

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews theoretical framework that deals with the current study. This review is divided into two main parts: the first part concern to the relevant studies, then continuing with literature review. The elaboration on each part is presented as follows.

A. Relevant of Previous Studies

There are some researches that conducted by the researchers related to this research. The following are the previous study relates to this research:

The first is a research conducted by Intan Karolina with the title *“Teaching Narrative Text in Improving Writing to The Tenth Grade Students of SMA Negeri 1 Petarukan, Pemalang”*.¹ Her research attempted to investigate what are the students’ ability and difficulties in writing narrative text as a “natural” text genre. Her study also focuses on revealing what kinds of processes and circumstances that students use in their narrative seen from the transitivity system. The finding shows that the students’ errors on their writing are verb pattern error, sentence sprawl, and punctuation. These errors are mainly caused by over-generalization and ignorance of rule restriction that students do.

¹Intan Karolin. Undergraduate Thesis: *Teaching Narrative Text in Improving Writing To The Tenth Grade Students of SMA Negeri 1 Petarukan, Pemalang*. Semarang: Universitas Negeri Semarang, 2006.

The similarity of this research and Intan's research are the teaching material is narrative text and the skill is writing. The difference between her research and this research is, this research uses media that is story skeleton to teach writing narrative text and what the result of using story skeleton to teach writing narrative text.

The second is a research conducted by Devigantari Agusta with the title is "*Improving Students' Ability in Writing Narrative Texts Using Short Animated Stories*".² Her research is aimed at improving students' ability in writing narrative texts using short animated stories. The result indicated that students made considerable improvement in some aspects of writing skills such as content, organization, vocabulary and grammar and mechanics.

The similarity between this study and her study is the use of media to teach writing narrative text. Besides there have differences between this study and Devigantri's study. Those are media that is used is different, she used short animated story while in this research used story skeleton. The, the aim of the her research is to know the improving students' ability while this research focuses on how the use story skeleton to teach writing narrative text and what the result of the use story skeleton in teaching narrative text.

The third is a bachelor thesis written by Hana Skrivankova with the title is "*Storytelling in a Classroom and Its Usage for Development of Listening and*

²Devigantari Agusta. Undergraduate Thesis: *Improving Students' Ability in Writing Narrative Texts Using Short Animated Storiesat Class VIIC at SMPN, Sanden Bantul in Academic Year of 2013/2014*. Yogyakarta: Universitas Negeri Yogyakarta, 2015.

Speaking Skill".³ In her research, she discusses about the use of story skeleton as a preparation for telling a story. She describes that story skeleton helps the teacher remember the main points of the story and subsequently tell the whole story without any confusing pieces of information. The preparation means writing down a plot outline and major information about the characters in minimal form. It provides a bare frame of the story, records the essential parts, whereas the teacher task is focus on the development of such elements.

The similarity with this study is the media that is story skeleton. In this study story skeleton is used as media for teaching writing narrative text whereas in Hana's thesis, story skeleton is used by the teacher as his/her preparation before telling a story. Story skeleton is suitable for teaching writing narrative text because it shaped as an outline of a story. In writing a story, the author requires an outline that contains detailed information even outline of a story to be written. Therefore the story skeleton can be used to assist the process of writing a story.

The fourth is a bachelor thesis conducted by Tatum Ariessa Akmala entitled "*The Use of Animated Film to Improves Students' Ability in Writing Narrative Text*".⁴ Her research is aimed to know the implementation of animated film in teaching narrative text, how is the ability of students in writing narrative

³ Hana Skivankova. Bachelor thesis: *Storytelling in A Classroom and Its Usage for Development of Listening and Speaking Skill*. Czechoslovakia: Masaryk University Brno. 2008.

⁴ Tatum Ariessa Akmala. Undergraduate thesis: *The Use of Animated Film to Improves Students' Ability in Writing Narrative Text (A Classroom Action Research at The 10th Grade of Madrasah Aliyah Negeri Pemalang in The Academic Year of 2010/2011*. Semarang: Wali Songo State of Institute for Islamic Studies, 2011.

text, how can animated film improve students' ability in writing narrative text. The result of her research is the ability of students to write narrative text improves. It is because they can catch the idea because they watch and know the plot. The similarity between this study and Tatum's research is the use of a media in teaching writing narrative text. Whereas the difference is the media used in this study is story skeleton.

