



DWI ASTUTI WAHYU NURHAYATI

# UTILIZING CRITICAL READING TASK *To Advance* STUDENTS' READING COMPREHENSION



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Reading books with the goal of completely understanding them is known as critical reading. It entails raising concerns regarding the meaning of specific words and phrases, the framework and goal of the work, and the author's intention. Critical readers evaluate the context in which a piece was produced as well as how different audiences might understand it.

All that is required of readers when reading critically is to detect and assess a text's "quality." The meaning of quality might vary based on the text's context and goal. Be aware that this quality differs from the "quality" of other fiction, movies, or books. Certain quality indicators are present in these situations, but they have to do with the capacity to communicate a work of fiction that is engaging (tell a "good story," for example). The reader is meant to gradually acquire some truth about themselves or the world around them through the use of dialogue to develop characters, setting to ground conflicts, and the weaving of a cohesive narrative through dozens of little occurrences.

Instead of technique assessing fiction, several critical reading strategies such as inferring, claim/counter-claim, journaling, marking the text, adjusting reading rate, monitoring understanding, SPQ: Stop, Paraphrase, and Question, the contrarian, critical lenses can be deployed to assist and determine the quality of text.

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**UTILIZING**  
**CRITICAL READING TASK**  
*To Advance*  
**STUDENTS' READING**  
**COMPREHENSION**

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Haura Utama

## PREFACE

Critical reading can be considered as reading with the intention of critically analyzing the text and its concepts. Analysing a text to determine its meaning and evaluate its argument is the process of critical reading. Analysing a text to determine its meaning and evaluate its argument is the process of critical reading. When you read a text critically, you probe the author's motivations, the veracity of their claims, and the coherence of their argument.

The purpose of this book to promote the critical reading activities, which mean reading with the purpose of critical exploration of any text and its tacit, inevitable and unequivocal, precise 'views or outlook'. By knowing the critical reading strategies such as inferring, claim/counter-claim, journaling, marking the text, adjusting reading rate, monitoring understanding, SPQ: Stop, Paraphrase, and Question, the contrarian, critical lenses, they would become more critical readers. Thus, as readers are necessary to enhance their communicative and linguistics competence to evaluate the quality of a text.

To facilitate the students read and allow them to analyse text critically, breaking it down into its component parts and assessing its strengths and weaknesses, it also assists them comprehend the authors' purpose in writing the text and how it relates to their own life.

### **Utilizing Critical Reading Task to Advance Students' Reading Comprehension**

karya Dwi Astuti wahyu Nurhayati,  
diterbitkan pertama kali oleh Penerbit Haura Utama, 2024

14 x 20 cm, vi + 97 hlm

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Editor: Dwi Astuti wahyu Nurhayati  
Penata isi: Dwi Astuti wahyu Nurhayati  
Perancang sampul: Dwi Astuti wahyu Nurhayati



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Cetakan I, Februari 2024

ISBN: 978-623-492-802-0

## SYNOPSIS

Reading books with the goal of completely understanding them is known as critical reading. It entails raising concerns regarding the meaning of specific words and phrases, the framework and goal of the work, and the author's intention. Critical readers evaluate the context in which a piece was produced as well as how different audiences might understand it.

All that is required of readers when reading critically is to detect and assess a text's "quality." The meaning of quality might vary based on the text's context and goal. Be aware that this quality differs from the "quality" of other fiction, movies, or books. Certain quality indicators are present in these situations, but they have to do with the capacity to communicate a work of fiction that is engaging (tell a "good story," for example). The reader is meant to gradually acquire some truth about themselves or the world around them through the use of dialogue to develop characters, setting to ground conflicts, and the weaving of a cohesive narrative through dozens of little occurrences.

Instead of technique assessing fiction, several critical reading strategies such as inferring, claim/counter-claim, journaling, marking the text, adjusting reading rate, monitoring understanding, SPQ: Stop, Paraphrase, and Question, the contrarian, critical lenses can be deployed to assist and determine the quality of text.

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**CHAPTER**

**I**

# **CRITICAL LENSES**



## Definitions



**Critical** : 1) Tend to be harshly judgmental and find fault.


2) Characterized by careful, accurate assessment and judgment: critical reading



**Lens** : 1) A transparent material usually glass...used to magnify or correct vision defects.

2) A channel through which things can be seen or understood;


So, Critical + Lens is a channel for seeing or understanding things through careful and precise evaluation and judgment = CRITICAL LENS

 **Critical Lenses**, reading a text by looking at the text through a particular concept or category - social and economic history including gender relations and other concepts or facts; this helps to expose biases and create new meaning. To understand the readers subject and especially everything we read and reading (It also helps the reader understand how our biases affect our understanding of the world around us).

 **A critical lens** is a way of looking at a particular work of literature by focusing on stylistic choices, plot devices,

and character interactions, and how they illustrate a particular theme (the shot in question). This is a common literary analysis technique (Cooperm 2019).

## Lenses and Quick Assessment

Meg Cabot tell that he was successfully introduced critical reading lenses to his 9th graders when he worked with wonderful school librarian to break down a unit into three parts: the first feminist lens, the second socioeconomic lens and a third multicultural lens. 

First, He will give a very simple pre-test: what is feminism? Even better... some unedited previews of the real answers (who doesn't like a good laugh?):

1. "Feminism is the way you write a research paper. When you write feminism, you are writing a paper in letter format. You have your four lines of heading typed in the left corner. After your header you make a title and center it. Lastly you write your paper without any paragraphs."
2. "Feminism is eating too much food at the same time. It kills your lungs and makes it hard for your system to work right. It can also cause heart cancer and deadly flus. This is not what you want to have because of its harmful bacteria."
3. "I believe feminism is when there are too many fans, like at a concert or something. Feminism is a disease"

caused by watching too much concerts. A lot of people don't have feminism. A lot of people can get it though."

4. "Feminism is a person with less body hair or hasn't matured fully. Feminism is when your voice isn't as deep or as high as others. Sometimes it runs in your blood. Feminism comes in everybody, but most people can hide it."
5. "Feminism is someone with less frame hair or hasn't matured fully. Feminism is while your voice isn't as deep or as high as others. Sometimes it runs to your blood. Feminism comes in every body, but not humans can disguise it."

These student responses are why he believe it is important to study critical theory of reading. Define terms that are important for educating students about issues and teaching them how to think critically.

## Literary Lenses

The last step leads us to the literary lens. Focused on the medium of English learning The Literary Lens takes ideas from literary theory and turns them into active learning activities for students. The result is increased student engagement in reading and critical thinking! Using the term literary lens helps students from a different perspective or lens of focus.

A great metaphor is the comparison of looking through glasses or a camera to understand a concept. Here you can see how used school decorations to replace this visual metaphor. Painting lens boundaries with perspective description chapters makes lenses invaluable for students.

## The Benefits of Literary Lenses in the ELA Classroom

Now that we know what a literary lens is answer why we should study Literacy Lens. Deborah Appleman author of Critical Encounters says that literary theory gives readers the tools to discover how texts work that are often unseen. Similarly, Beth Wilson in her English Journal article explains that literary theory can be a useful addition to students. Because looking through multiple lenses reveals a system that influences the production of all kinds of texts from 17th-century drama to 21st-century pop then it is better to see my paper on this topic for extensive research support.

Getting students to analyze content independently can be a very difficult task. However, these reading skills are critical to preparing students to take challenging college courses solve real-world problems and succeed on standardized tests. Encouraging students to see new perspectives not only helps them dig deeper but also helps empathize a difficult concept to learn.

## Literary Lenses in the ELA Classroom

 Let's look at some examples:

- **Reader lens**, the important thing is to help the reader understand the meaning of the text. So in this activity students give free text responses.
- **Psychological lens**, psychoanalysis analyzes the mental state of characters from a point of view, situational play is a perfect example of this lens for “diagnosing” a person’s internal conflict.
- **Historical lens** uses the historical context of the work or author to find meaning in the text. Students can research a historical period and then participate in a group discussion about what they have learned.

## CHAPTER

## II

# CRITICAL READING



## Critical Reading Means

According to Heick (2022), critical reading is the process of analyzing a text to understand its meaning and evaluate its arguments. Critical reading is also a process of interpretive analysis and sometimes evaluation.

