DEVELOPING WORDLESS PICTURE BOOK TO IMPROVE THE STORYTELLING ABILITY OF 5 TO 6 YEARS OLD CHILDREN

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Abstract: This study aims to design and develop a wordless picture book to improve the storytelling ability of level B kindergarten students. This research adopted the design and development model proposed by Lee and Owens (2004). Data collection techniques employed storytelling tests, open-ended questionnaire, interview, and observation. The needs analysis was conducted through a storytelling test. The expert judgment involved media experts, children literature experts, and early childhood instructional design experts to assess the prototype of *Wordless Picture Book*. Storytelling test, observation, and interview were used in the try out process. Quantitative data were obtained from pretest and posttest scores and the questionnaire for expert validation. Descriptive qualitative data analysis techniques were used to process the data interviews. Quantitative data analysis was used to examine the scores obtained from the pre and post-tests. The research produced (1) a wordless picture book design and (b) a product of wordless picture book which has been tested for its effectiveness, efficiency, uses, and practicality in improving children's storytelling ability. Some implications and recommendations are also discussed.

Keywords: storytelling, Wordless Picture Book, picture book, early childhood

PENGEMBANGAN *WORDLESS PICTURE BOOK* UNTUK MENINGKATKAN KEMAMPUAN BERCERITA PADA ANAK USIA 5 – 6 TAHUN

Abstrak: Penelitian ini bertujuan untuk menghasilkan desain dan pengembangan produk berupa *Wordless Picture Book* dalam rangka meningkatkan kemampuan bercerita dari anak TK kelompok B. Metode yang digunakan dalam penelitian ini adalah desain dan pengembangan dari Lee dan Owens (2004). Teknik pengumpulan data menggunakan tes bercerita, kuesioner terbuka, wawancara, dan observasi. Data yang diperoleh melalui analisis kebutuhan dengan mengukur tes bercerita. Validasi ahli dengan instrumen kuesioner untuk menilai prototipe *Wordless Picture Book* oleh ahli media, sastra anak, dan desain pembelajaran PAUD; serta data uji coba melalui instrumen tes kemampuan bercerita, lembar observasi, dan wawancara. Teknik analisis data deskriptif kualitatif digunakan untuk mengolah data hasil wawancara. Data kuantitatif diperoleh dari hasil pretes dan posttest kepada anak ketika tes bercerita dan kuesioner untuk validasi ahli. Analisis data pada data kuantitatif akan digunakan desain eksperimen *pre-experimental designs* dengan *one group pretest-posttest design*. Hasil penelitian menghasilkan sebuah desain dan pengembangan produk *Wordless Picture Book* yang telah teruji efektivitas, efisiensi, kegunaan, dan kemudahannya dalam meningkatkan kemampuan bercerita anak. Penelitian ini berimplikasi pada dihasilkannya suatu cara di dalam mendesain dan mengembangkan *Wordless Picture Book* yang mampu meningkatkan kemampuan bercerita anak usia dini.

Kata kunci : bercerita, Wordless Picture Book, buku bergambar, anak usia dini

INTRODUCTION

Storytelling is one aspect of speech that is essential for early childhood language development. With sufficient storytelling ability, then one will be able to communicate everything smoothly, well, and complete. Storytelling can help children's social skills. It tells orally supports children to learn to read, to understand the world's knowledge, and to make good social-emotions. Also, storytelling is also an activity that someone does orally to others with tools or tools about what to say in the form of messages, information, or fairy tales to be heard with a sense of fun. This understanding explains that storytelling is not always an incident occurring by a child but can also be a fictional result of a child. Storytelling is a creative process that activates not only the intellectual aspects but also aspects of sensitivity, subtlety, emotion, art, fantasy, and imagination (Rahayu, 2013:80).

