CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter demonstrates about finding and discussion. In the finding draws result of the research about how the story skeleton used to teach writing narrative text and whether story skeleton is able to improve students' writing skill in narrative text or not. While other parts, discussion explains about information that get from finding.

A. RESEARCH FINDINGS

This research is an observation research on the use of story skeleton to teach writing narrative text. It is aimed to know how story skeleton is used to teach writing narrative text and what the result of using story skeleton to teach writing narrative text at the tenth grade students of MAN Ngawi specially class X MIA 1 in the academic year of 2015/2016.

The research had been conducted on May 2nd - 18th 2016. On May May 2nd - 16th 2016 the researcher did the observation of teaching and learning in the classroom using story skeleton. While May 17nd - 18th 2016 the researcher interviewed the teacher and students. The researcher interviewed the teacher about the use of story skeleton to teach writing narrative text. The researcher also interviewed the students to know their comment about writing narrative text using story skeleton. Then, the researcher checked the observation checklist based on the result of interview on teacher. After that, the researcher asked the teacher about the data of students' writing score before using story skeleton and

after using story skeleton. After wards, the researcher interviewed the students in order to know their comments about writing narrative text using story skeleton. The descriptions of results are as follow:

1. The Use of Story Skeleton to Teach Writing Narrative Text

The use of story skeleton to teach writing narrative text covers some aspect. The descriptions of the results are explained below:

Table 4.1 The Result of Observation on Teaching Narrative Text Using Story Skeleton

Rated Aspects		Yes	No	Note
A. Preparation				
1.	Syllabus in accordance with the curriculum	√		
2.	Lesson plan in accordance with the syllabus	√		
3.	Learning materials in accordance with the objective of lesson	√		
4.	Learning materials in accordance with students' level	√		
5.	Teaching technique in accordance with the objective of the lesson	√		
B. Teaching				
1.	Follow a sequence of learning materials using story skeleton	√		
	a. Pre-learning			
	1. Conducts apersepsi activity (such as showing a figure of story skeleton and ask students to guess what this means)	√		
	2. Delivers competency standards and learning objectives	√		

	b. Main learning			
	1. Provides observing activity (such as pay attention when teacher explain the material)	√		
	2. Provides asking activity (such as teacher stimulates students to ask about the story skeleton or the material)	√		
	3. Provides exploring activity (such as students analyze a story using story skeleton and wite a narrative text using story skeleton)	√		
	4. Provides associating activity (such as student presents the result of their discussion in their group and student check his/her friend task)	√		
	5. Provides communicating activity (such as student persents their result of gorup discussion in front of class)	√		
	c. Closing			
	1. Involves students in a reflection or summary	√		
	2. Provides closing activity or task as remedial or enrichment	√		
2.	Variety of learning activity in teaching using story skeleton	√		
3.	Provides the opportunity for students to ask question to teacher	√		
4.	Provides the opportunity for students to interact with other students	√		
C.	**Media**			
1.	Effective and efficient			
	a. Raises students interest of the lesson	√		
	b. Leads students' attention to the lesson	√		

		√		
	c. Helps students to understand the lesson	√		
	d. In simple shape	√		For some students it was bored because the shape only human body.
	e. Is cheap	√		
	f. Is easily obtained	√		
2.	Engages students in the use of media	√		
3.	Interesting			
	a. Makes the learning process fun and not boring	√		
	b. Has unique design and colorful		√	For some students the design was monotonous.
D.	**Class Management**			
1.	Time allocation in accordance with the lesson plan		√	Teacher need 5-10 minutes in the second and third meeting
2.	Involves individual and group activities	√		
3.	Variety seating arrangement	√		Only in group activity that students seat with their group while the desk was united.
E.	**Assessment**			
1.	Conducts final assessment	√		
2.	Rubric in accordance with the objectives	√		

Based on the research findings, the descriptions of the use of story skeleton to teach writing narrative text are described as follow:

a. Preparation

Based on the observation, the syllabus is in accordance with the curriculum. Then, the objectives of the teaching and learning of writing narrative text using story skeleton has been related to the standard competency and base competency stated in the syllabus. Learning material is in accordance with the objectives of the lesson and students' level. The teaching technique is also in accordance with the objectives of the lesson.

