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Physical Education, Sport and Health as Intervention Stunting Prevention in Taraweang Village

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Abstract

This study aims to determine the method of physical education as an intervention to prevent stunting in Taraweang village and the effect of physical education as an intervention to prevent stunting in Taraweang village. This study uses a class action research method. The object of this Action Research is Physical Education, Sports and Health. This research stage is through two cycles. The First Cycle consists of the Planning, Implementation (Action), Observation and Reflection stages which are then continued by the Second Cycle with the same stages. The conclusion in this study is that Physical Education as an Intervention for Stunting Prevention in Taraweang Village is carried out by incorporating stunting prevention material in the Physical Fitness Component Development Sub-material Related to Health and Skills by modifying the RPP and providing teaching media E-Book for Stunting Prevention in Adolescents. Physical education as an intervention to prevent stunting in Taraweang Village has shown a significant effect on increasing students' understanding of SMP 2 Labakkang regarding stunting prevention.

Keywords: Education, Physical, Health, Stunting, Taraweang

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A. INTRODUCTION

stunt or often called dwarf or short is a condition of failure to thrive in children under five years of age (toddlers) due to chronic malnutrition or repeated infections, especially in the first 1,000 days of life (HPK), i.e. from fetus to child 23 months old (Audrey & Candra, 2016) . The Ministry of Health's Basic Health Research (Riskesdas) data shows that from 2013-2018, the prevalence rate of stunting remained high and occurred across income groups. Data from Riskesdas 2013 found 37.2 % or around 9 million children under five were stunted . Pangkep Regency is the Regency with the most stunted population in South Sulawesi . Data on the distribution of stunting in Pangkep Regency is 50.5 %



Children suffering from stunting have an impact on increasing the incidence of morbidity and mortality, cognitive, motoric and verbal development of children is not optimal, body posture is not optimal (Arisman, 2018) , decreased reproductive health and learning capacity is less than optimal at school age. This impact became the basis for the government to adopt policies to reduce the prevalence of *stunting* (Waluyo et al., 2022). Reducing the prevalence of stunting is still a priority for Indonesia's Sustainable Development Goals (SDG's) until 2030 to reduce as much as 40% of the number of stunted children under five (Kemenkes, 2018).

. Involving youth in efforts to accelerate the prevention and control of stunting by increasing nutritional knowledge and clean living behavior is important (Candra, 2020). Health knowledge will affect behavior as long-term results (Riska, 2021). As the nation's next generation, coaching youth is very important considering they are a very potential group (Mustika & Syamsul, 2018). The great potential of youth groups lies in their tendency towards renewal and change (Amri, 2013)

Prevention of *stunting* is carried out through integrated nutrition interventions, including specific nutrition interventions and sensitive nutrition (Danaei et al., 2016). Efforts to accelerate *stunting prevention* will be more effective if specific nutrition interventions and sensitive nutrition interventions are carried out for priority target families and sensitive nutrition interventions for especially young women (Marion et al., 2013). Energy and nutrient deficiencies that occur at this time can have negative impacts that can continue into adulthood.

Adolescent women in villages experience several nutritional problems such as micronutrient deficiencies, especially iron deficiency anemia, as well as malnutrition problems, both undernutrition and short stature and overnutrition to obesity with co-morbidities (Mokhtar et al., 2018 (Mokhtar et al., 2018) . The solution to addressing the problems in this village can be reached by providing several interventions for these young women. Based on these problems, this

research focuses on Physical Education as an Intervention for Stunting Prevention in Taraweang Village

The problems in this study include how Physical Education is an Intervention for preventing stunting in Taraweang Village and How does physical education influence as an Intervention for preventing stunting in Taraweang Village.

Stunting prevention is one of the main programs in the health sector in several developing countries. One form of stunting prevention is by carrying out various educational approaches to adolescents who are future mothers and fathers for the next generation. This is in line with the approach taken in Malaysia which shows that education about health in terms of stunting prevention has a significant impact on increasing knowledge, behavior and health practices in the daily life of adolescents (Shapu et al., 2020). In line with this, Zambia as a developing country also conducts nutrition education within the scope of schools which also contributes directly to the development of healthy living behaviors of students (Sherman & Muehlhoff, 2007)

Health education specifically for stunting prevention is included in physical education learning so that it can provide more time in providing education to adolescents (Arisman et al., 2022). Health education in physical education also uses several media such as modules that can support understanding of stunting material by students who are classified as young women (Lina et al., 2022)

B. Research methods

1. Types of research,

This research uses a qualitative approach with the type of Classroom Action Research. In implementing this class action the variables to be investigated are as follows:

a. Input variables : class XI students of SMP Negeri 2 Labakkang



Using the Health and Recreation Physical Education

- b. Process variables : Learning Model
Understanding of *stunting* in the framework of *stunting*
- c. output variable : *prevention*

2. Place

This research was conducted at SMP Negeri 2 Labakkang which is located in Taraweang Village , Pangkep Regency.

