

## THE DEVELOPMENT OF CHILDREN'S STORY BOOK ABOUT ACEP ZAMZAM NOOR TO SUPPORT LEARNING BAHASA INDONESIA IN ELEMENTARY SCHOOL

Eli Nurlela Andriani<sup>\*</sup>, Asep Saepulrohman<sup>\*</sup> and Seni Apriliya<sup>\*</sup>

---

**Abstract:** The study is conducted based on students' low appreciation of literature and poetry, as well as the lack of children's resource books which should tell them about poets. Introducing poems to students means presenting the world of literature to children. By giving and introducing book to the children is one of the most effective ways to introduce the existence of poets. A children's book can be used as a media and the source of learning Bahasa Indonesian for elementary school students. This study aims to determine the design of a children's book about a poet Acep Zamzam Noor to support learning Bahasa Indonesia in elementary school, the process of development, and student's and teacher's responses to the design developed. Because this research is about the development of education, the appropriate method is *Educational Design Research (EDR)*. The study involves the poet as a source, lecturers, practitioners / experts, students, elementary school teachers and elementary school students. This children's book contains material for learning Bahasa Indonesia which is developed for fourth grade of elementary school with a theme called 'my dream'. It uses method to find out the information from interview and story text about an adventure of a figure as the Basic Competence, as relevance to the curriculum 2013. The study produced a children's book about Acep Zamzam Noor with the principles of book design including procedure development, and a positive response from students and teachers to the children's story book that has been developed. In conclusion, the design of a children's story book about Acep Zamzam Noor is worth to support the textbook for learning Bahasa Indonesia for fourth grade of elementary school.

**Keywords:** Children's story book, educational design research, writers, Bahasa Indonesia.

### INTRODUCTION

The children' literacy to the culture of reading and writing is influenced by the surrounding environment. Brasher (in Mustafa, 2008, p. 2) states, "basically the acquisition of children's literacy is divided into two general categories, namely early literacy and formal literacy training". Formal literacy in schools has to be setup to be environmentally conducive. Child literacy includes literacy of children to literature, when children are able and willing to read - write literature. One of the objectives to the learning Bahasa Indonesia and literature in elementary schools is directed to the ability of literary appreciation. Appreciation of literary works is in line with the interest in reading. The interest in reading in an elementary school of Tasikmalaya, Indonesia is actually quite good, as to build the student's literacy towards literature. This is proven by the numbers of reading interest based on the results of research conducted by Lidinillah, et al (2014, p. 17) that 89% of elementary school students in Tasikmalaya are interested in reading. Of course that is very encouraging, that we just provide books as a source of reading, including

---

<sup>\*</sup> Tasikmalaya Branch Campus, Universitas Pendidikan Indonesia

biographies of poets that are presented to children. Currently, literary book which provides moral character to influence the student's character is still rare, especially children's literature that specifically introduces children to the creators of literary works. Mustafa (2008, p. 124) argues, "If during this time the community really appreciates working with muscles and exercise compared to the minds of the poets", so that, they know more about the athletes than the authors of literary works. If the children are not introduced to the poet, their appreciation becomes incomplete and believes that literature belongs only to some gifted humans who get the skill of writing from God, and they feel if they are not even one of them. Moreover, students might underestimate the works of poet.

Based on preliminary study in elementary school students of Tasikmalaya, from 100 people as the sample of the study, 95% of students do not know their national poet, and 97% of students do not know the local poet, including Acep Zamzam Noor. The data which was reinforced by preliminary observations conducted in SDN Galunggung shows only 5% of students know Acep Zamzam Noor. After having deeper observation, the problem could be due to: (1) it is not taught in the classroom, (2) students do not read literary works (literary alliteration), (3) poet's biography is not available in the school library. Introducing the poets means introducing the world of literature to children. Poets can be introduced in several ways: through their literary works, through their complete profile (storytelling), or starting from his work as a scholar (thinker). One of the most effective ways to introduce the writer to the students is through books. Book is a source of learning and the media which is very important to support the achievement to the objectives of learning competencies. The advantages of book compared to other media that a book is capable to save information for years, when the information is forgotten, it can be re-opened again. The books that can be used as the source about poets are some published and are available at bookstores, including "Dua Puluh Sastrawan Bicara" published by the Jakarta Arts Council, which includes 20 literary figures. Unfortunately, the book is not suited to read for children; because it is still packed in conventional form (it does not pay attention to the style of the children).

