

The Influence of Wordless Picture Book to Improve the Ability of Storytelling among Preschool Students

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Abstract—This research aims at revealing the effect of the wordless picture book to improve the ability to storytelling in children aged 5-6 years. This research uses quantitative research approach with the pre-experimental design with One Group Pretest-Posttest Design approach. The subject in this study was 30 children. The data collection technique was using observation with an assessment tool in the form of an observation sheet. Data analysis employed t-test (Paired T). Based on the results of data analysis, the wordless picture book is effective to improve the ability of storytelling among preschoolers. It can improve the students' imagination, vocabulary enrichment confidence.

Keywords—wordless picture book, preschool, ability to storytelling

I. INTRODUCTION

Early childhood education cannot be separated from the storytelling activities. The children are challenged to know the culture of storytelling. It is a play based on the curriculum because when it is child-centered, children are directly involved and engaged freely in the activity to direct most of the process and are very beneficial to the child. Children, when accustomed to storytelling, will be able to develop his imagination, especially when the child sees the visual media. The storytelling has several factors that can affect children through visual stories, such as psychological factors. As previous research explains that physiological factors can impact the depth of visual perception in terms of categorization and meaning interpretation [1].

Through storytelling activities, children are able to express the language and themselves. They can also interact with friends, and enrich their vocabulary. Other research revealed that storytelling by linking children's past experiences and the future. It can also connect intercultural, pedagogical and narrative approaches [2,3]. The recount stories can give the children a simple psycho-social form of speaking and listening in the classroom because this is the original of the child's thoughts and interactions [4]. In fact, many children cannot make storytelling, especially

with storybook. Many children are not confident to perform storytelling in front of his friends.

The children storytelling can use the media or the children own experiences. It will be better if for early childhood facilitate with the use of media because it can support the story and the children imagination to understand the contents of the story. As previous research has shown, using media when telling stories can build children's complex vocabulary, and improve understanding when they often exposed to stories through images [5]. Many media can help children to perform storytelling so they can adjust to storytelling performance without using text. The children can tell confidently and imaginatively. The visual can increase children's vocabulary. One of the media that can improve the ability their storytelling is a wordless picture book.

II. WORDLESS PICTURE BOOK

Several previous studies have shown that using a wordless picture book is more effective when children read stories, but it provides a strong literary experience to influence the development of spoken language and children's comprehension, especially in the development of their literacy [6]. The child can create a story in his own words after viewing images [7]. The wordless picture book has its own characteristics than other books because it combines the text and illustrations to build the overall meaning of the book [8].

Wordless picture book may be capable developing a more positive attitude to books in general, such as, foster the reading habituation [9]. Wordless picture book reading can be the context for exploring children's comprehension strategies [10]. With this media, the children train to make meaning and decide which images to choose among multiple meanings and represent their image-based meaning in oral narration by their linguistic competence [11].

These books are very useful in stimulating language development because children can play an active role in storytelling without any limitation from the text. The wordless picture book also requires a

specific illustration understanding. The illustrations can also increase children creativity. The wordless picture book gives complexity, details, consistency continuity and every complex page is completely facilitated with detail [12]. Previous research has made it clear that a book with no words can provide a strong literary experience to influence the development of spoken language and children's story comprehension, especially in the development of their literacy [6]. The wordless picture book creates an opportunity to build up a visual picture of relevant ideas and concepts that involve problem-solving, reasoning, evaluation, and increase academic vocabulary [13]. The research shows that the wordless picture book stimulates the children to tell by itself based on their own imagination. It also enhances their vocabulary and they become more confident to performed or tell with the wordless picture book because this book has no fixed text.

III. MATERIAL & METHODOLOGY

A. Data

The research used experimental data with storytelling observation sheet. The results were gained from the comparison between the obtained values between pretest and posttests. Before doing posttest, the subject was given treatment by using the wordless picture book.

B. Method

This study focused on preschool children aged 5-6 years. This type of research was using one group pretest-posttest design experiment. The participants in this study were 30 children which those were analyzed before and after the given media wordless picture book. The quantitative data used the design of One Group Pretest-Posttest Design. The data analysis was by using test t-test (Paired T) to reveal the results before and after the use of a wordless picture book.

IV. RESULTS & DISCUSSION

A. Results

The results of the analysis were to reveal the obtained vocabulary, imagination and the children confidence. To know the normality in pretest and posttest data, it can be seen in Table 1 with the Kolmogorov-Smirnov Test. The table was to clarify whether the pretest and posttest data normally distributed. The results of the normality test can be seen below:

TABLE I. KOLMOGOROV SMIRNOV TEST

		pretest	posttest
N		30	30
Normal Parameters ^{a,b}	Mean	6.60	7.37
	Std. Deviation	1.476	1.671
Most Differences	Extreme Absolute	.158	.154
	Positive	.158	.154
	Negative	-.109	-.146
Test Statistic		.158	.154
Asymp. Sig. (2-tailed)		.055 ^c	.069 ^c

Furthermore, to test homogeneity, Levene test was done. The test was conducted to see if the variance was distributed equally. The results can be seen in the Table. 2 of the homogeneity test.

