

# TA\_Revisi\_Leon\_baru\_1.edited

by Vanessa Lim

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## General metrics

<b>35,108</b>	<b>5,745</b>	<b>432</b>	<b>22 min 58 sec</b>	<b>44 min 11 sec</b>
characters	words	sentences	reading time	speaking time

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## Score



This text scores better than 53% of all texts checked by Grammarly

## Writing Issues

<b>453</b>	<b>217</b>	<b>236</b>
Issues left	Critical	Advanced


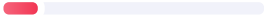




## Plagiarism



13% of your text matches 34 sources on the web or in archives of academic publications

## Writing Issues

<b>94</b>	<b>Clarity</b>	
44	Wordy sentences	
45	Intricate text	
3	Hard-to-read text	
1	Outdated language	
1	Passive voice misuse	
<b>92</b>	<b>Engagement</b>	
92	Word choice	
<b>267</b>	<b>Correctness</b>	
68	Determiner use (a/an/the/this, etc.)	
4	Modal verbs	
56	Incorrect noun number	
5	Text inconsistencies	
27	Punctuation in compound/complex sentences	
7	Incomplete sentences	
14	Incorrect verb forms	
8	Improper formatting	
8	Wrong or missing prepositions	
4	Misuse of quantifiers	
2	Pronoun use	
26	Faulty subject-verb agreement	
2	Conjunction use	
3	Misspelled words	
13	Comma misuse within clauses	

<b>1</b>	Faulty parallelism	
<b>12</b>	Confused words	
<b>3</b>	Misplaced words or phrases	
<b>1</b>	Incorrect phrasing	
<b>1</b>	Misuse of semicolons, quotation marks, etc.	
<b>2</b>	Closing punctuation	

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## Unique Words

**17%**

Measures vocabulary diversity by calculating the percentage of words used only once in your document

unique words

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## Rare Words

**37%**

Measures depth of vocabulary by identifying words that are not among the 5,000 most common English words.

rare words

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## Word Length

**4.9**

Measures average word length

characters per word

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## Sentence Length

**13.3**

Measures average sentence length

words per sentence

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# TA\_Revisi\_Leon\_baru\_1.edited

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## Introduction

454 English is defined as a foreign language in Indonesia.  
Nowadays, many people learned English as a need to  
communicate broadly. Students start to learn English at  
455 an early age. All levels of education use English as a  
communication tool. The skills of English are absolutely<sup>1</sup>  
needed to master the language. They are integrated one  
456 to another. The four English skills are Listening, Reading,  
Speaking, and Writing. There are various levels of  
learners, which are considered as the key from the lower  
457 to the highest level<sup>2 3</sup>. The requirements of communicating  
well become the main components of using the four skills  
to communicate<sup>4</sup>. Some additional English language  
components also need to be learned; they are grammar,  
vocabulary, and pronunciations<sup>5</sup>. Those components are

important<sup>6</sup> because they are the keys to understanding utterances spoken or written by English speaking people.

Reading is one most essential skills to be mastered in language learning. One of the benefits of wide<sup>7</sup> reading is a<sup>458</sup> broad<sup>8</sup> store of information. Understanding the written word is one way the mind grows in its ability. Students who know how to read can educate themselves in any area of life they are interested in. Now, it is the age where everything overflows with information, but reading is the main<sup>9</sup> way to take advantage of it. There are many ways to teach students about reading, and the media use for teaching material is important.<sup>10</sup>

Media was used to describe something like newspapers a long time ago. But the media has many different meanings. For example, there were mass media, print media, visual media, and social media. Even though the media can take on many different<sup>11</sup> forms or kinds, the purpose of the media<sup>12</sup> was still the same, and the media is a channel of communication.<sup>13</sup> Media would be a great tool or aid in any education to improve learning, both in class

and for assignments outside the class.<sup>14</sup> CTC UNION ERM-MUX USER MANUAL Pdf Download..

<https://www.manualslib.com/manual/793517/Ctc-Union-Erm-Mux.html> Many kinds of media can be used, such as clips from television, short movies, articles, or blog postings could be seen to enhance the concepts and start a discussion. Music videos and song lyrics could be used for the same purpose. And the comic strip is one of them too.

The writer applies comic strips as a media in teaching English. Drolet (2010) stated that a strong method to encourage reading is the use of popular texts such as comic strips. Students would like comedic characters or the simplicity of the style as they would get to practice in their reading skills at the same time. It is based on how much students love reading comics. Comics can be recommended to teach grammar and vocabulary, enhance conversation, teach reading and writing, or anything else a teacher wants. Besides that, using comics creates a cheerful learning environment and add variety in lesson. As students have motivation from using

comic, it should not be ignored as potential media in the classroom.

Comic strips could be a strong<sup>18,19</sup> aids in teaching. Not only comics full of pictures that elevated the mood of the students, but it would took<sup>20</sup> the readers'<sup>21</sup> interest fully and<sup>22</sup> make the motivated in reading.<sup>23</sup> If nothing else, comics are another reading resource, and like<sup>24</sup> any other, they can only increase a student's<sup>25</sup> confidence in their abilities, and may even prompt a further<sup>26</sup> interest in reading. If used correctly in the lesson, the comic would be an excellent way to tell stories and share messages, assisting in the students'<sup>25,27</sup> active participation and creativity, writing or oral language, and even technological advancement. They also show the potential to capture and maintain students'<sup>25</sup> interest, besides being considered as an<sup>28</sup> intermediate support for learning difficult concepts.

Interesting<sup>29</sup> materials and attractive media can be shared in the classroom to lesson plan are made by considering comic strips'<sup>25</sup> effective<sup>30</sup> usage. For young learners, comic strips should consist of short and life-like utterances so

that the students can<sup>31</sup> understand the meaning without any significant difficulties.

## DISCUSSION

### 1. Reading Comprehension

Reading could goes<sup>32</sup> into many forms, such as reading magazines, novels, newspaper<sup>33</sup>, and more. There are many reasons for reader<sup>34</sup> to read<sup>35</sup> something, it<sup>36</sup> could be for entertainment, learning, and information. As for reading comprehension, it could be said that the readers would understand the meaning and context inside of the texts. Reading<sup>37</sup> comprehension usually named as literal comprehension of learning activity for reading skill<sup>38</sup> that<sup>39</sup> remembering, understanding, and review of what had been learned so far. Reading comprehension could be said as a step into constructing and taking in the texts<sup>40</sup> meaning through reading the written text<sup>41</sup>. We would use the<sup>42</sup> word such as constructing<sup>43</sup> and taking in to understand the importance of the involvement in written texts<sup>44</sup> as we call this reading comprehension.



Reading comprehension could refers<sup>45</sup> to reading for meaning, understanding, and entertaining. While reading<sup>46</sup> the process, a reader will use some skill to comprehend the text. In this case, read a text is not only to the concept of the meaning, to get the information, but also to entertain the reader.<sup>47</sup> Harmer (2001:200) divided the purposes of reading into two broad categories: 1.

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Instrumental: a large amount of reading takes place because it will help us to<sup>49</sup> achieve some clear<sup>50</sup> aim. 2.

Enjoyable: reading with the purpose of enjoying<sup>51</sup>. Such as reading the newspaper, magazines, etc.

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Reading is making meaning from print and from<sup>52</sup> visual information. But reading<sup>53</sup> is not simple. Reading<sup>54</sup> is an active process that requires a great deal of practice and skill. The strategies in reading comprehension could be a<sup>55</sup> great aid for teaching reading for the students.

There are several purpose<sup>56</sup> in reading, such as:

- 1) Reading to search for information.
- 2) Reading for entertainment.
- 3) Reading for learning.
- 4) Reading for<sup>57</sup> integrate specific texts/ to skim.

Reading to search for information usually<sup>58</sup> the kind of reading<sup>59</sup> that the reader wanted to know more information that they need. Information<sup>60</sup> could be varied in many but<sup>61</sup> many<sup>62</sup> information could be taken from written texts. Texts that written<sup>63,64</sup> by<sup>65</sup> the our predecessors, professors, and experts in their field could contain many<sup>66</sup> knowledge they had accumulated through their years of research and many more.

Reading for entertainment was the kind of reading<sup>67</sup> that the readers seek to entertain themselves. There are many examples of books that the readers read for entertainment<sup>68</sup>, such as novels, newspaper<sup>69</sup>, magazines, and etc.<sup>70</sup> In this reading for entertainment<sup>71</sup>, the readers would only focus on written texts that could interest them and make them able to kill times. The only important in the written texts<sup>72</sup> for this case is only one, interesting. They have to be interesting<sup>73</sup> and match with what the readers seek to entertain the readers fully and immersed<sup>74</sup> themselves in reading.<sup>75</sup>

Reading for learning could be summarized as the kind of reading that have<sup>76</sup> a purpose to learn new knowledge. It could be written texts of foreign languages for the

readers to train and study in learning the languages or it<sup>77</sup> was written texts<sup>78</sup> of a textbook that contain knowledge. Reading for information could be mistaken as reading for learning at times. They both have the same similarities that the readers see knowledge from the written texts they are reading. But, it was far from truth<sup>79</sup>. Not only reading for learning had the purpose of learning<sup>80</sup>, which reading for information had another different purpose<sup>81</sup> that is to only search for information, also reading for learning include foreign languages as the written texts. And it was the opposite of the usually written texts<sup>82</sup> in the reader's<sup>25</sup> native language that only contain the specific knowledge for reading for information.