Introducing poets through book to the children should be delivered with interesting, fun and be able to foster the interest in reading and writing (literacy). This is in line with an argument stated by Nurgiyantoro (2013, p. 3) that literature presented, in the first place, is aimed to provide entertainment. So the book is in accordance with the character of children of elementary school age. Then, it is relevance to the aspects of language development, cognitive, personality and social. In Europe, the government requires their students to read 10-20 literary books per year. "Indonesia does not require any book to students and Taufik Ismail names it as zero generation book" (Yunsirno 2010, p. 59). So the most terrifying is the loss

of students' appreciation of literature and its poet, which means the lost of respect for the activity of thinking and literacy activities (read-write). Based on the problems and conditions above, the researcher are trying to offer a solution, and intending to perform updates through research on the development of a children's book about Acep Zamzam Noor to support learning Bahasa Indonesia in elementary schools. This development is intended to grow the cultural literacy of students as well as introducing literary figure Acep Zamzam Noor to the students.

## REVIEW OF LITERATURE

The concept of learning Bahasa Indonesia in elementary school is currently submitted under the theme, following the demands of learning that must be integrated (thematic integrative) and appropriate to curriculum 2013. It is also intended to allow students to achieve the core competencies contained in the curriculum. Core competence or CC must describe the balance quality between the achievement of hard skills and soft skills. Hartati et al, (2010, p. 80) states the scope of the standard of competence (SC) in Bahasa Indonesia subject for elementary school consists of "aspects of listening, speaking, reading and writing". A children's story book is often identified as similar to children's book for ordinary reading (children's literature) which is actually a modern adaptation from the story telling as well as being popular as a source of reading for children at school, because reading book for children will provide experiences for students as regard to their life and familiar situations for them. Children's books can be used as a support as well as source for student's learning. A children's book, besides containing literacy also contains literature.

Cullinan (in Tarigan, 2011, p. 2) believes the books can play an important role in the lives of children, but it depends on the parents and teachers who guide them". In order to achieve this important role, the teachers represented as parents of students at the school require a strategy to introduce the book to students. Roettger (in Taringan, 2011, p. 6) advises the teachers to do the following three things.

- Their students are given the opportunity to read a book every day;
- Knowing and understanding the interests of their students and help them to find suitable books that conform to their interest; and
- Providing information to their students about the books and giving the opportunity to talk with peers or teachers.

The book presented to students should be in accordance with their development, for instance the development of language, cognitive, personality and social. By knowing the main characteristics of the book for the age of 10 years old, will facilitate the process of designing a book which is targeted to be useful for grade IV. The design of a book is directed at the characteristics of the students, according to the needs

and spirit of children. Later, the thirteen points above can be used when evaluating the process of development. For further evaluation of children's books, it can be described in the following criteria (Tarigan, 2011, p. 109) as follows: (1) Moving and good flow. (2) Significant theme. (3) Authentic background. (4) Eligible point of views. (5) Assured people. (6) Good, right and proper style. (7) Attractive and interesting format. (8) Other necessary factors.

The ability of students in appreciating literary works needs to be overcome by introducing the author (writer) in advance. The interesting life of poet needs to be appreciated and used as learning materials, as we learn history. Wellek and Warren (1995, p. 112) writes, "Why do we need to appreciate the life of poet, because every author is a member of citizens, he can be considered as a social being". Therefore, in appreciating the existing literature, there is an approach called the expressive approach, as proposed by Abrams (in Juanda, 2009, p. 165) regarding the approach to analyze works of literature:

- Objective approach, focusing on the work.
- Expressive approach, focusing on the writer/ author.
- Mimetic approach, focusing on the universe (the works is the imitation of reality).
- Pragmatic approach, focusing on the reader.

According to those four approaches, we can use expressive approach to introduce about the poets to the students. Expressive theory in appreciation places the individual of an author as the main element that must be learned and appreciated. Expressive theory sees literature as an expression that comes as a desire, thought, and perceptions of the author. Therefore, recognizing poets is considered as the appreciation of literature. Appreciating literature using expressive approach provides effective impact to students, in accordance with the purpose of learning Bahasa Indonesia. Rohim, et al (2009, p. 1) reveals that learning Bahasa Indonesia principally focuses on efforts to improve the three domains - cognitive, affective, and psychomotor - to be able to perform an action. In this case, the students have a tendency like adventure stories, especially stories that are factual and happen around them. That story is presented in the form of a children's book.