Critical reading means that the reader applies specific processes and theories to sample problems that lead to greater clarity and understanding. Critical reading requires more effort and understanding than simply reading a text. What is the difference? Text features and surface information remain as the reader turns pages. Critical reading refers to the deeper structure (if anything beyond the surface text) of the logically coherent organization of tones and other expressions that seem most significant.

Critical reading means that the reader applies specific processes models questions and theories to gain greater clarity and understanding. Critical research requires more effort and understanding than mere textual analysis. The difference is if the reader moves away from the surface features and information of the text as a reader. Critical reading consists of deep structure (if there is a surface text) i.e. logical consistency tone organization and many other important sound terms.

## Types of Questions to Ask While Critical Reading

When you read a critical text you ask yourself questions about the authors intent the evidence he presents and the logic of his argument.

Who said what to whom?

*In other words, who is the author what is the message and who is this message addressed to?*

That's true? By what criteria? Does this document overcome the so what? challenge?

*Put another way, are the claims being made compelling and significant? Worth understanding?*

What is clearly stated? what is the meaning of this? What is the relationship between the two?

What are the assumptions underlying the text and the statements it contains?

Does the knowledge in the text (actual factual information data etc.) represent our current best understanding of things today? If not what has changed and why? And how do these changes affect the power and meaning of the text?

What is reality and what is opinion?

What is the significance of this text?

What claim does this passage make? Are these claims clear? Are they related? Interesting? new? It's mean that's been said before?

What are the reasons to support that claim? Are these reasons consistent with the claim? Is the claim-proof hypothesis correct?

Does that mean the logic of the claims evidence is sound?

By formulating questions like these you can not only guide your understanding of the text but you can also begin to learn how arguments (and the text containing them) are structured. This enables students to develop their own well-reasoned arguments (which may be formal academic arguments or informal arguments made in real conversations in everyday life) while analyzing and evaluating the merits of others arguments. Help may be available. /can be requested).

### **The Mindset of Critical Reading**

Acquiring knowledge changes us and reading is the process of acquiring knowledge. The same article you read five years ago now takes on new meaning. Because the meaning is not in the text but in your mind and your mind has changed during that period. Awareness like this demonstrates the need for critical reading (thinking critically while reading).

### **Critical Thinking Is A Mindset**

As humans we know a lot but we lack a lot of information and perspective. Accuracy is therefore one of the most important strategies for critical reading. By introducing a new text into the text we have a better opportunity to evaluate the argumentative power of the text

and therefore a better opportunity to increase our knowledge and critical reasoning skills.

### **Why Students Should Read**

I say when we read - really read - for a while the syllables usually get very quiet and become weak as our minds begin to open up to new ideas. Then we push further look inward and turn our skin inward to expose our bare damaged nerves to the text. We develop a sense of self to slow down the pace of the text when it's all over to see what's left.

Reading is interested in what is said understanding is interested in what is intended and critical reading considers what it really means (Kirszner & Mandell, 2023).

### **Critical Reading Strategy**

- 1) **Summarizing:** It implies identifying main ideas, deleting irrelevant information, and reconstructing arguments from original text (Ozdemir, 2018)
- 2) **Inferring** ('Reading between the lines' is the act of identifying and examining implicit messages and biases.)
- 3) **Claim/Counter-Claim** (itemizing each and how they work/don't work together in a specific text; concept mapping can be useful here)

- 4) **Journaling** (while or after reading to reflect both on the text and the process of evaluating that text)
- 5) **Marking The Text**
- 6) **Rereading**
- 7) **Adjusting Reading Rate**
- 8) **Monitoring Understanding**
- 9) **SPQ: Stop, Paraphrase, and Question**
- 10) **The Contrarian** (viewing the text from a specific perspective other than your own—often the opposite of your beliefs, opinion, or perspective)
- 11) **Critical Lenses** : reading a text while ‘seeing’ that text through a specific concept or category—including socioeconomic, historical, gender, race, sexuality, and other ‘concepts’ or realities; this can help uncover bias, create new meaning previously inaccessible to the reader and, perhaps most importantly, help the reader understand the subjectivity of reading and how much of an impact our own biases have on our understanding of both texts we read and the world around us (Wansink, et.al, 2023).).

### Why is Critical Reading Important?

Critical reading is important because it allows you to read and analyze a text in depth breaking it down into parts and evaluating its strengths and weaknesses. It will also help you understand the authors’ purpose in writing the essay and how it relates to your life.

Critical reading is a process of reading a text that focuses on understanding and evaluating the arguments and evidence presented asking questions about the text making connections to other texts and thinking critically about the authors argument. Critical reading is essential to success in school and life because it allows you to critically evaluate information and make informed decisions.). Critical aspects such as a sequence of events, main characters, and setting must be considered when you put together what is essential in narrative texts (Freedman, 2012)

### How to Reading Critically?

Critical reading involves reading only for the purpose of identifying and evaluating the quality of a text.

Quality means different things depending on the purpose and context of the text. Note: The quality here is different from the quality of film literature or other novels. These cases have certain distinct qualitative characteristics but they demonstrate the ability to convey compelling fiction (e.g. tell a ‘good story’). Use visual conflict to create character and dialogue to weave a unified narrative through dozens of small events designed to help each reader gradually discover some truth about themselves or the world. Around them: These are practices that help determine narrative quality (Wansink, et.al, 2023).

For example, in nonfiction formats (such as essays) quality has more to do with the clarity and relevance of particular statements and the writers' ability to convey the meaning and truth of those statements.

**CHAPTER**

**III**

**NARRATION**

## Narration Means

Narration tells a story usually by presenting a series of events in chronological (time) order from beginning to end. A narrative essay can tell a personal story or it can tell a recent or historical event or a fictional story (Freedman, 2012).

Narrative writing is a popular and common form of writing. It is a type of spoken or written text that tells one/more character or addresses specific situations. Narrative text is a familiar and common form of writing. A text that tells or writes a story in which one or more characters face a specific situation can be called narratives. In narrative a story is told and a plot developed (Husein, & Pulungan, 2017).

A narrative essay tells a story by presenting a series of events in chronological order. While narrating a narrative text the writer should choose the correct punctuation marks so that the reader can understand the chronological order presented in the story. In reading may obscure the understanding of the story (Ardiya. (2019).

The importance of stories is that they reflect the ideas attitudes or aspirations of society. In this way the story is considered a preservation of culture. Hence they maintain and maintain dominance in society.



**Write *Correct* or *Incorrect* in the sentences below using the right punctuation!**

- 1) As the big day approached, my family kept teasing me about it, my brother kept asking me if I felt any different.
- 2) As the big day approached, my family kept teasing me about it. My brother kept asking me if I felt any different.

## Narrative Paragraph Guidelines

When writing your narrative paragraphs keep these guidelines in mind:

- A narrative paragraph should begin with a topic sentence that tells the reader the gist of the argument you are making for a particular story.
- Events are shown in fixed chronological order mostly in the order in which they occurred. Effective descriptive paragraphs include only the events that tell the story and avoid extraneous information that might distract or confuse the reader.
- Narrative paragraph ends with a concluding statement that summarizes the main idea expressed in the topic sentence.

## Generic Structure

The generic structure of narrative is as follows:



### Abstract

The summary level is a brief introduction to the story. The narrator usually uses expressions like: *I have an interesting story, this is a special event in my life, I have an unforgettable experience in my life, this is what happened last week, etc.*



### Orientation

The orientation phase explains who and where. This means that the scene determines who will participate in the story. Participants can be humans or non-humans such as animals and objects. The scene also shows the location i.e. the place where the story takes place and the time in which the story takes place. In other words, the orientation phase describes participants and site conditions covering spatial and temporal locations.



### Evaluation

During the evaluation stage the narrator expresses his or her judgment or comments about the events of the overall story. The evaluation phase can be one two or three times or can be repeated indefinitely. It is represented by numbers like 1 2 3 4 ... n. Stages are optional and can occur any time before or after a stage.



### Complication

The stage of complication can be the crisis or climax in a story. This is the part of the story where something goes wrong and becomes a serious problem. This crisis is very interesting and suspicious.