The fifth is a journal written by Shutta Crum with the title is "*Story Skeleton: Teaching Plot structure with Picture Books*".⁵She discusses about teaching plot structure using story skeleton. She stated that story skeleton can help students to master the sequence of the action in a story. Sometimes students are falter which items of the story that should go first, second, and third of the action in a story. Story skeleton provides a sequence of event which occurs in the story. It guides students to place the plot structure correctly.

The similarity with this study is the media that is story skeleton. In this study story skeleton is used as media for teaching writing narrative text whereas Shutta Crum used story skeleton to teach plot structure with picture books.

B. Literature Review

1. Writing

a. The Nature of Writing

⁵Shutta Crum. Article: *Story Skeletons: Teaching Plot Structure with Picture Books*. (Michigan: Library of Michigan, 2005), 1-8.

Harmer states that writing is a process that we write is often heavily influenced by constraints of genres then these elements have to be present in learning activities.⁶ Boardman states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing.⁷ Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using the written word.

Furthermore, according Essay writing can be specified into four categories. The first is expository. Its writing gives information or explains something through a carefully crafted mix of key points and critical support. The second is persuasive. It attempts to convince the reader that a point of view is valid, or to persuade the reader to take specific action. The third is narrative. It recounts a personal experience that all details work together in an integrated way to create a complete story with beginning, development and turning point, and resolution. And the fourth is imaginative. It invents a situation, perspective or story based on the writer's imagination.

Thus, it can be noted that the writing can be classified into cognitive domain and affective domain. Cognitive domain from the opinions which can be based on facts and reality such as recount,

⁶Jeremy Harmer, *The Practice of English Language Teaching*, 3rd Ed, (New York: Pearson Education Limited, 2004), 86.

⁷ Cynthia A Boardman. *Writing to Communicate: Paragraph and Essay*. (New York: Longman, 2002), 11.

exposition, articles, reports, etc. Whereas the affective domain from the imagination which can be based on fiction such as story, spoof, poetry, dramas, etc.

b. Problems of Writing

According to Msanjila there are six common problems that may occur when doing writing.⁸ Those problems are capitalization problem, punctuation problem, inexplicitness or fuzziness, poor organization or illogical sequence, spelling problem, and the last is grammatical errors. The students should pay attention on those six points to be able to make good writing text.

c. Steps of Writing

Writing is one of productive skills that need a process. To have a good product of writing, the writer should have a good process of writing. The writer should have a good plan and a clear purpose to make the readers understand the message.

According to Harmer writing process is the stages that a writer goes through in order to produce something in its final written form. There are four steps in writing processes:⁹

⁸ Y. P. Msanjila. 2005. Problems of Writing in Kiswahili: A Case Study of Kigurunyembe and Morogoro Secondary Schools in Tanzania. *Nordic Journal of African Studies*, Vol 14(1), 15–25.

⁹ Jeremy Harmer, *How to Teach Writing*, (New York: Pearson Education Limited, 2004), 4.

1) Planning

When planning, the writer has to think about three main issues. In the first place, they have to think about purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use and the information they choose to include. Secondly, they have to think about the audience, they are writing for, since this will influence not only the shape of writing, but also the choice of language. Thirdly, writer has to consider the content of the structure of the piece that is how best to sequence the fact, idea or argument which they have decided. This stage called pre-writing.

2) Drafting

The first version of writing called draft. The writer must use the idea that he generated in the planning as a guide. This stage needs an editing for checking the text.

3) Editing

It is almost impossible to write a perfect paragraph on the first try. The first try is called first draft. Perhaps the order of information is not clear enough or the discourse marker is wrong. The way to revise and improve the first draft is called editing.

Editing is essential part of preparing a piece of writing for public reading or publication. Richards and Willy stated that “in editing, the writers check grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like”.

4) Final Version (Final draft)

Writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

Ramirez states that writing can be done through some phases as the following quotes:¹⁰

“Writing activities can be structured along developmental, process-oriented, and proficiency-based models. A process oriented approach would call for a prewriting phase, a drafting or writing stage, and a revising phase. Each phase would enable students to focus their attention on different aspects of written communication: content, organization, purpose, audience, and grammatical accuracy.”