3. Research subject

The research subjects were class XI students of SMP Negeri 2 Labakkang located in Taraweang Village, Pangkep Regency, with a total of 28 students consisting of 12 male students and 16 female students. The subjects that were the target of the research were the subjects of Physical Education, Sports and Health, especially on the material on Adolescent Health.

4. Action plan

PTK is carried out through 2 cycles, each cycle is carried out following procedures, namely planning, implementing actions, observing and reflecting. Through these two cycles it can be observed an increase in understanding of stunting prevention by using the Physical Education, Sports and Health learning model. The results of the evaluation in cycle I were still incomplete, so improvements were made in cycle II. Cycle I reflection was carried out to determine improvement steps in cycle II. The stages of the research carried out are as follows.

5. Data collection technique

1. Interview

In this study, a type of guided free interview was used, namely when the interview was only guided by an outline of the things thing to ask. The result of the interview is to find out:



a. information about the learning model used by the teacher, student learning outcomes, the obstacles faced by the teacher in learning Physical Education, Sports and Health, as well as teacher responses regarding the application of stunting prevention through learning Physical Education, Sports and Health,

b. Student responses regarding stunting prevention learning by using Physical Education, Sports and Health

2. Field Notes

This technique is used to obtain information in the form of activities that are not summarized in the observation guidelines that have been made by the researcher. In this study, it was the researcher who wrote the field notes as the executor of the action.

3. Stunting Prevention Questionnaire in Adolescents

a. Purpose: to measure understanding of stunting prevention through Physical Education, Sports and Health

C. Results and Discussion

A. Research result

1. Action Implementation

a. Cycle 1

1) Planning Stage

In the planning stage, the researchers together with the Physical Education, Sports and Health Teachers as collaborators planned learning scenarios and also prepared supporting facilities to carry out these action scenarios. In detail the activities carried out in the planning stage are:

a) Preliminary observations to observe and identify students' understanding of *stunting* and the factors it occurs. Researchers also made observations of the learning tools that will be used to support this research. The results of direct



- observation identify possible obstacles experienced by students and interviews or discussions with physical education teachers, then record them.
- b) Conduct selection of obstacles that can be reached by solving them through discussions with related parties. The selection of obstacles to be raised in this research is a problem that has value that is not momentary, it can be said that it is very important and can be overcome immediately, thus allowing for an effective model of action that can be used to solve the obstacles that have been selected. All good data from observations, interviews are discussed collaboratively to determine planning.
 - c) The research objectives and action plans were disseminated to collaborators and students. Researchers, collaborators and students have the same perception in using approaches to learning models to prevent *stunting* in adolescents.
 - d) Creating learning scenarios for Physical Education, Sports and Health in preventing *stunting*
 - e) *Stunting* Prevention Handbook
 - f) In this study, instruments were created and compiled to monitor the implementation of Physical Education, Sports and Health (PJOK) learning as is usually done by teachers, through observation sheets.
 - g) Determine the technical implementation of the research.
- 2) Implementation Stage
- a) Introduction
 - i. The teacher prepares the equipment for learning very well, then the teacher collects students in the classroom and takes attendance. Furthermore, conveying information includes learning objectives, competencies to be achieved and activity plans and providing apperception to students, as well as providing motivation to students.
 - ii. The teacher provides learning materials by utilizing the "*stunting prevention module*" in adolescents through Physical Education, Sports and Recreation Learning

b) Core activities

In the core activities, the teacher provides learning materials for *stunting prevention modules* for adolescents through Physical Education, Sports and Recreation Learning. The teacher has very good mastery of the material and is able to link the material with other relevant knowledge, as well as that which becomes the reality of life; The following is an overview of the learning process in this core activity:

- i. During the process of learning activities the behavior of students must be observed, and provide improvements to behavioral deviations students in a polite way.
- ii. In learning a healthy lifestyle, the teacher does not have to explain and give an example first, let the child explore for himself and find the right way for them individually, and in groups looking for material through various sources such as: the internet, newspapers, magazines, television, and so on.
- iii. Learning activities are carried out using group discussions, where students must measure Body Mass Index and present the results of these measurements connecting them with *Stunting* in front of the class
- iv. For students who have not appeared to present their measurement results, they are given the opportunity to ask questions, support or provide deficiency against contents of the paper.
- v. When students carry out discussions, the teacher supervises and provides input on the lack of material contained in the paper, in addition to that observe the development of the child's behavior.
- vi. When students demonstrate BMI measurements, the teacher supervises and corrects mistakes made by students.
- vii. In teaching Physical Education material to prevent *stunting*, the teacher can set the portion of time (the length of time each group presents the material, questions and answers, and the teacher explains the learning material).

c) Closing

- i. Reflecting with questions and answers to students.



ii. Evaluation and question and answer to summarize the course of the learning process by involving students. Article Error (ETS)

iii. Provide advanced assignments

iv. Pray.

d) Observation

Observations were made in the implementation of the learning process by observing student learning behavior while participating in Physical Education, sports and Health learning

e) reflection

After the implementation of learning is complete, the researcher observes the results that have been compiled and analyzes the data that has been obtained from the observation sheet, input from collaborators, the physical education teacher concerned, and then reflects. This reflection is also carried out to assess the actions to be given. S/V (ETS) P/V (ETS)

Then carry out an evaluation, by way of discussion about the problems that arise in learning.

b. Cycle 2

1) Planning Stage

In the planning stage, the researchers together with the Physical Education, Sports and Health Teachers as collaborators planned learning scenarios and also prepared supporting facilities to carry out these action scenarios. In detail the activities carried out in the planning stage are: Article Error (ETS) S Article Error (ETS)

a) Preliminary observations to observe and identify students' understanding of *stunting* and the factors it occurs. Researchers also made observations of the learning tools that will be used to support this research. The results of direct observation identify possible obstacles experienced by students and interviews or discussions with physical education teachers, then record them.



- b) Conduct selection of obstacles that can be reached by solving them through discussions with related parties. The selection of obstacles to be raised in this research is a problem that has value that is not momentary, it can be said that it is very important and can be overcome immediately, thus allowing for an effective model of action that can be used to solve the obstacles that have been selected. All good data from observations, interviews are discussed collaboratively to determine planning.
- c) The research objectives and action plans were disseminated to collaborators and students. Researchers, collaborators and students have the same perception in using approaches to learning models to prevent *stunting* in adolescents.
- d) Creating learning scenarios for Physical Education, Sports and Health in preventing *stunting*
- e) *Stunting* Prevention Handbook
- f) In this study, instruments were created and compiled to monitor the implementation of Physical Education, Sports and Health (PJOK) learning as is usually done by teachers, through observation sheets.
- g) Determine the technical implementation of the research.
- 2) Implementation Stage
- a) Introduction
- i. The teacher prepares the equipment for learning very well, then the teacher collects students in the classroom and takes attendance. Furthermore, conveying information includes learning objectives, competencies to be achieved and activity plans and providing apperception to students, as well as providing motivation to students.
- ii. The teacher provides learning materials by utilizing the "*stunting prevention module*" in adolescents through Physical Education, Sports and Recreation Learning
- b) Core activities



In the core activities, the teacher provides learning materials for youth stunting prevention *modules* through Physical Education, Sports and Recreation Learning. This:

- i. During the process of learning activities the behavior of students must be observed, and provide improvements to behavioral **deviations** ~~students~~ in a polite way.
- ii. In learning a healthy lifestyle, the teacher does not have to explain and give an example first, let the child explore for himself and find the right way for them individually, and in groups looking for material through various sources such as: the internet, newspapers, magazines, television, and so on.
- iii. Learning activities are carried out using group discussions, where students must measure Body Mass Index and present the results of these measurements connecting them with *Stunting* in front of the class
- iv. For students who have not appeared to present their measurement results, they are given the opportunity to ask questions, support or provide deficiency against **contents** of the paper.
- v. When students ~~carry out discussions~~, the teacher supervises and provides input on the lack of material contained in the paper, in addition to that observe the development of the child's behavior.
- vi. When students demonstrate BMI measurements, the teacher supervises and corrects mistakes made by students.
- vii. In teaching Physical Education material to prevent *stunting*, the teacher can set the portion of time (the length of time each group presents the material, questions and answers, and the teacher explains the learning material).

c) Closing

- i. Reflecting with questions and answers to students.
- ii. Evaluation and question and **answer** to summarize the course of the learning process by involving students.
- iii. Provide advanced assignments

iv. Pray.

d) Observation

Observations were made in the implementation of the learning process by observing student learning behavior while participating in *stunting learning* through

e) reflection

After the implementation of learning is complete, the researcher observes the results that have been compiled and analyzes the data that has been obtained from the observation sheet, input from collaborators, the physical education teacher concerned, and then reflects. This reflection is also carried out to assess the actions to be given.