Reading for specific<sup>83</sup> texts was the kind of reading that usually<sup>84</sup> the readers skimmed the majority of the content for specific<sup>85</sup> knowledge. They are also the kind of reading<sup>86</sup> that allow<sup>86</sup> the readers to save more time just to search for<sup>87</sup> what they need from countless<sup>88</sup> words in there.<sup>88</sup> Skimming<sup>89</sup> was not that unfamiliar for those who did not care for<sup>89</sup> other words in the context and just as in a hurry.<sup>89</sup> Although skimming did sound easy,<sup>90</sup> but<sup>90</sup> this kind of read need<sup>91</sup> a<sup>91</sup> skill<sup>91</sup> to understand the flow of the content to guess where

the information or written texts they wanted and need. It also need<sup>92</sup> precision to spot on and did not miss those information<sup>93</sup> from rows of the written texts.<sup>94</sup>

There are experts that stated<sup>95</sup> reading in general comprehension is in a most obvious sense of ability to comprehend information in the written text and interpret the meanings accurately.<sup>96</sup> However, comprehension ability was ore harder than it looks. There are always new vocabularies and grammars<sup>97</sup> that students could find in a story or maybe other kind<sup>98</sup> of texts, such as dialogues, poems, description text, and even instructions words in the label of a package.<sup>99</sup> Those texts served as an illustration for the reader's<sup>25</sup> understanding. The readers could learn from reading those kind<sup>100</sup> of texts.<sup>101</sup> Many kind<sup>102,10</sup> of advices<sup>104,105</sup> could be given for the reading section to improve reading in unconventional ways.

## 2. Media

The media for education is good learning and teaching aid. Anything that could be used to encourage the

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concerns, feelings, thoughts, and skills of the students so  
as to ease the learning process. The limitation would be  
extensive and in need of an in-depth understanding of the  
source, the technique employed for the purpose of<sup>108</sup>  
lesson/practice, and the environment.

Meanwhile, according to the National Education

<sup>465</sup> Association (1969) revealed that<sup>109</sup> learning is a means of  
communication media in print and point of view heard,  
including technology hardware. Therefore, the learning  
process is a communication process that took place<sup>110</sup> in a  
system; the learning media become one of the  
components of the education system that is important.<sup>111</sup>

<sup>466</sup> Without the aid of media, communications would be hard,  
and the process of learning as a process of  
<sup>467</sup> communication will not be able to be efficient.

Instructional media is an integral component of the  
learning system. From the above opinion, it could be  
summed up that the instructional media is anything that  
can convey the messages, stimulating the feelings, mind,  
and the learners'<sup>25</sup> willingness to encourage the process of  
learning in self-learners.

On the right hand, using media as a learning tool would be quite beneficial and efficient in teaching. Not to mention, media would be a flexible aids<sup>112</sup> as they could be in many varieties or forms of them<sup>113</sup>. Such as song lyrics, poems, novels, and many more that could be used as a media. A good teacher would love to help their students to become better in their studies and knowledge. And media<sup>114</sup>, would be a powerful tool in teaching students.

### 3. The Comic Strips

Many people believed that comics would bring a negative way in the development of teaching and<sup>115</sup> also it would not appropriate to use them as a media<sup>116</sup> for reading skill<sup>117</sup>, this could be very far from truth<sup>118</sup>. Many studies and research had proven that comic could bring a great<sup>119,120</sup> reading material in classroom<sup>121</sup> for those who struggle in vocabularies and in motivational way<sup>122 123</sup> For instance: With the colorful pictures mixed with texts allow more convenience along as a great tool for the students who were the best at visual learning or perhaps for those who only have a short attention spans<sup>124 125 126 127</sup>.

Comics enhanced the development of the student's<sup>25</sup> / learner's<sup>25</sup> imaginations. If we talk about educational<sup>128</sup> study, there are a lot of<sup>129</sup> theories site that include<sup>130</sup> the theory of scaffolding. This theory was about students who received incrementally decreased tool<sup>131</sup> for a skill until they would be able<sup>132</sup> master<sup>133</sup> it on their own. Comics could be said as<sup>134</sup> a great<sup>135</sup> scaffolding material that was practical in use and more for many levels. Although the content of the story would still be conveyed through written texts, the pictures or illustrations made the reading experience more enjoyable and reinforcing the fun of reading the story.<sup>136</sup> This<sup>137</sup> was not only provide<sup>138</sup> a good<sup>139</sup> way for earlier grades to learn in a fun way, but also to motivate them to read and richening<sup>140</sup> their vocabularies, grammars<sup>141</sup>, knowledge, and many more.

Pictures and illustrations in the comics also empowering the power of words and make the student's<sup>25</sup> analytical ability to show up. The way comics could be used would bring another skill of the readers/students in their analysis of the story through the pictures.<sup>142</sup> Remove the texts and words in the comic and let them guess what would happen in the story. They could also make a note to

summarize their guesses and <sup>143</sup>let their analytical ability into gear and work along with their reading comprehension skill. Although this way took more time rather than just ordinary reading and identifying the vocabularies, it could serve as a way to develop the student's <sup>25</sup>precision and comfort with the foreign <sup>144</sup>languages.

Comics is a medium of expression that convey <sup>145</sup>the ideas of a story or a plot into pictures or illustrations that was <sup>146</sup>mixed with texts inside. <sup>147</sup>Comics frequently takes the form of juxtaposed sequences of panels of images. Usually <sup>148</sup>printed with <sup>149</sup>many <sup>150</sup>kind of <sup>151</sup>illustrations, the words for <sup>152</sup>sound effect, speech balloons, descriptive and narrative words, and many <sup>153</sup>other. Then, there are <sup>154</sup>component for the sizes of the characters picture, the panels where they would interact, and etc <sup>155</sup> . Drawing cartoons and <sup>157</sup>other similar <sup>158</sup>kind of pictures would be the most common <sup>159</sup>image making ways in comics.

Common <sup>160</sup>forms of comics include comic strips, manga, comic books, graphic novels, and webcomics. Comics had



been popular since long time ago. We could always see them in store books, newspaper, advertisement, and many more. Comic is a great source of entertainment that popular among the kids and adults. It was welcomed in all ages. We could even say that sometimes comic could represent their countries cultures. Such as in manga which tell the main character's Japanese culture. Along with comic book such as superman, spiderman, and many more, telling about the lives or culture in United States.

Yang (2003) states that one of the most substantial benefits of using comics to teach is the ability of comics to motivate students. Because of their interplay of visuals and words, comics are easily accessible to non-native speakers of English. According to Andrew (2006), In today's world of instant entertainment – movies, video games, the Internet – comics can provide a powerful median between literature and visual entertainment .

The key to getting these learners to read is to engage their imagination and interest. Comics are a perfect vehicle. When one thinks of comics and their place in the

classroom, images of teacher's confiscating comics from students who are trying to read them in secret often come to mind. In spite of this stigma, however, comics can play a powerful, influential role in the English Language Arts classroom, and can have a positive impact on the learning habits of many students(Andrew, 2006).

PQRST method is one method of reading which is similar or even the same as the SQ3R method. There are several steps in teaching strategy of PQRST. They were Preview, Question, Read, State, and the last would be Test. These steps should be implemented correctly. PQRST is a method or strategy in reading texts. It was tailored to make the readers more engaging in reading. Because of that, the writer would use this strategy or concept to teaching reading skill in school, especially for Junior high school students.

#### 4. PQRST

The PQRST method helps to enhance students' comprehension of a text. In teaching reading

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comprehension using PQRST, there are some steps which have<sup>190</sup> to be noticed. First, the teacher<sup>181</sup> will introduce the strategies to the students. It can be done by presenting the step<sup>191</sup> in applying PQRST<sup>192</sup> technique in the reading process. Then, the teacher<sup>181</sup> will provide the text which will be comprehended. Then, the students will follow the PQRST technique steps (preview, question<sup>193</sup>, read, state<sup>194</sup>, and test<sup>187</sup> <sup>185</sup>). The last is evaluating the learning process by asking the students whether they comprehend the text or not.

## Principle

Talking about the reading strategy PQRST<sup>196</sup>, there are a lot of discussions and studies. There are<sup>197</sup> the study about reading and teaching and<sup>198</sup> there are<sup>199</sup> even also the study regarding of human brain. Our brain could be divided into two sides which<sup>200</sup> would be the right side and left side. The right side of our brain<sup>201</sup> focused on any information relating visual<sup>202</sup> interactions, seeing the general outline and then<sup>203</sup> details<sup>204</sup>. While on the other hand, our left side was more focused on the information that through<sup>205,206</sup> verbal means and the way to analysis into something. With that, it could

be said that we are having<sup>207</sup> easier times to comprehend texts and use reading skill<sup>208</sup> thanks to our left brain which<sup>209</sup> process more in analytical<sup>210,211</sup> way to identify the vocabularies or words. But that doesn't<sup>25</sup> meant<sup>212</sup> our right brain didn't<sup>213</sup> had<sup>25</sup> a<sup>214</sup> part either. We would need both sides to use them as a whole for the right side would be the sources of where the left side of our brain could analysis<sup>215</sup> the words.

There are many variables that could<sup>216</sup> affect<sup>217</sup> reading<sup>217</sup>. Such<sup>218</sup> as the motivation of the learners, the purpose of their reading, the teaching strategies to deliver the reading<sup>218</sup> skill, and the information of what they would read.<sup>219</sup> Each of them could give<sup>220</sup> a<sup>221</sup> big<sup>221</sup> impact on the learner's<sup>25</sup> reading capability and<sup>222</sup> one of them is teaching strategies. The teaching strategies would be able to boost<sup>223</sup> and<sup>223</sup> enhanced readers<sup>224</sup> or the students<sup>225</sup> skill in writing. it<sup>226</sup> was one of utmost<sup>227</sup> important<sup>228</sup> for teacher<sup>181,229</sup> to be able to choose a good<sup>230</sup> teaching strategy for their students. Teaching strategies usually have three stages. Mostly such as activities that<sup>230</sup> were instructed by the teacher,<sup>181</sup> the presentation of knowledge that would be delivered to the learners,<sup>187</sup> test to comprehend how far the learners had understood the

material presented, the student approach in how active they were in class, and also the following that teacher<sup>181</sup>  
would do in case the students need more reinforcement in their studies so far.<sup>232,233</sup> Strategies would be in many forms but it was undeniable<sup>234</sup> fact that teacher<sup>235</sup> who had their<sup>181,236</sup> student's<sup>25</sup> attention the most would be able<sup>237</sup> successfully<sup>238</sup> deliver<sup>239</sup> a good<sup>240</sup> teaching strategy. PQRST was one of the strategy that would be best for teaching reading skill.<sup>241,242</sup> Not<sup>243</sup> only it was<sup>244</sup> tailored for teaching reading,<sup>245</sup> it also could be<sup>246</sup> enhanced with<sup>247</sup> a good reading material. It also have<sup>248</sup> the steps to make the readers<sup>249</sup> to become more active in reading.