¹⁰ A.G.Ramirez, *Creating Context for Second Language Acquisition*. (New York: Longman, 1995), p.300

Thus, it can be concluded that writing needs a process. The first is planning, in this stage students write list of their ideas, the structure and the purpose of the text. The second is drafting. After they choose the topic, the structure and the purpose of the text, they generate it all into paragraph. The third is editing. In this phase, students check grammar, spelling, punctuation, diction, sentence structure, organization of the paragraph, etc. The fourth is revising. Students do final check of the text. They can read the text and recheck. If it necessary they can make changes, and produce a final version of the written text. Therefore, they need to check the text twice in order to make sure that there are no mistakes.

d. Teaching Writing

Harmer states that teaching means to give (someone knowledge) or to instruct or train (someone).¹¹ This means that the teacher performs a specific task or activity intention to encourage students to learn. So, teaching writing means that the teacher gives some knowledge about writing activity to students so that they can write a text well. Teaching writing is important because

¹¹Harmer, Jeremy, *How to Teach Writing*, (New York: Pearson Education Limited, 2004), p.57

Writing is a skill which is important in school and after school; writing for many students is a skill which can unlock the language arts. Students who have never read before often begin to read in the writing program. They have to read their own words to find out what they have said and decide how to say it more effectively; writing is thinking; writing is an ethical act, because the most important quality in writing is honesty; writing is a process of self-discovery; writing satisfies man's primitive hunger to communicate; writing is an art, and art is profound play.....(Abridged from Donald Murray 1973: 1234:1237).

Brown classifies linguistics aspects into micro skills and communicative aspects into macro skills of writing. The list of micro and macro skills of writing is presented as follows.

1) Micro skills of writing

- a) Produce writing at an efficient rate of speed to suit the purpose.
- b) Use acceptable grammatical systems, such as tense, agreement, pluralization, pattern and rules
- c) Express a particular meaning in different grammatical forms.
- d) Produce graphemes and orthographic patterns of English.
- e) Produce an acceptable core of words and use appropriate word order patterns.

2) Macro skills of writing

- a) Use the rhetorical forms and conventions of written discourse.
- b) Appropriately accomplish the communicate functions of written texts according to form and purpose.

- c) Convey links and connection between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
- d) Distinguish between literal and implied meanings when writing.
- e) Develop and use battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing the fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Teaching writing well is not easy. It must be several steps to be successful in teaching writing. Harmer states that there must be five steps at least in teaching writing.¹² The first step is demonstrating. In this stage, teachers give students examples of a text type that is going to be learned. They are explained in details, like its purpose, social functions, and grammatical feature. Students are given an understanding related to the differences among text types. The second step is motivating and provoking. In this phase, teachers are about to provoke and motivate students in finding ideas with fun ways. Teacher can construct an eliciting stage, for example, teacher prepares some jumble pictures to be shown.

¹²Harmer, Jeremy, *How to Teach Writing*,p.41

From the pictures, students can find their ideas. They can ask teachers for the correct sentences after they get ideas.

The third step is supporting. In writing process, students often have many questions to ask. It indicates that they need a lot of help from the teacher. Mostly they ask about language features, such as vocabulary, grammar, punctuation, and many others. Here, teacher should be available to help students in classroom. The fourth is responding. Responding here means the teacher only gives comments and suggestions without giving full correction on students' work. The last step is evaluating. It is considered as a must in every task or activity. In this phase, teacher judges students' final product and gives score. Teacher gives correction on each mistake so that students know their mistakes and further it can be a reflection for them. They can learn from those mistakes.

2. Narrative Text

a. Definition of Narrative Text

Meyers states that narrative is one of the most powerful ways of communicating with others.¹³ A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.

¹³Alan Meyers.*Gateways to Academic Writing: Effective Sentence, Paragraph, and Essays*. (New York: Pearson Education Inc.2005), 52.

Moreover, Anderson states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.¹⁴

According to Thomas S. Kane narrative is a meaningful sequence of events told in words. Sequence involves an arrangement in time for example the movement from the first event to the last event constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it.

From these opinions, it can be said that a narrative text is usually a product of writing in the form of a story which happened in the past in a certain time. The story is ordered in chronological plot which can be enjoyed by the readers. It also contains a moral value. The purpose of narrative story is to entertain and give a moral value for the reader.

b. Generic Structure of Narrative Text

Derewianka states that the steps for constructing a narrative are:¹⁵

- 1) Orientation, in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.