### Resolution

The Resolution stage describes the efforts to solve the problem.



### Coda

The code chapter closes the story with further comments.

## Transitions for Narration

after	as	as soon as at
first	at the same time	before
by this time	earlier	eventually
finally	first . . . second	immediately
later	later on	meanwhile
next	now	soon
then	two hours (days, months, years)	
later	when	

## Writing a Narrative Essay

- Make sure your topic calls for narration.
- Find ideas to write about.
- Identify your main idea, and write a thesis statement.
- Choose events and details to support your thesis.
- Arrange events in a clear order, usually chronological.
- Draft your essay.
- Revise your essay.
- Edit your essay.

## CHAPTER IV

# EXEMPLIFICATION

## Definitions

What Is Exemplification? What does it mean to tell a friend that their teacher is good or that their football team is bad? What does it mean when a character in a show fails a class or test? What does it mean to say that a certain war was wrong?

To illustrate this general interpretation, I will use an example. This means using specific examples to explain general concepts.

### Today is a difficult day

Today is going to be a hard day because I have a history test in the morning and a lab quiz in the afternoon. I also have to go to work an hour earlier than usual. My car is giving me problems. My car is burning oil and won't start on cold mornings. In addition, I need a new set of tires.

Example paragraphs explain or illustrate the idea of the topic sentence with specific examples. Personal experiences in the form of discussions and notes from reading (e.g. newspapers magazines or the Internet) are good examples.

A broad proposition is illustrated through elaboration using one or more particular examples. An exemplification essay backs up its points with particular instances.

## Exemplification Paragraph Guidelines

Keep the following guidelines in mind when writing an exemplification paragraph:

- A topic should begin with a sentence that expresses the main idea of the paragraph.
- The topic sentence is followed by examples that support the main idea.
- Examples should be arranged in logical order – eg from most important or general to specific.
- An exemplification paragraph ends with a concluding statement that summarizes its main ideas.
- An exemplification paragraph generally has the following structure.

## Writing an Exemplification Essay

- Make sure your topic calls for exemplification.
- Find ideas to write about.
- Identify your main idea, and write a thesis statement.
- Choose examples and details to support your thesis.
- Arrange your supporting examples in a logical order.
- Draft your essay.
- Revise your essay.
- Edit your essay



# DESCRIPTION

## Definitions

You can describe your new boyfriend or girlfriend in your personal email. A biology lab manual might describe the structure of a cell. As you write your report you may want to describe the patients you have treated. When you write a description you use words to paint a picture for your reader. When describing use words to give a clear picture of the taste or touch or smell you see. The more you include the better your explanation. This explanation is short because it contains very little content.

→ This exposition is simple because it contains few things.

### Flat

Today, I saw a beautiful sunrise.

In contrast, the description below is full of details that convey the writer's experience to readers.

### Rich

Early this morning as I walked along the soft sandy beach, I saw the sun rise slowly out of the ocean. At first, the ocean glowed red. Then, it turned slowly to pink, to aqua, and finally to blue. As I stood watching the sun, I heard the waves hit the shore, and I felt the cold water swirl around

my toes. For a moment, even the small grey and white birds that hurried along the shore seemed to stop and watch the dazzling sight.

The revised description relies on sight (glowed red; turned slowly to pink, to aqua, and finally to blue), touch (the soft sandy beach; felt the cold water), and sound (heard the waves hit the shore).

### Descriptive Paragraph Guidelines

Keep the following guidelines in mind when writing descriptive paragraphs:

- A descriptive paragraph should begin with a topic sentence that tells the main story of your paragraph (e.g. “My sister’s room is a pig sty” or “The wooden roller coaster in Coney Island is a work of art”)
- Descriptive paragraphs should present details that support the topic sentence in a clear spatial order that is the same as the order in which the objects or scenes described are observed. For example, you can move from near to far or from top to bottom.

- A descriptive paragraph ends with a concluding statement that summarizes the main idea expressed in the topic sentence.

### Generic Structure of Descriptive Text

Descriptive writing has a framework, or stages, much like other genres. Generic descriptive text structures are separated into two categories by Jenny Hammond (1992): Identification and Description.

Identification: the purpose of identification is to present and name a particular participant, which could be a person, object, location, animal, or occasion. This passage provides an overview of the participant's traits, demeanour, habits, and other attributes

Regarding linguistic features Gerot and Wignell (1994) Emilia and Christie (2013) Knapp and Watkins (2005) Derewianka (1990) and Nafisah and Kurniawan (2007) state that the following linguistic features are used in descriptive texts, there are:

- Focus on specific participants as the main character;
- Uses the present tense as the dominant form.
- often uses linking verbs or relative verbs to classify and describe appearances or qualities and parts or actions of events (is, are, has, have, belongs to);

- use verbs or physical actions and behaviors to provide more details of the actions and behaviors performed by the participants in the lesson;
- Use mental verbs or mental processes when describing feelings;
- Use nominal groups whenever possible to describe
- Use adjectives and adverbs to add information to nouns and add information to verbs to provide more detailed descriptions of subjects.
- Use adverbial phrases to add more information about a place or time and sometimes feel in an embedded clause that acts as a condition.

### Writing a Descriptive Essay

- Make sure your topic calls for description.
- Find ideas to write about.
- Decide what dominant impression you want to convey.
- Choose details that help to convey your dominant impression.
- If possible, write a thesis statement that your details will support.
- Arrange your details in an effective order.
- Draft your essay.
- Revise your essay.
- Edit your essay

# PROCESS

## Definitions

When you describe a process, you tell readers how something works or how to do something. For example, you can explain how optical scanners work at grocery store checkouts how to zip paint and how to send a text message.

You can think of “how to” make process clauses. Process paragraphs explain to the reader how to do something or how events occur or how something works.

Process paragraphs, often known as how-to paragraphs, provide instructions on how to make or accomplish a task. If you want to clearly describe how to perform something, break it down into a number of steps and explain each one. The steps involved in building a campfire are described in the model paragraph. Count the number of steps as you read it. Observe the terms and expressions used to introduce each phase as well.

## Time Order Signals

In a process paragraph, the steps are arranged according to time, and time order cues are used to lead the reader through each step.

Sentence Connectors	Others
---------------------	--------

1. First, (second, etc.) Then (no comma) Now (no comma) Next, Finally, After that, Meanwhile,	2. The first step ... (no comma) The net step ... (no comma) The final step ... (no comma) 3. After five minutes, 4. After you take the pizza out of the oven,
---	--

## Descriptive Paragraph Guidelines

Keep the following guidelines in mind when writing process paragraphs:

- A process paragraph start with a topic sentence that identifies both the process and the point you want to make about it (for example parallel parking is easy once you know the secret or you can create an effective resume by following a few steps).
- A process paragraph each step of the process should be explained. These steps should be presented in strict chronological order: the order in which they occur or should be performed.
- A process paragraph closing arguments should end with a summary of your perspective on the entire process.


It is important to follow a logical order in process paragraphs. When writing a process paragraph, you should list the steps in the order they are performed but when


describing past events it is usually best to follow chronological order.

Don't go out! Let's say you've never made a sandwich. What's the first step? If you asked me to spread peanut butter on bread, I would do something silly like tear open a bread package with my teeth or scoop peanut butter out of a jar with my hands. You're probably describing a very complex process so assuming you understand the steps the results could be disastrous. Please be specific and complete to avoid misunderstandings.

### Generic Structure

 Like any other kind of paragraph, your process paragraph should start with a **topic sentence**.

 In this type of format, you want the argument sentence to clearly and specifically identify the process it describes and explain why this process is important. Instead of a supporting sentence the body of the paragraph describes the **steps in the process** but it doesn't have to be a simple list. Using complete sentences and convenient transitive phrases will make your writing formal yet enjoyable.

 Finally, you should include a **concluding sentence** that reiterates the importance or purpose of the process you are describing. In your closing statement you can also explain

what results your readers expect from the process and provide them with links to other sources of information.