Good children's books are delivered and set off from the point of children's views. This opinion is in line with Huck et al (in Nurgiyantoro, 2013, p. 6) that states, "Children's books are books that have the child's eyes at the center". Children's book and literature is a book that puts the child's perspective as an imaging center. A children's book have limited content and form, it is because of limitations in experience. "The children's experience is still limited, then the child cannot understand the story involving complex life experience" (Nurgiyantoro,

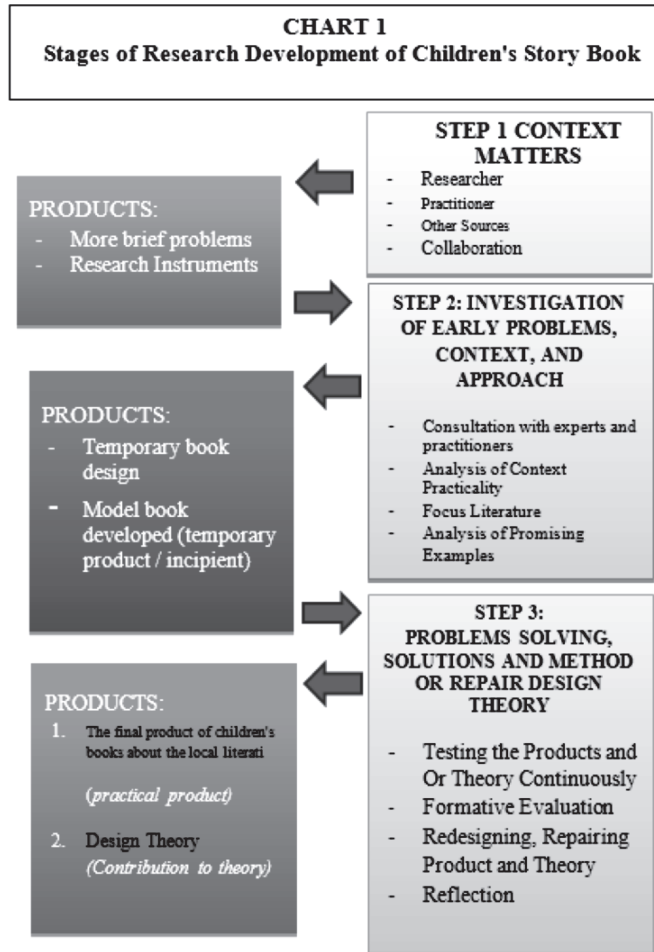
2013, p 9). In addition to the experience, there is also a children limitation in terms of language and storytelling. Complex vocabulary and sentence would not be used. Therefore, a children's book will use the language of children's literature with simple characteristics, vocabulary, structure, and expression. The storyline will be simple, easily understood and imagined. So also in the character of people, it will point to the simple and familiar characters (easily recognized) so that the child will feel close and already recognize. "One of the children's stories is non-fiction genre" (Lukens in Nurgiyantoro, 2013, p. 28). For practical reasons, especially in the learning process, reading non-fiction is being determined to some subgenre again, and one of the subgenre is biography.

Biography is a book that contains the history of a person's life. In this study, the selected character is Acep Zamzam Noor. Acep Zamzam Noor is a writer born in Tasikmalaya, February 28, 1960. His name is in the list of *Ensiklopedia Sastra Indonesia* book, published by Titian Ilmu Bandung second printing in 2007. In addition, Acep laso entered in the book of *Tokoh Sastra Indonesia* compiled by Laelasari and published by Nuansa Aulia in 2007. The name of Acep is also listed in the book *Apa Siapa Orang Sunda* written by Ajip Rosidi and friends.

## RESEARCH METHODOLOGY

This study is a research development that is specifically aimed at developing education, so the appropriate method is *Design Education Research (EDR)*. According to Barab and Squire (in Lidinillah, 2014, van den Akker et al., 2006, p. 5), EDR is a series of approaches to generate new theories, artifacts, and practical models that explain and potentially have an impact on learning with natural setting (naturalistic) ". The chosen model is a model proposed by Wademan (2005), because it involves people (poet Acep Zamzam Noor) as a resource, so that the steps are based on research development formulated by Wademan (2005). The steps of the study are presented in the following chart.