¹⁴Mark Anderson and Kathy Anderson.*Text Types in English 2*.(South Yarra: Macmillan Education Australia PIY LTD, 1997), 8.

¹⁵ Beverly Derewianka.*Exploring How Texts Work*. (London: Primary English Teaching Association, 1990), 32.

2) Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporarily) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

3) Resolution

In a satisfying narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end?).

In addition, Coffman and Reed state that narratives have been described as having several common components including a setting, plot (series of episodes based on goals, attempts, outcomes), resolution or story ending.¹⁶

¹⁶Gerry A. Coffman and Melissa D Reed.2010.*The True Story of Narrative Text: From Theory to Practice*(<http://www.emporia.edu/teach/ncate/documents/CoffmanandReed.pdf> , 20 April 2016)

Meanwhile, Anderson shows the steps for constructing a narrative text. They are: (1) Orientation, it is the opening story which tells about the characters, the setting of time and the setting of place. (2) Complication, that containing some events of the story. (3) Sequence of events, where the characters react to the complication. (4) Resolution, where the characters finally solve the problem in the complication. (5) Coda contains a comment or moral values which can be learned from the story, but this is an optional step.¹⁷

Based on the statements above, it can be concluded that narrative text has three generic structures those are: (1) Orientation which introduces the characters of the story (the main character and perhaps the minor character), where the story takes place, and time when the story happened, (2) Complication which contains of the problem that faced by the characters and sometimes unexpected event happened, (3) Resolution which tells how the problem is solved. So this part is the end of the story.

3. Media

a. The Nature of Media

Media are the means for transferring or delivering messages. It is called the educational medium when the medium transfers message for the

¹⁷Mark Anderson and Kathy Anderson. *Text Types in English 2*..... 8

purpose of teaching.¹⁸ In addition, Gagne and Briggs cited on Azhar's book stated that medium is device used to deliver content of material which includes some of books, recorder, video, film, photograph, picture, television, and computer. Moreover, Azhar states that medium is a component of learning source or physical vehicles that consists of instructional material in students' environment which can motivate students to learn.

Thus, it can be concluded that media is a tool used in teaching process to help teacher transfer the message to the students. Media will help students to gain knowledge, skill, moreover attitude. It is hoped that teaching using media, the students will be motivated in learning especially English. So that students will be easy in receiving the materials.

b. Kinds of Media

In general, there are three kinds of media. They are audio, visual, and audio visual media. Audio media are media that can be listened to, while visual media are media that can be seen. Kasbolah states media that involve the senses of sight and hearing are named as audio visual media.¹⁹ Furthermore, he states that there are some visual media in general,

¹⁸ Christine.1991.The Importance of Educational Media in Teaaching. *Bulletin of Social Education*. Vol.20, pp.61-88. from <http://www.fed.cuhk.edu.hk/en/bse/9120/9120061.html> accessed on 02/052016 10:30.

¹⁹ Kasihani Kasbolah.*Teaching-Learning Strategy I*. (Malang: IKIP Malang, 1993), 57.

and they are (1) still pictures, (2) realia, (3) drawing or teacher-made drawing, and (4) charts, posters, cartoons, and real objects.

Based on Oxford Learner's Dictionary visual media are a picture, map, piece of film, video, map, etc. used in teaching to help people to learn or understand something.²⁰ It can be also defined as things that can be seen which are used as teaching aids.

Heinich and Molenda mention that the primary function of visual media is to serve as more concrete referent to meaning than to spoken or written words.²¹ Furthermore, they stated that visual media could also motivate learners by increasing their interest in a text or presentation. They attract attention, sustain attention, and generate emotion. Re-interaction is another function of visual. They can underscore the information in printed material or verbal narration by presenting it in a different form. Visual can simplify information that is difficult to understand and remember. It is better for teacher to use visual media in their teaching activity. In addition, they state that a chart should have a clear, well-defined instructional purpose.

Story skeleton is composed of mixture of chart and picture. Chart forms in human body and picture shows the characters of the story. It expresses only one story concept that is narrative story. Story skeleton

²⁰Oxford Learner's Dictionary, 2002, 1446.