Then carry out an evaluation, by way of discussion about the problems that arise in learning.

2. Processing and analysis of data

a. Observational *Stunting* Prevention Knowledge Data

The research implementation began with observations made by the research team in the form of distributing a number of questions to students to determine their level of understanding regarding *stunting prevention*. The following test results are shown in the following table,

Stunting Prevention Knowledge

No	FULL NAME	CLASS	Mark	Information
1	Rasyikah Nur Hajar	IX	75	complete
2	Nurul Suryansyah	IX	55	Not Completed
3	Nurhikma Hidayah	IX	60	Not Completed
4	Eva Faradillah Kahar	IX	70	Not Completed
5	Nur Cahya Kumala Sari	IX	45	Not Completed
6	Nurul Mafira	IX	55	Not Completed
7	Nana Amriani	IX	85	complete
8	Sul Fajri	IX	35	Not Completed



9	Nurfaika Anjas	IX	20	Not Completed
10	Courtesy	IX	50	Not Completed
11	Cici	IX	15	Not Completed
12	Eva	IX	60	Not Completed
13	Mirna Wati	IX	50	Not Completed
14	Nana Amriani	IX	80	complete
15	Dani Pedrosa	IX	50	Not Completed
16	Nur halisa	IX	40	Not Completed
17	Ade Febrianti daughter	IX	85	complete
18	Fijra Algeria	IX	85	complete
19	Nurul fadilah	IX	90	complete
20	kheysha amilatussaliha	IX	80	complete
21	Zazkia juniarsih	IX	50	Not Completed

The table above shows that the level of understanding of students regarding *stunting prevention* is still very low. This is shown in the scores of students, that is, of the 21 students who took the test, there were 7 students who had completed the test compared to 14 students who had not completed the test.

b. Cycle 1 *Stunting* Prevention Knowledge Data

the Cycle 1 *Stunting* Prevention Knowledge Test

No	FULL NAME	CLASS	Mark	
1	Rasyikah Nur Hajar	IX	90	complete
2	Nurul Suryansyah	IX	70	Not Completed
3	Nurhikma Hidayah	IX	75	complete
4	Eva Faradillah Kahar	IX	85	complete
5	Nur cahya kumala sari	IX	60	Not Completed
6	Nurul Mafira	IX	70	Not Completed
7	Nana Amriani	IX	100	complete



8	Sul fajri	IX	55	Not Completed
9	Nurfaika anjas	IX	55	Not Completed
10	Courtesy	IX	65	Not Completed
11	cici	IX	50	Not Completed
12	Eva	IX	75	complete
13	Mirna Wati	IX	65	Not Completed
14	Nana Amriani	IX	95	complete
15	Dani Pedrosa	IX	65	Not Completed
16	Nur halisa	IX	55	Not Completed
17	Ade Febrianti daughter	IX	100	complete
18	Fijra Algeria	IX	100	complete
19	Nurul fadilah	IX	100	complete
20	kheysha amilatussaliha	IX	95	complete
21	Zazkia juniarsih	IX	65	Not Completed

The table above shows that the level of students' understanding of *stunting prevention* is starting to increase. This is shown in the scores of students, that is, of the 21 students who took the test, there were 10 students who had completed the test compared to 11 students who had not completed the test. Students who previously had not yet completed experienced an increase in understanding even though they were still included in the unfinished category. Based on these results the researcher then continued the treatment for cycle 2.

c. Knowledge Data on Cycle 2 *Stunting Prevention*

the Cycle 2 *Stunting Prevention* Knowledge Test

No	FULL NAME	CLASS	Mark	
1	Rasyikah Nur Hajar	IX	95	complete
2	Nurul Suryansyah	IX	75	complete
3	Nurhikma Hidayah	IX	80	complete



4	Eva Faradillah Force	IX	90	complete
	Nur Cahya Kumala		missing "	complete
5	Sari	IX	75	
6	Nurul Mafira	IX	75	complete
7	Nana Amriani	IX	100	complete
8	Sul Fajri	IX	75	complete
9	Nurfaika Anjas	IX	75	complete
10	Courtesy	IX	80	complete
11	Cici	IX	75	complete
12	Eva	IX	80	complete
13	Mirna Wati	IX	70	Not Completed
14	Nana Amriani	IX	100	complete
15	Dani Pedrosa	IX	70	Not Completed
16	Nur halisa	IX	60	Not Completed
17	Ade Febrianti Putri	IX	100	complete
18	Fijra Algeria	IX	100	complete
19	Nurul fadilah	IX	100	complete
	kheysha			complete
20	amilatussaliha	IX	100	
21	Zazkia juniarsih	IX	80	complete

The table above shows that the level of students' understanding of *stunting* prevention has increased quite significantly. This is shown in the scores of the students, that is, of the 21 students who took the test, there were 18 students who had completed the test compared to 3 students who had not completed the test. Students who had not previously completed experienced a significant increase in understanding and were included in the complete category. Based on these results the researcher then continued the evaluation to be used as material in this study.