This research involves various parties who work in the process of designing and developing, ranging from the interviewees that is the poet, lecturers, practitioners, experts, teachers and students in elementary school. The research was conducted in SDN Galunggung and SDN Cibereum. Both of these schools used curriculum 2013. The instruments used in this study were validated by an expert (expert judgment). The instruments are used to collect data / information with triangulation techniques (observation, interviews, and documentation). In Afrizal (2014, p. 134) mentioned the main instrument of qualitative research is the researcher himself, as a mean of recording information and the performance of the researchers by obtaining observation, interviews, and documentation. These instruments are converted into preview of instruments, interview guidelines and questionnaire assessments.



## FINDING AND DISCUSSION

### Student's Dreams and Early Knowledge about Poets

The development of a children's book about Acep Zamzam Noor requires a study about the dreams of students and students' early knowledge toward Acep Zamzam Noor. This step is significant to imagine the student's interest to become a poet or a writer, as well as their knowledge about a poet or a writer. The data found 100% of students have dreams, with the percentage as follows: (a) 10% for teachers; (b) doctors 33.33%; (c) the architect 3.33%; (d) police/military 20%; (e) pilot 6.67%; (f) entrepreneur 3.33%; (g) author (3.33%); (h) scientists 6.67%; (i) sportsmen 6.67%; (j) singer 3.33%; (k) astronaut 3.33%. Being a doctor and the police/military

are the most demanded by students with total percentage of 33.33% and 20%. Being an author has the lowest percentage, as well as becoming an architect, entrepreneur, singer, and astronauts. This low percentage indicates that being a writer is something difficult to be imagined by students for their future. In the option or optional dreams, students are provided the option of being a writer and poet, but none of students chooses to be a poet. It can be concluded that the author is more familiar word than the word 'poet' and this word is not so popular among elementary age students. Thus, poet needs to be introduced to the students as a dream.

Two of 30 students or about 6.67% know the meaning of poet. This indicates that among the students there some who know about a poet's works. However, subsequent data showed the students' knowledge about the names of poets is low, and 100% of students claimed that they have never heard the name of Chairil Anwar. Chairil Anwar is an Indonesian poet whose works are frequently published in textbook of Bahasa Indonesia subject. Students have not heard the name Chairil may happen if the students never or rarely read textbooks of Bahasa Indonesia. Associated with Acep Zamzam Noor, a writer who is from Tasikmalaya, all students admitted that they have never heard the name of Acep Zamzam Noor . However, after having a deeper study, the data shows 10% of students once read or heard the work of Acep Zamzam Noor and 30% know if Acep Zamzam Noor is a poet from Tasikmalaya.

This is certainly a confusing thing, and can be caused by the interviewees (in this case are the students). Their ignorance about Acep Zamzam Noor, one of the reasons, may cause by the absence of book that provides information about local poet (Acep Zamzam Noor). So it can be concluded that students need 'something' that could trigger them to know the information about the poet, especially a poet from their own region that is Tasikmalaya. And that 'something' is children's book about a poet Acep Zamzam Noor.

### **The Characteristics of Story Book for Elementary School Students**

Furthermore, after knowing the dreams and early knowledge of students about Acep Zamzam Noor, the next step is to analyze the books available in the book store or library. Two children's books that are analyzed including: (1) *Umay Jagoan Cilik* and (2) *Masa Pemuda Putra Sang Fajar*. Both books present the figures' experience naturally. The first book narrated by the character 'I' as an actress, movie stars and soap operas. The second book tells the figure as a hero, narrated by a third person omniscient. Those books can be considered suitable for children based on the analysis that has been done.

The Characteristics of children's book containing biographical can be developed by the criteria proposed by Tarigan, starting from the significant themes, authentic background, trustworthy viewpoint, convincing characterization, appropriate style of storytelling and attractive format (Tarigan, 2011, p. 109). When examining the

contents of the book, then both of the books can already be used as a support for learning Bahasa Indonesia especially to introduce a figure. One aspect in learning Bahasa Indonesia is to find out information from a text, and both books provide information from the text which is prepared specially for children. But those books do not contain specific information regarding the poet as a dream, how to catch the dream, the power of dream and the benefits of dream.