## Design

According to Rodgers (1986), design<sup>250</sup> is the level of method analysis in which consider what the objectives of a method are how language content is selected and organized within method,<sup>251,252</sup> that is, the syllabus model the types of learning tasks and teaching activities the methods advocates the roles of learners

the roles of teachers

the <sup>253</sup>role of instructional materials.

From <sup>254</sup>above, we could conclude that there would be six <sup>255</sup>kind of components for the PQRST strategy. They would be : <sup>256,257</sup>the learning purpose, the syllabus model, the teaching activity, the role of media, the role of learners, and the role of teachers. <sup>258</sup>The purpose of the study would be to deliver a successfully reading skill for their students by using PQRST <sup>259</sup>technique. <sup>260</sup>The students would master the foreign <sup>261</sup>vocabularies and able to <sup>262</sup>understood their words without <sup>263</sup>hiccup.

From what usually the school curriculum had in the school, the objective of teaching English was to make the students are able to <sup>264</sup>comprehend something that was called as <sup>265</sup>communicative competence. There are several kind <sup>266</sup>of competencies, <sup>267</sup>they were linguistic competence, socio-cultural competence, discourse competence, strategic competence, and action competence. Each <sup>268</sup>competence had the variables of teaching. Linguistic competence could be focused in <sup>269</sup>the <sup>25</sup>learner's grammars, vocabulary, and punctuation or intonation in texts. Socio competence based on how we do in society, such as the

way to address people younger or older than us, being formal, communication in daily basis, and many more. For the discourse competence, it would be about the content of the text. As for strategic competence would be in the solution for when the students encounter a problem, such as how to apologize when they are wrong, and many more. Action competence call for actions, as for how the students would interact with the study, such as the reading skill, listening skill, writing skill, and speaking skill. Those four kind of skills was what we focused in our country to teach English language. Four of them always inseparable in learning foreign language, and of course reading skill is one of them.

For the teaching activity, it would be that the students would follow the teacher's guidance in the steps of PQRST. As the PQRST would be the teaching strategy that the teacher use, the teacher would follow the steps in PQRST and let guide the students in reading. In case the teacher would want to know the progress of their students so far, they could make a test based on what they had teach to their students in the classroom.

The learners have a role to follow the guidance and teaching of their teachers. As long as the learners obedient and diligent with the teaching activity that their teachers gave them. With a good teacher and a good source of learning, the learners would be able to understand and comprehend the knowledge well as well improving their vocabularies and reading skill.

The teacher had an important role in the teaching activity. Teachers would be one of the most deciding factor whether their students understood and improve in their reading or fail. Teachers have to be patient in guiding the learners for the new vocabularies that they did not know or any questions that was related to the study they were currently studying.

For the role of media, it could not further from truth that media was the source of learning activity. With a good and entertaining media, the teacher could deliver the knowledge pretty well. Not to mention, media could be the factor for the efficiency of the students learning progress. In this case, the teacher would use an entertaining media to motivate the students in reading such as comic strips.

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## Preparation

Dewey (1938) warned that preparation was a treacherous idea when applied to education. It means the teacher<sup>181</sup> should have the brilliant<sup>299</sup> ideas in teaching in the classroom, so the teaching process runs well. In teaching reading, the teacher<sup>181</sup> has several steps that will be implemented to support the students'<sup>25</sup> activities in the reading process.

Teacher<sup>300</sup> prepares the necessary materials or media in learning and the student in a condition ready to carry out learning activities.

The teacher<sup>181</sup> would give the source of learning that is<sup>301</sup> comic strips to the students and make sure all of the students had the comic strips.

Teacher<sup>302</sup> would give a notice<sup>303</sup> or a heads up of what kind of activity they would have later.<sup>304</sup>

The teacher<sup>181</sup> ensures all students can read properly<sup>305</sup> and well, that is, by asking a few students who are considered less able to read it back.

Teacher<sup>306</sup> evaluates students to see if they really<sup>307</sup> understand what they read.

## Implementation

Teaching reading to junior high school students through PQRST<sup>308</sup> technique, there are some teaching procedures that the teacher<sup>181</sup> has to do. These procedures are divided into three parts: pre-teaching activities, whilst-teaching activities, and post-teaching activities.

### 1) Pre-Teaching Activities

Before beginning the teaching and learning process in the classroom, a teacher has to do pre-teaching activities. Some activities in pre-teaching like pray, take attendance and brainstorming<sup>309</sup>.

### 2) Whilst<sup>310</sup> – Teaching Activities

In this part the teacher<sup>181</sup> tell<sup>311</sup> a short story and ask the student's<sup>25</sup> knowledge about the story, and after<sup>312</sup> all<sup>313</sup> students understand about the story or get the point on<sup>313</sup> the aspects of the story like<sup>313</sup> characters, time and places,<sup>313</sup> teacher<sup>181,314</sup> begins with<sup>315</sup> give same comic book to whole<sup>315</sup>

students in the classroom, and ask the students to read the comic book before.<sup>316</sup>

Students will use comic strips as a media for teaching reading by using PQRST<sup>317</sup> method,<sup>318</sup> before teacher<sup>319</sup> proceeding to the main activity. Teacher<sup>320</sup> needs to explain what steps will be done by the students in this activity.

The activities<sup>321</sup> are as follows:

Preview, in this step<sup>322</sup> the teacher<sup>181</sup> shows the picture<sup>181</sup> related to the topic they are going to be learned in order

<sup>475</sup> to<sup>323</sup> activate their prior knowledge. Teacher<sup>324</sup> asks<sup>325</sup> the students what is the first think<sup>326</sup> that arise<sup>327</sup> in their mind about the picture. In this case<sup>328</sup> the teacher<sup>181</sup> let the students answer freely.

<sup>476</sup> Question, the teacher<sup>329</sup> develops<sup>181</sup> questions<sup>330</sup> to which the students want to find answers. This question<sup>193</sup> is a question that arises out of curiosity after reading in general.

Read, the teacher<sup>181</sup> asks students to read the comic strips and<sup>331</sup> if there is<sup>332</sup> any difficult words, students should note the words,<sup>333</sup> and then the teacher<sup>181</sup> will discuss it with the students.

State, the students are asked to make a summary of the comic strips they have read carefully beforehand. Of course, this summary should be done using their own language, and not allowed to copy and paste. The teacher chooses one of the students and asks them to present their work in front of the class.

Test, the teacher checks students understanding about the comic they have read. The teacher can test them by giving some questions related to the story of the comic strips.

### 3) Post-Teaching Activities

Post teaching is the end of all processes of teaching activity. Here the teacher reviewing, summarizing and assessing the material he had taught. In this stage the teacher seek for understanding of the students about what material they have mastered. To do it, teacher can give homework or assignments. Teacher gives the students comic and ask them to read at home.

### Advantage and Disadvantage

The use of PQRST strategy bring so many benefits, such as;

1) To obtain the greatest<sup>344</sup> possible amount of long term memory from the student's<sup>25</sup> study time

2) To make the students better grades on test.<sup>187,345</sup>

PQRST strategy are also have<sup>346</sup> some advantage and disadvantage.

First is Preview, In<sup>347</sup> this step was to look for the outline.

Here are some of its advantage;

1) Give the general picture of material<sup>348</sup> being presented.

2) Help to look for and recognition<sup>349</sup> the most important<sup>350</sup> points.

3) Aiding in seeing the organization of the subject matter.

478 | 4) Forms the "Big Picture"<sup>25</sup> of the material presented.

Next would be Question.<sup>193,351</sup> This step would be about the student<sup>352</sup> note down the questions that they were unsure about. The advantage of this step were:<sup>353</sup>

Helps<sup>354</sup> the students know exactly<sup>355</sup> what to look for when studying.

Encourage the students to watch for details when reading.

Increases the students<sup>356</sup> concentration by giving them something to hunt for throughout your study.

Aids the students in preparing for exams and in getting better grades.

Enables<sup>357</sup> the students to spot more test questions.

Next would be Read. in<sup>358</sup> this step, the readers have to be active for effective<sup>359</sup> reading. The advantages of this step were:

Prepare the students<sup>360</sup> mind to soak up knowledge.

Increase amount<sup>361</sup> that can be learned.

Decrease the student's<sup>25</sup> study time.

The next would be State<sup>194</sup>. In this step, students were to process and summarize what they had read. The advantages of this step were:

Give the students a check on what you really<sup>362</sup> learned.

Proves that the students have topic<sup>363</sup> clearly in mind if they can put it into words.

Removes doubt about how well the students have learned that material.

Increase the students<sup>364</sup> confidence.

The final step would be Test<sup>187,365</sup>. This step would give a better understanding of what they really<sup>366</sup> comprehend so far. The advantages of this step were:

Prepare the students more for teachers'<sup>25</sup> tests.

Improve the student's<sup>25</sup> chances for better grades.

479 | Checks the extent to which the students have converted what they have studied into long-term learning.

The disadvantage of PQRST<sup>367</sup> strategy are:

The PQRST strategy is very difficult<sup>368</sup> to implement if the facilities such as student's book<sup>25</sup> (text book<sup>369</sup>) are not available at school.