The teacher taught writing narrative text in three meeting. The first meeting was not used story skeleton while the second and third meeting, teacher used story skeleton. In the first meeting teacher asked students to write a narrative text with the theme was about the legend of a place. Teacher provided some title such as: *Roro Jonggrang as known as Prambanan Temple, The Legend of Banyuwangi, The Legend of Surabaya, Sangkuriang which as known as The Legend of Tangkuban Perahu, and The Legend of Crying Stone.*[1]

In the second meeting, teacher asked students to analyze narrative text about The Legend of Lake Color using story skeleton. It was a group work. While in the last meeting, teacher asked students to write narrative text using story skeleton as the outline. The text that students wrote was about personal legend. Teacher provided some titles such as: *Timun Mas, The Golden Snail, Lutung Kasarung, Malin Kundang, Jaka Tarub and Nawang Wulan, and Bawang Putih dan Bawang Merah.*

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[1] Based on observation with teacher on Tuesday, May 17th 2016

Based on the observation, the teacher used some strategies in teaching writing using story skeleton such as lecturing, demonstration, and giving an assignment. Firstly teacher used lecturing. Lecturing method is used to explain what story skeleton is and what the contents of each skeleton body part. Secondly teacher demonstrates how to analyze a text using story skeleton. Beside that teacher also explains how to use story skeleton as an outline for writing narrative text. Thirdly teacher gives two kinds of tasks to students. The first task is analyzing a narrative text using story skeleton. It was a group work. The second task is writing a narrative text using story skeleton. It was an individual task.

Beside that teacher also gave homework for students to answer question about narrative text in the LKS. It purposed to make students learn independently the material at home. And also students' exercise to depth their understanding about narrative text.

b. Teaching

Based on the observation on teaching and learning activities, it reveals some findings. Generally the process on conducting the lesson divides in three stages: opening, main activity, closing.

1) Opening

This activity was greeting and asking for student's condition. After entering the class the teacher opened the class. The statement

is *"Assalamu'alaikum students".* Then the teacher went on with brainstorming. That was showing a picture of story skeleton on PPT. The teacher asked students what the picture is. The teacher statement was "*Do you what is this picture?"*

2) Main activity

In the main activity, teacher conducted five activities.[2] The first is observing. Teacher started the main activity by asking such as: "do you know what is story skeleton?". Then students attentively observed teacher explanation about story skeleton. Teacher explained the definition, the function, and how to use story skeleton in writing narrative text. The second is questioning. In this part teacher guided students to ask about story skeleton used in writing narrative text. For example: "How to determine which one is the main problem?". The third is exploring. In this part students analyze narrative text using story skeleton. It is group activity. Then in the next meeting they write a narrative text using story skeleton as an outline. The fourth is associating. In this section, the representation of the group explains the result of their discussion to their own group. Whereas in the next meeting students ask his/her pair to re-check their written text before submitted to teacher.

3) Closing

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[2] Based on observation with teacher on Friday, May 13th 2016

This activity was closing the lesson. Teacher gave reflection and feedback about the lesson today. In the second meeting, teacher gave students homework on LKS. Teacher closed the teaching by reciting *"Alhamdulillah we have done, see you next meeting. Thank you for today and Wassalamu'alaikum"*

In addition based on interview with teacher about how the use of story skeleton to teach writing narrative text, teacher followed some steps. Firstly teacher asked students to determine the topic of the story. After that students made an outline from story skeleton started from wrote the main ideas until the last step that was stated moral value of the story. Then, they wrote the outline into paragraph which was in accordance with the structure of narrative text.