The ability to tell stories is seen from two aspects, namely language and non-language. Based on the thoughts of Nurgiyantoro (2010: 406) and Arsjad and Mukti (1988:17-22), the language aspects include (1) the suitability of the story with the picture; (2) the precision of the logic of the order of the story, meaning the story conveyed by the child in order to become the whole story; (3) the accuracy of the overall meaning of the story; (4) the accuracy of the word means using an easily understood word; (5) as well as the accuracy of the sentence implies that the child is expected to be able to compose a simple sentence consisting of a minimum of sentence, predicate, and explanation while the non-language aspect includes (1) fluency, in which case the child can smoothly tell the story without stuttering; (2) does not issue a sound interruption; (3) views should be directed to listeners; (4) as well as the volume heard by the listener.

A preliminary study to know the ability to tell children in kindergarten Al Group B was done by giving children a picture book provided by the school. Each child is asked to tell the story of the story. From the results of preliminary research found that children can tell a story that is not good. For the B1 group, the majority (54.55%) of the children were in a bad score for the language, and most (59.09%) of the children were in a bad score for the non-language. Then the B2 group, most (52.38%) of the children were in a bad score for the language aspect while almost all (85.71%) were in a bad score for the non-language. Finally, B3 group, most of them (60.87%) of children are in a bad category for language aspect and a small part (43.49%) of children are in bad category for non-language aspects.

Wordless Picture Book (WPB) is a textbook with no or minimal text that serves to improve the ability of children speak by asking children to tell about the illustrations he saw. WPB comes in the form of images and without or minimal text to facilitate children who have not been able to read. With storytelling, a child is familiarised and introduced to story patterns, different kinds of environments, living fairies, such as how to socialise, play, and help at home, school or community in general (Sarumpaet, 2010: 7). This understanding is also supported by the opinion of Nurgiyantoro (2010: 402-404) which explains the media images can be a right conversation stimulus. Stimulation of this picture is useful for early childhood and early foreign language learners. However, it can also be used for higher levels depending on the state of the image used itself.

WPB interpreted by Nurgiyantoro (2005:148) is a picture storybook that plot the story presented through the picture.

The pictures themselves show the story. Even in the pictures with words, the verbal language is insufficient. Based on this understanding it is illustrated that WPB is similar to comic drawings but more sparing words. The tendency of words in WPB consists of only one word or as an opening of the storytelling. The storyline is presented with sorted pictures and actions are also clearly illustrated. When the reader reads WPB only through the image can already understand the whole story gave so that the independent function of the image very determines the success of the story. Therefore, WPB emphasises the importance of the clarity of the illustration presented so that the reader can easily understand it.

There have been several previous studies that have been done by some researchers related to WPB. First, research conducted by Jalongo, Dragich, Conrad, and Zhang (2002:169-170) with survey method indicates that no information about WPB criteria is good. This study merely explains the results of the survey on the use of WPB by teachers in the early childhood and elementary schools.

Second, the study conducted by Isbell et al. (2004:157) compares the two groups aged 3-5 years, the first group is the storytelling group and the second group is the story reading group. The results showed that both groups produced positive benefits in spoken language. The difference is that children who hear stories better understand the story seen than asked to be read back while the children in the group were reading stories in WPB improve language difficulties (Isbell, 2004: 157).

Third, other research conducted by Arif (2008:121) backed by the emergence of WPB as a different genre in the world of literature. Reading of WPB is an open process to the reader who brings a background of experience and personal history to read visualisation. The results show that WPB is a good source for analysing the initial literacy of boys aged seven years and recognising the importance of WPB. The research method used is a case study.

Based on the three previous studies it is seen that there is no link between the WPB with the ability to tell and there is also a discussion about the designing and development of WPB. Thus, WPB is raised by the principles of Indonesian children's book design.

WPB links visual and cultural legibility in support of skills development. WPB can be used by children from different backgrounds as it allows different cultures to enjoy the same book (Le Roux, 2012:4). The purpose of this study is to produce the design and development of products in the form of Wordless Picture Book to improve the ability to tell stories of kindergarten children group B.

