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**APPLICATION OF TYPEFACE DESIGN ON PRESCHOOLER'S  
READING MATERIALS**

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APPLICATION OF TYPEFACE DESIGN ON PRESCHOOLER'S  
READING MATERIALS

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## TABLE OF CONTENT

Thesis Status Form	ii
Declaration	iii
Acknowledgment	iv
Table of Content	v
List of Figure	viii
List of Appendix	x
Abstract	xi
<i>Abstrak</i>	xii

## CHAPTER 1 INTRODUCTION

1.1 Introduction	1
1.2 Motivation of Study	2
1.3 Problem Statement	3
1.4 Objective of Study	4
1.5 Research Questions	4
1.6 Limitation of Study	4
1.7 Hypothesis of Study	5
1.8 Scope of Study	5

## **CHAPTER 2 LITERATURE REVIEW**

2.1 Introduction	6
2.2 Theory Review	6

## **CHAPTER 3 RESEARCH METHODOLOGY**

3.1 Introduction	8
3.2 Research Design	9
3.2.1 Primary Data	9

## **CHAPTER 4 DATA ANALYSIS**

4.1 Introduction	13
4.2 Data Analysis of Interview the Preschoolers	14
4.3 Data Analysis of Questionnaires	19

## **CHAPTER 5 PROPOSED DESIGN**

5.1 Introduction	29
5.2 Design Process	29
5.2.1 First Idea	30
5.2.2 Second Idea	32
5.2.3 Third Idea	33
5.2.4 Fourth Idea	35
5.3 Final Design	36
5.4 Application of Typeface on Various Designs	38

<b>CHAPTER 6 VALIDATION STUDY</b>	
6.1 Introduction	40
6.2 The Result of the Validation Study among the Parents ( Legibility)	40
6.3 The Result of the Validation Study among the Parents (Readability)	42
6.4 The Result of the Validation Study among the Parents (Effectiveness)	43
6.5 The Result of the Validation Study among the Preschoolers (Legibility)	45
<b>CHAPTER 7 CONCLUSION</b>	48
<b>REFERENCES</b>	49
<b>APPENDIX</b>	51



## LIST OF FIGURES

Figure 3.2.1.1 Four sets alphabet cards	11
Figure 3.2.1.2 During an interview in class	12
Figure 4.2.1 The percentage of gender that participant the interview	14
Figure 4.2.2 The percentage of children race	15
Figure 4.2.3 The percentage of the age group that had been interviewed	16
Figure 4.2.4 The alphabet set chose by preschoolers	17
Figure 4.2.5 The percentage of font size chose by preschoolers	18
Figure 4.3.1 The percentage of 100 parents had been answered the questionnaire	19
Figure 4.3.2 The percentage of the age group that answered the questionnaire	20
Figure 4.3.3 The percentage of their children start learning alphabet	21
Figure 4.3.4 The duration of 100 children reading book in a day	22
Figure 4.3.5 The percentage of children prefers diagram or text	23
Figure 4.3.6 The percentage of reason children dislike the text	24
Figure 4.3.7 The percentage of children who recognize the diagram or word	25
Figure 4.3.8 The percentage of the font affect children's motivation in reading	26
Figure 4.3.9 The mean of the font choose, important of the font, and font size large	27