The first paragraph is orientation, which consist of the character, place, and time of the event. It covered on skeleton's body number 1 and number 2. The second paragraph is complication. In this part, the paragraph covers the supporting characters and the main problem of the main character. It contains on skeleton's body number 3 and number 4. In complication paragraph it may consist more than one paragraph. It depends on problems faced by the main character. It covered on skeleton's body number 6. The next paragraph is resolution. In this paragraph, students wrote the problem solving of the story. How the main

character solved the main problem. It stated on skeleton's body number 7. Skeleton's body number 8 consist of moral value which can be taken from the story.

Thirdly teacher asked students to check their grammatical, punctuation, nd others whether or not there was a mistake. Teacher also asked students to check the paragraph whether or not there was a mistake about cohesion or coherence. Then the last was students did the final check. There might make a change if it was necessary. But in this phase the written text was ready submitted to teacher as the reader or audience. Thus were the procedure that teacher used to teach narrative text using story skeleton.

c. **Media**

According to the observation and interview, story skeleton raised students' interest to the lesson, lead students' attention, and helped students to understand the lesson. So story skeleton is effective to teach writing narrative text. Story skeleton was presented in simple shapes, the material is cheap and easily to obtain. It also engaged students in the use of the media. So students were involved in making and using the media.

In addition, teacher needed another media to support teaching and learning process. She used Presentation Power Point (PPT) in delivering the material and explaining about story skeleton. The reasons were PPT

showed the learning point and allowed user to insert picture, audio and video. It supported teacher to explain story skeleton.

Furthermore, story skeleton has advantages and disadvantages. The advantage of story skeleton was to make students more aware of the entire contents of the narrative text. Empowered students in analysis a text so that they know in detail what is in the text. When students created a narrative text, the sequence of event was coherent. They could also develop the story of the points that had been written. The disadvantage of story skeleton was consuming a lot of time if the student had to describe and coloring characters and setting of time and place. The shape was too monotonous. Because the shape only human body.

d. **Class Management**

Based on the result of observation and interview, teacher needs 5-10 more minutes in teaching writing narrative text using story skeleton. So that teacher takes more time in practicing. It was not accordance with the teacher's time allocation which stated in lesson plan. There only in group activity had different seating arrangement.

e. **Assessment**

Regarding to the result of observation and interview, teacher assessed students' writing used rubric. Rubric had been discussed with other English teacher. The rubric was in accordance with the objectives. So that teacher measured what should be measured.

2. **The Story Skeleton Improves Students' Writing Skill in Narrative Text**

   a. **Students' Writing Score**

   Subjects of the study in this research are 33 students. In this part the researcher shows the students' writing score before and after using story skeleton. Before the application of story skeleton, students were given a task to write narrative text. It was used to know the students' ability in writing narrative text before teacher used story skeleton to teach writing. In the final material that used the application of story skeleton, students were given a task to write a narrative text. It was used to know students' writing ability after the implementation of media story skeleton. The following are tables of students' score before using story skeleton, students' score after using story skeleton, the comparison of students' writing score before and after using story skeleton, and the last is the percentage of students' achievement on assessment criterion before and after using story skeleton.

   The table shows us the result of students writing score before using story skeleton. The data is below:

Table 4.2 Students' Writing Score Before Using Story Skeleton

No.	Name	STR	AU	ID	CAS	VOC	COH	PAR	SS	PUN	SP	TS	FS
1	Student 1	2	3	3	3	2	2	2	2	3	3	25	62,5
2	Student 2	2	3	2	3	2	2	2	2	3	3	24	60
3	Student 3	2	3	3	3	3	2	2	3	2	3	26	65
4	Student 4	2	2	2	2	3	3	2	3	3	3	25	62,5
5	Student 5	2	2	2	3	3	2	2	2	3	3	24	60