METHOD

This research was conducted at TK Al Iman Cipinang Jaya Group B East Jakarta. The approach of this research is mixed methods research that is a research approach that combines research qualitatively and quantitatively in one research. The use of this approach with the consideration that the type of data to be generated in this study in the form of quantitative and qualitative data. Research methods applied in this research is based on the theoretical framework of research design and development of Lee and Owens in 2004 which consists of five stages of analysis, design, development, implementation, and evaluation.
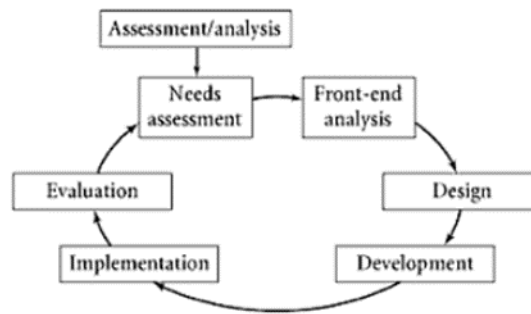
Figure 1. Lee and Owens Development Model (2004: xxviii)

The development model in Figure 1 begins with (a) an analysis to find the gap that exists between ideal conditions and conditions occurring in the field; (b) design, to create a media-making design (WPB); (c) development and implementation, commencement of WPB production in accordance with the design of messages that have been made; and (d) evaluation, to determine the effectiveness, efficiency, practicality of WPB.

In this study used four types of data collection is a test of the ability of children in telling stories, observation, interviews, and open questionnaires. This research will produce quantitative and qualitative data. Quantitative data were obtained from the pretest and posttest results of the child to measure the increased use of WPB media in AUD learning as well as the results of expert validation questionnaires to media experts, child literature experts and PAUD learning designers for product improvement.

In performing data analysis on quantitative data, the ability test of storytelling used pre-experimental design with one group pretest-posttest design. The storytelling test contains nine aspects of graded aspects consisting of language and non-language aspects. Aspects of language include storytelling according to the picture on every page of the book, telling the story coherently, explaining the content contained in the story correctly, using words that are easily understood by the listener, and telling stories with simple sentences such as the subject of sentence, predicate, and description. For the non-grammatical aspects include telling no stumbling, telling stories do not let out the sounds of interrupts, telling stories with a look on his friend, and telling in a loud voice so that his friend heard.

Observations were used to evaluate the ease and attractiveness of WPB use during testing to kindergarten children B and interviews were conducted in the one to one testing phase to the child to find out the product improvements. Data obtained from the results of expert validation questionnaires are analysed quantitatively by using the formula of calculating the average value and the following descriptive statistical formula percentage.

Table 1. Eligibility Criteria for Instructional Media

Categories	Percentage	Qualification	Follow-up
4	75,01- 100,00	Very Feasible	Implementation
3	50,01 - 75, 00	Sufficient	Partial Revision
2	25,01 - 50,00	Less Feasible	Total Revision
1	00,00 - 25,00	Unfeasible	Total Revision

(Source: Akbar & Sriwiyana, 2011:207)

WPB is said to be successful and used as a learning medium if it reaches criteria very feasible with the percentage range of 75.01% - 100.00%. Then, it is said to be effective to improve children's storytelling if the average post-test result of all children is higher than the average pre-test.

RESULTS AND DISCUSSION
Results

The product developed in this research is in the form of Wordless Picture Book (WPB) specifically for children aged 5-6 years in training the ability to tell a child so that it is used for teachers and children of kindergarten B as well as parents and children aged 5-6 years. The theme chosen for the story is recreation to the zoo because based on the needs analysis, children go to the zoo more often.

The result of requirement analysis is a test of the ability of storytelling to the kindergarten children Al Iman Cipinang Jaya East Jakarta Group B (age range 5-6 years). Schools divide the children in group B into three parallel classes - groups B1, B2, and B3 are randomly assigned by schools to the heterogeneous characteristics of children.

Early Childhood Capabilities in Storytelling

The ability to tell stories is seen from the language and non-language aspects. Children in each group B1, B2, and B3 are assessed for their ability to tell stories based on their language and non-language aspects. First, based on the language aspect of group B1, it can be found in Table 2.