Here are Transitional Phrases that usually used in process paragraph:

First	Before	To begin with...
Last	After	Once you have...
Eventually	Afterward	Finally

### Writing a Process Essay

- Make sure your topic calls for process.
- Decide whether you want to explain a process or write instructions.
- Find ideas to write about.
- Identify your main idea, and write a thesis statement.
- Identify the most important steps in the process.
- List the steps in the process in chronological order.
- Draft your essay.
- Revise your essay.
- Edit your essay

# CAUSE AND EFFECT

## Definitions

*Why are college tuition fees so expensive in the United States?*

*How does smoking affect human health?*

*How dangerous is bird flu?*

All of these questions have one thing in common: they attempt to determine the cause or effect of an event or situation.



**A cause** is something or someone that makes something happen.



**An effect** is something brought about by a particular cause.

A cause and effect paragraph helps readers understand why something happened or is happening or tells readers how one thing affects another.

## Cause and Effect Paragraph Guidelines

Keep these guidelines in mind when writing a cause and effect paragraph:

- A cause-and-effect paragraph should start your paragraph with a topic sentence that focuses on the cause or effect of the argument (for example, “There are

several reasons why the cost of gas is so high” or “Going to the writing center has given me confidence as well as skills”).

- A cause-and-effect paragraph each important factor or effect should be discussed one by one. Causes or effects should be listed in some logical order such as from least to the most important.
- A cause-and-effect paragraph should end with a concluding statement that summarizes the main idea in the topic sentence.

### Writing a Cause and Effect Essay

- Make sure your topic calls for cause and effect.
- Decide whether your essay will focus on causes, effects, or both.
- Find ideas to write about.
- Identify your main idea, and write a thesis statement.
- Choose causes or effects to support your thesis.
- Arrange causes and effects in an effective order.
- Draft your essay.
- Revise your essay.
- Edit your essay.

Essays about causes and effects can concentrate on either one. Examine all pertinent causes when writing about causes. While it is crucial to highlight the cause you believe to be most important, don't forget to take into account other possible relevant causes. Similarly, don't just write about the first few effects that come to mind when writing about effects; instead, take into account all major effects of a given cause. The women's movement should be the result of your introduction paragraph if, like in the first assignment in the attention box on the previous page, your attention is on finding reasons. Start by determining the cause (smoking, for example) if your focus is on impact prediction, as it is in the second and third assignments mentioned above.

In cause-and-effect writings, transitions are crucial because they create causal relationships, informing readers that A caused B rather than the other way around. Furthermore, they demonstrate that there is a causal relationship between the events—that is, A caused B—rather than merely a sequential one—that is, A came before B. Recall that a subsequent event does not always follow from the preceding one. For instance, just because an earthquake happens the day before a test doesn't necessarily mean that the earthquake was the reason for your failure.



**PRACTICE!**

**Cause and Effect Essays!**

➔ (a) Underline the cause and highlight its effect in each of the following sentences:

- 1) After the dog bit her, we had to take her to the hospital.
- 2) Her computer stopped working due to a virus.
- 3) The police arrested him because he committed a crime.
- 4) She set fire to the curtain first before the whole house burnt down.
- 5) If she gets accepted to university, she will become a doctor.

➔ (b) Complete the sentence by filling in a cause or an effect as required. Circle what was needed to complete each sentence: cause or effect!

- 1) Melanie did not go to school because .....  
cause/effect
- 2) Due to ....., Jason was late for work again.  
cause/effect
- 3) Since Zinzi bought all the chocolate in the shop, Sarah .....  
cause/effect

4) If ....., there won't be enough space in the car.

cause/effect

5) Since Jamie's parents found out about the party he hosted without their permission, .....

cause/effect



# CLASSIFICATION

## Definitions

When you classify, you sort items (people, things, ideas) into categories or groups.

We categorize bills when we sort them into those that need to be paid now and those that can be paid later or when we separate clothes in closet drawers into piles of socks T-shirts and underwear. A classification paragraph tells the reader how to classify items into categories or groups. Each category must be different. In other words, elements from one category are not loaded together with another category.

For example, a novel cannot be classified as a mystery novel or a paperback because both a crime novel and a romance novel can be paperbacks.

A classification condition divides individual items into categories based on common characteristics. Depending on the topic you may be asked to divide the human body into objects or ideas. The topic sentence describes what should be classified and which categories should be used. Supporting sentences provide additional information about each category. Concluding sentence (optional) Useful transitional words and phrases can be classified for division. Type I/II/III Type I/II.

For example, paragraph 1: *How does Malinowski classify folktales?*

Malinowski divides traditional stories into three categories distinguishing between myths legends and fables. He points out that the first of these represents a higher and more important statement of truth about primordial reality. This is considered sacred. On the other hand, storytelling is just entertainment. No one attaches any particular meaning to it and no one believes it. However, the legend is believed to be an accurate historical account.

Example paragraph 2: *How can the Hindu population in India be classified?*

The entire Hindu population of India can be divided into four castes or varnas. The highest among them are the Brahmins or priests. The next higher group is the warrior varna known as the Kshatriya or sometimes Rajput caste. Below is the Vaishya caste or merchant caste and the lowest caste is known as the Sudra caste. Caste is traditionally associated with some type of occupation in modern India but occupation is not a reliable guide to caste.

## Classification Paragraph Guidelines

Keep the following guidelines in mind while writing a classification paragraph:

- A classification paragraph must begin with a topic sentence that introduces the topic of the paragraph. It can also identify the categories you are talking about (for example before going camping you should divide the items you want to pack into three categories: absolutely necessary potentially useful and useless).
- A classification paragraph should discuss each category one by one. Your discussion of each category should include enough detail and examples to show how it differs from other categories.
- The categories in the classification paragraph should be arranged in logical order such as most important to least important or smallest to largest.
- The classification section should end with a closing statement that highlights the key points stated in the theme sentence.

# DEFINITION

## Definitions

You might say that your friend is arrogant because the air is polluted or the environment is dangerous when talking. To be clear you need to define what you mean by arrogantly reckless or dangerous. Like a conversation. Academic assignments may also include definitions.


For example, in a history paper you can define colonialism. A biology exam may ask you to define meiosis. A definition shows the meaning of a word. If you want readers to know how to use a certain term you need to define it. When most people think of definitions they think of formal definitions that they see in a dictionary.


A definition paragraph provides an explanation of the importance and meaning of a concept. A definition paragraph's main sentence provides three pieces of information: (1) the subject, (2) the broad category or group, and (3) the unique qualities.

## Generic Structure



The starting point of a definition paragraph is a **simple definition** which is the title of the paragraph.

 **Topic sentences** provide a brief explanation while supporting sentences provide additional information using detailed examples or explanations.

 In this case the **concluding sentence** may be linked to the following paragraph or a series of paragraphs.

### Writing a Definition Essay

- Make sure your topic calls for definition.
- Find ideas to write about.
- Identify your main idea and write a thesis statement.
- Decide what patterns of development to use to support your thesis.
- Arrange supporting examples and details in an effective order.
- Draft your essay.
- Revise your essay.
- Edit your essay.

There are other strategies to build definition essays, as indicated by the aforementioned thesis statements. A few ways to define something are as follows: you can describe something by narrating how it happened, describing how it looks, exemplifying it with a number of examples, explaining how it works, comparing and contrasting it with something else, or talking about its components. Certain

definition essays employ a solitary pattern of development, while others integrate multiple patterns, possibly utilizing distinct ones for every paragraph.



# ARGUMENT

## Definitions


When most people hear the word argument they think of a heated exchange on a television interview. But these discussions are more like shouting than arguments. A real debate involves a well-thought-out position on a controversial topic that reasonable people can agree on (e.g. “Should intelligent design be taught in high school classrooms?” or “Should teenagers who commit felonies be tried as adults?”). Your goal in an argumentative paragraph is to convince the reader that your position is correct.


You try to convince people by giving evidence i.e. facts and examples rather than shouting about the power of your ideas. Along the way address opposing viewpoints and acknowledge their power when they are strong. If you have solid evidence and strong arguments, you can make a persuasive argument.


An argument paragraph presents a point of view and gives evidence for the point of view taken. An argument is an opinion supported by facts. Opinions are also called claims and facts are called evidence. Claims clearly state a position on a topic or issue. Evidence supporting these claims may include statistical reasoning verified facts expert research and in some cases personal experience. For a claim to be persuasive the argument writer must support it with the most compelling evidence from a variety of reliable sources. Some aspects can be considered to have a

productive skill such as writing becomes the most difficult skill to be mastered (Suarmi, & Fatimah, 2019; Richards & Renandya, 2002).