Not effectively implemented in a class by too big number<sup>371</sup> in the class room<sup>373</sup> for the guidance of the teacher<sup>181</sup> was not optimal, especially in formulating questions.<sup>374</sup>

## Related Study

There are related study gives below:

1. Susanti<sup>375</sup>, conducted a research about<sup>376</sup> Improving<sup>377</sup> Students'<sup>25</sup> Reading Comprehension through PQRST

Technique at Grade XI of SMA PIRI 1 YOGYAKARTA. The

480 | result is show<sup>378</sup> the increase of the students<sup>379</sup> "motivation,<sup>25</sup> classroom interaction, and students<sup>25</sup> "enthusiastic" in the learning reading process. They also could get involved actively in the reading learning process.

The students could interact well with other students, the teacher<sup>181</sup> and the materials<sup>380</sup> during the teaching and

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learning process of reading. The findings are also supported by the quantitative data. The mean score of the students' reading comprehension test improved from 36.89 in the pre-test to 44.23 in the posttest. It means that there was an increase of the students' reading comprehension ability by 07.34. In conclusion, the use of PQRSST technique with its accompanying actions was effective to improve the teaching and learning process of reading comprehension.

## Conceptual Framework

Strategy would be as important as the media or any components that the teachers need for a good teaching activity. PQRSST would be one of the best strategies for reading because PQRSST call for activity and interaction of the students. There are any problems that could occurred in reading class. Such as the material that were presented not to entertaining, the learners would only have to read and do nothing more, or even the pretending of students who had said they had understood even though they are not. With PQRSST, it would be more interactive as not only students have to summarize what



they had learned or read so far, <sup>401</sup> but also a test and the others <sup>402</sup> steps that as important as well. <sup>403</sup> Reading is one of the four components that is <sup>404</sup> the key to understand and master foreign <sup>405</sup> language. Reading <sup>406</sup> is a versatile skill that could absorb any information, knowledge, and many more. It was a given that we should prioritize more in reading for one of the best key <sup>407</sup> to master foreign languages. With the PQRST complement the reading activity along with a <sup>408</sup> good <sup>409,410</sup> material and atmosphere, it could be a great strategy and tool for the learners <sup>411</sup> success in reading.

## CONCLUSION AND SUGGESTION

Based on the discussion above, it can be concluded that teaching reading by using comic strips as media and also supported by a different technique that is PQRST technique is one of a method in teaching English skill <sup>412</sup> to junior high school students. This strategy helps English <sup>413</sup> teacher <sup>181,414</sup> to create a pleasurable circumstance in the classroom, and the process of teaching and learning can be more interesting for students. <sup>415</sup> In order that <sup>416</sup> comic <sup>417</sup> strips as media for teaching reading can be used

effectively and efficiently. For the suggestion of learning activity, it would be that teachers would have to choose a good<sup>418</sup> material or source for learning that could entertain the learners more. With the learners<sup>419</sup> attention become more focused from<sup>420</sup> the media or material<sup>421</sup>, the learning activity would be a huge success. Also<sup>422</sup> it would be wise for teachers to try to be unique in their teaching activity. With a good<sup>423,424</sup> material and a god<sup>425</sup> teacher, learning activity for the students would be smooth progress, both for the  
teacher<sup>181</sup> and for the students<sup>426</sup>.

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## APPENDIX

RPP :

Lesson Plan

Topic: Reading Comprehension

Grade: Junior High School

Meeting: First meeting

Time Allocation: 2 X 40 minutes

Instructional Materials: Comic Strips

Learning Method: Cooperative Learning

## Skill : Reading

Learning Objective : After learning the lesson, students are able understand the meaning of the words that in comic strips

Indicators :

1. Students are able to read the descriptive text in comic strips clearly
2. Students are able to identify the generic structure and language feature of the descriptive text
3. Students are able to understand the meaning of the words that in comic strips

Learning Activities

Initial Activity :

1. Greeting
2. Pray before starting the lesson
3. Teacher checking out the student's attendances

4. Teacher<sup>440</sup> briefly tell<sup>441</sup> the students about PQRST<sup>442</sup> technique.

Main Activity :

1. The teacher<sup>181</sup> gives explain about what is comic strips and what is descriptive text (Preview)
2. The teacher<sup>181</sup> divides the class into 4 / 6 groups
3. The teacher<sup>181</sup> then gives each group some comic strips
- 486 | 4. The Teacher<sup>181,443</sup> asks the students what is the first think<sup>444</sup> that arise<sup>445</sup> in their mind about the pictures. (Question)
5. The teacher<sup>181</sup> wants that each group to read their comics strips clearly (Read)
- 487 | 6. The teacher<sup>181</sup> wants the students to understand the meaning of all the words in comic strips and<sup>446</sup> if there's<sup>25,447</sup> some words that they don't<sup>25</sup> know, they can ask help with their friends about it. Then, make a note of any words that they still don't<sup>25</sup> understand along with a summary of the story in the comic strip.<sup>448</sup> (State)
7. The teacher<sup>181</sup> will let each group to identify the characteristics of descriptive text in the comic strips and<sup>449</sup>

identify which comics that have the descriptive characteristics in it (Test)

Final Activity :

1. The teacher will review the students about if there is some problems in understanding the words that is in comic strips
2. The teachers will give some comic strips for homework
3. Closing ( say thank you, see you next week, have a great day )

1.	<del>absolutely</del>	Wordy Sentences	Clarity
2.	<del>level</del> → standard	Word Choice	Engagement
3.		Intricate Text	Clarity
4.	<del>communicate</del> → deliver, teach	Word Choice	Engagement
5.		Intricate Text	Clarity
6.	<del>important</del> → essential	Word Choice	Engagement
7.	<del>wide</del> → extensive, full	Word Choice	Engagement
8.	<del>a broad</del> → a large	Word Choice	Engagement
9.	<del>main</del> → primary, leading	Word Choice	Engagement
10.	<del>important</del> → essential	Word Choice	Engagement
11.	<del>different</del> → various	Word Choice	Engagement
12.	<del>media</del> → press	Word Choice	Engagement
13.		Intricate Text	Clarity
14.	<del>class</del> → level	Word Choice	Engagement
15.	<del>strong</del> → reliable, secure, robust, healthy	Word Choice	Engagement
16.	<del>the use of</del> → using	Wordy Sentences	Clarity
17.	<del>popular</del> → simplified	Word Choice	Engagement
18.	<del>a</del> strong	Determiner Use (a/an/the/this, etc.)	Correctness
19.	<del>strong</del> → healthy	Word Choice	Engagement
20.	<del>took</del> → take	Modal Verbs	Correctness



21.	<del>readers</del> → reader's, readers'	Incorrect Noun Number	Correctness
22.	<del>fully</del> → entirely	Word Choice	Engagement
23.		Intricate Text	Clarity
24.	<del>, and like</del> → . Like	Hard-to-read text	Clarity
25.	<i>student's; students'; strips'; reader's; learners'; learner's; character's; today's; teacher's; doesn't; didn't; "; teachers'; Students'; "; there's; don't</i>	Text Inconsistencies	Correctness
26.	<del>a</del> further	Determiner Use (a/an/the/this, etc.)	Correctness
27.	<del>the students'</del>	Wordy Sentences	Clarity
28.	<del>as an</del>	Wordy Sentences	Clarity
29.	<del>Interesting</del> → Exotic, Unusual, Impressive	Word Choice	Engagement
30.	<del>effective</del> → practical	Word Choice	Engagement
31.	<del>so that the students can</del> → to	Wordy Sentences	Clarity
32.	<del>goes</del> → go	Modal Verbs	Correctness
33.	<del>newspaper</del> → newspapers	Incorrect Noun Number	Correctness
34.	the reader	Determiner Use (a/an/the/this, etc.)	Correctness
35.	<del>read</del> → learn	Word Choice	Engagement
36.	<del>, it</del> → ; it, . It	Punctuation in Compound/Complex Sentences	Correctness

37.	We are reading, or We were reading	Incomplete Sentences	Correctness
38.	<del>skill</del> → skills	Incorrect Noun Number	Correctness
39.	that is, or that was	Incorrect Verb Forms	Correctness
40.	<del>texts</del> → text	Incorrect Noun Number	Correctness
41.	<del>text</del> → book	Word Choice	Engagement
42.	<del>use the</del> → use the	Improper Formatting	Correctness
43.	<del>constructing</del> → creating, building, manufacturing	Word Choice	Engagement
44.	<del>texts</del> → documents	Word Choice	Engagement
45.	<del>refers</del> → refer	Modal Verbs	Correctness
46.	<del>reading</del> → understanding	Word Choice	Engagement
47.	<i>In this case, read a text is not only to the concept of the meaning, to get the information, but also to entertain the reader.</i>	Intricate Text	Clarity
48.	<del>text</del> → book, document	Word Choice	Engagement
49.	<del>to</del>	Wordy Sentences	Clarity
50.	<del>clear</del> → precise	Word Choice	Engagement
51.	to enjoy	Wordy Sentences	Clarity
52.	<del>from</del>	Wordy Sentences	Clarity
53.	<del>reading</del> → text	Word Choice	Engagement
54.	<del>Reading</del> → Text	Word Choice	Engagement

55.	<del>a great</del> → an excellent, a excellent	Word Choice	Engagement
56.	<del>purpose</del> → purposes	Incorrect Noun Number	Correctness
57.	<del>for</del> → to	Wrong or Missing Prepositions	Correctness
58.	, usually	Punctuation in Compound/Complex Sentences	Correctness
59.	<del>reading</del> → learning, understanding	Word Choice	Engagement
60.	<del>Information</del> → Data	Word Choice	Engagement
61.	, but	Punctuation in Compound/Complex Sentences	Correctness
62.	<del>many</del> → much	Misuse of Quantifiers	Correctness
63.	<del>that</del> written	Pronoun Use	Correctness
64.	<del>that</del> written	Wordy Sentences	Clarity
65.	<del>the</del> our	Determiner Use (a/an/the/this, etc.)	Correctness
66.	<del>many</del> → much	Misuse of Quantifiers	Correctness
67.	<del>reading</del> → learning, understanding	Word Choice	Engagement
68.	<del>entertainment</del> → enjoyment	Word Choice	Engagement
69.	<del>newspaper</del> → newspapers	Incorrect Noun Number	Correctness
70.	<del>and etc</del> → etc	Wordy Sentences	Clarity
71.	<del>entertainment</del> → enjoyment, show	Word Choice	Engagement
72.	<del>texts</del> → documents, books	Word Choice	Engagement
73.	<del>interesting</del> → exciting	Word Choice	Engagement