No	Name											TOTAL	
6	Student 6	3	3	2	3	3	3	3	2	3	2	27	67,5
7	Student 7	3	2	2	3	2	2	2	3	3	2	24	60
8	Student 8	2	3	2	3	2	3	2	3	2	2	24	60
9	Student 9	3	3	2	3	3	2	2	2	3	3	25	65
10	Student 10	2	3	2	3	3	2	2	3	2	2	24	60
11	Student 11	2	3	2	3	3	2	2	2	3	3	25	62,5
12	Student 12	2	2	2	3	3	2	2	2	3	3	24	60
13	Student 13	2	3	3	3	2	2	3	3	2	2	25	62,5
14	Student 14	3	3	2	3	3	2	3	3	3	3	28	70
15	Student 15	3	3	2	2	3	3	2	3	2	3	26	65
16	Student 16	3	3	3	2	3	3	2	3	3	3	28	70
17	Student 17	3	2	3	2	2	2	3	2	2	3	24	60
18	Student 18	3	3	3	2	3	3	2	2	2	2	25	62,5
19	Student 19	3	2	2	3	2	2	2	2	3	3	24	60
20	Student 20	3	3	3	2	3	3	2	3	3	3	28	70
21	Student 21	3	2	2	3	2	2	2	3	3	2	24	60
22	Student 22	3	3	3	3	2	2	3	3	2	2	26	65
23	Student 23	3	3	2	3	2	2	3	3	2	2	25	62,5
24	Student 24	3	2	2	3	3	3	2	3	3	2	26	65
25	Student 25	2	3	2	3	3	2	2	2	3	2	24	60
26	Student 26	3	2	2	2	3	3	2	2	3	3	25	62,5
27	Student 27	2	3	3	3	3	3	2	2	3	3	27	67,5
28	Student 28	2	3	3	2	3	2	2	2	3	3	25	62,5
29	Student 29	2	3	2	3	2	2	2	2	3	3	24	60
30	Student 30	2	3	2	3	2	2	3	2	3	2	24	60
31	Student 31	2	3	2	3	2	3	2	2	2	3	24	60
32	Student 32	2	3	3	3	3	3	2	2	2	2	25	62,5
33	Student 33	2	2	2	2	3	2	3	2	3	3	24	60
	TOTAL	81	89	77	90	86	78	74	82	88	86		

Note:

STR   : Structure   PAR : Paragraphing

AU   : Audience   SS   : Sentence Structure

ID   : Ideas   PUN : Punctuation

CAS	: Characters and Setting	SP	: Spelling
VOC	: Vocabulary	TS	: Total Score
COH	: Cohesion	FS	: Final Score

From the table above, it can be concluded that the highest score students' get in their first writing is 70. There are three students who get score 70. Then, there are two students who get score 67,5. Then, there are five students who get score 65. Beside that there are nine students who get score 62,5. While the lowest score that student get is 60. There are 14 students who get score 60.

In addition, the table above shows us the assessment criteria that used by teacher to assess students' writing text. The highest criterion that students have is character and setting. The total score that students get in this criterion is 90. In audience criterion, students get score 89. Then in punctuation criterion, students get score 88. While in vocabulary and spelling criterion, students get same score that is 86. In sentence and structure criterion, students get score 82. In structure criterion, students get score 81. Then in cohesion criterion, students get score 78. In ideas criterion, students get score 77. The lowest score that students get is 74. It is paragraphing criterion. The following is table of students' writing score after using story skeleton.