Table 2. Preliminary Test Scores of Children's B1 Storytelling Skills for Language Aspects

No.	Score Interval	Number of Children	Percentage	Categories
		Language Aspect		
1.	20 - 24	0	0	Very Good
2.	15 - 19	10	45.45	Good
3.	10 - 14	12	54.55	Not Good
4.	5 - 9	0	0	Very Not Good
	Sum	22	100	

It can be seen that most (54.55%) children are in a bad category. This result indicates that most children can do indicator of the storytelling by always assisted by the teacher and form a sentence pattern like the subject of the sentence -

predicate or predicate - the object. Only a small percentage (45.45%) of children are already in the good category. It is seen from the child can do the indicator of storytelling with occasional assisted by the teacher, and form a sentence pattern like

the subject of the sentence - predicate - the object. The Table 3 describes the initial test results for the storytelling ability of B1 group children for the non-language aspects.

Table 3. Preliminary Test Scores of Children's B1 Storytelling Skills for Non-Language Aspects

No.	Score Interval	Number of Children	Percentage	Categories
		Aspects of Non-Language		
1.	16 - 19	2	9.09	Very Good
2.	12 - 15	3	13.64	Good
3.	8 - 11	13	59.09	Not Good
4.	4 - 7	4	18.18	Very Not Good
	Sum	22	100	

It can be seen that very few (9.09%) children are in the very good category for their non-language in storytelling. The excellent category of non-grammar signifies the child fluently tells the story, does not issue interruptions, the view is on all listeners, and the volume is high. Very few (13.64%) of children are in the good category for their non-language in storytelling. A good category indicates when a minority is not smooth and produces interruptions, a focus on the teacher and one friend, and a moderate volume. Most (59.09%) of children in the category is not good for non-standard in storytelling. The category is not good to indicate the child when the story is intermittent, often issuing interruptions, the eyes of the teacher and the book, and the volume low.

Thus it can be concluded that the children of the B1 group are mostly in the unfavourable category for the non-grammatical aspects seen from the discontinuous storytelling; often issuing interruptions; views point to teachers and books; and low volume. Based on both the conclusions of both language and non-language aspects, it is found that in general, children are in the category is not good for the language and non-language aspects. However, a small percentage of children for the language aspect is in a good category when in non-languages it is mostly in the bad category. Thus, it can be concluded that a good child's aspect of the language is not necessarily good for the non-language aspect. Second, based on the language aspect of group B2, it can be found in Table 4.

Table 4. Preliminary Test Scores of Children's Storytelling Skills Group B2 for Language Aspects

No.	Score Interval	Number of Children	Percentage	Categories
		Aspects of Non-Language		
1.	20 - 24	1	4.76	Very Good
2.	15 - 19	9	42.86	Good
3.	10 - 14	11	52.38	Not Good
4.	5 - 9	0	0	Very Not Good
	Sum	22	100	

The B2 group of language aspects, the highest number of children was in the bad category of 52.38% while for the very good category only amounted to one child (4.76%). Children tend to be in good category (42.86%) and not good (52.38%). Children who are in the good category have the character of being able to do the storytelling indicator with the occasional assisted by the teacher and form the basic sentence pattern + predicate + object. While children who are in the category is not good to have the character of being able to do indicator story by always assisted by the teacher and form the sentence pattern of the subject of the sentence + predicate or predicate + object. The following table describes the results of the initial test of the ability to tell the story of B2 group children for the non-language aspects.

Table 5. Preliminary Test Scores of Children's Storytelling Skills Group B2 for the Non-Language Aspects

No.	Score Interval	Number of Children	Percentage	Categories
		Aspects of Non-Language		
1.	16 - 19	0	0	Very Good
2.	12 - 15	0	0	Good
3.	8 - 11	18	85.71	Not Good
4.	4 - 7	3	14.29	Very Not Good
	Sum	21	100	

The non-information aspect is obtained by information, the highest number of children is in a bad category (85.71%) while the rest is very bad (14.29%). Children who are in the bad category are characterised by intermittent storytelling, frequent outbreaks, views on teachers and books, and unstable volumes (sometimes obviously not sometimes). Then, for children in very poor categories has a characteristic when telling stories to tend to be silent and have no idea to tell stories despite being assisted by teachers; always issuing interruptions when explaining the images on every page of the book; the view is in the book; and low volume.