## Generic Structure

 **Topic Sentence** identifies what is being argued for or against.

 **Support Sentences** include facts examples appeals to authority or rebuttals that support your point of view. Rank your reasons from most important to least important.

 **Concluding Sentence** restates what is being argued for or against and why.

### Useful transitional words and phrases:

*For extending or adding to an argument:* also, furthermore, in addition, moreover

*For counter-argument:* but, however, of course, nevertheless, although, despite, in spite of

*For giving reasons:* because, since, for this reason

*For indicating a result:* therefore, as a result, thus, consequently, accordingly

*For indicating time and sequence of ideas:* first, second, third, next, finally, at the same time, subsequently, in conclusion

*For clarifying a point:* in other words, that is

*For providing more detail or explanation:* to be more precise, in fact, indeed, more specifically

Practical Argument uses a thoughtful scaffolding technique to introduce students to argumentative writing. It introduces the rhetorical triangle and the four pillars of argument to create the groundwork for argumentative writing. It also provides templates and outlines to assist students in structuring their writings.

Then practical Argument is also defined as a comprehensive introduction to the elements and craft of argument written in a straightforward accessible style with effective organization and useful coverage of visual arguments. In other words, practical Argument is a well-organized, thorough guide on persuasive and argumentative writing that includes casebooks, templates, and a wealth of student assistance resources in addition to contemporary topics (Green, et.al., as cited in Kirsznner & Mendel, 2023).

All those thought can be considered and done by the readers or students to be involved deeply in critical reading and rewriting ideas well.

## Writing an Argument Essay

- Make sure your topic calls for argument.
- Find ideas to write about.
- Decide on the position you will support, and write a thesis statement that clearly expresses this position.
- List points in support of your thesis.
- Arrange your points in an effective order.
- Support each point with evidence.
- Consider arguments against your position.
- Draft your essay.
- Revise your essay.
- Edit your essay.

You can arrange an argumentative essay either deductively or inductively. An inductive argument proceeds from a set of particular observations to a general conclusion based on these findings, or from the specific to the general. An inductive argument could be used in an essay on the first topic listed in the Focus box above, for instance. It may start off by outlining the advantages of stock market investment with data, illustrations, and professional advice before coming to the conclusion that individuals ought to be permitted to invest a portion of their Social Security income in the stock market.

Deductive reasoning proceeds from the general to the particular. A deductive argument starts with a major premise, which is a generalization the writer thinks the reader would agree with, and proceeds to a minor premise, which is a particular example of the major premise's assertion. A conclusion that is derived from the two premises marks the end of it.

# COMPARISON AND CONTRAST

## Definitions

When you buy something like a car air conditioner hair dryer or computer you often compare different models to determine their similarities and differences. Finally decide what you want to buy. In other words, you compare and contrast.



When you **compare**, you look at how two things are similar.



When you **contrast**, you look at how they are different. **Comparison-and-contrast** paragraphs can examine just similarities, just differences, or both.

We employ the comparison and contrast method on a daily basis. For instance, while choosing which classes to enroll in, we evaluate and contrast the courses and instructors. When we shop, we evaluate and contrast goods and costs. Both the company and the job applicant compare and contrast candidates for open positions. You will frequently be required to compare and contrast in college courses. For instance, you might be required to contrast and compare two historical individuals or two events in a history class.

You may be required to compare two poems or two theatrical characters in a literature class. It's really helpful to know how to write comparison and contrast paragraphs. We identify the similarities between two or more objects



when we compare them. When we compare two items, we highlight their differences. Though occasionally a paragraph discusses both parallels and differences, the focus is usually on the distinctions. Choose which of the model paragraphs highlights the distinctions and which one discusses the parallels and differences as you read it.

### Organize a Comparison and Contrast Paragraph

There are two ways to organize a comparison/contrast paragraph. One way is called block organization, and the other way is called point-by-point organization.

When using block organization, you combine all of the differences and all of the similarities into a single block. The two example paragraphs are structured using blocks. every similarity and every difference When using a point-by-point structure, you discuss parallels and discrepancies for each subtopic. If you are comparing and contrasting many wireless phone plans, for instance, you could do so based on the following subtopics: phone bill (differences and similarities) monthly rate (differences and similarities) duration of the agreement (likenesses and discrepancies) dependability of the service (differences and similarities)

You may need to create a distinct paragraph for each subtopic if you have a lot to say about them. Your topic will determine the organizational scheme you use. It also depends on your topic whether you talk about more

contrasts or more similarities (or both). A comparison/contrast paragraph's main sentence should identify the subject and specify how the paragraph is organized. Your brain's left and right halves interpret information differently. It is advisable to compare plans based on four criteria when purchasing wireless phone service. A comparison/contrast paragraph's final phrase may restate the main idea. Due to the extreme similarity of both applications, the hiring decision is challenging. Recommendations can also be made in the final sentence.

However, due to her prior patient interaction experience and preference for collaborating with other staff members, JX would be a better fit for the position of receptionist. The TeleVox phone is, in my opinion, the greatest option for our business.

### Paragraph Guidelines

Keep the following guidelines in mind when writing a compare and contrast paragraph:

- Compare and contrast paragraphs should begin with a topic sentence that tells the reader about the similarities or differences between the paragraphs. The topic sentence should also specify the focus of the comparison (for example Toni Morrison and Maya Angelou have similar views about race and society or my parents and I have different views about success.).

- Compare and contrast paragraphs should discuss the same or similar points about both topics one after the other. Points should be placed in a logical order (e.g. from least important to most important).
- Comparison and Contrast paragraphs should end with a concluding statement that reinforces the main point of the comparison. There are two types of comparison and contrast paragraphs: subject by-subject comparisons and point-by-point comparisons.

### Writing a Comparison and Contrast Essay

- Make sure your topic calls for comparison and contrast.
- Find ideas to write about.
- Decide whether you want to discuss similarities, differences, or both.
- Identify your main idea and write a thesis statement.
- Identify specific points of comparison or contrast to support your thesis.
- Decide whether to structure your essay as a point-by-point or subject-by-subject comparison.
- Draft your essay.
- Revise your essay.

# READING FOR COLLEGE

## Previewing

When previewing read the passage and understand the authors main ideas main support points and overall argument of the passage. You might start by focusing on the first paragraph (which usually contains the thesis statement or overview) and the last paragraph (which usually contains a summary of the authors ideas). You should also look for clues to the writer’s message in other visual clues (such as title boxes) and verbal clues (words and phrases the writer uses to convey order and emphasis) in the text.

## Highlighting

After previewing the paragraph read it carefully highlighting it as you read. **Highlighting** means that using underlining and symbols to identify important ideas. This active reading strategy will help you understand the authors’ ideas and make connections between those ideas when you read again. Get elected; don’t stand out too much. Remember that you will eventually re-read every highlighted word phrase and sentence so only the most important and useful information is highlighted.

## Annotating

As you highlight, you should also annotate what you are reading. **Annotating** a passage means making notes in the margins or between the lines with reminders to answer questions and ideas for writing or discussion (Kiszner & Mandell, 2023). Informally recording ideas as they arise prepares you for class discussions and provides a useful source of material for your writing. Asking the following questions as you read will help you take useful notes.


## Summarizing


After you annotate and paraphrase a passage you can **summarize** it to help you understand it better. Before asking students to write a summary, it is necessary to teach students how to do it by giving them strategies (Sefer, Ören, & Konuk, 2016). These strategies include rereading the text carefully: underscoring critical words in each paragraph, identifying the story elements such as characters and setting, identifying main ideas and details, and the most important events. It also involves checking grammar and punctuation and using sequencing words, among others (Ozdemir, 2018; Bıyıklı & Doğan, 2015’



Khoshima & Rezaeian, 2014 Hooshang, & Forouzan, 2014).

A **summary** restates the content of the text in your own words (Avila & Barreiro, 2021; Pečjaka & Pircb, 2018).

 A **summary** summarizes the passage so that it covers everything except the main idea and perhaps the main supporting points (Pakzadian & Rasekh, 2012).

