

CHAPTER I

INTRODUCTION

The chapter elaborates the general descriptions of the research, including the background of study, research question, aims of the study, scope of the study, methodology of the study, clarification of terms and organization of the paper.

1.1 Background

Children's literature is inseparable from the phenomena or issues that are related to the life and behavior of children. It is a written work produced to entertain young people through a wide range of forms. It is made and created specifically for children ages for the sake of conveying messages on childhood life through particular phenomena, events and imaginative stories (Husle, 2007).

Furthermore, it is usually aimed at showing children about everyday life in purpose of teaching and conveying a moral message about good behaviors to apply in their lives. In relation to the diverse phenomenon within it, occasionally the issues of violence on children are sometimes even raised in a story about psychologically and physically bad events and actions that should not have happened to them. However, not only grief and sorrow are presented, but daily life experiences, happiness and search for identity are also common to highlight within the production of the literature.

In the field of its production, children's literature cannot be separated from its specific aspects, including the use of language that is easy to understand, or the delivery of a story through a picture book so that children can imagine and understand the story. Regarding the topic, the research utilizes *picture book* as its primary source. Picture book is one of genres of

children literature which is commonly aimed at children. It is utilized to convey a message, not only through piece of writings or texts but also supported by fascinating pictorial illustrations, in which both contribute to the transferrance of meaning to the readers. In other words, the story, plot, characterizations, settings and times are integrated as a unity through the combination of words and pictures (Brown, 2005). As characterized by children's literature, a pictorial book may also contain many themes, subthemes and lessons. Commonly, those topic ideas are taken from children's daily lives , including their playing habits, daily activities, school days, socializations and so forth.

Supported by the combination of words and pictures, picture books favors children to get easier understanding and comprehension of story so that they can retrieve the messages containing good lessons through the story presented. Though it sometimes distract a child from some new vocabularies, the most important thing, it keeps the children away from a feeling of boredom, instead, enjoyable time for reading stories through entertaining pictorial illustrations.

Based on the above elaborations, pictorial book also works within the scope of visual grammar. The grammar is dedicated to communicate and convey ideas through pictures (as visualizations), which are comprised of colors, shapes, lines, perspectives, space and textures (Mendenhal, 2011). It serves to favor the readers in understanding and interpreting both idea concepts and hidden meanings beyond the presented pictures as good as possible.

“A Bad Case of Stripes” written by David Shannon telling a story of a kid named Camilla as a *‘different girl’* among her surrounding people. It conveys the young readers an issue of multiculturalism relating to social differences. It was based on the racial, ethnic and cultural issues that frequently come up as social problems.

According to Gracia (2009), basically multiculturalism is the formation of perceptions of various diversity such as religion, culture, language, etc. It is thus always associated with human beliefs and behavior, that it is important to be communicated to obtain proficiency in thinking.

In connection with this issue, there are some advantages in learning it, especially for children. According to Daniel (2011), those of which are helping to eliminate prejudices towards a particular culture. Thus, it can reduce racism, harmonize living in cultural diversity, build the interaction among different cultures, and encourage thinking about the attitude of tolerance for respect and appreciate to other cultures.

From the explanations that have been dismantled, by learning the issue, children can be taught to understand the diversity of cultures that occurs around them. Thus, picture book is a good choice to bring it up to children’s mind. The children can understand in an easier way regarding the definitions, benefits, and implementation of positive behaviors and attitude towards social differences (Mary, 2011).

1.2 Research Question

The research is associated with the following research questions:

1. In what ways does the picture book communicate the issues of individual differences and multiculturalism for children as audience?

1.3 Aims of the study

The research is aimed at:

1. Discovering how the picture book communicates issues on individual differences and multiculturalism for children as audience.
- 2.

1.4 Scope of the study

The research only investigates the issues of individual differences and multiculturalism in the picture book “A Bad Case of Stripes”.

1.5 Methodology of the study

Design

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The research design used within is the qualitative methodology. The method concerns on analyzing texts in the source book, collecting and sorting the relevant required data to be attached and observed. The data source of the research is David Shannon's "*A Bad Case of Stripes*".

Data Collection

The data were taken from a picture book entitled, "*A Bad Case of Stripes*" authorized and illustrated by David Shannon. The picture book consists of several pictures on each page, which function as the visualization forms of the words. Both of pictures and words are used as the primary sources to analyze within the research.

Data Analysis

After collecting data required from "*A Bad Case of Stripes*", the data were sorted and analyzed through the following steps:

1. Conducting close-reading on "*A Bad Case of Stripes*", followed by textual and visual analysis
2. Categorizing and classifying text and picture evidences to create explanation of the data that have been collected
3. Data collections are associated with several theories to answer the research questions and draw conclusions for the whole studies

1.6 Clarification of terms

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The following are some terms used in the research that might need to be clarified:

- a) Picture Book: A picture could be worth a thousand words, this adage suggests the expressive power of images which constitutes line, shape, color, value and space. Images in picture books allow the sustained viewing time necessary for developing critical viewing skills through exploration, reflection and observation of the young readers (Del Rosario, 2011).
- b) Individual Differences: People differ in physical dimension, strength, interest and skill. They differ in the rate and pattern of development. They differ in the keenness of integration of their intellectual and physical functions. They differ in proficiency of certain tasks. They differences may affect their success in their work or in society (Fraser, 2011).
- c) Multiculturalism: A system of beliefs and behaviors, that recognize and respects the presence of all diverse groups in an organization or society, acknowledges and values their socio – cultural differences, and encourages and enable their continued contribution within an inclusive cultural context which empowers all within the organization or society (Rosado, 1996)
- d) Visual Grammar: There is significant relationship between text and image because today's media such as news paper, magazines, public relation, and any kind of advertisement involves both text and image to produce an element into visual design (Kress and Van Leuwen, 1990).

1.7 Organization of the Paper

Several chapters are included within the research in order to elaborate the research topic. The first chapter discusses about the research background, problems, objectives, significance, and also the organization of the research.

Chapter two provides some theoretical foundation to support the research concerns. It is followed by Chapter three, which includes the methodologies applied within the research.

Chapter four presents the findings as the answers of research questions and discussed clearly in several elaborations. It is ended with Chapter five to draw conclusions based on the findings and discussions regarding to the research concerns.