74.	<del>fully</del> → thoroughly	Word Choice	Engagement
75.		Intricate Text	Clarity
76.	<del>have</del> → has	Faulty Subject-Verb Agreement	Correctness
77.	, or	Punctuation in Compound/Complex Sentences	Correctness
78.	<del>texts</del> → books, documents, versions	Word Choice	Engagement
79.	the truth	Determiner Use (a/an/the/this, etc.)	Correctness
80.	<del>learning</del> → education	Word Choice	Engagement
81.	<del>purpose</del> → meaning	Word Choice	Engagement
82.	<del>texts</del> → documents, books	Word Choice	Engagement
83.	<del>for specific</del> → for specific	Improper Formatting	Correctness
84.	usually,	Punctuation in Compound/Complex Sentences	Correctness
85.	<del>specific</del> → particular	Word Choice	Engagement
86.	<del>allow</del> → allows	Faulty Subject-Verb Agreement	Correctness
87.	<del>countless</del> → many	Word Choice	Engagement
88.		Intricate Text	Clarity
89.	<i>Skimming was not that unfamiliar for those who did not care for other words in the context and just as in a hurry.</i>	Intricate Text	Clarity
90.	<del>but</del>	Conjunction Use	Correctness
91.	<del>a skill</del> → the skill	Determiner Use (a/an/the/this,	Correctness

		etc.)	
92.	<del>need</del> → needs	Faulty Subject-Verb Agreement	Correctness
93.	that information	Determiner Use (a/an/the/this, etc.)	Correctness
94.	<del>texts</del> → documents, books	Word Choice	Engagement
95.	Some experts stated	Wordy Sentences	Clarity
96.		Intricate Text	Clarity
97.	<del>grammars</del> → grammar	Incorrect Noun Number	Correctness
98.	<del>kind</del> → kinds	Incorrect Noun Number	Correctness
99.		Intricate Text	Clarity
100.	<del>kind</del> → kinds	Incorrect Noun Number	Correctness
101.	<del>texts</del> → books, documents	Word Choice	Engagement
102.	<del>kind</del> → kinds	Incorrect Noun Number	Correctness
103.	<del>kind</del> → type	Word Choice	Engagement
104.	<del>advices</del> → advice	Misspelled Words	Correctness
105.	<del>advices</del> → advice, pieces of advice, bits of advice	Incorrect Noun Number	Correctness
106.	<del>so as to</del> → to	Wordy Sentences	Clarity
107.		Intricate Text	Clarity
108.	<del>the purpose of</del>	Wordy Sentences	Clarity
109.	<del>revealed that</del> → ,	Wordy Sentences	Clarity
110.	<del>that took place</del>	Wordy Sentences	Clarity

111.	the important education system	Wordy Sentences	Clarity
112.	<del>a flexible aids</del> → a flexible aid, flexible aids	Determiner Use (a/an/the/this, etc.)	Correctness
113.	<del>of them</del>	Wordy Sentences	Clarity
114.	media,	Comma Misuse within Clauses	Correctness
115.	, and	Punctuation in Compound/Complex Sentences	Correctness
116.	<del>media</del> → medium	Incorrect Noun Number	Correctness
117.	<del>skill</del> → skills	Incorrect Noun Number	Correctness
118.	the truth	Determiner Use (a/an/the/this, etc.)	Correctness
119.	<del>a great</del> → an excellent	Word Choice	Engagement
120.	<del>a</del> great	Determiner Use (a/an/the/this, etc.)	Correctness
121.	the classroom	Determiner Use (a/an/the/this, etc.)	Correctness
122.	a motivational	Determiner Use (a/an/the/this, etc.)	Correctness
123.	way.	Punctuation in Compound/Complex Sentences	Correctness
124.	<del>With the</del>	Wrong or Missing Prepositions	Correctness
125.	<del>a great</del> → an excellent	Word Choice	Engagement
126.	a short attention span, short attention spans	Determiner Use (a/an/the/this, etc.)	Correctness

127.		Intricate Text	Clarity
128.	the educational	Determiner Use (a/an/the/this, etc.)	Correctness
129.	a lot of → many	Wordy Sentences	Clarity
130.	include → includes	Faulty Subject-Verb Agreement	Correctness
131.	tool → tools	Incorrect Noun Number	Correctness
132.	would be able → could	Wordy Sentences	Clarity
133.	to master	Incorrect Verb Forms	Correctness
134.	said as	Wordy Sentences	Clarity
135.	a great → an excellent	Word Choice	Engagement
136.		Intricate Text	Clarity
137.	<i>This</i>	Intricate Text	Clarity
138.	provide → provides	Faulty Subject-Verb Agreement	Correctness
139.	good → right	Word Choice	Engagement
140.	richening → to enrich	Faulty Parallelism	Correctness
141.	grammars → grammar	Incorrect Noun Number	Correctness
142.		Intricate Text	Clarity
143.	let → give	Word Choice	Engagement
144.		Intricate Text	Clarity
145.	convey → conveys	Faulty Subject-Verb Agreement	Correctness
146.	was → were	Faulty Subject-Verb Agreement	Correctness

147.		Intricate Text	Clarity
148.	They are usually, or They were usually	Incomplete Sentences	Correctness
149.	<del>many</del> → any	Confused Words	Correctness
150.	<del>kind</del> → kinds	Incorrect Noun Number	Correctness
151.	<del>illustrations</del> → examples, figures, paintings	Word Choice	Engagement
152.	a sound	Determiner Use (a/an/the/this, etc.)	Correctness
153.	<del>ether</del> → others	Misuse of Quantifiers	Correctness
154.	<del>component</del> → components	Incorrect Noun Number	Correctness
155.	<del>and etc</del> → etc	Wordy Sentences	Clarity
156.		Intricate Text	Clarity
157.	<del>ether</del> → different	Word Choice	Engagement
158.	<del>kind</del> → kinds	Incorrect Noun Number	Correctness
159.	<del>image-making</del> → image-making	Misspelled Words	Correctness
160.	<del>Common</del> → Typical	Word Choice	Engagement
161.	<del>popular</del> → famous	Word Choice	Engagement
162.	a long	Determiner Use (a/an/the/this, etc.)	Correctness
163.	<del>in-store</del> → in-store	Misspelled Words	Correctness
164.	<del>newspaper</del> → newspapers	Incorrect Noun Number	Correctness
165.	<del>advertisement</del> → advertisements	Incorrect Noun Number	Correctness



166.	<del>Comic</del> → Comics	Incorrect Noun Number	Correctness
167.	<del>that</del> popular	Determiner Use (a/an/the/this, etc.)	Correctness
168.	<del>the</del> kids	Determiner Use (a/an/the/this, etc.)	Correctness
169.	<del>comic</del> → comics	Incorrect Noun Number	Correctness
170.	<del>countries</del> → country's, countries'	Incorrect Noun Number	Correctness
171.	, which	Punctuation in Compound/Complex Sentences	Correctness
172.	<del>tell</del> → tells	Faulty Subject-Verb Agreement	Correctness
173.	<del>book</del> → books	Incorrect Noun Number	Correctness
174.	<del>telling</del> → speaking	Word Choice	Engagement
175.	the United	Determiner Use (a/an/the/this, etc.)	Correctness
176.		Intricate Text	Clarity
177.		Intricate Text	Clarity
178.	<del>powerful</del> → robust	Word Choice	Engagement
179.	<del>entertainment</del> → enjoyment	Word Choice	Engagement
180.		Intricate Text	Clarity
181.	<i>teacher's; teacher; Teacher</i>	Text Inconsistencies	Correctness
182.	teacher's confiscating	Improper Formatting	Correctness
183.	<del>In spite of</del> → Despite	Wordy Sentences	Clarity
184.	<del>powerful</del> → dominant	Word Choice	Engagement

185.		Intricate Text	Clarity
186.	the teaching	Determiner Use (a/an/the/this, etc.)	Correctness
187.	Test; test	Text Inconsistencies	Correctness
188.	skill → skills	Incorrect Noun Number	Correctness
189.		Intricate Text	Clarity
190.	which have → that have	Pronoun Use	Correctness
191.	stop → action, stage	Word Choice	Engagement
192.	the PQRST	Determiner Use (a/an/the/this, etc.)	Correctness
193.	question; Question	Text Inconsistencies	Correctness
194.	state; State	Text Inconsistencies	Correctness
195.		Intricate Text	Clarity
196.	Talking about the reading strategy PQRST	Misplaced Words or Phrases	Correctness
197.	are → is	Faulty Subject-Verb Agreement	Correctness
198.	, and	Punctuation in Compound/Complex Sentences	Correctness
199.	are → is	Faulty Subject-Verb Agreement	Correctness
200.	, which	Punctuation in Compound/Complex Sentences	Correctness
201.	brain → mind	Word Choice	Engagement
202.	to visual	Wrong or Missing Prepositions	Correctness
203.	, and	Comma Misuse within Clauses	Correctness

204.		Intricate Text	Clarity
205.	<del>that</del> through	Determiner Use (a/an/the/this, etc.)	Correctness
206.	<del>that</del> through	Wordy Sentences	Clarity
207.	<del>are having</del> → have	Incorrect Verb Forms	Correctness
208.	<del>skill</del> → skills	Incorrect Noun Number	Correctness
209.	, which	Punctuation in Compound/Complex Sentences	Correctness
210.	<del>analytical</del> → logical, rational	Word Choice	Engagement
211.	an analytical	Determiner Use (a/an/the/this, etc.)	Correctness
212.	<del>meant</del> → mean	Incorrect Verb Forms	Correctness
213.	<del>brain</del> → mind	Word Choice	Engagement
214.	<del>had</del> → have	Incorrect Verb Forms	Correctness
215.	<del>analysis</del> → analyze	Confused Words	Correctness
216.	Many variables could	Wordy Sentences	Clarity
217.	the reading	Determiner Use (a/an/the/this, etc.)	Correctness
218.	<del>reading</del> → text	Word Choice	Engagement
219.		Intricate Text	Clarity
220.	<del>give</del> → have	Incorrect Phrasing	Correctness
221.	<del>big</del> → significant	Word Choice	Engagement
222.	, and	Punctuation in	Correctness