TABLE II. HOMOGENEITY

Levene Statistic	df1	df2	Sig.
1.468	4	22	.246

Based on the homogeneity test above, it gained significance value of 0,246 where it can be declared that the data were normally distributed. Furthermore, the test of normality and homogeneity was done to know the difference before and after the use of a wordless picture book with T-test. The results can be seen in Table 3 below.

TABLE III. PAIRED SAMPLE TEST

Paired Samples	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
1 - pretest - posttest	-.7666	1.59056	.29040	-1.36059	-.17274	2.640	29	.001

It can be seen that the significance value of $0,001 < 0,05$ with significance level α 5%. It shows that there is a difference between before and after the use of a wordless picture book. So it can be concluded that this media is effective to improve the ability of the children's storytelling. The result of pretest and posttest of preschool ability is also proven with pretest

value with 6,60 and 7,37 respectively. Thus, it is known that the ability of storytelling in preschoolers has increased significantly. Figure 1 is showing the values of pretest-posttest for the students' storytelling skills.

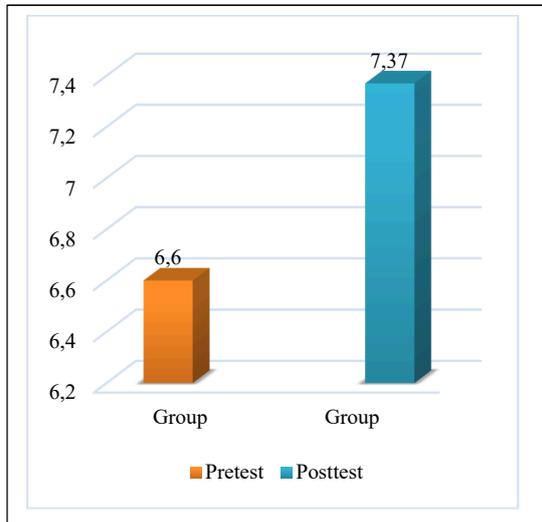


Fig. 1. Results pretest-posttest with wordless picture book

B. Discussion

Based on the analysis results, there are differences before and after using wordless picture books. It can be seen that the wordless picture book gave positive influence to increase the ability of the children storytelling at the age of 5-6 years. It can be seen that children who have storytelling with wordless picture books more adjustable at imagining and making words by itself. With the wordless picture book, the children were more confident to perform storytelling when seeing the picture. It is similar to the previous research that a wordless picture book can be used as a tool to enhance readings according to the students' self-perspective [1].

Wordless picture books can help children in their language skills, especially in terms of storytelling. It is consistent with the previous research that this activity promotes preschoolers' with language and literacy skills, including vocabulary, oral narrative skills, and comprehension [14]. The children can show different abilities in different languages and literacy contexts, such as they can discover the character of imagination in their young age [15].

This research was done to 30 children when reading a wordless picture book. It is found that they are more effective when reading stories through the picture book. The children describe themselves as more adaptive when talking with the wordless picture book. In addition, they also have got vocabulary enrichment. The level of teacher support is also higher when learning with this media. This book makes children confident when performing storytelling without the text. The children are also happier when doing the

activity because they have not been able to read it makes them happy to tell a story with this media. It is supported by the findings that children are more likely to refer to pictorial characteristics and engage in longer conversations associated with the wordless book than textbooks [16].

The wordless picture books have colorful illustrations, each page has attractive colors and motivates the children to tell by their own imagination. The illustration attracts the children's attention and makes the contents of the book more concrete and meaningful [17]. Regardless of the absence of verbal texts, it requires attention, perception, and willingness to participate in the reading game [18]. Other researchers have shown that children in the age of three to five are characterized by their dependence on perceptions because they see what appears to them through the images [1]. It is clear that wordless picture book is effective for children for their language development, especially preschoolers aged 5-6 years.

V. CONCLUSION

The research on wordless picture books has a positive effect to improve the storytelling skills of preschoolers. It proves that children can be more confident when performing storytelling in front of their friends. It provides children to make their own words with new vocabulary by looking at the pictures in the book, and the children can make their own imagination when making words.

This study has limitations since it only uses a few subjects and no control group. For future research, it is expected to examine the wordless picture book with more subject and the control group. This media hopefully can develop among preschoolers with different titles and illustrations to attract the children's attention.

ACKNOWLEDGMENT

We would like to express our gratitude to Universitas Negeri Yogyakarta for the support in this research.

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