

# Kasmiati

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## Formulate Arabic Learning Objectives In Early Childhood Education Unit

Kasmiati

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<b>Abstract</b>	The Arabic language curriculum as a characteristic of Islam has been taught in Islamic-based early childhood education units. The purpose of this research is to find, identify, and explain the objectives of learning Arabic in Islamic-based early childhood education units. The research was carried out using a qualitative-descriptive-and textual model, namely research using a textual document database that was studied and presented descriptively from a scientific point of view of learning objectives, early childhood, and early childhood education units. The research results are First, The instrumental objective of Arabic is taught so that early childhood can use Arabic to understand, get used to, and practice the teachings, worship, and prayers found in the Al-Qur'an and Al-Hadith. Second, Integrative-communicative purposes, Arabic is taught so that children can have communication skills in Arabic. Third, pedagogical goals, which include Arabic in learning activities for the purpose of mastering Arabic knowledge, skills, and values in early childhood.	
<b>Keywords</b>	Learning Objectives, Arabic Language, Early Childhood, Early Childhood Education Unit.	
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### 1. INTRODUCTION

Arabic is a language that has been widely introduced to early childhood at the level of early childhood education units. It is not surprising that many early childhood education units teach Arabic to early childhood (Akla 2017). Arabic is also an important part of the material in the early childhood education curriculum (Durtam 2022). This shows that Arabic has become an important part of early childhood development due to demands that Arabic has been intensely taught at elementary level schools, especially at the elementary school (Badrasah Ibtidaiyah) (Dahlan 2012). For this reason, from an early age, at the early childhood education unit level, the introduction of Arabic through learning activities has been carried out by many early childhood education units, especially early childhood education units that are based or have Islamic characteristics (Asyrofi, Aulia, and Shefia 2021).

In early childhood education units, Arabic has become part of the curriculum taught to early childhood (Khoiruddin 2017). In this case, teachers and parents have placed Arabic as a language that



is very urgent to be learned by early childhood, especially since starting early childhood in early childhood education units (Norilah et al. 2022). This is important because when continuing to the next level of education, in madrasah *ibtidaiyah* children must have the provision of abilities and skills in speaking Arabic. With this provision or background of Arabic language skills, the child will be able to learn and master good abilities and skills in Arabic at the secondary school level later (Radliyah 2015).

This is also based on the obligation of children from an early age to study *the Al-Qur'an and Hadith well*, and all *the* material and teachings in *the Al-Qur'an and Hadith* delivered in Arabic (Arsyad 2013). Even children from an early age are very close and familiar with Arabic. The introduction of the Arabic language which has been intensely introduced in the family circle makes early childhood children at the early childhood education unit level already have the ability and skills in Arabic (Efendy 2015). On the other hand, children with Islamic family backgrounds have more hope that their children can master the readings and *teachings in the Al-Qur'an and Al-Haid*s delivered in Ara. This is where children from an early age are conditioned to be able to speak Arabic well (Ani and Gumiandari 2020).

In addition, Islamic-based early childhood education units also introduce many Islamic prayers and expressions delivered in Arabic. This can be seen in the activities of memorizing prayers and Islamic expressions carried out by early childhood (Aziz, Suhada, and Masruri 2022). This is where, from an early age, when studying in early childhood education units, they are introduced to Arabic. This fact makes the inability of early childhood to speak Arabic properly will cause delays in memorizing Islamic prayers and expressions that are introduced in early childhood education units. *Introducing Arabic in their learning activities* (Ramadhan 2017).

Besides that, one of the important references that made Arabic introduced in early childhood education units is the fact that Arabic has become an international language that is used as a tool for international communication (Fachurrozi and Mahyudin 2021). For this reason, skills and abilities in speaking Arabic properly are competencies that must be possessed by students at all levels of education. This is no exception at the educational level of children. This is important because learning the best language for children is during the early childhood phase (Mufidah and Humam 2021). Based on this fact, in early childhood education units Arabic learning activities are included in the curriculum and are practiced or taught to early childhood in the classroom. Early childhood is also required to be introduced to Arabic (Hamalik 2015). Early childhood is conditioned to take part in Arabic learning activities and be able to graduate in learning Arabic (Hermawan 2021).