 A **summary** leaves out examples and details and does not include your own ideas or opinions (Ozdemir, 2018).

### Writing a Respond Paragraph

Once you have highlighted and annotated the reading selection you are ready to write about it perhaps recording your informal reaction to the authors' ideas in a response paragraph.

Because response paragraphs are informal there are no specific guidelines or rules governing their format or structure. However, like any paragraph you should include a topic sentence support it with examples and details write complete sentences and use appropriate transitions to connect the sentences (Zemach & Rumisek, 2005). In response paragraphs informal style and personal opinions are acceptable.

# SAMPLES OF CRITICAL READING TASK

## TASK 1

Title	: Tchaikovsky's house
Reading time	: 10 minutes
Word count	: 586
Type	: Recount Text
Keywords	: Tchaikovsky, music, house, Maidanovo, Klin, garden.
Text Sources	: Koenig-L.C., & Oxenden,C. (2013), <i>English File Intermediate's Students Book</i> , Oxford University Press. pages

### Analyzing!

#### Tchaikovsky' House

In 1885 Tchaikovsky wrote to a friend, "These days I dream of settling in a village not far from Moscow, where I can feel at home.' First he rented a small house in the village of Maidanovo. But Maidanovo was too full of tourists in the summer, and Tchaikovsky had too many visitors, when what he wanted was peace and quiet. Eventually he found the perfect house, in the small town of Klin. It was 85 kilometers northwest of Moscow and he lived there until his death on 6 November 1893. It is the place where he wrote his last major work, his 6th Symphony, or the Pathétique as it is sometimes called.

It's a grey wooden house with a green roof. Tchaikovsky's servant Alexei lived on the ground floor, and the kitchen and dining room were on the first floor. Tchaikovsky himself lived on the second floor. The sitting room and study, where his piano is located, is the largest room in the house and there is a fireplace and a bookcase with his music books. His writing desk, where he wrote letters every morning after breakfast, is at the end of the room. But the place where he composed music was in his bedroom, on a plain, unpainted table overlooking the garden.

In his final years, Tchaikovsky's great love was his garden. It was not a tidy English - style garden, but more like a forest. He adored flowers, particularly lilies of the valley, and after his death, his brother Modest, who had decided to turn the house into a museum, planted thousands of lilies of the valley around the garden.

In 1917, after the Bolshevik revolution, an anarchist named Doroshenko lived there with his family. People say that he fired shots at the portrait of Pope Innocent hanging in one of the bedrooms. He was finally arrested in April, and the house became the property of the state.

Since 1958, the winners of the annual International Tchaikovsky Competition have all been invited to come to Klin to play his piano, and there is a tradition that each musician plants a tree in his garden in the hope that, like his music, it will remain beautiful forever.

*(English\_file\_Intermediate\_Third\_Edition).*

### Summary of The Text!

#### Tchaikovsky' House

In 1885 Tchaikovsky a man who wanted to find peace, at first he rented a small house in Maidanovo but it was too crowded. Finally, he found the perfect home in the small town of Klin 85 kilometers northwest of Moscow. It was there that he lived until his death on November 6, 1893 and wrote his last major work. A house made of gray wood with a green roof. There is a study room that has a piano and bookshelf, a writing desk that is used to write letters every morning. In his final year Tchaikovsky loved his garden, which was like a grove of lilies. After the death of his brother he decided to turn the house into a museum.

In 1917, after the Bolshevik revolution, the anarchist Doroshenko and his family lived there. He shot the portrait of Pope Innocent hanging in one of the bedrooms. He was finally arrested in April, so the house became state property. Since 1958, winners of the annual International Tchaikovsky Competition have been invited to come to Klin to play the piano, it is a tradition for every musician to plant a tree in his garden in the hope that it will remain.

**Recognition!**

Tchaikovsky: he writes great works, loves the piano, collects books, loves plants

**Recalling!**

Tchaikovsky is a man who wants to find peace, he ends up living in the small town of Klin not far from Moscow. It was there that he lived until his death on November 6, 1893 and wrote his last work. In his last year he loved the forest-like garden. After the death of his brother he turned the house into a museum. In 1917 anarchist Doroshenko and his family lived there and were arrested for shooting a portrait of Pope Innocent. Since 1958 the winners of the International Tchaikovsky Competition are invited to come to Klin to play his piano, each musician plants a tree in his garden.

**Understanding!**

Tchaikovsky is a man who wants to find peace, he ends up living in the small town of Klin not far from Moscow. It was there that he lived until his death on November 6, 1893 and wrote his last work. His house has a piano and bookshelves. In his last year he loved the forest-like garden. Then after the death of his brother he turned the house into a museum. In 1917 anarchist Doroshenko and his family lived there and were arrested for shooting the portrait of Pope Innocent hanging in one of the bedrooms. Since 1958 the winner of the annual International

Tchaikovsky Competition was invited to come to Klin to play his piano, it is a tradition for every musician to plant a tree in his garden in the hope that it will remain.

**What I Learn!**

In my opinion Tchaikovsky is someone who is very concerned with developing his skills, because he needs a peaceful and calm atmosphere, finally he decided to move from his old house and find a more perfect house and according to his needs, so that he can develop his talents and abilities, namely writing and playing music. How important peace and quiet is for a writer and musician.

**Questions!**

1. Why after Tchaikovsky's brother made his house a museum, then someone else lived in it?
2. Why do people always choose a house for a piece place?
3. What is the meaning of English style garden?
4. Who is actually Tchaikovsky?
5. How are the details of his house?

**Word Order Analysis!**

In 1885 Tchaikovsky wrote to a friend, “These days I dream of settling in a village not far from Moscow, where I can feel at home.”

In 1885	Tchaikovsky	Wrote	to	a	friend,
adverb of time (1)	noun (1)	verb 2 (1)	preposition (1)	indefinite article (1)	noun (1)
	S	P	Indirect Object		
Verbal Sentence					
Simple past tense					

These	days	I	dream	of	Setting	In	a	village
demonstrative pronoun (1)	adverb (1)	pronoun (2)	noun (2)	preposition (2)	noun (3)	preposition (3)	indefinite article (2)	noun (4)
Adverb of time	S	P				Adverb of place		
Nominal sentence								

Not	far	from	Moscow,	where	I	can	Feel	at	home
adverb (2)	adjective (1)	preposition (3)	noun (5)	adverb (3)	pronoun (3)	modal (1)	Verb (2)	preposition (4)	noun (6)
	Adverb Clause				S	P	Adverb of place		
Verbal Sentence									

First he rented a small house in the village of Maidanovo

First	he	rented	a	small	house	in	the	village
adverb (4)	pronoun (4)	adjective (2)	indefinite article (3)	adjective (3)	noun (7)	preposition (5)	definite article (1)	noun (8)
	S	P				Adverb of place		
Verbal Sentence								
Simple past tense								

of	Maidanovo.
preposition (6)	adverb place (1)
Verbal sentence	
Simple past tense	

But Maidanovo was too full of tourists in the summer, and Tchaikovsky had too many visitors, when what he wanted was peace and quiet.

But	Maidanovo	was	too	full	of	tourist
conj (1)	adverb place (2)	to be past (1)	adverb (5)	adj (4)	prep (7)	adj (5)
	S	P	C			
Nominal sentence						
Simple past tense						

in	the	summer	and	Tchaikovsky	had	too	many	visitors
preposition (8)	definite article (2)	noun (9)	conj (2)	subject (1)	verb (3)	adverb (6)	adj (6)	noun (10)
Adverb of Time				S	P	C		
Verbal sentence								
Past perfect tense								

when	what	he	wanted	was	Peace	and	Quiet.
adverb (7)	noun (11)	pronoun (3)	verb 3 (4)	to be past (2)	noun (12)	conj (3)	adjective (7)
		S	P		C		
Verbal sentence							
Past perfect tense							

Eventually he found the perfect house, in the small town of Klin

Eventually	he	found	the	perfect	House
adverb (8)	pronoun (4)	verb 2 (5)	definite article (3)	adjective (8)	noun (13)
A	S	P	Adverb of place		
Verbal sentence					
Simple past tense					

In	the	small	town	of	Klin.
prep (9)	definite article (4)	adjective (9)	noun (14)	preposition (10)	adverb place (3)
Adverb of place					
Simple past tense					

It was 85 kilometers northwest of Moscow and he lived there until his death on 6 November 1893.