²¹Robert Heinich, Michael Molenda, and James Russel.1993.*Instructional Media: and The New Technologies of instruction*. Canada: John Willey & Sons, Inc.

highlights the important points of a story such as brief description of introduction, complication, and resolution. It is presented on different part of the chart (human body) which on each part of the body has its purpose. The students write a story with the guidance from the story skeleton as their story outline. It helps students to write the story simple and understandable.

4. Teaching Writing Narrative Text Using Story Skeleton

According to Oxford Dictionary, story is description of past or imaginary events while skeleton is basic outline of a plan, piece of writing, etc. Story skeleton is organization of a story which involves the identification of the characters, the place, the problem, the goal, as well as the delineation of the sequence of events leading to the resolution of the previously stated problem.²² Story skeleton is only drawn in the form of human body.

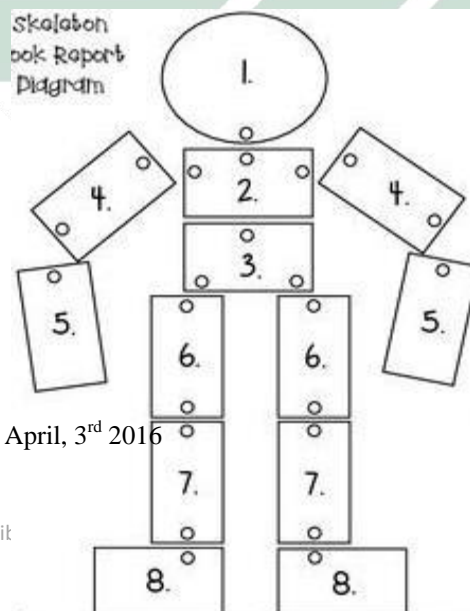
Many teachers use a variety of story-mapping techniques to help children see relationships between ideas, including clustering, webbing, and listing items and actions that belong to the beginning, middle, or end of a story but how a student knows which items listed in the "middle" section of a story map should go first, second, third? Sometime it is the sequencing

²²Public School of North Carolina, NC Department of Public Instruction, *Second Language Studies: Standard Course of Study and Grade Level Competencies*. (North Carolina: NC Department of Public Instruction, 2004), 201.

of the action in a story that can cause the student to falter.²³ Furthermore she says that his step can be mastered through the use of visual and textual examples of standard plot structures. Stories have internal structures that hold them up, too. Knowing what the skeleton of a story looks like early in the process makes knowing what to write next in the drafting and revising steps a lot easier.

Story skeleton can be used for teaching reading, speaking, and writing. In teaching reading using story skeleton, the story skeleton is used as a book report. The students are given a mystery book of a story. They analyze contain of the story book. In this project, students read about the story. Use the pieces of the body that are provided. Put the skeleton together with brass fasteners, string, or yarn. All sentences need to be typed, cut out, and glued to the part of the body in which it belongs. The direction of each part is below:

Picture 2.1 Story Skeleton Book Report



²³ www.shuttacrum.com accessed on April, 3rd 2016

1. Head : draw and color the face of the main character. Write your name on the back of the head.
2. Chest : draw and color the setting where and when the story takes place.
3. Hips : write 1-3 sentence in your best writing that explain the main problem or adventure in the book.
4. Upper Arms: write the names of other important characters. Add how each relates to the problem or main character.
5. Lower Arms: write interesting details from the book.
6. Thighs : write other problems that the character must solve on the way to solving the main problem.
7. Lower Legs: write ways the character gets out of the adventure or solves the main problem – the climax and solution.
8. Feet : write one thing you like about the book on each foot.

Concerning to the use of story skeleton to teach reading, story skeleton is used in telling story. Teacher and students can use story skeleton before they tell a story. Sometimes, teacher needs to tell a story in

teaching process. It is quite obvious that before telling a story the teacher should spend certain time with preparation. Teacher should be confident of the storyline and know exactly how to begin and finish the story. Besides, Wright states that careful preparation provides teachers and students with great amount of confidence within telling story, it contributes to the fact that learners grasp the teacher's narration clearly, and it enables the teachers to concentrate on the pupils as well, not solely on the story.²⁴

The preparation of the skeleton means writing down a plot outline and major information about the characters in minimal form. The skeleton then provides a bare frame of the story, records the essential parts, whereas the teacher's task is to focus on the development of such elements. The skeleton enables teacher to look occasionally into it during narrates a story. Teacher should avoid memorizing the story except from the expressions and phrases typical for the particular story or fairy-tale. Hence, making a story skeleton helps teacher remember the main points of the story and subsequently tell the whole story clearly, without any confusing pieces of information.