Third, based on language aspect for B3 group, it is found that:

Table 6. Preliminary Test Scores of Children's Storytelling Skills B3 Group for Language Aspects

No.	Score Interval	Number of Children	Percentage	Categories
		Aspects of Non-Language		
1.	20 - 24	0	0	Very Good
2.	15 - 19	9	39.13	Good
3.	10 - 14	14	60.87	Not Good
4.	5 - 9	0	0	Very Not Good
	Sum	23	100	

It can be seen that the B3 group of language aspects, the highest number of children in the bad category (60.87%) and the rest in the good category (39.13%). Children who are in the good category have the character of being able to do the storytelling indicator with the occasional assisted by the teacher and form the basic sentence pattern + predicate + object. Thus, for children who are in the bad category have the character of able to do indicator story by always assisted by the teacher and the sentence pattern of the sentence + predicate or predicate + object. The following table describes the non-linguistic aspects of the B3 group.

Table 7. Preliminary Test Scores of Children's Storytelling Skills B3 Group for the Non-Language Aspects

No.	Score Interval	Number of Children	Percentage	Categories
		Aspects of Non-Language		
1.	16 - 19	2	8.69	Very Good
2.	12 - 15	2	8.69	Good
3.	8 - 11	10	43.49	Not Good
4.	4 - 7	9	39.13	Very Not Good
	Sum	23	100	

Table 7 shows the B3 group of non-language aspects; all children are into all categories. Although the highest number of children was in bad category (43.49%), the next was not good (39.13%), and the rest were in good category (8.69%) and very good (8.69%). Children who are in the very good category have the character of fluent storytelling, no sound of interruptions, views are fixed on all listeners, and the volume is clear. For a child who is in the good category has a characteristic of a small portion is not smooth and issued the sounds of the interrupter, the view is on the teacher and one friend, and the volume is too loud. Meanwhile, children who are in the bad category have discontinuous narrative characteristics, often issuing interruptions, views on teachers and books, and unstable volume (sometimes obviously not).

For a child who is not very good, the child tends to remain silent and has no idea to tell the story despite being assisted by the teacher; always issuing interruptions when explaining the images on every page of the book; the view is on the book; and low volume.

Based on the results of early childhood skills test, the findings obtained

from the groups B1, B2, and B3 both have less ability in storytelling. What characteristics of children have in common is weak in composing simple sentences, telling images still need help teacher, courage in face and volume still need to be stimulated again.

WPB Design

WPB is designed based on the results of theoretical synthesis, expert validation, and the pilot process conducted on the product. In the design area, WPB as an instructional media includes a planning process to engineer the physical form of the message. The message to be conveyed is engineered so that it can be designed in the form of WPB. When designing WPB, the structure of the book's contents consists of a front page containing the front cover, the title of the book, the author's name and or illustrator, the location and name of the publisher, copyright, and instruction on the use of the book; the content page contains the story; and backyard in the back cover of the book.

WPB Front and Back Cover Design

The starting and back page designs include the title of the book, author's name and illustrator, as well as the name of the publisher. The cover page design is tailored to the characteristics of children aged 5-6 years.
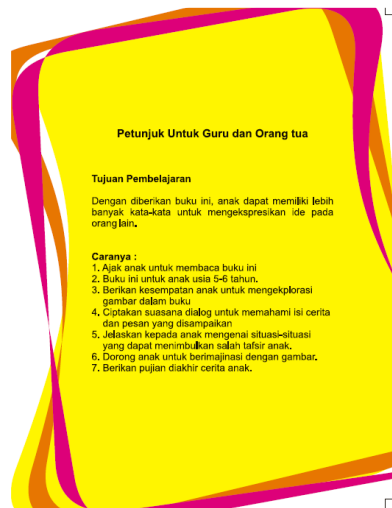

Figure 1. WPB Coverage Page

Page Title Design

Inside this title page only shows the title of the book without any other explanation and is not coloured.

Figure 2. Title page

Page Design Guide for Teachers and Parents

The guidance page is provided as a procedure for both teachers and parents when practising storytelling skills.