Table 4.3 Students' Writing Score After Using Story Skeleton

No.	Name	STR	AU	ID	CAS	VOC	COH	PAR	SS	PUN	SP	TS	FS
1	Student 1	3	3	2	3	3	3	2	3	3	2	27	67,5
2	Student 2	3	3	2	3	3	2	3	2	2	3	26	65
3	Student 3	3	3	3	3	3	2	3	2	3	3	28	70
4	Student 4	3	3	3	3	2	2	3	3	3	3	28	70
5	Student 5	3	3	3	3	3	2	3	2	3	2	27	67,5
6	Student 6	4	3	3	3	3	2	3	2	3	3	29	72,5
7	Student 7	3	3	3	2	3	2	3	2	3	3	27	67,5
8	Student 8	3	3	3	3	2	3	3	3	3	2	28	70
9	Student 9	3	3	3	3	3	3	3	3	3	3	30	75
10	Student 10	3	2	3	2	3	2	3	2	3	2	25	62,5
11	Student 11	4	3	3	3	3	3	3	2	2	3	29	72,5
12	Student 12	3	3	3	3	3	2	2	2	2	2	25	62,5
13	Student 13	3	3	3	3	3	3	3	2	2	3	28	70
14	Student 14	3	3	3	3	3	2	3	2	3	3	28	70
15	Student 15	3	3	3	3	3	3	3	3	2	3	29	72,5
16	Student 16	4	3	4	3	3	3	3	3	3	3	32	80
17	Student 17	3	3	3	3	3	2	3	3	2	3	28	70
18	Student 18	4	3	3	3	3	2	3	2	3	3	29	72,5
19	Student 19	3	2	3	3	3	2	2	3	3	2	26	65
20	Student 20	3	3	3	3	3	3	3	3	3	3	30	75
21	Student 21	3	2	2	3	2	2	3	2	3	3	25	62,5
22	Student 22	3	3	3	3	3	3	3	3	3	3	30	75
23	Student 23	3	3	3	3	3	3	3	3	2	2	28	70
24	Student 24	3	3	3	3	3	3	3	2	2	3	28	70
25	Student 25	3	2	3	3	3	2	3	3	3	3	28	70
26	Student 26	3	3	2	3	3	3	2	2	3	3	27	67,5
27	Student 27	3	3	3	3	3	3	3	3	2	3	29	72,5
28	Student 28	3	3	3	2	3	2	3	3	3	3	28	70
29	Student 29	3	3	3	3	3	2	3	2	3	2	27	67,5
30	Student 30	3	3	3	2	3	2	3	2	3	3	27	67,5
31	Student 31	3	3	3	3	2	3	3	3	2	3	28	70
32	Student 32	3	3	3	2	3	2	3	2	3	3	27	67,5
33	Student 33	3	2	2	3	3	2	2	2	3	2	24	60
	TOTAL	103	94	95	94	96	80	93	81	89	90		

From the table above, it can be summed that the highest score that students got is 80. There only one student who get score 80. There are three students who get score 75. Then, there are six students who get score 72,5. There are 11 students who get score 70 while seven students get 67,5. Beside that there are two students get score 65 and three students get score 62,5. And the lowest score that student get is 60. It is only one student who get score 60.

In addition, the table above shows us the assessment criteria that used by teacher to assess students' writing text. The highest criterion that students reach is structure. The score of its criterion is 103. Then students get score 96 for vocabulary criterion. In ideas criterion students get score 95. In the audience and character and setting, students get the same score for each criterion that is 94. Then in paragraphing criterion, students get score 93. In spelling students get score 90 whereas punctuation criterion, students get score 89. The lowest score that students get is 80. It is vocabulary criterion.

The following table show us the percentage of students' achievement of their first writing (before using story skeleton) and the percentage of students' achievement after using story skeleton.

Table 4.4 The Percentage of Students' Achievement on Assessment Criterion Before and After Using Story Skeleton

No.	Criterion	Before	After

1	Structure	49%	62%
2	Audience	54%	57%
3	Ideas	47%	58%
4	Character and setting	55%	57%
5	Vocabulary	52%	58%
6	Cohesion	47%	48%
7	Paragraphing	45%	56%
8	Sentence structure	48%	49%
9	Punctuation	53%	54%
10	Spelling	52%	55%

From the table above, it can be concluded that in structure criterion students' achievement increases from 49% to 62%. In audience criterion, students' achievement increases from 54% to 57%. In ideas criterion, students' achievement increases from 47% to 58%. In character and setting, students' achievement increases from 55% to 57% whereas in vocabulary criterion students' achievement increases from 52% to 58%. Beside that students' achievement in cohesion criterion increases from 47% to 48%. In paragraphing criterion, students' achievement increases from 45% to 56%. In sentence structure students' achievement increases from 48% to 49% while in punctuation criterion students' achievement increases from 53% to 54%. The last is spelling criterion. In this criterion, students' achievement increases from 52% to 55%. Hence, students' achievement on assessment criterion before and after using story skeleton increase.