With this fact, many studies<sup>22</sup> related to the implementation of Arabic in early childhood education units have been carried out showing two orientations. First, research that is oriented to language skills. Research by (Utami and Zailani 2022) reveals that Arabic language learning skills in early childhood must be done well because it will be able to improve and develop language skills in early childhood. Syah (2018) the results of his research explain that early childhood needs to be introduced to foreign languages, one of which is Arabic. For this reason, learning Arabic in early childhood education units will be able to make early childhood master Arabic well (Syah 2018). Furthermore, (Suib et al. 2022); (Ramadhan 2017); (Norilah et al. 2022) explained in their research findings that with appropriate learning strategies in early childhood education units, early childhood will be able to master good language skills. An important result in learning Arabic is that early childhood can have skills in Arabic (Mufidah and Humam 2021).

Second, Arabic language research oriented towards the psychological and personal impact of early childhood. The results of (Umam and Budiyati 2020) reveal that learning Arabic for early childhood can be used as a means or media to internalize character values in early childhood. The goal is that through learning Arabic, early childhood can become a person of good character. From this aspect, learning Arabic for early childhood plays a role in strengthening the psychology and personality of early childhood (Aziz et al. 2022) & (Ani and Gumiandari 2020).

With the above research studies, the issue that has not been studied is what are the important objectives of learning Indonesian to be introduced in early childhood education units. For this reason, it is important to study and research the objectives of learning Arabic in early childhood education units. This is related to the Arabic language curriculum in additional and shadow curricula for early childhood education units. Arabic learning material is also formulated independently by each early childhood education unit. Each early childhood education unit must have different material and curriculum content. However, even though they are different, ideally, in every Arabic language goal in early childhood education units, ideally it is a form of implementation and realization of the goals of learning Arabic for early childhood. For this reason, the focus of this research is to formulate or formulate Arabic language learning goals that are appropriate to the psychology of early childhood language development.

## 2. METHODS

This research was carried out in a qualitative-descriptive-textual way which was based on a research paradigm with an interpretation model by describing data or information on textual documents that were used as data sources (Muhadjir 2019). Formal motorcycle taxis that are the scope

of his research study are Arabic language learning, early childhood, and <sup>3</sup> early childhood education units. The object of this study is the focus of the problem to be examined in this study (Mukhtar 2018). <sup>30</sup> The object of this research is the locus of study and interpretation of research data sources (Moleong 2020). Data sources as sources of information that will be studied and researched in this study (Mahsun 2018) are text documents consisting of reference books and journal publication articles that discuss Arabic language learning, early childhood, and early childhood education units. These textual documents are then identified and the data and information classified through reading and writing data collection techniques, namely reading the text document data sources carefully, writing down the data, and classifying it based on the research object (Mahsun 2018) & (Muhammad 2020). The data that has been classified is then discussed through a series of activities to identify data, classify data, interpret data, and discuss data (Taufiq 2021) so that they can formulate and formulate findings that have novelty on the research findings that have been carried out (Hanafi 2021).

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### 3. FINDINGS AND DISCUSSION

The practice of introducing Arabic in learning in early childhood education units <sup>4</sup> has been carried out for a long time (Hanani 2018). <sup>38</sup> Early childhood education units that include Arabic in the learning curriculum are Islamic-based <sup>17</sup> early childhood education units, namely early childhood education units that prioritize Islamic education for their learning activities (Munir 2021). The orientation of the introduction of Arabic in learning is carried out with the intent of: (1) introducing Arabic as learning material that equips early childhood skills and proficiency in Arabic; (2) Arabic is introduced in order to support and support early childhood in learning <sup>13</sup> Al-Qur'an and Al-Hadith; (3) Arabic is introduced with the aim of supporting worship practice activities in early childhood; and (4) Arabic is introduced with the aim of equipping students with mastery of the Arabic language to enter the secondary school education level where there are Arabic lessons (Mustofa and Hamid 2016).