Figure 3. Page Instructions for Parents and Teachers

Design Contents Stories

The beginning page of the story is given the text to clarify the character's initial action. The next page is not sent sentence text. Existing text is only a hint as a prohibited sign. The story page is described in a double spread. The story will start on pages 6 to 32. The last page contains the back cover.
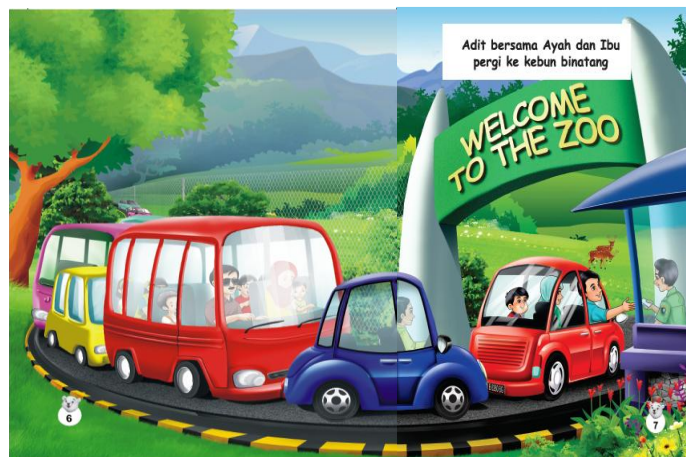
Figure 4. Page Contents Stories

WPB Development

In the development stage contains the realisation of the WPB design. The things that need to be done to make WPB is to determine the age of readers who will use WPB; make the age limit that is not too wide, eg children 2 or 3 years old will have a different type of book than the age of 5 years; master the stage of child development starting from cognitive, linguistic, moral, and emotional and personality; author thinks to be a child; determine the story idea to be taken; begin to make a story in which attention to characterizations, plots, themes and morals, and background (adjusted for the age of the child); create a storyboard of the story created with attention to the design drawings, layout, coloring, physical books and typography of a children's books especially WPB; background color used primary and bright colors because

psychologically, children do not like pastel colors that are considered ugly; after the book is drawn, then printed and show it to children whose age is targeted; ask the child to read the book and ask the child what parts are not understood and boring; give it to parents, teachers, or librarians whether the book is interesting to buy because these three parties will buy the book; after receiving feedback from various sources, refine the script; books ready for use; as well as do mentoring when the child told the story with the book because it has not been able to tell the child without parental or teacher mentoring.

Formative Evaluation
Expert Validation

WPB design validation provided by PAUD learning design expert, child literature expert, and media expert using questionnaire with score range 1 to 5. Media experts fill out 26 points of questionnaire statement with the assessment result of 84.62%. Based on the results of the assessment, it is concluded if the media expert said WPB has entered into criteria very feasible and can be implemented.

A child literature expert was asked 19 points of questionnaire statement with an assessment result of 88.42%. Based on the results of the assessment, it is concluded that if the child literature expert states WPB has entered into criteria very feasible and can be implemented.

PAUD experts fill out 20 items of questionnaires with 87% assessment results concluded if WPB products have entered into criteria very feasible and can be implemented.

One to One Test Results

One-to-one trials are conducted with three children who can to read text smoothly, faltered, and unable to read. Because the child is still at the age of 5-6

years, so no questionnaire is given. The three children interviewed related to the attractiveness of the picture, the selection of paper types, the interest in the book, and the understanding of the picture. The three children were asked to tell the story with WPB guided by the developer through the interview. One to one test results explain that a) Recreation in the title is not understood by three children. Children more explain the story with the theme Go to the Zoo; b) zebra images on the front page is not understood by one child who is unable to read the text. A child who is incapable of reading text thinks of a giraffe because of a long neck while a low-reading child does not understand the zebra because it has never seen a zebra animal and considers it a kudanil; c) deer images are not understood by two children who are unable to read and read choked up because they have never seen a deer; d) the three children do not understand the purpose of the patrol car; e) the three children do not understand the image of the meat; f) the three children do not understand the image of the lion's son; g) the three children do not understand the meaning of the word beast; h) a child who is unable to read the text and read the text with a hiccup does not understand the image of a bear chasing the car of the father and mother. The child recognises him as the bear image is standing.