### **The Design of Children's story Book about Acep Zamzam Noor to Support Learning Bahasa Indonesia for Elementary School**

The development of children's story book about Acep Zamzam Noor starts from preliminary study. This preliminary study relates to the needs analysis as an intervention, in this case the intervention is a development of a story book. Needs analysis was conducted from a series of activities. *First*, the analysis of elementary school children's interest in reading books, the data obtained from the study Lidinillah et al 2014. Based on the previous research conducted by Lidinillah et al (2014, p 17) regarding students' reading interest, that the students are interested to comic book and fairy tales. When following the sequence of student's interest, then a children's book about Acep Zamzam Noor should be formed as comic or fairy tale book to support learning Bahasa Indonesia for fourth grade of elementary school. However, the characteristics of comic which are dominated by images and minimalized from using many words become an obstacle to present the full context of the book, as a biography or a journey of a character. This book is not only created to devote students to be familiar with poets, but also intended to enrich students' vocabulary. The fairy tale book is dominated by fantasy and imagination (fiction), so it is less appropriate to describe Acep Zamzam Noor which is a real figure (nonfiction), then the book full of images is chosen. This is supported by data from a library of Tasikmalaya, that in April 2015, 12 elementary school students visit the library and the books borrowed are comics and storybooks.

*Second* analysis is about dreams of students and the students' early knowledge about the writer Acep Zamzam Noor. *Third* analysis is the availability of biography for children in the bookstore and library. *Fourth* is the analysis of available children's story book which tells about biography or autobiography to obtain the characteristics of a children's book. So in this study, in order to provide a picture of book model, the researcher used two models, namely *Biografi Umay Shahab "Umay Jagoan Cilik"* by Iwok Abqary and *Biografi Bung Karno, "Masa Pemuda Putra Sang Fajar"* by Sari Pusparini Salah.

Then on the *fifth* stage, the researcher reviewed the curriculum 2013 for grade IV of elementary school. Here is the Basic Competence (BC) and the indicators associated with the material in grade IV based Curriculum 2013, which also become the references to develop children's books. The basic competence chosen to develop the students' knowledge, with core competencies code 3, which follows:



- 3.3. Find out the information from an interview text about the types of businesses and jobs and economic activities and cooperative with the help from teachers and friends in Bahasa Indonesia in terms of spoken and written by selecting and sorting the vocabulary.
  - 3.3.1. List the various types of works
  - 3.3.2. Describe a type of work
  - 3.3.3. Describe a figure who has certain jobs
  - 3.3.4. Tell the greatness of a dream
  - 3.3.5. Write down the information about a dream
  - 3.3.6. Make a list of dreams.
  - 3.3.7. Mention the efforts that are needed to catch the dream.
- 3.4. Find out the information from a text about environment and natural resources with the help of teachers and friends in Bahasa Indonesia in terms of spoken and written by selecting and sorting the vocabulary.
  - 3.4.1. Write down the benefits of a dream for society..
  - 3.4.2. Identify the benefits of a dream into natural environment, social and cultural.
  - 3.4.3. Recounting text about adventure stories.

From these indicators, then those are developed into learning goals that will be the references for designing of story text. These are the following learning objectives to be achieved from the development of this book.

- Through observation, students can mention two types of jobs correctly. (Indicator 3.3.1).
- Through observation, students can describe a kind of work appropriately. (Indicator 3.3.2).
- Through reading, students are able to describe the character of workers properly. (Indicator 3.3.3).
- Through listening to the story, students can tell the greatness of a dream with their own words. (Indicator 3.3.4).
- Through observation, the student is able to write information on a dream correctly. (Indicator 3.3.5).
- Through listening to the story, the students are able to make a list of dreams properly. (Indicator 3.3.6).
- Through listening to the story, the students are able to mention two efforts that need to be achieved to catch the dream correctly. (Indicator 3.3.7).
- Through observation, students are able to write down the benefits of a dream for society properly. (Indicator 3.4.1).
- Through listening to the story, the students are able to identify the benefits of a dream for natural environment, social and cultural. (Indicator 3.4.2).