With these four orientations, learning Arabic is introduced in Islamic-based early childhood education units. Arabic learning materials are included in the supporting curriculum which is characteristic of Islamic-based early childhood education units (Mustofa 2017). Arabic language learning material is used as a supporting curriculum and is a distinctive feature because not all early childhood education units exist, and only exist in Islamic-based early childhood education units (Wijaya, Sa'adah, and Aziza 2019). For this reason, this Islamic-based early childhood education unit then developed three important objectives which became the basis and reasons for introducing Arabic into the learning practices it developed. These three goals are the result of an in-depth study of various learning practices carried out in Islamic-based early childhood education units (Wekke 2020). Three objectives are formulated and explained in the following findings and studies.

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### 3.1. Instrumental Objectives

This goal positions Arabic as a medium, instrument, vehicle, means and tool to obtain information and values, namely the information and values contained in the Al-Qur'an and Al-Hadith which are conveyed using Arabic (Wahyudin 2021). In this position, learning Arabic aims to be able to understand all forms of knowledge, teachings, and values found and contained in the Al-Qur'an and Al-Hadith (Thohir 2021). By mastering good Arabic language skills, it will make it easier for individuals to study and study the Al-Qur'an and Al-Hadis well, so that they can master the system of knowledge, values, and all forms of teachings contained in the Al-Qur'an and Al-Hadis (Sumardi 2015).

This positions Arabic as a tool or instrument that supports understanding and studying the Al-Qur'an and Al-Hadith (Rosyidi 2017). Through proficiency in Arabic, Islamic principles, teachings and values, to scientific systems can be understood because the Al-Qur'an and Al-Hadith as guidelines for Muslims are conveyed using Arabic (Oensyar and Hifni 2015). With good Arabic language skills and abilities, it will be able to support individuals in gaining knowledge, understanding, and appreciation of the teachings, knowledge, and values conveyed through Arabic in the Al-Qur'an and Al-Hadis (Kasmiati 2022).

For this reason, on the basis of this instrumental objective, the introduction of learning Arabic can be used as a medium for understanding knowledge and Islamic values contained in the Al-Qur'an and Al-Hadis (Chejne 2018). In an academic context, the purpose of Arabic as an instrument is referred to as *shypo-beleo-gnois*, namely knowledge that functions to explain knowledge that makes Arabic as its material object, especially the Qur'an and Al-Hadith. The purpose of the instrumental function is to position Arabic as learning material in learning Arabic in educational institutions, including in early childhood education units (Kasmiati 2022).

In the context of early childhood, learning Arabic aims to equip early childhood with competence and skills in Arabic. The competencies and skills that will be used by early childhood in learning the Al-Qur'an and Al-Hadith, namely learning to understand and study the Al-Qur'an and Al-Hadith in the context of early childhood development (Hanafi 2021). Al-Qur'an and Al-Hadith studies carried out by early childhood in early childhood education units are only limited to activities of memorizing, getting used to, repeating verses of the Al-Qur'an and simple Al-Hadith expressions (Akla 2017).

Memorizing means that early childhood reads or reads verses and prayers of the Koran that are relevant to the learning material. In this memorization, early childhood then carries out continuous

repetition activities until early childhood memorizes (Asyrofi et al. 2021). From this memorization, early childhood then practices it in worship activities, prayers, and daily activities through learning activities in class. The practice is carried out with repetition so that the child does not only memorize the verses and prayers, but is able to implement them in daily activities and other worship practices (Utami and Zailani 2022).

From here, the process of studying and familiarizing the practice of verses and prayers in the Al-Qur'an and Al-Hadith, early childhood requires skills and skills in Arabic because all the readings contained in the Al-Qur'an and Al-Hadith are conveyed in Arabic. Arabic (Revelation, 2021). In this position, Arabic functions as an instrumental, namely a medium and vehicle that will make it easier for young children to memorize, understand, and practice the verses and prayers found in the Al-Qur'an and Al-Hadith. Instrumental goals condition the importance of early childhood being introduced to Arabic through learning activities in early childhood education units (Sumardi 2015).

