiction

Realistic fiction contains no fantasy, no supernatural elements, and it usually depicts ordinary people going about the business of daily living, with all its joys, sorrow, successes, and failures. Types of realistic fiction are as follows:

### 1) Family Stories

Family stories frequently rely on episodic plots. In early family stories, the family as a haven from the troubles of the world, whereas modern family stories often portray the family as the source of trouble.

### 2) Friendship

This type of stories deal with friendship, self-identity, racial prejudice, child abuse, sexual abuse, homosexuality, and other social issues that may involve in human growth and development.

### 3) Adventure/ survival stories

Adventure stories, often romantic, have long been popular with children.

### 4) Mystery

The mystery or detective story is a form of romance. It always involves the solving of a puzzle - usually a crime. The success of a mystery depends on the clever planting of clues and the ingenuity of the puzzle and its solution.

### 5) Animal Stories

This type of stories hinge on the premise that animal characters share certain human traits- the capacity for love, loyalty, jealousy, fear, etc.

#### 6) Sports Stories

Sport stories promote high moral character and good sportsmanship. They are usually coming-of-age stories, particularly when the protagonist gains self-knowledge through participation in sports.

#### 7) Historical Stories

Historical fiction become popular with young readers who are drawn in by the exotic settings, colorful adventures, and heroic figures of the early historical novels.

### **3. The Importance of Picture Story Books**

The nature of the storybook is interesting, imaginative, and could provide various illustrations or pictures as visual aids for learners. Therefore, it is helpful to use storybooks as a supplementary material in the classroom environment.

Picture books are not just for children or for young people, they are also appropriate for the elderly as well. Some picture books have many levels of meaning. Students can use picture books to study the relationship between the text and the illustrations, and discuss the meaning of the pictures. Picture books combine text and pictures that make the story clearer and more fun to read (Henry and Simpson, 2001: 78). In picture story books, both text and interesting illustrations work together to tell a story (Tunnell and Jacobs, 2008: 59). A picture book is a valuable resource

for early reading experiences because it uses easy vocabulary and relevant illustrations to make the story enjoyable and understandable to young readers (Henniger, 2005: 73). Both stories and the colorful illustrations that supplement picture books are inherently interesting for students. Therefore, picture storybooks will help motivate students to reread the story.

Bloem and Padak (1996: 28) discussed the reasons to use picture books for literacy instruction. Those reasons included (1) that reading a picture book requires a short period of instruction time, (2) that picture books employ double media, print and illustration facilitating comprehension, (3) that picture books are widely available through school and public libraries and (4) that the complex theme of some picture books.

#### **4. The Benefits and Limitations of Picture Story Books**

The benefits of picture storybooks according to Paul Ahrens (2000) are as follows:

- a. Picture books are a powerful way to help English learners get the support they need to comprehend the story. If they do not understand the language, they can see the picture. Illustrations in the picture books not only purify students' minds with fine arts but also help students understand the story more easily.
- b. Picture books help develop story sense.

- c. Students are exposed to different authors, illustration styles, vocabulary, and text structures.
- d. Many picture books have rhyming or repetitive patterns that can be used to support oral language development.
- e. Picture books contain amazing illustrations. Exposing children to great artwork engages their brains in a different way and is enriching.
- f. Picture story book usually offer a balanced way in which a moral value is embadded in a well-written story.

The limitations of picture story books according to Paul Ahrens (2000), are as follows:

- a. Some story books can be expensive.
- b. Some stories encourage too much repetition.
- c. Students can fall into the fantastic or imaginary words only.
- d. Some of them can be complex or difficult to understand depending on the students' level.
- e. Preparation of activities for the different stages can be time consuming.

## 5. Aspects of Picture Story Books

Based on theory about the value of English picture story books by Sheu Hsiu Chinch (2008), there are three main aspects, as follows: (1) the

linguistic value, (2) the value of the story, and (3) the value of picture/ illustration. Those aspects will be applied in questionnaire specification (Chapter III). The aspects are described as follows:

a. The Linguistic Value

Using picture story book has a positive effect on vocabulary development and comprehension because the big pictures and big words, repetitive words and sentence make the books easy to understand. There are two indicators in the linguistic value. Those are vocabulary and sentence.

1) Vocabulary

Vocabulary is all the words in the language. It can be found in the text. In discussing about the text, students can read and comprehend the story. Automatically, they find out variety vocabularies, words they have learned previously or new words. Therefore, their mastering vocabularies increase.

2) Sentence

Text is one of the forms of sentences. Students study the content of story by comprehending sentences firstly. In other words, they learn structure and form of sentence.

## b. The Value of the Story

There are three indicators in the value of the story. Those are interest, culture, and moral (create positive attitudes).

### 1) Interest

Picture story books provide story and picture. They have creative, imaginative, and interesting story that will make students feel interested in reading. The story also can stimulate their imagination.

### 2) Culture

In the picture story books have various story. It comes from our country or other country. Countries' culture are different. The content of story each country also different. For example, story come from Indonesia illustrates Indonesian culture. Story from india illustrates Indians culture. Students finds out the differences between their own culture and other countries' culture to respect the different culture.

### 3) Moral (create positive attitudes)

Most of picture story books convey certain moral message, which make students' learn and copy the characteristic and positive attitudes. Those book also teach students how to distinguish between appropriate and inappropriate behaviour.

### c. The Value of Illustrations

Pictures were the main portions in picture story books. Almost all picture story books show big enough picture. Those are to help students and comprehend the text clearly. There are three indicators in the value of the illustration. Those are pleasure, motivation, and facilitating learning.

#### 1) Pleasure

Seeing colourfull picture is very excited. Picture helps students to comprehend the story. Bisedes that, it also entertaining. They feel not bored and enjoy reading picture story books.

#### 2) Motivation

Everybody likes picture. Picture makes students stimulate their motivation to read the story.

#### 3) Facilitating learning

Illustrations serve to explain and interpret a written text. So, picture can allow students to make their own interpretations. Creating their imagination to comprehend the story.

### D. Basic Assumption

English textbook is a standard book which makes the teacher knows should they what teach, so they will not be confused to teach. While for the

students, an English textbook will facilitate students in learning English subject. Most textbooks are contains a lot of activities which students do “question and answers”. Because of that, students feel bored in following teaching and learning process. Based on those explanation, the students have to be given media for helping their studying in learning English. Picture story book is one of the supplementary books suitable for them. Picture story books offer such a variety of genres, rich language, colorful, and interesting storylines. They are perfect tools to enhance students’ education. By applying Picture story book in teaching English, students’ perception about that book is important. The perception view about that book is different from one to another because by knowing students’ perception, it can give input to English teachers in choosing and using suitable book in teaching English for their students. Hopefully, the students have positive perception on picture story books. It can helps them in learning English. Therefore, they will be well-motivated, exciting and fun in following the teaching and learning process.