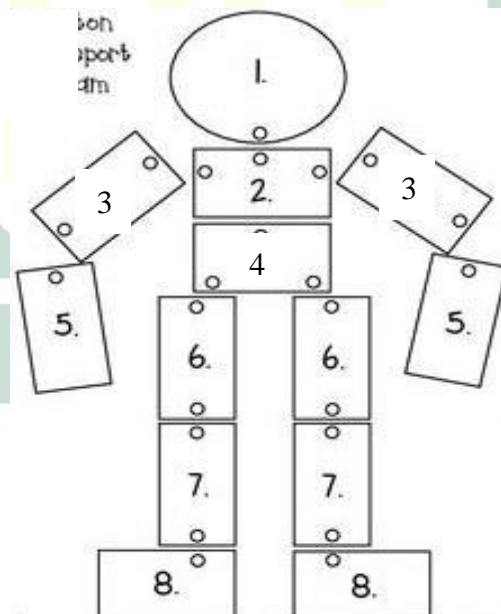
For the students, they need to make an outline of a story before presenting telling story. They are not suggested to memorize all the content of the story moreover each word. They have to remember the main point of

²⁴ Andrew Wright. *Pictures for Language Learning (5th ed.)*. (Australia: Cambridge University Press, 1989), 78.

the story such as the characters, setting (place and time), the problem and problem solving, and others which have been placed in story skeleton. It helps students to memorize the story. So that the students telling a story clearly without any confusing information.

Furthermore, story skeleton is used to help students to make scaffolding first for their writing before they construct it completely. It helps them to keep their idea of their writing. In this study the teacher adapts story skeleton from teaching book report and telling story to teach writing with the purpose is students are able to make a story. Here is the story skeleton for writing:

Picture 2.2 Story Skeleton for Writing



1. Head : Writes the main character and the title on the head
2. Upper body: writes the setting where and when the story take

place.

3. Upper arms: writes the other important characters. Gives the character's name and why they are important.
4. Hips : Writes the main problem and one paragraph about Summary of the story.
5. Lower arms: Provides interesting details from the story.
6. Thighs : Write other problems that the character must solve on the way to solving the main problem.
7. Legs : Explain how the main character solves the main problem.
8. Feet : State the moral value that can be taken on each foot.

The collaboration between story skeleton and steps of a good writing is good to guide students to write narrative text. Teacher explains the steps to use story skeleton. Firstly teacher asks students to choose one story about legend as the topic. It is called as planning. Secondly teacher guides students to make an outline of their story using story skeleton. This phase is called as drafting step. In this step teacher asks students to write the title and the main character on the head of the skeleton. Then, students write the setting of the story on the part of story skeleton number 2. Then, students write the supporting characters or other important characters and give the reason why they are important in the part number 3. After that, students

write the main problem and also one paragraph about summary of the story in the part number 4.