It is this Arabic language learning activity in early childhood education units that will equip early childhood to have the ability and skills to speak Arabic (Suib et al. 2022). Arabic language skills are related to early childhood mastery of Arabic language knowledge, while Arabic language skills are related to early childhood practical skills in listening, speaking, reading, and writing Arabic (Ramadhan 2017). With these good Arabic language abilities and skills, early childhood will easily memorize, understand, and get used to the practices and memorization in the Al-Qur'an and Al-Hadith. This is where the importance of the instrumental goals of Arabic in learning Arabic for early childhood in early childhood education units (Norilah et al. 2022).

### 3.2. Goals Are Integrative-Communicative

Integrative-communicative in the context of Arabic means that an important function of Arabic is a medium for communicating in a reciprocal relationship between listening and speaking and reading and writing (Slameto 2015). Integrative here means bringing together every element of language skills, namely listening, speaking, reading, and writing in Arabic practice. Whereas communicative asserts itself regarding the main purpose of speaking Arabic is conveying ideas and feelings to others, both orally (listening and speaking) or writing (reading and writing) properly, that is, they can be conveyed properly and can be well received (Sudjana 2014).

With this concept, the goal of learning Arabic which is communicative-integrative means that learning Arabic must be done by bringing together every aspect of language skills, namely listening, speaking, reading, and writing in one unified whole (integrated) (Fachurrozi and Mahyudin 2021).

Meanwhile, the delivery is carried out communicatively, namely through a direct communication process through speaking activities by listening and reading and writing (Ali 2012). Integrative-communicative learning conditions learning activities that are directly involved in the practice of learning Arabic. Language learning activities are carried out directly between the teacher and the participants directly involved in listening, speaking, reading and writing. Through communicative and integrative learning activities, language is positioned in a practical space, not theoretical (Efendy 2015).

With this integrative-communicative goal, learning Arabic is positioned as a medium that builds communication relationships between teachers and early childhood using Arabic (Durtam 2022). The communication process is carried out through Arabic practice activities in listening, speaking, reading and writing activities using Arabic. The basis of this goal which conditions Arabic language learning activities in early childhood education units is carried out in the practice of direct conversations between teachers and early childhood naturally (Hermawan 2021).

With this communicative-integrative learning, early childhood will be able to use Arabic as a daily communication tool properly, both in spoken and written form (Kasmianti 2022). Early childhood can interact with other people with Arabic as native speakers. In the context of this goal, Arabic is studied as another language that functions as symbols and sounds used by early childhood to convey messages, ideas and wishes to others (Mustofa and Hamid 2016). Early childhood will be able to easily understand messages from other people conveyed in Arabic. Proficiency in Arabic is also an integrative-communicative goal in learning Arabic for early childhood held in early childhood education units (Oensyar and Hifni 2015).

For this reason, integrative-communicative goals in learning Arabic in early childhood education units are the second goal after instrumental goals. This is due to the communicative-integrative goal of placing the position of Arabic as a medium of communication that builds relationships between early childhood and teachers or between early childhood (Mufidah and Humam 2021). Meanwhile, the instrumental goal places the position of early childhood in establishing a relationship with God. For this reason, the main purpose of Arabic in the space of learning activities in early childhood education units is an instrumental goal because it codifies an attitude of piety and faith (Shihab 2012). Meanwhile, in terms of communicative-integrative objectives, Arabic is positioned as a medium for establishing communication relationships between individuals (humans) so that its position is as a supporting goal in learning Arabic in early childhood education units (Dahlan 2012).