Figure 4.3.10 The mean of the font can capture children's attention	28
Figure 5.2.1 Flow chart for the typeface designed procedure	29
Figure 5.2.2 Print screen for tracing process in Adobe Illustrator	30
Figure 5.2.1.1 First idea development	30
Figure 5.2.1.2 First idea drawing in graph paper	31
Figure 5.2.2.1 Second idea development	32
Figure 5.2.2.2 Second idea drawing in graph paper	32
Figure 5.2.3.1 Third idea development	33
Figure 5.2.3.2 Third idea drawing in graph paper	34
Figure 5.2.4.1 Fourth idea development	35
Figure 5.2.4.2 Fourth idea drawing in graph paper	35
Figure 5.3.1 Capital letter (Roman)	37
Figure 5.3.2 Capital letter (Bold)	37
Figure 5.3.3 Capital letter (Italic)	38
Figure 5.4.1 Final product	39
Figure 6.2.1 The mean of 30 respondents able to identify the capital letter	41
Figure 6.2.2 The mean of 30 respondents able to identify the small letter	41
Figure 6.2.3 The mean of 30 respondents able to identify the number	42
Figure 6.3.1 The mean of readability on difference size body text	42
Figure 6.4.1 Comparison of colorful typeface and black color typeface	43
Figure 6.4.2 The percentages of color chose for short story book title	43
Figure 6.4.3 The body text applied in different color background	44
Figure 6.4.4 The mean of body text applied in different color background	44

Figure 6.5.1 The mean of 15 children able to identify the capital letter	45
Figure 6.5.2 The mean of 15 children able to identify the small letter	46
Figure 6.5.3 The mean of 15 children able to identify the number	46

### LIST OF APPENDIX

Appendix A: Sample Interview Form for the Preschoolers	51
Appendix B: Sample Questionnaire for the Parents	52
Appendix C: Sample Questionnaire of the Validation Study	58
Appendix D: Whole set alphabet (Roman typeface)	66
Appendix E: Whole set alphabet (Bold typeface)	67
Appendix F: Whole set alphabet (Italic typeface)	68

## **ABSTRACT**

Typography is an important visual aspect of communication in the learning process. This study focused on the use of typeface suitable for pre-school children between the ages of three to five years. The objective of the study is to identify the importance of typeface among preschoolers. The findings of this study will improve the skills of children in recognizing the alphabet. Proposed final year project is a revival in graphic design and visual elements of typography to help the learning process among preschoolers.

## **ABSTRAK**

*Tipografi adalah antara aspek visual komunikasi yang amat penting dalam proses pembelajaran. Kajian ini tertumpu kepada penggunaan muka taip yang sesuai untuk kanak-kanak prasekolah antara umur tiga hingga lima tahun. Objektif kajian adalah untuk mengenalpasti kepentingan muka taip di kalangan kanak-kanak prasekolah. Hasil dapatan kajian ini akan meningkatkan kemahiran kanak-kanak dalam mengenali abjad. Cadangan projek tahun akhir adalah melalui pembaharuan dalam rekabentuk elemen dan visual grafik tipografi bagi membantu proses pembelajaran kanak-kanak prasekolah.*

## **Chapter 1**

### **Introduction**

#### **1.1 Introduction**

Typography is the visual aspect of communication that is very important in the learning process. It is seen to be believed that a better typography can improve efficiency of learning and it is important in our daily life as well since we could find it everywhere. For instance, any kinds of publication's message are using an appropriate typeface to present the message effectively. According to Meggs and Carter (1993), the efficiency of typography design is determined upon a broad perceptual and conceptual understanding of typeface and their potential for communication and expression.

In this study, choosing appropriate typeface can help the reader reads and interpret the information especially for children who are easy losing their focus when reading. Thus, the children's reading behavior will be the main objective for this study.

Next, another typeface family will be discussed further in this study. It is combination set of at least one or more fonts composed glyphs with common design features. In layman words, a typeface is group of characters with the same design and style. Letter, numbers, punctuation, and any other symbols are included in group of characters. The fonts that classify as typeface were having

specified design in term of weight, style, condensation, width, slant, italicization, ornamentation, and foundry (Craig, 1990).

According to Bock (2011), the children prefer to learn and read the words letter by letter. Therefore, selecting a typeface becomes an important matter in children reading material. Bock (2011) stated that the texts that are warm look, and friendly design with simple and generous letter shaper are most encourage to be selected. In specify term, the shape of alphabet should be rounded and open, angular or rectangular.