The chart below shows us the deviation percentage of students' achievement on assessment criterion before and after using story skeleton. The data is presented as follows:

Chart 4.1 The Deviation Percentage of Students' Achievement on Assessment Criterion Before and After Using Story Skeleton
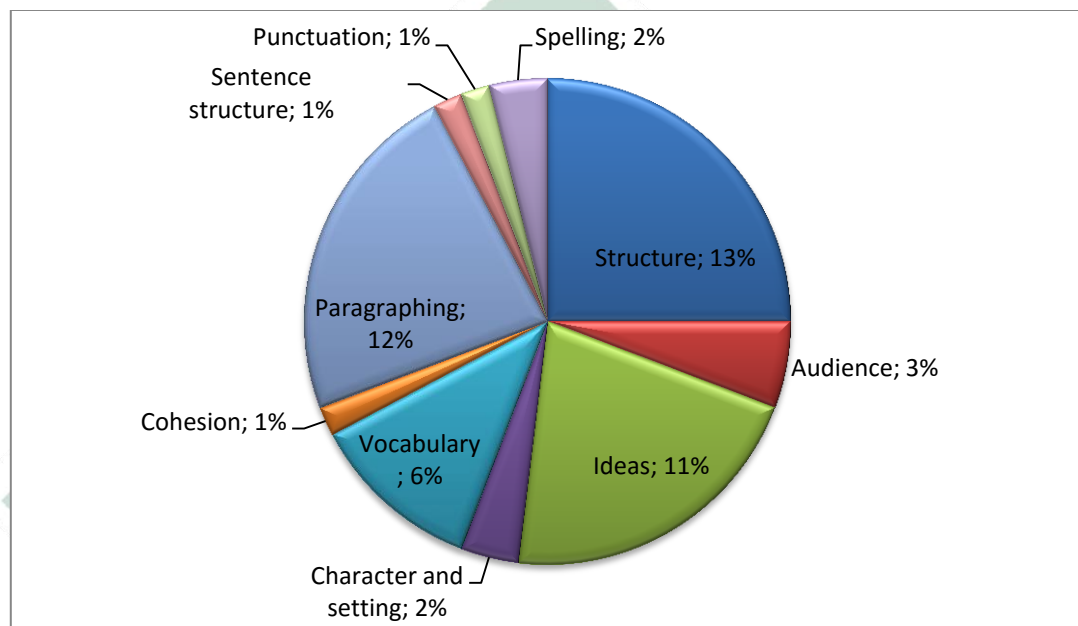
From the chart above it can be concluded that the highest criterion which increase is structure. It increases about 13%. The following criterion is paragraphing which increases about 12%. Then on ideas criterion also increases about 11%. For vocabulary criterion, it increases about 6% while audience criterion increases about 3%. Then spelling criterion and character and setting criterion increase about 2% of each criterion. Sentence structure, punctuation, and cohesion increase about 1% of each criterion. Hence, students' ability in writing narrative text are

getting better after using story skeleton even though levels of the increasing are not same in each criterion.

b. The Result of Students' Comment about Story Skeleton

Based on the result finding on students' comment about the use of story skeleton in teaching and learning narrative text, the researcher asked four questions to the students. The description of each question is described as follows:

1) *Menurut anda, bagaimana pembelajaran writing narrative text menggunakan story skeleton?*

Based on the question above, students state that story skeleton stimulates students' interest in learning. Students feel easier to understand narrative text because they know the structure of narrative text in detail. In addition, students feel easier to write a narrative text because they know the contents, the plot sequence, and kind of events which occur in a story. They feel enjoy and interest during learning writing narrative text using story skeleton

2) *Apa kesulitan yang anda alami ketika menulis teks naratif menggunakan story skeleton?*

Based on the result of interview about students' difficulties on writing narrative text using story skeleton are drawing the main character or supporting character, make synopsis or summary of the

story, and determine other problems that appear besides the main

problem. Students also get difficulty in vocabulary.