From here, through this integrative-communicative goal in learning Arabic, early childhood will have the skills to listen, speak, read, and write using Arabic (Aziz et al. 2021). Arabic language skills that make early childhood will be able to build good communication and interaction with the people around them. With this good communication and interaction, good relationships will be established between early childhood and people in the surrounding environment (Efendy 2015). This integrative-communicative goal puts forward the goal of early childhood learning to speak Arabic, namely being able to communicate well directly with people in their surroundings by using Arabic. With this good communication, early childhood can build good relationships with people around them

### 3.3. Pedagogical Objectives

Pedagogical can be interpreted as a term that refers to everything related to <sup>4</sup>education. Education itself is a conscious effort made by individuals in internalizing material, skills, and values so that attitudes change (Capel et al. 2015). Material is related to mastery of knowledge, skills related to practical work steps in realizing an idea, while values are the basis of attitude (Arsyad 2013). From here, education in this context is related to the process of imparting knowledge and practical work skills that shape the good character of students for real life provisions (Haliday 2004).

Thus, pedagogy in learning Arabic means an educational activity in increasing understanding of knowledge and skills in Arabic so that changes in character and attitude occur (Hermawan 2021). This shows that Arabic in the context of education is a system <sup>36</sup>of knowledge, skills, and values that will cause changes in individual attitudes (Hanafi 2021). Knowledge of Arabic is related to aspects of language that have boundaries and basic patterns; language skills related to activities in using Arabic through <sup>4</sup>listening, speaking, reading, and writing; whereas changes in attitudes in language are <sup>4</sup>related to the internalization of values in language that shape individual character and attitudes (Mufidah and Humam 2021).

This is where it shows that Arabic has a pedagogical goal, namely the purpose of language in a learning context that positions Arabic as learning material capable of providing education to individuals (Mustofa 2017). It is this fact that makes Arabic a learning material in education held in educational units which is then documented in the learning curriculum in educational units. Arabic is then taught in educational units which require individuals to be able to master knowledge of Arabic, skills in Arabic, and internalization of values in Arabic (Mustofa and Hamid 2016).

One of the educational institutions that develop pedagogical goals in learning Arabic is an early childhood education unit. Its pedagogical goals are realized by including English material in the

additional curriculum which is characteristic of Islam (Ramadhan 2017). The curriculum that develops the pedagogical goals of English material is in an Islamic-based early childhood education unit. The additional curriculum and characteristics of the Arabic language are then implemented in English-language learning activities for early childhood (Norilah et al. 2022). The learning activities are of course adapted to early childhood development in the context of learning and playing. This means that English learning material is delivered in fun and enjoyable methods and ways through play activities and direct practice through conversation, memorization, and habituation (Sumardi 2015).

With these fun learning practices, the pedagogical aspect as the goal of learning Arabic can be transformed and internalized in early childhood. Aspects of Arabic knowledge such as letters, vocabulary, words, to simple sentences can be well mastered and understood by early childhood (Dahlan 2012). Aspects of listening skills or listening, speaking, reading, and writing using Arabic can be practiced by early childhood. Aspects of the values contained in Arabic can be internalized so as to form good attitudes and character in early childhood (Akla 2017). With the three pedagogical aspects of learning Arabic that are transformed and internalized in early childhood, the Arabic language implemented in learning Arabic in early childhood education units is able to act as a pedagogical element (Ani and Gumiandari 2020).

It is these three goals that make early childhood education units include Arabic in the curriculum. The Arabic curriculum is then implemented in learning activities that are aligned and in accordance with the point of view of early childhood, namely learning based on activities that integrate the four language skills: listening, speaking, reading, and writing in a fun and uplifting direct communicative activity with various play activities (Mufidah and Humam 2021).

With this kind of learning base, children at an early age will learn Arabic in a fun and enjoyable way so that children at an early age are able to master and understand aspects of the Arabic language well; skilled in using the Arabic language proficiently; as well as being good in speaking which shows the child's good character. All these aspects show the achievement of pedagogical goals in learning Arabic in early childhood education units (Suib et al. 2022).