## **1.2 Motivation of Study**

Education plays an important to develop a skill and knowledge in order to survive in this highly changing environment. Earlier preparation via proper education could help children easier to adapt in an environment via proper conduct. Also, it helps a person to develop particular skill and achieves him or her career objective, and helps them explore in any kind of job with the knowledge. Hence, these are the reason why most of the parents send their children to the preschool as earlier as possible.

Nevertheless, prior studies are mostly emphases on problem of preschooler's reading habit, whereas there are only few studies that discussed typeface that used in reading material area. Therefore, it is necessary to study the

influence of typeface that use in the children reading material in evaluating the efficiency of learning process.

### **1.3 Problem Statement**

Prior studies stated that children easier to lose their concentration in reading when they feel that reading tasks are too difficult. In this high competitive environment, most of the education material consisting a lot of information and resulting task of student become difficult. Therefore, children nowadays are less likely to feel good about their reading, and give up on reading after they could not achieve good academic results. According to Nevills and Wolfe (2009); Royes (2012), boosting and fostering motivation could significantly influences the effectiveness of learning in the early stage of children, through this it will strengthen intellectual curiosity and promote more vigorous learning in early learners.

Therefore, finding a suitable typeface for preschooler to read is the main discussion for this study. The target of study is the children with the age from three to five. The reason for selecting this group is due to the preschool education is important period for children before they enter primary school. An early stage of first five years is the golden period for children, whereas they are able to absorb any kind of information in short time. According to Child Development and Early Learning (n.d.), a child's brain developed during preschool period



especially the first three years due to the rapid brain growth. It is a time of rapid cognitive, linguistic, social, emotional and motor development. Besides, the result of studies shows that quality preschool gives a long term effect in developing the skill. Hence, in order to increase the interest of child in learning an alphabet is needed.

#### **1.4 Objective of Study**

1. To identify the importance of typeface among the preschoolers.
2. To analyze the interest of preschoolers on reading the alphabet.
3. To create new visual elements typography that increases the interest of preschooler's learning process.
4. To validate the new visual elements of typography in reading materials among preschoolers.

#### **1.5 Research Questions**

Generally researchers want to study the typeface impact on preschooler. Specific question of this study focused on the following:

1. How typography can help preschooler's in reading?
2. Does typography bring influence on motivation of read?
3. What kind of typography suitable for preschooler?
4. How typography can capture preschooler's attention in reading material?

### **1.6 Limitation of Study**

The problems that faced by researcher are the lack of materials and resources which related to this area. The information to be obtained by researcher is limited, and most of the information is similar to each other source. This situation triggers the researcher to carry out a more detail research.

### **1.7 Hypothesis of Study**

The hypothesis in this study is increase their motivation in reading influence of typeface used in children's reading material. Firstly, if preschoolers like the typeface used in the story book, they will be interested in reading. Next, it is seen to be believed that the better design of typeface can improve the children's reading skill and better performance in term of academic, especially for those child who having reading difficult problem. Lastly, the design set of typeface is expected to enhance the efficiency of learning process in early childhood.

### **1.8 Scope of Study**

The main discussion for this study includes typography, methods of transformation, and acceptance of the audience in view of typeface produced. The target group for this research is the preschoolers at the age of three to five.

## **Chapter 2**

### **Literature Review**

#### **2.1 Introduction**

A number of general recommendations have been found to support the optimizing print legibility and readability. For example, Hughes & Wilkins (2000) stated that the fonts should be good in legibility if it devoid of needless details. The font type should be simple, fairly broad, fairly thick limbs, and contrast between thick and thin line must be avoided as much as possible. Tinker (1963) suggested the fonts should be in simplified letter outlines, long heavy serifs and hair lines strokes should be avoided. The detail of reviewing in related theory will be discussed in later part chapter 2.