3) *Menurut anda, apa kelebihan dan kekurangan dari media story skeleton?*

Based on the result of interview about the advantage of story skeleton are students get easier to understand the text. It is because the text is described in detail. When they identify the text in detail, they know the whole story so that they understand the text. It also helps students to write narrative text through story skeleton as the outline. They could write narrative text in sequence plot. Then story skeleton helps them to memorize the story. It makes them easier to remember the plot or the sequence of story.[3]

While the disadvantage of story skeleton is the shape is monotonous. Students hope that there may other shape that can be used. If so it will make story skeleton more interested. Then in drawing the character takes a long time. Although in writing activities students do not necessarily draw the characters.

4) *Apa harapan anda untuk pembelajar naratif teks kedepannya?*

Based on the result of interview to the students, they hope that they can write a good narrative text. When they write narrative text

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[3] Based on interview with students on Wednesday, May 18th 2016

they do not need to make an outline, the can directly write the story. Then, students' understanding in narrative text will increase. There may other learning media that make them more interest and enhance their mood in learning narrative text. It doesn't mean that story skeleton is not interesting. They want to know various media which can be used in narrative text.

B. DISCUSSION

1. The Use of Story Skeleton to Teach Writing Narrative Text.

Based on the research findings, it can be seen that in teaching writing narrative text teacher asked students to write not only used story skeleton as the outline but also gave students steps to write a good text. The steps that followed by the teacher were planning, drafting, editing and revising. Harmer states that there are four steps in writing process which can make our writing are good.[4] Those are planning, drafting, editing, and revising. In writing narrative text using story skeleton, students follow those four steps.

The first is planning. The first thing students do is choosing the topic and think about the structure. In this step students make an outline using story skeleton which consisting of the structure of the text (orientation, complication, resolution). The second step is drafting. In this step, students generate the ideas and the structure into full paragraph. The third step is

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

editing. Here, students check the organization of paragraph, grammar, spelling, punctuation, etc. The fourth step is revising. In this phase, students have edited their draft, making changes if it necessary, and produce a final version of the written text. It also means that the text is ready to be read.

Furthermore, story skeleton has advantages and disadvantages. The advantage of story skeleton was to make students more aware of the entire contents of the narrative text. Empowered students in analysis a text so that they know in detail what is in the text. When students created a narrative text, the sequence of event was coherent. They could also develop the story of the points that had been written. Story skeleton raised students' interest to the lesson, lead students' attention, and helped students to understand the lesson. Therefore story skeleton is effective media to teach writing narrative text. The disadvantage of story skeleton was consuming a lot of time if the student had to describe and coloring characters and setting of time and place. The shape was too monotonous. Because the shape only human body.

2. **The Story Skeleton Improves Students' Writing Skill in Narrative Text**

Regarding to the students' comment on how learning writing narrative text using story skeleton, the researcher concludes that story skeleton the use of story skeleton as writing outline can help students to write a narrative text. Also it can increase students' ability in writing. The students' score after using story skeleton is higher than students' score before using story

skeleton. It can be seen on the table 4.5. Moreover, students' ability in writing narrative text increases. It can be seen on chart 4.1.

The highest criterion which increases is structure. This is in accordance with Shutta Crum that story skeleton can help students to master the sequence of the action in a story.[5] It provides a sequence of event which occurs in the story. It guides students to place the plot structure correctly.

Besides useful in writing a story, these media can help students to remember or memorize a story. As Bill states in his book that story skeleton sets students up to tell the story depend on what students' need.[6] It is because the skeleton gives the basic sequence of character and events.