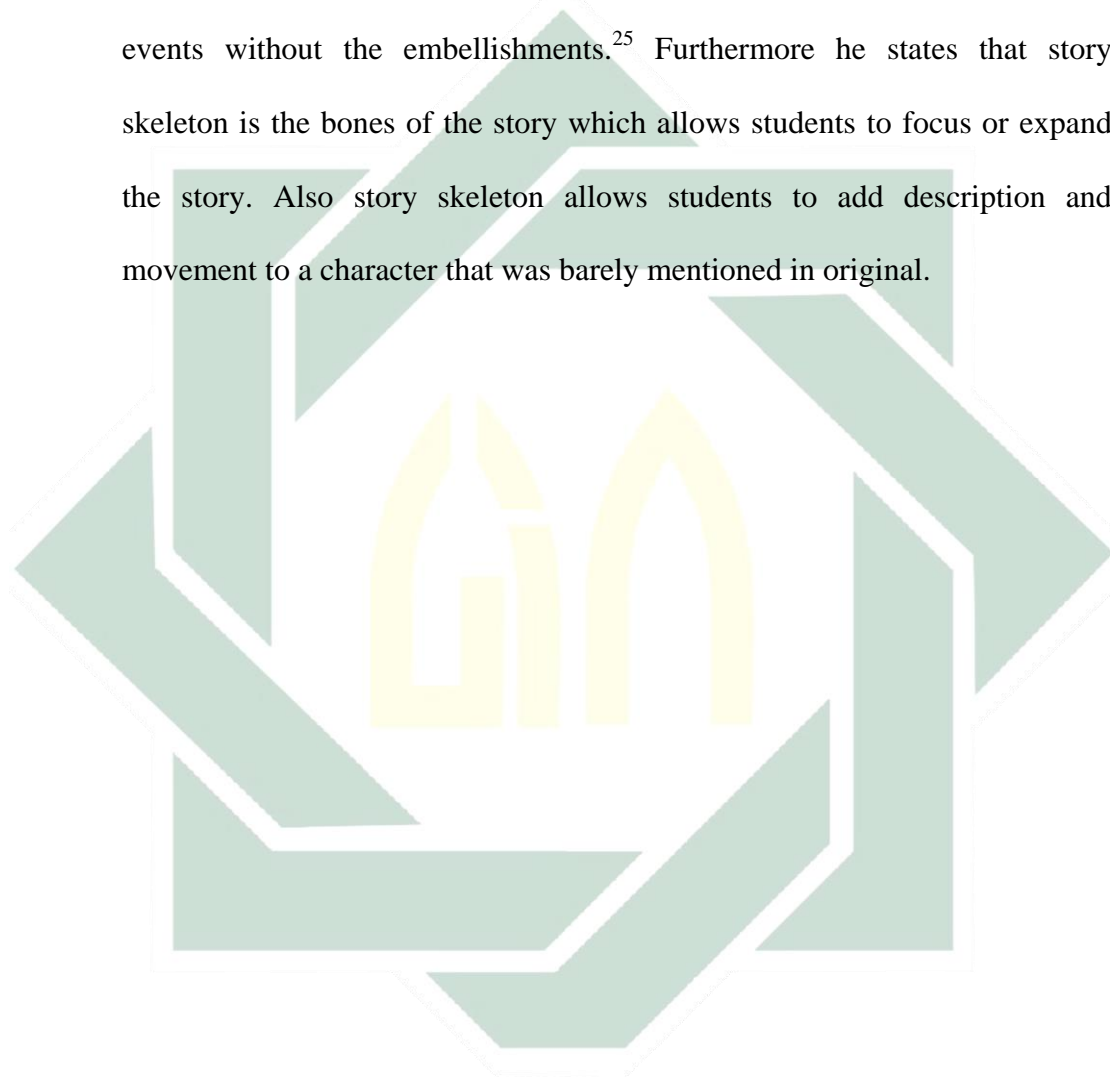
The next is, students write the interesting thing from the story in the part number 5. It represents the reason why they choose this story. In the part number 6, students write other problem that occurs. A story may have more than one problem. Afterwards, students explain how the main character solves the main problem. It is placed in the part number 7. The last part, students provide moral value which can be learned from the story. This phase can be stated as drafting step.

After students finish in making outline, they start to write and develop the story skeleton into paragraphs. When they have done, they should re-read the text in order to check whether or not there is a mistake. This also means students do editing step. The next step is revising. Students re-read one more to make sure that there are no other mistakes on their writing.

The story skeleton is suitable for teaching writing narrative text. There are some considerations that make story skeleton suitable for teaching writing narrative text. Story skeleton provides detail part of a story. In the body skeleton consist of story plot. Students are guided to write a story in sequence. The sequence of the story that shown in body skeleton, starts from the introduction of character, place and time. The next sequence of events shows where the characters face problems. And the last is how the characters

resolve the problems faced. Beside that students allow to expand the story such as the events or problems and the character. But it should be underlying the theme.

Bill states that skeleton gives the basic sequence of characters and events without the embellishments.²⁵ Furthermore he states that story skeleton is the bones of the story which allows students to focus or expand the story. Also story skeleton allows students to add description and movement to a character that was barely mentioned in original.



²⁵ Bill Gordh. *Stories in Action: interactive tales and learning activities to promote early literacy*. (London: The Greenwood Publishing Group, Inc., 2006), 25.