#### **2.2 Theory Review**

Duke (2003) stated that the informational literacy can be developed during the early childhood; the common features that can found in informational texts include graphic elements, text structures, access formats, and language forms. Those features play important role by attracting the attention from the child. The better graphic element, text structures, access format, and language are bringing influence on children's interest towards on book (Duke, 2003). Hence, creating a beautiful typeface can improve the interest of children's interest on text, and indirectly improve their ability of reading skill.

Donald (1996) stated that the reading habit should be cultivated from early childhood. The children's book not only could attract the attention of children but also attracting the attention of adult. In fact, the reason for people fascinated with those children's book includes the design of letter in the books (Donald, 1996). Meanwhile, a unique typeface can capture children's attention to the text.

Clair (1999) stated that children and senior citizens need special considerations when it comes to select the appropriate typeface. Children need large size letters in order to help them clearly distinguish from one letter to another. Hence, it is necessary to consider the type of typeface to be used in children's reading material. On the other hand, text means the body copy of the piece. It should be in legible form, and sometimes it must reflect the reading capacity of its audience. Type set that used in children's book should be set in larger size to help them decode easily each letter (Clair, 1999).

David (2005) stated that text type characters are designed to work in close proximity with each other by providing uninterrupted visual flow. Consistency of style must be adhered to in order to help readers feel comfortable when reading. Therefore, the type of text characters should be legible and readable (David, 2005).

## **Chapter 3**

### **Research Methodology**

#### **3.1 Introduction**

The aim of this study is to create a set of new typeface for preschooler to capture their attention on reading. The methodology used in this study was quantitative research. The quantitative research method was provided information regarding to the preschooler's reading behavior.

Quantitative research method emphasized on objective measurements and numerical analysis of data collected through questionnaires and interview. Quantitative research focuses on gathering numerical data and generalizing it across groups of people. Researcher will count and classify, and build statistical models to then explain the observed.

The intention for using quantitative research is to study the views of respondent about a particular matter through questionnaires. Also, this research uses graph to make explanation about trend of phenomena and situation. The function of the questionnaires is obtaining the viewpoint of respondent in term of idea, opinion and issue regarding to specific matter.

### **3.2 Research Design**

Identifying a study's research design is important because it communicates information about key features of the study, which can differ for qualitative, quantitative, and mixed methods. However, the category of research method to be used in this study is quantitative method.

The sources of data collection will be conducted in this study to gather information is primary data.

#### **3.2.1 Primary Data**

Primary data is the data that obtained by questionnaires and interviews with the respondent when conducting research with informants. The first method for data collection is done through distributed questionnaires manually to those parents who have children at age three to five. One hundred questionnaires were conducted in order to investigate about preschooler's learning behavior and asking recommendation from parents.

Moreover, the questionnaires are designed in close-ended question in order to help respondents easier and faster to answer the questions. The language that use in questionnaire will be designed in bilingual: Bahasa Melayu and English. The reason for using bilingual language in questionnaires is due to the facts that the respondents can choose the language they familiar, so that they can understand the question.

The questionnaires form is divided into three parts:

Section A: Demography

Section B: Investigate about preschooler's learning behavior

Section C: Recommendation on typeface used in preschooler's book

Another method will be obtained by interviews with preschoolers. One hundred children at the age from three to five will be interviewed by showing four set of typeface design, and asking them to choose one favorite set. The purpose for showing different set of typeface design to child is it can help researcher in the direction of design a style of typeface according to the children's favorites. Refer to figure 3.2.1.1 is four sets of alphabet cards shown to children during interview. The interview location will focus in Kota Samarahan kindergarten. Two of the kindergarten have been selected which are *Tadika Sukacita* and Q-Star Kindergarten. The permission from the principal of kindergarten was given before conducted the interview with those children. The interview was run in individually with each children with the assist of teacher in the kindergarten' classroom (figure 3.2.1.2).

SET 1



SET 2



SET 3



SET 4



Figure 3.2.1.1 Four sets alphabet cards