- Through listening to the story, the student is able to retell the story with their own words correctly. (Indicator 3.4.3).

*Sixth*, collect the data of poets that will be developed into a children's story book. This data is obtained through interviews, observation, and documentation. Then, the information is processed into the script of a story.

**TABLE 1: ACTIVITY DEVELOPMENT**

<i>No.</i>	<i>Components</i>	<i>Children Story Book</i>
1	Through the observation, students will be able to mention two kinds of job correctly	Acep Zamzami's parents are teachers or <i>ustadz</i> . While Acep Zamzami Noor is a poet and an artist. Acep wanted to be an artist since he was in elementary school, started in Junior High School till now, he had been interested in creating some literature product, especially poems.
2	Through the observation, students will be able to mention one kind of job correctly	Acep introduce his occupation as a poet, who love writing poems, children's stories, and essays.
3	Through reading, students will be able to picture the main character's job correctly	Consistently, Acep wrote and sent his masterpieces to be published since he was a Junior High School student, supported by his best friends (Badud), and his environment. From all those published masterpieces, he gained rewards (including payment, etc).
4	By analysing the story, students will be able to explain the power of a dream with their own words.	The main character, Acep, went to college by using the payment from his published literary work, he even had the opportunity to study in Italy.
5	Through observation, students will be able to write some information about a dream job.	The journey that the character should take in achieving his dreams. He wanted to be an artist, so he went to FSRD ITB in fine art department. Besides, the character also showed the process in creating an art and writing a literary work, especially when he was in Italy.
6	By analysing the story, the students will be able to make a list of dream job correctly.	The main character introduces his parents' occupations (elementary school teachers), other character's occupation (like Indonesian language teacher), and his own occupation. The main character shows his journey as an artist and a poet.
7	By analysing the story, students will be able to mention two important struggles in achieving a dream correctly.	The book tells about the character's struggle in achieving his dreams, such as consistently writing poems, sending them, and go to the major that he was interested in.
8	Through observation, students will be able to write the benefit of a dream job (a poet) to the society correctly.	The character gain God blessings from his activities. At first, the job was not promising, but when he was serious in it, it became worth it. Through literature, he could send the message of life, including simplicity and good willingness. In this book, all the rewards he gained from the work are listed as the prove of God blessings to him.

<i>No.</i>	<i>Components</i>	<i>Children Story Book</i>
9	Through interview, students will be able to identify the benefit of the job to the environment, social surroundings, and culture correctly.	The character had so many experiences in Italy, like sending his work to be published. Not only that, some media also often ask his help to educate society through literature.
10	By analysing the story, students will be able to retell the story about the character's journey correctly.	The character had a plenty of experiences starts from when he was in elementary school till he went to Italy.

According to the activity development above, the main story can be concluded below:

**ACEP ZAMZAM NOOR  
(TASIKMALAYAN POET)**

Acep Zamzam Noor, with the real name of Muhammad Wahid Ramadlan, was born in Cipasung 1960, in a very Islamic environment. Acep is the grandchildren of the founder of an Islamic boarding school. He was the child of a Kiai (a religion's leader) who had a good name formally and informally, K.H. M. Ilyas Ruhiat.

Since he was a child, he wanted to be an artist, even though his parents reject that. Acep loved to draw and write. It was normal since Acep used to read at home. The situation in his house was very conducive for reading because they has a lot of books and magazines. This also inherited to his younger sibling, they both loved reading.

Acep's friends were a little naughty. He was bullied when he was a child, he was oppressed, and Acep would never fight back. One of the incidents was 'the stolen cassavas'. He was accused to be the thief, since his friends forced him to say that he was the responsible one.

Acep often expressed his anger at home till one day his father was made at this attitude. From that on, he decided not to do that anymore. He express his anger through arts, both in picture or literature. He started to create some works for his own satisfaction. He wrote poems and children stories. In junior High School he started to send it to publisher, and it was succeed. Acep was very happy, then decided to quit his hobby, being table tennis player and comedian, and focus in his writing.