		Compound/Complex Sentences	
223.	, and	Punctuation in Compound/Complex Sentences	Correctness
224.	readers → readers', reader's	Incorrect Noun Number	Correctness
225.	students → student's, students'	Incorrect Noun Number	Correctness
226.	it → It	Improper Formatting	Correctness
227.	the utmost	Determiner Use (a/an/the/this, etc.)	Correctness
228.	important → importance	Confused Words	Correctness
229.	teacher → teachers	Incorrect Noun Number	Correctness
230.	teacher to be able → teachers	Wordy Sentences	Clarity
231.	good → useful	Word Choice	Engagement
232.	<i>Mostly such as ac6tivities that were instructed by the teacher, the presentation of knowledge that would be delivered to the learners, test to comprehend how far the learners had understood the material presented, the student approach in how active they were in class, and also the following that te...</i>	Intricate Text	Clarity
233.	<i>Mostly such as ac6tivities that were instructed by the teacher, the presentation of knowledge that would be delivered to the learners, test to comprehend how far the learners had understood the material presented, the student approach in how active they were in class, and also the following that te...</i>	Hard-to-read text	Clarity
234.	, but	Punctuation in Compound/Complex Sentences	Correctness

235.	the undeniable, or an undeniable	Determiner Use (a/an/the/this, etc.)	Correctness
236.	teacher → teachers	Incorrect Noun Number	Correctness
237.	to successfully	Wrong or Missing Prepositions	Correctness
238.	to deliver	Incorrect Verb Forms	Correctness
239.	good → useful	Word Choice	Engagement
240.		Intricate Text	Clarity
241.	strategy → policy, plan, procedure	Word Choice	Engagement
242.	strategy → strategies	Incorrect Noun Number	Correctness
243.	skill → skills	Incorrect Noun Number	Correctness
244.	Not only it → It	Wordy Sentences	Clarity
245.	it was → was it	Misplaced Words or Phrases	Correctness
246.	, but	Conjunction Use	Correctness
247.	<del>a</del> good	Determiner Use (a/an/the/this, etc.)	Correctness
248.	have → has	Faulty Subject-Verb Agreement	Correctness
249.	to	Incorrect Verb Forms	Correctness
250.	the design	Determiner Use (a/an/the/this, etc.)	Correctness
251.	method → way, process	Word Choice	Engagement
252.	the method, or a method	Determiner Use (a/an/the/this, etc.)	Correctness

253.	<del>role</del> → part	Word Choice	Engagement
254.	the above	Determiner Use (a/an/the/this, etc.)	Correctness
255.	<del>kind</del> → kinds	Incorrect Noun Number	Correctness
256.	be :	Misuse of Semicolons, Quotation Marks, etc.	Correctness
257.	be :	Improper Formatting	Correctness
258.		Intricate Text	Clarity
259.	the PQRST	Determiner Use (a/an/the/this, etc.)	Correctness
260.		Intricate Text	Clarity
261.	<del>the</del> foreign	Determiner Use (a/an/the/this, etc.)	Correctness
262.	<del>understood</del> → understand	Incorrect Verb Forms	Correctness
263.	a hiccup	Determiner Use (a/an/the/this, etc.)	Correctness
264.	<del>are able to</del> → can	Wordy Sentences	Clarity
265.		Intricate Text	Clarity
266.	<del>kind</del> → kinds	Incorrect Noun Number	Correctness
267.	<del>, they</del> → ; they, , and they, . They	Punctuation in Compound/Complex Sentences	Correctness
268.	<del>competence</del> → jurisdiction, skill, power, capability	Word Choice	Engagement
269.	<del>in</del> → on	Wrong or Missing Prepositions	Correctness
270.	<del>communication</del> → communicating	Confused Words	Correctness

271.	a daily	Determiner Use (a/an/the/this, etc.)	Correctness
272.	<i>Socio competence based on how we do in society, such as the way to address people younger or older than us, being formal, communication in daily basis, and many more.</i>	Incomplete Sentences	Correctness
273.	<del>competence</del> → capability, ability, power, expertise	Word Choice	Engagement
274.		Intricate Text	Clarity
275.	<del>skill</del> → ability, craft	Word Choice	Engagement
276.	<del>skill</del> → ability	Word Choice	Engagement
277.	<del>kind</del> → kinds	Incorrect Noun Number	Correctness
278.	the English	Determiner Use (a/an/the/this, etc.)	Correctness
279.	a foreign	Determiner Use (a/an/the/this, etc.)	Correctness
280.	course,	Punctuation in Compound/Complex Sentences	Correctness
281.	<del>skill</del> → skills	Incorrect Noun Number	Correctness
282.		Intricate Text	Clarity
283.	<del>teach</del> → taught	Incorrect Verb Forms	Correctness
284.		Intricate Text	Clarity
285.	<del>-As</del> → as	Incomplete Sentences	Correctness
286.	<del>a good</del> → an excellent	Word Choice	Engagement
287.	well as	Wrong or Missing Prepositions	Correctness

288.	<del>as well improving</del> → and improve	Wordy Sentences	Clarity
289.	<del>vocabularies</del> → vocabulary	Incorrect Noun Number	Correctness
290.	<del>skill</del> → skills	Incorrect Noun Number	Correctness
291.	<del>important</del> → essential	Word Choice	Engagement
292.	<del>factor</del> → factors	Incorrect Noun Number	Correctness
293.		Intricate Text	Clarity
294.	<del>was</del> → were	Faulty Subject-Verb Agreement	Correctness
295.	the truth	Determiner Use (a/an/the/this, etc.)	Correctness
296.	<del>a good</del> → an enjoyable, a useful	Word Choice	Engagement
297.	<del>an entertaining</del>	Determiner Use (a/an/the/this, etc.)	Correctness
298.	reading,	Punctuation in Compound/Complex Sentences	Correctness
299.	<del>the brilliant</del>	Determiner Use (a/an/the/this, etc.)	Correctness
300.	The teacher	Determiner Use (a/an/the/this, etc.)	Correctness
301.	<del>that is</del>	Wordy Sentences	Clarity
302.	The teacher	Determiner Use (a/an/the/this, etc.)	Correctness
303.	<del>a notice</del>	Determiner Use (a/an/the/this, etc.)	Correctness
304.	<del>later.</del> → later., later...	Closing Punctuation	Correctness



305.	<del>properly</del> → adequately	Word Choice	Engagement
306.	The teacher	Determiner Use (a/an/the/this, etc.)	Correctness
307.	<del>really</del>	Wordy Sentences	Clarity
308.	the PQRST	Determiner Use (a/an/the/this, etc.)	Correctness
309.	, and	Comma Misuse within Clauses	Correctness
310.	<del>Whilet</del> → While	Outdated Language	Clarity
311.	<del>tell</del> → tells	Faulty Subject-Verb Agreement	Correctness
312.	all,	Comma Misuse within Clauses	Correctness
313.	like,	Comma Misuse within Clauses	Correctness
314.	the teacher	Determiner Use (a/an/the/this, etc.)	Correctness
315.	the same, or a same	Determiner Use (a/an/the/this, etc.)	Correctness
316.	<i>In this part the teacher tell a short story and ask the student's knowledge about the story, and after all students understand about the story or get the point on the aspects of the story like, characters, time and places, teacher begins with give same comic book to whole students in the classroom,...</i>	Hard-to-read text	Clarity
317.	the PQRST	Determiner Use (a/an/the/this, etc.)	Correctness
318.	method,	Punctuation in Compound/Complex Sentences	Correctness

319.	the teacher	Determiner Use (a/an/the/this, etc.)	Correctness
320.	The teacher	Determiner Use (a/an/the/this, etc.)	Correctness
321.	activities → events	Word Choice	Engagement
322.	step,	Punctuation in Compound/Complex Sentences	Correctness
323.	in order to → to	Wordy Sentences	Clarity
324.		Intricate Text	Clarity
325.	The teacher	Determiner Use (a/an/the/this, etc.)	Correctness
326.	think → thing	Confused Words	Correctness
327.	arise → arises	Faulty Subject-Verb Agreement	Correctness
328.	case,	Comma Misuse within Clauses	Correctness
329.	The question	Determiner Use (a/an/the/this, etc.)	Correctness
330.	questions → items	Word Choice	Engagement
331.	, and	Punctuation in Compound/Complex Sentences	Correctness
332.	is → are	Faulty Subject-Verb Agreement	Correctness
333.	words → terms	Word Choice	Engagement
334.	make a summary of → summarize	Wordy Sentences	Clarity
335.	own	Wordy Sentences	Clarity
336.	language,	Punctuation in	Correctness

Compound/Complex Sentences			
337.	, and	Comma Misuse within Clauses	Correctness
338.	stage,	Comma Misuse within Clauses	Correctness
339.	<del>seek</del> → seeks	Faulty Subject-Verb Agreement	Correctness
340.	<del>material</del> → content, equipment	Word Choice	Engagement
341.	the teacher	Determiner Use (a/an/the/this, etc.)	Correctness
342.	The teacher	Determiner Use (a/an/the/this, etc.)	Correctness
343.	<del>ask</del> → asks	Faulty Subject-Verb Agreement	Correctness
344.	<del>greatest</del> → highest, most significant, most enormous, most considerable	Word Choice	Engagement
345.	<del>test</del> → tests	Incorrect Noun Number	Correctness
346.	<del>are also have</del> → also has	Incorrect Verb Forms	Correctness
347.	<del>, In</del> → . In	Punctuation in Compound/Complex Sentences	Correctness
348.	the material	Determiner Use (a/an/the/this, etc.)	Correctness
349.	<del>recognition</del> → recognize	Confused Words	Correctness
350.	<del>important</del> → critical, essential	Word Choice	Engagement
351.	<del>Question</del> → Questions	Incorrect Noun Number	Correctness
352.	<del>student</del> → students	Incorrect Noun Number	Correctness
353.	<del>were</del> → was	Faulty Subject-Verb Agreement	Correctness