Small Group Trial Results

A small group trial was conducted on 11 children. Each child is asked to tell the story using the WPB to the front of the class by previously discussed in the group. Based on the overall results of pretest and posttest values found from eleven children who were subjected to small group trials there was one child who experienced a decrease in the score when in the posttest

stage compared with his pretest. Then, one child who has no difference in pretest or posttest score and nine other children has increased for the pretest and posttest score.

Thus, it can be concluded that the results of small group trials found that WPB can improve the ability to tell the story of children from the language aspects except to compose a simple sentence with the sentence - predicate - and caption. For the non-language aspect, WPB is also weak in helping children to have views and volume to all listeners. It is noteworthy that this small group trial of two broken WPB binding. Children panic and report to the teacher. It indicates that the quality of the binding is still not good for WPB, so it needs to be improved regarding binding.

Field Test Results

In the field trial phase assessed the ability to tell children as much as 23 children with WPB given. Based on the results of the overall pretest and posttest score found from twenty-three children subjected to field trials no one child experienced a decrease in the score when in the posttest stage compared with his pretest. Although if detailed in the details of each indicator there is a child who has decreased score.

Thus, it can be concluded that the results of field trials found that WPB can improve the ability to tell the story of children from the language aspect except to compose a simple sentence with the basic sentences - predicate - caption. For the non-language aspect, WPB is also weak in helping children to have views and volume to all listeners.

Discussion

The meaning of the story in the picture book is very much based on the understanding and experience of the child's life, which then tends to be adapted to everyday behaviour. When the child has no experience of interaction with events or objects in the book, the child is unable to tell the picture in the book. The process of assimilation and accommodation in cognitive development greatly determines the smooth telling of a child.

Good images for children's books should be very similar to reality and simple. Simple indicates the image is not too much decoration (crowded). For the child to better understand the picture in the book so that it can tell the story is made coloured even though research conducted by Schneider, Rivard, & Debreuil (2011:2-3), found that there is or no colour in the image does not affect the story delivered by kindergarten children. The study also found that the majority of children are more interested in the content of the story than the colour in the picture. However, staining remains for the images inside the WPB to further clarify the readability of the image.

Given WPB, the child tells the story more smoothly even though teacher help is still needed in guiding the child to tell the story. Teacher's guidance can not escape because the early child still has limitations in thinking. Although WPB does not require the assistance of teachers intensively than when children use picture story books

WPB makes the engagement of adults with children to read pictures together. According to Zadra (2017:1), when reading WPB and telling it, the child feels inside the story, learns to empathise and participate in the story content. Picture reading builds deep interactions with the reader's emotional connection. Zadra (2017:1) examines the existence of WPB as a link to parent and child cooperation in school. Research conducted by Jalongo, Dragich, Conrad, and Zhang (2002:168-171) also found the benefits of WPB is the best way to introduce preschoolers to the

format and design of books as well as to learn to sort the story

The right WPB design for early childhood is seen in terms of picture and color ie the image must be in accordance with reality (contextual), the color selection is close to the actual color of the image, the scene is in the picture maximum 2 scenes in one page of image and the image quality is good so that required professional illustrator. This finding is in line with the results of research conducted by Setiati, Sunarto & Setiawan (2013:35) which raised the importance of the role of storytelling in the event of communication with children. This research produces three models of image communication with all the elements and the way it works based on the child's language indicator. Described by Setiati, Sunarto & Setiawan (2013:43), the ability of kindergarten children staring at images maximum 1-2 scenes/screen, with a total of 4-6 pages. Although the study was a Kindergarten A and not Kindergarten B, the tendency of children able to capture and tell the picture well in Setiati research, Sunarto & Setiawan (2013:43) with the findings of this study equally only a maximum 1-2 scene/page book so WPB is displayed in the form of a double spread page that is one image is in two pages of the book.

The previous experience and knowledge of the objects contained in the drawing greatly determine the ability to tell a child so that the cultural, environmental, socioeconomic background strongly affects the child's ability to tell the picture. This finding is supported by previous research (Crawford & Hade, 2009:66) that describes children reading pictures the same way they do when reading the text. In particular, children build meaning by using prior knowledge and experience. This research uses semiotic data.