His seriousness got more visible when he got close to a senior, Badud, who always motivated him. But in the second year of Senior High, he had some bad experiences with his Indonesian Language teacher. Therefore, he moved to a new school, SLTA As-Syafi'iyah. He was graduated in 1980's, and continued his study to ITS. He studied fine art, and keep writing poems till he got well-known both nationally and internationally. In 1990's he was offered a scholarship from Italian Embassy to study fine art in Italy. He took that opportunity. There, he became more productive and found the beauty of language.

All those steps above are substantial in developing the use of story book about Acep Zamzam Noor. Based on those activities, researcher can create the early model of the story book. Next, the process of developing the story book about Acep Zamzam Noor should follow the procedure below.

- Background study (intervention need analysis).
- The development of design principles.
- The development of children story's beginning, such as: (1) the development of learning objectives; (2) the development of characters; (3) the development of settings; (4) the development of the story's synopsis.
- The development of complete text of the story book.
- The development of storyboard.
- The development of illustration and layout.
- The process of writing and publishing the children story book.
- Book analysis by a validator and judgement expert.
- Response test to the children story book.
- Analysis to the response test and report.

From all of those development steps, the design theory of creating a children book are:

Story book shows children's development from so many aspects, especially language development and cognitive development.

- Language aspect, the language of 10 year-old-student is simple, vocabulary is limited, but able to understand a narration story. (This can be seen from student's response who are able to comprehend the provided story which are dominated only with words).
- Cognitive aspect, the material provided for 10 year-old students should be close to their life, even though this should be stimulated by conflict and unexpected storyline. (This is concluded from the students response to the book, about Acep's life which cannot always be found in students' life).
- The story book is made with colourful cover, the shape is made according to the students' need (easy to read and bring), made from strong material, and represent the content of the book.
- This children story book is made based on the particular material that is made before the planning process (according to curriculum), so that it would be suitable to the learning objectives.
- The story book is constructed based on a set of procedure.
- The story book provide evaluation at the end of the book to check the progress of students' knowledge and comprehension.
- The book is made communicatively, like having a dialogue with the reader (This shows from the students response to the style of the story).

### The response from Students and Teachers to the Children Story Book about Acep Zamzam Noor in Order to Facilitate Indonesian Language Teaching and Learning Process in Elementary School

The blue-print of children story book about Acep Zamzam Noor had gone through response-test to the students and teachers. Response test-1 and-2 were given to students to check students' comprehension to the book and their opinion to the book as a whole. From those tests, it shows that the comprehension to the book is satisfying. The rate of knowledge progress is about 48.82%. This result shows positive effect comes from the book. This positive effect do not only shows from the students' knowledge, but also from their attitude.

Other than those two test, students' also give their opinion about the book. According to the questionnaire about the book performance, provided in a table above, all students said that 100% of them like the cover of the book and all the pictures in the book.

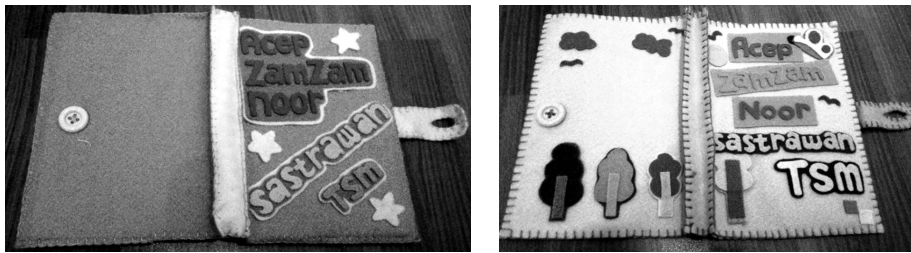


Figure 1: Book Cover (Design 1 & 2)



Figure 2: Book Content

100% of students also agree that all the letters in the book can be read clearly and all of them like the font used in the book. This shows the positive response from the students. Other positive responses are: understand the conflict of the story; understand the storyline in the book; and curious about the continuity of the story; understand the funny part in the story; and understand the main point of the story. In other words, the blueprints of the children story book about Acep Zamzam Noor has been well-made because all the indicators can be understood well. The theme of the story is consistent, the storyline is easy to understand, and the performance is

likeable. Yet, there will always be negative response in the findings. This indicate that this blueprint need to be developed. Teachers' response to the books is vary. Their response is more complete and thorough, it is seen from various aspects in the children story book. Just like the students' response, some teachers respond positively but some do not.