354.	It helps	Incomplete Sentences	Correctness
355.	exactly	Misplaced Words or Phrases	Correctness
356.	students → student's, students'	Incorrect Noun Number	Correctness
357.	It enables	Incomplete Sentences	Correctness
358.	in → In	Improper Formatting	Correctness
359.	effective → compelling, useful	Word Choice	Engagement
360.	students → student's, students'	Incorrect Noun Number	Correctness
361.	the amount	Determiner Use (a/an/the/this, etc.)	Correctness
362.	really	Wordy Sentences	Clarity
363.	a topic	Determiner Use (a/an/the/this, etc.)	Correctness
364.	students → student's, students'	Incorrect Noun Number	Correctness
365.	Test → tests	Incorrect Noun Number	Correctness
366.	really	Wordy Sentences	Clarity
367.	the PQRST	Determiner Use (a/an/the/this, etc.)	Correctness
368.	very difficult → complicated, tough, challenging	Word Choice	Engagement
369.	book → books	Incorrect Noun Number	Correctness
370.	text book → textbook	Confused Words	Correctness
371.	a too	Determiner Use (a/an/the/this, etc.)	Correctness

372.	<del>number</del> → numbers	Incorrect Noun Number	Correctness
373.	<del>class room</del> → classroom	Confused Words	Correctness
374.		Intricate Text	Clarity
375.	Susanti,	Comma Misuse within Clauses	Correctness
376.	<del>a</del> research	Determiner Use (a/an/the/this, etc.)	Correctness
377.	researched	Wordy Sentences	Clarity
378.	to show	Incorrect Verb Forms	Correctness
379.	<del>students</del> → student's, students'	Incorrect Noun Number	Correctness
380.	, and	Comma Misuse within Clauses	Correctness
381.	<del>the</del> quantitative	Determiner Use (a/an/the/this, etc.)	Correctness
382.		Passive Voice Misuse	Clarity
383.	<del>students</del> → student's, students'	Incorrect Noun Number	Correctness
384.		Intricate Text	Clarity
385.	<del>of</del> → in	Wrong or Missing Prepositions	Correctness
386.	<del>students</del> → student's, students'	Incorrect Noun Number	Correctness
387.	the PQRST	Determiner Use (a/an/the/this, etc.)	Correctness
388.	<del>effective</del> → sufficient	Word Choice	Engagement
389.	effectively improved	Wordy Sentences	Clarity
390.	<del>to improve</del> → in improving	Incorrect Verb Forms	Correctness

391.	The strategy	Determiner Use (a/an/the/this, etc.)	Correctness
392.	<del>call</del> → calls	Faulty Subject-Verb Agreement	Correctness
393.	<del>activity</del> → action	Word Choice	Engagement
394.		Intricate Text	Clarity
395.	Any problems could	Wordy Sentences	Clarity
396.	<del>occurred</del> → occur	Modal Verbs	Correctness
397.	<del>were</del> → was	Faulty Subject-Verb Agreement	Correctness
398.	<del>even</del> → also	Word Choice	Engagement
399.	<del>thought</del> → though	Confused Words	Correctness
400.		Intricate Text	Clarity
401.	far,	Punctuation in Compound/Complex Sentences	Correctness
402.	<del>others</del> → other	Misuse of Quantifiers	Correctness
403.		Intricate Text	Clarity
404.	<del>is</del> → are	Faulty Subject-Verb Agreement	Correctness
405.	a foreign	Determiner Use (a/an/the/this, etc.)	Correctness
406.	<del>Reading</del> → Text	Word Choice	Engagement
407.	<del>key</del> → keys	Incorrect Noun Number	Correctness
408.	<del>along with</del> → and	Wordy Sentences	Clarity
409.	<del>a</del> good	Determiner Use (a/an/the/this, etc.)	Correctness

410.	<del>good</del> → suitable	Word Choice	Engagement
411.	<del>learners</del> → learner's, learners'	Incorrect Noun Number	Correctness
412.	<del>skill</del> → skills	Incorrect Noun Number	Correctness
413.	the English	Determiner Use (a/an/the/this, etc.)	Correctness
414.	<del>teacher</del> → teachers	Incorrect Noun Number	Correctness
415.		Intricate Text	Clarity
416.	<del>In</del> → , in	Incomplete Sentences	Correctness
417.	<del>In order that</del> → So that	Wordy Sentences	Clarity
418.	<del>good</del> → suitable	Word Choice	Engagement
419.	<del>learners</del> → learner's, learners'	Incorrect Noun Number	Correctness
420.	<del>from</del> → on	Wrong or Missing Prepositions	Correctness
421.	<del>material</del> → content, equipment, metal, plastic	Word Choice	Engagement
422.	Also,	Comma Misuse within Clauses	Correctness
423.	<del>a</del> good	Determiner Use (a/an/the/this, etc.)	Correctness
424.	<del>good</del> → suitable	Word Choice	Engagement
425.	<del>god</del> → good	Confused Words	Correctness
426.		Intricate Text	Clarity
427.	, 1938	Punctuation in Compound/Complex Sentences	Correctness
428.	, 2010	Punctuation in Compound/Complex Sentences	Correctness

429.	, 2017	Punctuation in Compound/Complex Sentences	Correctness
430.	, And	Comma Misuse within Clauses	Correctness
431.	2020,	Comma Misuse within Clauses	Correctness
432.	Skill :	Improper Formatting	Correctness
433.	Objective :	Improper Formatting	Correctness
434.	are able → can	Wordy Sentences	Clarity
435.	to understand	Incorrect Verb Forms	Correctness
436.	strips.	Closing Punctuation	Correctness
437.	are able to → can	Wordy Sentences	Clarity
438.	are able to → can	Wordy Sentences	Clarity
439.	are able to → can	Wordy Sentences	Clarity
440.	The teacher	Determiner Use (a/an/the/this, etc.)	Correctness
441.	tell → tells	Faulty Subject-Verb Agreement	Correctness
442.	the PQRST	Determiner Use (a/an/the/this, etc.)	Correctness
443.	Teacher → teacher	Confused Words	Correctness
444.	think → thing	Confused Words	Correctness
445.	arise → arises	Faulty Subject-Verb Agreement	Correctness
446.	, and	Punctuation in Compound/Complex Sentences	Correctness



447.	<del>there's</del> → there are	Faulty Subject-Verb Agreement	Correctness
448.		Intricate Text	Clarity
449.	<del>to</del>	Incorrect Verb Forms	Correctness
450.	<del>characteristics</del> → attributes	Word Choice	Engagement
451.		Intricate Text	Clarity
452.	<del>is</del> → are	Faulty Subject-Verb Agreement	Correctness
453.	<del>is</del> → are	Faulty Subject-Verb Agreement	Correctness
454.	<i>foreign language in Indonesia. Nowadays, many people learned English as a need to communicate broadly. Students start to learn English at</i>	THE USE OF COMIC STRIPS AS AN ENGLISH TEACHING MEDIA FOR ... <a href="https://journal.unnes.ac.id/nju/index.php/LC/article/download/3018/3059">https://journal.unnes.ac.id/nju/index.php/LC/article/download/3018/3059</a>	Originality
455.	<i>All levels of education use English as a communication tool. The skills of English are absolutely needed to master the language. They are integrated one to</i>	THE USE OF COMIC STRIPS AS AN ENGLISH TEACHING MEDIA FOR ... <a href="https://journal.unnes.ac.id/nju/index.php/LC/article/download/3018/3059">https://journal.unnes.ac.id/nju/index.php/LC/article/download/3018/3059</a>	Originality
456.	<i>The four English skills are Listening, Reading, Speaking, and Writing. There are various levels of learners, which are considered as the key from the lower to</i>	THE USE OF COMIC STRIPS AS AN ENGLISH TEACHING MEDIA FOR ... <a href="https://journal.unnes.ac.id/nju/index.php/LC/article/download/3018/3059">https://journal.unnes.ac.id/nju/index.php/LC/article/download/3018/3059</a>	Originality
457.	<i>highest level. The requirements of communicating well become the main components of using the four skills to communicate. Some additional English language components also need to be learned; they are grammar, vocabulary, and pronunciations. Those components are important because they are the keys</i>	THE USE OF COMIC STRIPS AS AN ENGLISH TEACHING MEDIA FOR ... <a href="https://journal.unnes.ac.id/nju/index.php/LC/article/download/3018/3059">https://journal.unnes.ac.id/nju/index.php/LC/article/download/3018/3059</a>	Originality
458.	<i>Understanding the written word is</i>	Careers at BigByte — BigByte	Originality