It	was	85 kilometers	northwest	of	Moscow	and
pronoun (5)	to be past (3)	noun (15)	noun (16)	preposition (11)	adverb place (4)	conj (4)
S	P	A		O		
Simple past tense						

He	live d	there	unti l	his	deat h	on	6 Novemb er 1893.
pronou n (6)	verb 2 (6)	adver b (9)	con j (5)	pronou n (7)	nou n (17)	prepositio n (12)	noun (18)
S	P	A		O		Adverb of time	
Verbal sentence							
Simple past tense							

It is the place where he wrote his last major work, or the Pathétique as it is sometimes called.

It	is	the	pla ce	wher e	he	wro te	his	last maj or	wor k,
pronoun (8)	to b e (1 )	defin ite articl e (5)	noun (19 )	adve rb (10)	pronoun (9)	verb 2 (7)	pronoun (10)	adj (10)	noun (19)
S	P	O		Adjective clause					
Nominal sentence				Verbal sentence					
Simple past tense									

his	6th Symphon y,	or	the	Pathétiqu e	as	it	is
pronoun (11)	noun (20)	con j (5)	definit e article (6)	noun (21)	adver b (11)	pronoun (12)	to be (1 )
C						S	P
Simple past tense							

sometimes	called.
adverb (12)	verb 2 (8)
A	P
Simple past tense	



It's a grey wooden house with a green roof.

It's	a	gre y	woode n	house	wit h	a	gree n	roof .
pronou n (13)	idefini te article (4)	adj (10 )	adj (11)	singul ar noun (3)	adj (12 )	idefini te article (3)	adj (13)	nou n (22)
S	Adverb of place							

Tchaikovsky's servant Alexei lived on the ground floor, and the kitchen and dining room were on the first floor.

Tchaikovsk y's	serva nt	Alex ei	live d	on	the	groun d	floo r
subject (2)	noun (23)	noun (24)	verb 2 (9)	prepositi on (13)	defini te article (7)	noun (25)	nou n (26)
S			P	O			

And	the	kitch en	and	dini ng roo m	where	on	the	first	floo r
con j (6)	defini te articl e (8)	noun (27)	con j (7 )	noun (28)	adv erb (13)	preposi tion (14)	defini te articl e (9)	preposi tion (15)	noun (29 )
S				P	Adverb of place				

Tchaikovsky himself lived on the second floor.

Tchaikovsk y	himself	live d	on	the	second	floor .
subject (3)	pronoun (14)	verb 2 (10)	prepositio n (16)	definit e article (10)	prepositio n (17)	noun (30)
S	Simple past tense					

The sitting room and study, where his piano is located, is the largest room in the house and there is a fireplace and a bookcase with his music books.

The	sitting	room	and	study,	where	his	piano
definite article (11)	Verb+ing (11)	noun (31)	conj (8)	verb 1 (12)	adverb (14)	pronoun (15)	noun (32)
S					Adjective clause		

is	located,	is	the	largest	room	in	the
to be (2)	adj (14)	to be (3)	definite article (12)	adj (15)	noun (33)	preposition (17)	definite article (12)
Adverb of place							

house	and	there	is	a	fireplace	and	a
noun (34)	conj (9)	adverb (15)	to be (4)	idefinite article (4)	noun (35)	conj (10)	idefinite article (5)
Adverb of place							

bookcase	with	his	music	books.
noun (36)	preposition (18)	pronoun (16)	noun (37)	noun (38)

His writing desk, where he wrote letters every morning after breakfast, is at the end of the room.

His	writi ng	des k,	where	he	wro te	lette rs	every	morni ng
pronoun (17)	verb- ing (11)	noun (39 )	adverb (16)	pronoun (18)	verb 2 (13)	noun (40)	preposit ion (19)	noun (41)
S			Adjective clause					

aft er	breakf ast	is	at	the	end	of	the	roo m.
con j (11 )	noun (42)	to b e (5 )	prepositi on (20)	defini te articl e (13)	nou n (42 )	prepositi on (21)	defini te articl e (14)	nou n (43)
	O	P	Adverb of place					

But the place where he composed music was in his bedroom, on a plain, unpainted table overlooking the garden.

But	the	pla ce	whe re	he	compo sed	mus ic	wa s	in
preposit ion (20)	defini te articl e (15)	nou n (44 )	adve rb (17)	prono un (19)	verb 2 (14)	nou n (45)	to be pas t (4)	preposit ion (21)
	S		Adjective clause				P	

his	bedroom ,	on	a	plain ,	unpainte d	table
pronou n (20)	noun (46)	prepositio n (21)	idefinit e article (6)	adj (16)	adj (17)	nou n (47)
Adverb of place		O				

overlooking	the	garden.
verb-ing (15)	definite article (16)	noun (48)

In his final years, Tchaikovsky's great love was his garden.

in	his	final	years,	Tchaikovsky's	great	love
preposition (22)	pronoun (21)	adj (18)	noun (49)	subject (5)	adj (19)	noun (49)
Adverb of time				S		

was	his	garden.
to be past (5)	pronoun (22)	noun (50)
P	O	

It was not a tidy English - style garden, but more like a forest.

It	was	not	a	tidy	Englis h	style	garden ,
pronou n (23)	to be pas t (6)	adver b (18)	idefinit e article (7)	adjectiv e (19)	noun (51)	nou n (52)	noun (53)
S	P			O			

but	more	like	a	forest.
conjunction (12)	adverb (19)	adjective (20)	idefinit e article (8)	noun (54)
Adverb of place				

He adored flowers, particularly lilies of the valley, and after his death, his brother Modest, who had decided to turn the house into a museum, planted thousands of lilies of the valley around the garden.

He	adore d	flower s,	particular ly	lilie s	of	the	valle y,
pronou n (24)	verb 2 (16)	noun (55)	adverb (20)	nou n (56)	prepositi on (23)	defini te articl e (17)	noun (57)
S	P						

and	after	his	death	his	brother	Modest
conjunction	conjunction	pronoun	noun	pronoun	noun	noun
(13)	(14)	(25)	(58)	(26)	(59)	(60)
Adverb of time				S		

who	had	decided	to	turn	the	house
pronoun	verb 2	verb 2	preposition	verb	definite article	noun
(27)	(17)	(18)	(24)	(19)	(18)	(61)
Adjective clauses				P	A	

into	a	museum,	planted	thousands	of	lilies
preposition	indefinite article	noun	verb	noun	preposition	noun
(25)	(9)	(62)	(20)	(63)	(25)	(64)
A			P	O		

of	the	valley	around	the	garden.
Preposition	definite article	noun	preposition	definite article	noun
(26)	(19)	(65)	(27)	(20)	(66)
Adverb of place					

In 1917, after the Bolshevik revolution, an anarchist named Doroshenko lived there with his family.

In 1917	after	the	Bolshevik	Revolution,	an	anarchist
adverb of time	conjunction	definite article	noun	noun	indefinite article	noun
(2)	(15)	(21)	(67)	(68)	(10)	(69)

Adv of time					S
Simple Past Tense					

named	Doroshenko	lived	there	with	his	family.
verb	noun	verb 2	adverb	preposition	pronoun	noun
(21)	(70)	(21)	(21)	(27)	(28)	(71)
P	S	P			O	
Verbal Sentence						
Simple Past Tense						

People say that he fired shots at the portrait of Pope Innocent hanging in one of the bedrooms.

People	say	that	he	fired	shots	at	the
noun	verb	adverb	pronoun	verb	noun	preposition	definite article
(72)	(22)	(21)	(29)	(23)	(73)	(28)	(22)
S	P		S	P	O	Adv of place	
Verbal sentence							
Simple Past Tense							

portrait	of	Pope Innocent	hanging	in
noun	preposition	noun	verb-ing	preposition
(74)	(29)	(75)	(24)	(30)
Adv Place			p	
Verbal Sentence				
Simple Past Tense				

one	of	the	bedrooms.
Noun (76)	preposition (31)	definite article (23)	noun (76)
Adv of place			
Verbal Sentence			
Simple Past Tense			

He was finally arrested in April, and the house became the property of the state.