The positive response are include the analytical points. Teachers give more various response. Their responses to the book are: (1) the book has successfully told the story about the poet naturally; (2) the book has been integrated to reader's background knowledge; (3) the book has invited readers to learn something new; (4) the book has given new knowledge and finding; (5) the book contains humour or conversation; (6) the book has attracted and involved reader to the story; (7) the story contain logical storyline; (8) the storyline comes from the main character is natural; (9) the character in the story convince the reader that it is real; (10) the way to tell the story is good, easy to read and comprehend; (11) the words are written in a sufficient size that there is a spare place for picture; (12) the font of the letters is clear. Even so, there are also negative responses come from the teacher. Here are the points that need to be reviewed and fixed: (1) the blueprint of the story book still does not have proportional composition for the text and the picture, because the text is too long; (2) each sentence consist of less than 9 words. Other than those two comments, teachers also give common feedback to the book. In conclusion, this book is justify to be published and used as a media in Indonesian Language Teaching for grade IV. Furthermore, this book entitled "*Biografi untuk Anak AZN*" helps to provide more learning sources for students in grade IV, especially giving more reference in literature aspect. Not to mention, it can also become a motivation as well as triggering students interest to read.

## CONCLUSION

In this research, designs and principles of children story book about Acep Zamzam Noor is resulted as a media in Indonesian Language Teaching in elementary school. The final design of this research is a children story book about Acep Zamzami Noor is resulted as a media in Indonesian Language Teaching in elementary school. The developed model from the book are story book with pictures, the content is about a poet, Acep Zamzam Noor, and integrated with the theme story of dream job that is suitable with curriculum 2013 for grade IV of elementary school. The design principles of the story book are objectives, contexts, models, characteristics, procedures, and developed arguments. The process of developing this children story book about Acep Zamzam Noor has gone through a series of procedure, and should be done in sequence. Those procedures are: (a) background study; (b) the development of design principles; (c) the development of children story's beginning; (d) the development of complete text of the story book; (e) the development of storyboard; (f) illustration and layout; (g) writing and publishing the children story

book; (h) book analysis by a validator and judgement expert; (i) Response test; and (j) analysis to the response test for betterment.

From the response-test, it is known that commonly students give positive responses to the story book. Those responses also include the whole performance of the book. Teachers are also welcome for the book. Therefore, the story book about a poet, Acep Zamzam Noor, is justified to be the media for Bahasa Indonesia teaching in grade IV. Even though, there are still some aspects that need to be fixed.

The children story book about a poet, Acep Zamzam Noor, can be used as a media in Bahasa Indonesia teaching for grade IV, especially for elementary school which implement curriculum 2013. The use of this book specifically in the material with the theme of 'cita-citaku' or 'my dream job' to introduce the profession of poet to students, furthermore it can also used in any material in Bahasa Indonesia. Besides, the children story book about Acep Zamzam Noor can be directly used as a source of learning for students or for teachers in the teaching and learning process.

### *References*

- Afrizal. 2014. *Metode Penelitian Kualitatif*. Jakarta: Rajawali Press.
- Djuanda, Dadan., Iswara Prama Prana Dwija. (2009). *Apresiasi Sastra Indonesia*. Bandung: UPI Press.
- Lidinillah, dkk. 2014. *Pengembangan Buku Bacaan Anak Berbasis karakter sebagai Sumber Belajar Matematika di Sekolah Dasar*. Penelitian Hibah Bersaing tahun 2013, Universitas pendidikan Indonesia.
- Musthafa, Bachrudin. 2008. *Dari Literasi Dini ke Literasi Teknologi*. Jakarta: Yayasan CREST & New Concept English Education Center.
- Nurgiyantoro, Burhan. 2013. *Sastra Anak Pengantar Pemahaman Dunia Anak*. Yogyakarta: Gadjah Mada University Press.
- Rohim, dkk. (2009). *Kebahasaan*. Jakarta: Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan Bahasa Departemen Pendidikan Nasional.
- Tarigan, Henry Guntur. 2011. *Dasar-Dasar Psikosastra*. Bandung: Angkasa.
- Wellek, Rene, Austin Warren. 1995. *Teori Kesusastraan*. Jakarta: Gramedia.
- Yunsirno. 2010. *Keajaiban Belajar*. Pontianak: Pustaka Jenius Publishing.