B. Discussion

1. First Cycle

Based on the level of students' understanding of *stunting prevention* and the seriousness of students in participating in learning at the first meeting with the method commonly used by teachers, it shows that the majority of students have an understanding level of *stunting prevention* and seriousness, there are 10 students who have completed compared to those who have not completed as many as 11 students. Students who previously had not yet completed experienced an increase in understanding even though they were still included in the unfinished category.

The results of class observations of teachers in cycle 1 of the first meeting were obtained, meaning that the teacher's activities in carrying out the learning process were in the good category. Physical, sports and health education teachers are very enthusiastic about the addition of material related to *stunting prevention* in this subject. So that the teacher evaluates to improve the learning process in a better class.

In cycle 1 this also shows an increase in understanding but not optimal. This is because learning materials regarding *stunting prevention* are new things taught to students. There are 10 students who have been able to achieve a good understanding with good learning motivation so that their enthusiasm is manifested in finding additional learning materials by utilizing internet media.

This situation is contrary to several other students who have not been able to reach a level of understanding of *stunting prevention* the good one. The reason is that besides this learning material it still seems foreign and they don't have good learning motivation to look for other additional materials regarding *stunting prevention*. This condition required the research team and Physical Education teachers to add learning models when teaching this *stunting prevention material*.

2. Second Cycle

In the second cycle, using a more communicative approach, in the learning process based on the results of collaborator observations, the level of



understanding of *stunting prevention* and the seriousness of the majority of students were in the very good category, which experienced a significant increase. This is shown in the scores of the students, that is, of the 21 students who took the test, there were 18 students who had completed the test compared to 3 students who had not completed the test. This shows that students at SMP 2 Labakkang understand *stunting prevention*, which in this case starts as a teenager.

This significant increase was influenced by several factors, namely the communication between teachers and students regarding the *stunting prevention material* occurred in a more varied manner. This is shown to students who have passed in cycle 1 can become peer tutors for their classmates who still don't understand this material. The research team was also assisted by the addition of several interesting learning media such as *Food Models*, Videos, Learning E-books and Posters which made the teaching and learning conditions more interactive.

Students who previously seemed passive in participating in learning became more active with the help of the media. The results of class observations of students in the second cycle obtained student scores, namely that of the 21 students who took the test, there were 18 students who had completed the test compared to those who had not completed as many as 3 students, meaning that the teacher's activities in carrying out the learning process were in very good categories which had implications for increasing understanding regarding *stunting prevention* significantly. These results have shown a good increase compared to the previous meeting and have reached the target set at the beginning, so there is no need to continue in the next cycle.

D. Conclusions and recommendations

1. Physical Education as an Intervention for Stunting Prevention in Taraweang Village is carried out by including stunting prevention material in the Physical Fitness Component Development Sub-material Related to Health and Skills by

modifying the RPP and providing teaching media E-Book on Stunting Prevention in Adolescents

- Physical education as an intervention to prevent stunting in Taraweang Village has shown a significant effect on increasing students' understanding of SMP 2 Labakkang regarding stunting prevention.

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JURNAL HEZ

PAGE 1



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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.



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PAGE 2



Run-on This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.

PAGE 3

PAGE 4



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Possessive You may need to use an apostrophe to show possession.



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PAGE 5



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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.



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PAGE 6



Run-on This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.



Prep. You may be using the wrong preposition.



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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 7



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



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PAGE 8



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PAGE 9



Run-on This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.



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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 10



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



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

PAGE 11



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



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.



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PAGE 13



Missing "," You have a spelling or typing mistake that makes the sentence appear to have a comma error.



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PAGE 14



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PAGE 15



Run-on This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.



Verb This verb may be incorrect. Proofread the sentence to make sure you have used the correct form of the verb.



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.



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PAGE 16



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PAGE 17



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.



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Dup. You have typed two **identical words** in a row. You may need to delete one of them.

PAGE 18



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



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.



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



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

PAGE 19