	<i>one way the mind grows in its ability.</i>	Education <a href="https://en.bigbyteedu.com/careers">https://en.bigbyteedu.com/careers</a>	
459.	<i>There are many ways to teach students about</i>	The Importance of Teaching Juneteenth   Blog   Share My Lesson <a href="https://sharemylesson.com/blog/juneteenth">https://sharemylesson.com/blog/juneteenth</a>	Originality
460.	<i>If nothing else, comics are another reading resource, and like any other, they can only increase a student's confidence in their abilities, and may even prompt a further interest in reading.</i>	Teaching with Comics-Good - University of Lethbridge <a href="https://www.uleth.ca/sites/default/files/Teaching%20with%20Comics%20-%20ASmith%20-%20Unit%20Plan.pdf">https://www.uleth.ca/sites/default/files/Teaching%20with%20Comics%20-%20ASmith%20-%20Unit%20Plan.pdf</a>	Originality
461.	<i>Interesting materials and attractive media can be shared in the classroom to lesson plan</i>	THE USE OF COMIC STRIPS AS AN ENGLISH TEACHING MEDIA FOR ... <a href="https://journal.unnes.ac.id/nju/index.php/LC/article/download/3018/3059">https://journal.unnes.ac.id/nju/index.php/LC/article/download/3018/3059</a>	Originality
462.	<i>For young learners, comic strips should consist of short and life-like utterances so that the students can understand the meaning without any significant difficulties.</i>	THE USE OF COMIC STRIPS AS AN ENGLISH TEACHING MEDIA FOR ... <a href="https://journal.unnes.ac.id/nju/index.php/LC/article/download/3018/3059">https://journal.unnes.ac.id/nju/index.php/LC/article/download/3018/3059</a>	Originality
463.	<i>1. Instrumental: a large amount of reading takes place because it will help us to achieve some clear aim.</i>	CHAPTER II REVIEW OF RELATED LITERATURE A. Previous Research <a href="http://eprints.walisongo.ac.id/6700/3/CHAPTER%20II.pdf">http://eprints.walisongo.ac.id/6700/3/CHAPTER%20II.pdf</a>	Originality
464.	<i>Reading is making meaning from print and from visual information. But reading is</i>	Facilitating teaching reading comprehension by using mind ... <a href="https://123doc.net/doc_search_title/4211206-facilitating-teaching-reading-comprehension-by-using-mind-map-strategy.htm">https://123doc.net/doc_search_title/4211206-facilitating-teaching-reading-comprehension-by-using-mind-map-strategy.htm</a>	Originality
465.	<i>1969) revealed that learning is a means of communication media in print and point of view heard, including technology hardware. Therefore, the learning process is a communication process</i>	Definition of Learning Media <a href="https://educationofsaint.blogspot.com/2013/06/definition-of-learning-media.html">https://educationofsaint.blogspot.com/2013/06/definition-of-learning-media.html</a>	Originality

466.	<i>and the process of learning as a process of communication will not be able to</i>	Definition of Learning Media <a href="https://educationofsaint.blogspot.com/2013/06/definition-of-learning-media.html">https://educationofsaint.blogspot.com/2013/06/definition-of-learning-media.html</a>	Originality
467.	<i>Instructional media is an integral component of the learning system. From the above opinion, it</i>	CHAPTER I INTRODUCTION A. Background of research <a href="http://digilib.uinsgd.ac.id/16844/4/4_Bab%201.pdf">http://digilib.uinsgd.ac.id/16844/4/4_Bab%201.pdf</a>	Originality
468.	<i>Comics frequently takes the form of juxtaposed sequences of panels of images.</i>	Java Fabric Printing   We are the Best Fabric Printing ... <a href="https://javafabricprinting.com/">https://javafabricprinting.com/</a>	Originality
469.	<i>In today's world of instant entertainment – movies, video games, the Internet – comics can provide a powerful median between literature and visual entertainment.</i>	Teaching with Comics-Good - University of Lethbridge <a href="https://www.uleth.ca/sites/default/files/Teaching%20with%20Comics%20-%20ASmith%20-%20Unit%20Plan.pdf">https://www.uleth.ca/sites/default/files/Teaching%20with%20Comics%20-%20ASmith%20-%20Unit%20Plan.pdf</a>	Originality
470.	<i>The key to getting these learners to read is to engage their imagination and interest. Comics are a perfect vehicle.</i>	2019 Joe Shuster Awards winners including Zdarsky, Kerschl ... <a href="https://www.comicsbeat.com/2019-joe-shuster-awards-winners-including-zdarsky-kerschl-carroll-and-variant-edition/">https://www.comicsbeat.com/2019-joe-shuster-awards-winners-including-zdarsky-kerschl-carroll-and-variant-edition/</a>	Originality
471.	<i>one thinks of comics and their place in the classroom, images of teacher's confiscating comics from students who are trying to read them in secret often come to mind. In spite of this stigma, however, comics can play a powerful, influential role in the English Language Arts classroom, and can have...</i>	Teaching with Comics-Good - University of Lethbridge <a href="https://www.uleth.ca/sites/default/files/Teaching%20with%20Comics%20-%20ASmith%20-%20Unit%20Plan.pdf">https://www.uleth.ca/sites/default/files/Teaching%20with%20Comics%20-%20ASmith%20-%20Unit%20Plan.pdf</a>	Originality
472.	<i>there are some steps which have to be noticed. First, the teacher will introduce the strategies to the students. It can be done by presenting the step in applying PQRST technique in the reading process. Then, the</i>	IMPROVING STUDENTS' READING COMPREHENSION THROUGH PQRST ... <a href="https://core.ac.uk/download/pdf/33526663.pdf">https://core.ac.uk/download/pdf/33526663.pdf</a>	Originality

473.	<i>will provide the text which will be comprehended. Then, the students will follow the PQRST technique steps (preview, question, read, state, and test). The last is evaluating the learning process by asking the students whether they comprehend the text or not.</i>	IMPROVING STUDENTS' READING COMPREHENSION THROUGH PQRST ... <a href="https://core.ac.uk/download/pdf/33526663.pdf">https://core.ac.uk/download/pdf/33526663.pdf</a>	Originality
474.	<i>In this case, the teacher would use an</i>	Road Trip Lesson Plan - [DOC Document] <a href="https://vdocuments.site/documents/road-trip-lesson-plan.html">https://vdocuments.site/documents/road-trip-lesson-plan.html</a>	Originality
475.	<i>Teacher asks the students what is the first</i>	Task Scaffolding is when the teacher states models and ... <a href="https://www.coursehero.com/file/pd7bov/Task-Scaffolding-is-when-the-teacher-states-models-and-thinks-aloud-the-steps/">https://www.coursehero.com/file/pd7bov/Task-Scaffolding-is-when-the-teacher-states-models-and-thinks-aloud-the-steps/</a>	Originality
476.	<i>In this case the teacher let the students</i>	Dinamika Pendidikan 11 (2) (2016) 108-116 Dinamika Pendidikan <a href="https://journal.unnes.ac.id/nju/index.php/DP/article/download/8935/6650">https://journal.unnes.ac.id/nju/index.php/DP/article/download/8935/6650</a>	Originality
477.	<i>The teacher chooses one of the students and</i>	"Water and Pollution" Class game - 559 Words   Coursework ... <a href="https://ivypanda.com/essays/water-and-pollution-class-game-coursework/">https://ivypanda.com/essays/water-and-pollution-class-game-coursework/</a>	Originality
478.	<i>Forms the "Big Picture" of the material presented.</i>	HOW TO STUDY A READING ASSIGNMENT: THE PQRST METHOD <a href="http://www.mikesilber.com/uploads/2/1/2/3/21230496/pqrst_strategy.pdf">http://www.mikesilber.com/uploads/2/1/2/3/21230496/pqrst_strategy.pdf</a>	Originality
479.	<i>Checks the extent to which the students have</i>	Adult Learner Assessment Free Essays - PhDessay.com <a href="https://phdessay.com/adult-learner-assessment-2/">https://phdessay.com/adult-learner-assessment-2/</a>	Originality

480.	<i>show the increase of the students " motivation, classroom interaction, and students " enthusiastic in the learning reading process. They also could get involved actively in the reading learning process. The students could interact well with other students, the teacher and the materials during the tea...</i>	CORE <a href="https://core.ac.uk/display/33526663">https://core.ac.uk/display/33526663</a>	Originality
481.	<i>It means that there was an increase of the students " reading comprehension ability by 07.34. In conclusion, the use of PQRST technique with its accompanying actions was effective to improve the teaching and learning process of reading comprehension.</i>	CORE <a href="https://core.ac.uk/display/33526663">https://core.ac.uk/display/33526663</a>	Originality
482.	<i>Improving Students' Reading Comprehension Through PQRST Technique At Grade XI of SMA PIRI 1 Yogyakarta.</i>	CORE <a href="https://core.ac.uk/display/33526663">https://core.ac.uk/display/33526663</a>	Originality
483.	<i>Badan Standar Nasional Pendidikan (BSNP). 2006. Standar Isi Untuk Satuan Pendidikan Dasar dan Menengah. Jakarta: Depdiknas.</i>	IMPROVING STUDENTS' READING COMPREHENSION THROUGH PQRST ... <a href="https://core.ac.uk/download/pdf/33526663.pdf">https://core.ac.uk/download/pdf/33526663.pdf</a>	Originality
484.	<i>Using Comics in the Development of EFL Reading and Writing.</i>	(PDF) Using Comics in the Development of EFL Reading and ... <a href="https://www.academia.edu/1004908/Using_Comics_in_the_Development_of_EFL_Reading_and_Writing">https://www.academia.edu/1004908/Using_Comics_in_the_Development_of_EFL_Reading_and_Writing</a>	Originality
485.	<i>Retrieved on May 11, 2020 from <a href="https://www.">https://www.</a></i>	COVID-19 WILL CAUSE A PARADIGM SHIFT IN HOW MEDTECH ... <a href="https://www.medgadget.com/2020/06/covid-19-will-cause-a-paradigm-shift-in-how-medtech-companies-interact-with-providers.html">https://www.medgadget.com/2020/06/covid-19-will-cause-a-paradigm-shift-in-how-medtech-companies-interact-with-providers.html</a>	Originality

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486.	<i>The Teacher asks the students what is the first</i>	Task Scaffolding is when the teacher states models and ... <a href="https://www.coursehero.com/file/pd7bov/Task-Scaffolding-is-when-the-teacher-states-models-and-thinks-aloud-the-steps/">https://www.coursehero.com/file/pd7bov/Task-Scaffolding-is-when-the-teacher-states-models-and-thinks-aloud-the-steps/</a>	Originality
487.	<i>The teacher wants the students to understand the</i>	TECHNIQUES OF TEACHING VOCABULARY AT THE SECOND GRADE ... <a href="http://eprints.umm.ac.id/27208/">http://eprints.umm.ac.id/27208/</a>	Originality

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