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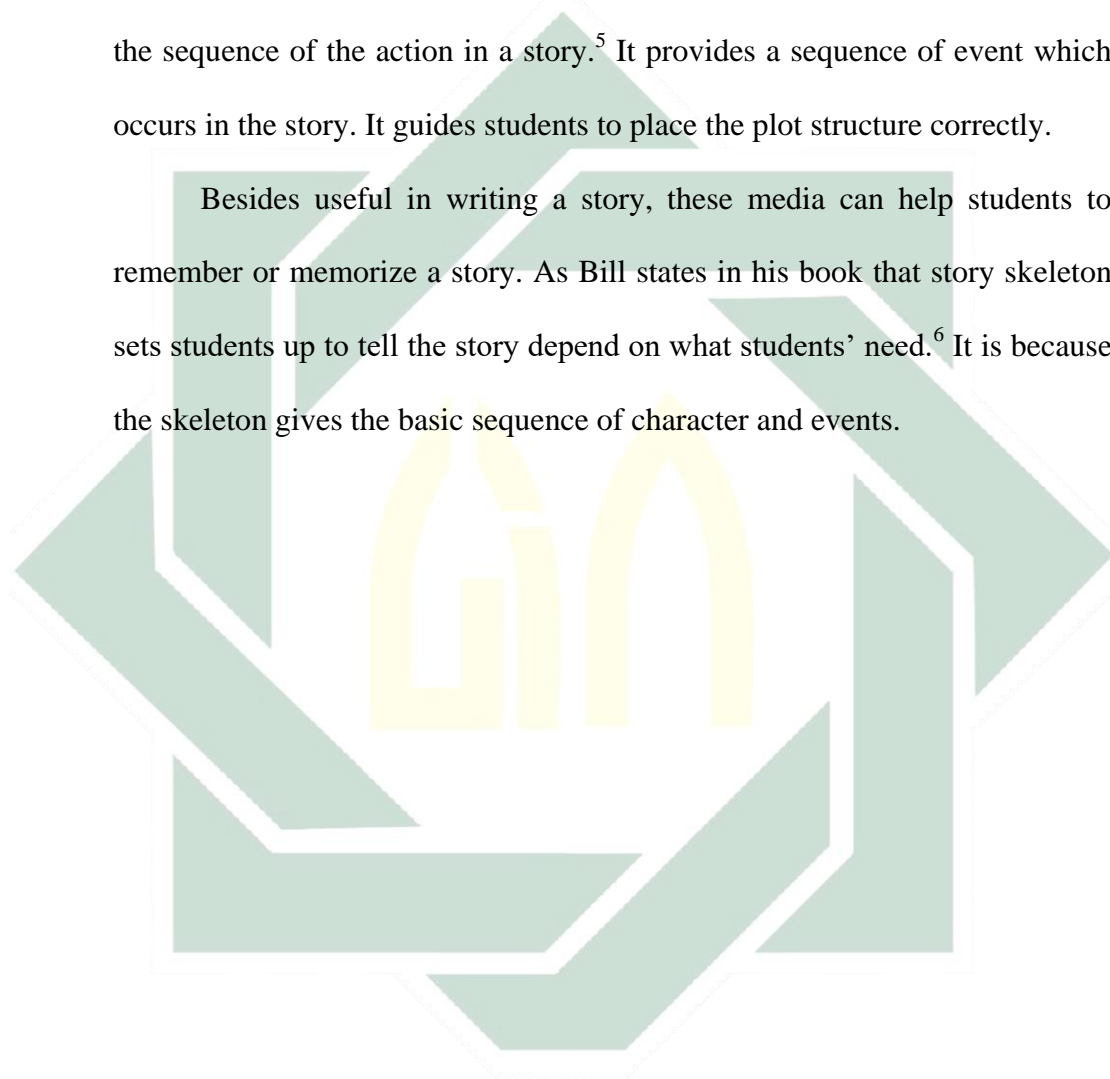
[5]www.shuttacrum.com accessed on April, 3rd 2016

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