WPB should be inserted with moral messages because storytelling is the right method to instil moral values in children. Through the story, the child can convey moral messages that can increase knowledge about the moral values that exist in the community so it can be practiced in everyday life (Chaeruddin, 2016:261) because there is a transformation of values through the behavior and character of characters in the story (Pebriana, 2017:66).

The ability of the child to speak will be related to the ability to tell a story that is necessary to add vocabulary to the children who can support the ability to speak. The pictures in WPB support the addition of new vocabulary for the child to help the child in improving his vocabulary even though the number of unknown images is not too much as it can hamper the storytelling of the children, and become uninterested in telling the story with the book.

Hurlock (1980:151-153) suggests that every child has differences in the progression of speech present in the task of learning to speak. The progress of talks experienced by AUD includes the addition of vocabulary, pronunciation, sentence formation, progress in understanding, the content of speech, and talkative. The ability of the child to speak will be related to the ability to tell a story that is necessary to add vocabulary to the children who can support the ability to speak. The pictures in WPB support the addition of new vocabulary for the child to help the child in improving his vocabulary even though the number of unknown images is not too much as it can hamper the storytelling of the children, and become uninterested in telling the story with the book.

Children who have sufficient speech and basic vocabulary skills will be relatively easy to develop their storytelling skills. Having the ability to speak and mastery of vocabulary in early childhood does not grow by itself but requires teacher

guidance. Thus, creating a book that is appropriate for the child's developmental level will enhance self-confidence and a sense of comfort for the child to read. The lack of text makes the child judged in the same situation by reading the image. Unlike the children are given picture books that have textbooks of course for children who can read the text will not be problematic but for children who have not been able to read the text will cause self-distrust so that interest in reading books or telling stories to be less.

For the implementation of storytelling activities can be optimised well then the selection of storybooks to be used should be more interesting children so do not feel bored with the activity. In addition to these two things, the application of storytelling activities must be supported by a classroom atmosphere that supports the process of the activity, namely by conditioning the child before starting the storytelling activity, the language that the teacher conveys in instructing to the child should be clear and concise and easy to understand. Variations of storytelling activities that can attract the attention of children to follow the activities of telling stories to the end. With the presentation and provision of storytelling activities conducted can train the child's confidence to do any new activities without any fear in self to try.

With the ability of children's imagination is high, the understanding of the image can be displayed for the child, so more understanding in telling the picture. Children can understand the feelings, colours, and other emotional values of an image. The image can hone the child's sensitivity to emotional and affection values. Children's picture books are a combination of literacy that can cover all the needs in their learning. Thus, it can be concluded that the ability of children in telling stories will rely heavily on previous experience owned. Not necessarily a clever child would be better off telling than a slow child. It could be a slow child turns out more storytelling and recognise the object image in the book because of the experience possessed against the object is more than the clever child. This is evident from the results of the one-to-one test when children who according to teachers slow learning ability turned out to have a better understanding of images compared with children whose learning ability is.

By reading picture books without too much text, children learn to use their active imagination to interpret and retell pictures. This research is by the results of research by Setiati, Sunarto & Setiawan (2014:2) which proves the child understands the message through the image long before the child can read the writing. Children associate images with life experiences and understand images based on existing schemes or experience patterns. The short attention span of the child, coupled with the limited vocabulary, puts the image into an important part to help develop the plot and character so that fewer words can be used. Understanding the story on a picture book has been characterised as a constructive process in which a child uses what is already known to help interpret new information in the picture while reading picture-telling books.

CONCLUDE

Every child has differences in the progress of speaking that is in the task of learning to speak. The ability of children to talk related to the ability to tell a story that is necessary to add vocabulary to children who can support the ability to speak. The pictures in the WPB support the addition of new vocabulary to the child so that it can help in improving the vocabulary that belongs even though the number of unknown images is not too much because it can hamper children's storytelling

activities, and become uninterested in telling the story with the book.

To design WPB the main thing the author should do is to consider the target age of the reader as each age will be different in its development stage. Things like image design, colouring, page count, typography, page layout, book size rules, paper type of binding are also of special concern for children's books.

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