By having good Arabic language skills, namely early childhood skills in listening to Arabic, can speak in Arabic; able to read letters, words, and simple sentences in Arabic; as well as being skilled in writing letters, words, and simple Arabic sentences (Umam and Budiwati 2020). It is these Arabic language skills that enable early childhood to achieve instrumental goals in Arabic, namely the goal of using Arabic to properly study the Al-Qur'an and Al-Hadith as the main goal of learning Arabic

(Wahyudin 2021). Through these Arabic language skills, early childhood will be able to master and understand the Al-Qur'an and Al-Hadith well and be able to practice and practice the values in the teachings of the Al-Qur'an and Al-Hadith so that early childhood is formed who are diligent in worship and good character (Sumardi 2015).

From here, the instrumental, integrative-communicative, and pedagogical goals of Arabic form the basis of the curriculum implemented in learning Arabic for early childhood in early childhood education units (Wekke 2020). These three goals equip young children to have good knowledge and skills in Arabic so that these abilities and skills can be used to understand the Al-Qur'an and Al-Hadith in the practice of worship and behave in ways that show the noble character of early childhood. In this context, learning Arabic in early childhood education units is designed to achieve instrumental, integrative-communicative, and pedagogical goals (Thohir 2021). The three goals are to condition early childhood to be able to have competence and skills in Arabic which are used to understand the Al-Qur'an and Al-Hadith in the practice of worship and good behavior.

#### 4. CONCLUSION

Arabic material has been included in the learning curriculum in Islamic-based early childhood education units. The position of the Arabic language curriculum is a characteristic feature or Islamic basis for early childhood education units. With the inclusion of this Arabic language curriculum, early childhood education units develop Arabic language learning. The characteristic of learning is introducing Arabic to early childhood through a variety of fun learning activities. Through these fun learning activities, young children can like and practice Arabic in their daily activities. For this reason, the early childhood education unit then formulates Arabic language learning objectives based on: *First*, instrumental goals, namely Arabic is taught and introduced in early childhood education units so that early childhood can use Arabic to understand, get used to, and practice the teachings, worship, and prayers found in the Al-Qur'an and Al-Hadith. *Second*, integrative-communicative goals that are oriented towards learning Arabic which equip children to be able to have integrated communication skills, namely being able to listen, speak, read, and write using Arabic. *Third*, pedagogical goals that include Arabic in learning activities for the purpose of mastering Arabic knowledge, skills, and values in early childhood.

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**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

PAGE 2

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**Proper Noun** If this word is a proper noun, you need to capitalize it.



**Prep.** You may be using the wrong preposition.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Prep.** You may be using the wrong preposition.

PAGE 3

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**Wrong Form** You may have used the wrong form of this word.



**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

PAGE 4

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**Proper Noun** If this word is a proper noun, you need to capitalize it.



**Missing ", "** You may need to place a comma after this word.



**S/V** This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.



**Wrong Form** You may have used the wrong form of this word.



**Article Error** You may need to use an article before this word.

PAGE 5

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**Article Error** You may need to use an article before this word.



**Article Error** You may need to remove this article.



**Article Error** You may need to remove this article.



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**Prep.** You may be using the wrong preposition.



**Article Error** You may need to remove this article.



**Article Error** You may need to remove this article.

PAGE 6

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**Proper Noun** If this word is a proper noun, you need to capitalize it.



**Article Error** You may need to remove this article.



**Article Error** You may need to remove this article.



**Proofread** This part of the sentence contains a grammatical error or misspelled word that makes your meaning unclear.



**Article Error** You may need to remove this article.



**Missing ","** You may need to place a comma after this word.



**Pronoun** This pronoun may be incorrect.

PAGE 7

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**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



**Missing ","** You may need to place a comma after this word.



**Prep.** You may be using the wrong preposition.



**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



**Missing ","** You may need to place a comma after this word.

PAGE 8

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**Proper Noun** If this word is a proper noun, you need to capitalize it.



**Missing ","** You may need to place a comma after this word.

PAGE 9

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**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



**Article Error** You may need to use an article before this word.



**Article Error** You may need to remove this article.



**Article Error** You may need to use an article before this word.

PAGE 10

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**Proper Noun** If this word is a proper noun, you need to capitalize it.



**Prep.** You may be using the wrong preposition.



**Article Error** You may need to remove this article.



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**S/V** This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.

PAGE 11

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PAGE 12

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