He	was	finally	arrested	in	April,	and
pronoun (30)	to be past (7)	adverb (22)	verb (25)	preposition (32)	noun (77)	conjunction (15)
S	P		P	Adv of Time		
Verbal Sentence						
Simple Past Tense						

the	house	became	the	property	of	the	state
definite article (24)	noun (78)	noun (79)	definite article (25)	noun (80)	preposition (33)	definite article (26)	noun (81)
S		P	Adv of Place				
Verbal Sentence							
Simple Past Tense							

Since 1958, the winners of the annual International Tchaikovsky Competition have all been invited to come to Klin to play his piano, and there is a tradition that each musician plants a tree in his garden in the hope that, like his music, it will remain beautiful forever.

Since 1958,	the	winners	of	the	annual	international
adverb of time (3)	definite article (26)	noun (82)	preposition (34)	definite article (27)	noun (83)	noun (84)
Adv of time	S		A			

Tchaikovsky	competition	have	all	been	invited
noun (85)	noun (86)	verb (26)	adverb (23)	verb 3 (27)	verb (27)
P					
Verbal Sentence					
Future Perfect Sentence					

to	come	to	Klin	to	play	His
preposition (34)	verb (28)	preposition (35)	noun (87)	preposition (36)	verb (29)	pronoun (31)
Adv of place						

piano	and	There	is	a	tradition	That
noun (88)	conjunction (16)	adverb (24)	to be (6)	indefinite article (11)	noun (89)	Adverb (25)
O		S	P	C		
Nominal Sentence						

each	musician	Plants	a	tree	In	his	Garden
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determiner (1)	noun (90)	Verb (30)	indefinite article (12)	noun (91)	preposition (37)	pronoun (32)	noun (91)
S		P	O		Adv of place		
Verbal Sentence							

in	the	Hope	that	like	His	Music
preposition (38)	definite article (28)	Noun (92)	adverb (26)	verb (31)	Pronoun (33)	noun (93)
S			A	O		

It	will	remain	beautiful	forever.
pronoun (34)	verb (32)	verb (33)	adjective (21)	adverb (27)
S	P		A	
Simple FutureTense				

## TASK 2

Title : In the Dragons' Den  
Source : English File: Intermediate Student's Book  
by Christina Latham-Koenig & Clive  
Oxenden, p. 80  
Time : 3 minutes 49 seconds  
Keywords : dragon, business, entrepreneur, success  
Type of text : Argumentative text

### Annotating!

#### 1) Identifying Thesis Statement and Explanatory Materials

##### a. Thesis Statement/Topic Sentence:

Dragons' Den is a UK TV series, with similar versions in many different countries. [paragraph 1]

##### b. Supporting Sentence:

In the UK programme, contestants have three minutes to present their business ideas to five very successful business people. These people are nicknamed the 'Dragons', and the intimidating room where they meet the contestants is the 'Den' (the dragons' home). The Dragons, who are often multi-millionaires, are prepared to invest money in any business that they believe might be a success. In return, they take a share in the profits. The contestants are usually your entrepreneurs, product designers, or people with a new idea for a service. After the contestants have made their presentations, the Dragons ask them questions about the product and its possible market, and then say if they are prepared to invest or not. If they are not convinced by the presentation, they say the dreaded words 'I'm out'. [paragraph 1]

##### c. Explanatory Materials/Argumentative Sentence [1]:

*They were very pleased with their investment in Levi Roots, the Rastavarian singer who had the idea for Reggae Reggae Sauce (Claim). He came into the Den with a guitar, a couple of bottles of sauce he had made in his kitchen – and nothing else. But the Dragons sensed an opportunity in the charismatic Levi, and two of them agreed to invest in his product. Two months later the sauce was in the shelves of one of Britain's biggest supermarket chains, and Levi is now running an*

*impressive and profitable company* (Argumentative statements).

d. Explanatory Materials/Argumentative Sentence [2]:

*Paul Simpson wanted the Dragons to invest in his handmade coffee tables. They have a wooden base, which look like 14<sup>th</sup>-century castles, and a glass top. Nobody was enthusiastic, and the Dragons rejected his idea. But, Paul hasn't given up. Now he is making a new table, this time replica of Windsor Castle, which he thinks might be popular with tourists* (Argument/proof). *And that is what makes a real entrepreneur – they never give up. If the Dragons invest in them, there is a good chance they will be successful. But if they leave the Den empty-handed, the determination to make it on their own is as great as ever* (Claim).

e. Explanatory Materials/Argumentative Sentence [1]:

And of course, *the Dragons don't always get it right* (Claim). *Inventor Rob Law's product, a suitcase for children which they can also ride on, was rejected as 'worthless'. One Dragon thought it was not strong enough, and another Dragon, who runs a holiday company, said she didn't think there was a market for the product. A third Dragon simply said 'I meet people like you all the time you think you have something, but you don't'. However, today Trunki cases are best-sellers, and are sold in 22 different countries* (Argumentative statements).

2) Identifying Keywords and Highlighted Words

	Word	Contextual Meaning
Keywords	Dragon	A mythical animal usually represented as a monstrous winged and scaly serpent or saurian with a crested head and enormous claws (Merriam-Webster Online Dictionary, 2022). In this context, the word 'Dragon' refers to the very successful business people who become judges on the UK TV series, The Dragons' Den.
	Business	The activity of buying and selling goods and services (Cambridge Dictionary, 2022).
	Entrepreneur	A person who organizes and manages any enterprise, especially a business, usually with considerable initiative and risk (Dictionary.com, 2022).
	Success	The achieving of the results wanted or hoped for (Cambridge Dictionary, 2022).
Highlighted Words & Phrases	A share in the profit	A system in which a portion of the net profit of a business is distributed to its employees, usually in proportion to their wages or

		their length of service (Collins Dictionary, 2022). “In return, they take <u>a share in profits.</u> ” [paragraph 1]
	Product	A person or a thing produced by or resulting from a process (Dictionary.com, 2022). “...ask them questions about the <u>products</u> and ...” [paragraph 1]
	Market	An open place or a covered building where buyers and sellers convene for the sale of goods (Dictionary.com, 2022). “its possible <u>market</u> , and then say ...” [paragraph 1]
	Profitable	Making or likely to make a profit (Cambridge Dictionary, 2022). “... Levi is now running an impressive and <u>profitable</u> company.” [paragraph 2]
	Rejected	To refuse to accept, use, or believe something or someone (Cambridge Dictionary, 2022). “... and the Dragons <u>rejected</u> his idea.” [paragraph 3]
	His idea	Someone’s idea of something (Cambridge Dictionary, 2022).

		“... and the Dragons rejected <u>his idea.</u> ” [paragraph 3]
	Be successful	Achieving or having achieved success (Dictionary.com, 2022). “... there is a good chance they will <u>be successful.</u> ” [paragraph 3]
	To make it	To produce something, often using a particular substance or material (Cambridge Dictionary, 2022). “... the determination <u>to make it on their own is as great as ever.</u> ” [paragraph 3]
	Worthless	Having no value in money (Cambridge Dictionary, 2022). “... which they can also ride on, was rejected as <u>‘worthless’.</u> ” [paragraph 4]

### 3) Comprehending through Questions

#### a. What is meant by The Dragons’ Den?

Dragon’s Den is a kind of TV series in UK which showing contestants who present their business idea to some very successful people who called ‘Dragons’. The room where they meet is called ‘Den’. The Dragons are prepared to invest money in any business that they believe can be successful in the future. In return, they take a share in the profits.

#### b. What does the Dragons consider before investing?

The Dragons consider several things such as the contestants' presentation, their business idea, the product, and its possible market.

- c. Why were the Dragons pleased with their investment in Levi Roots?

It's because the Dragons saw an opportunity in the charismatic Levi. Levi Roots was a Rastafarian singer who had the idea for Reggae Reggae Sauce. He came into the Den with a guitar, a couple of bottles of sauce he had made in his kitchen. Two of the Dragons agreed to invest in his product. Two months later the sauce was on the shelves of one of Britain's biggest supermarket chains, and Levi is now running an impressive and profitable company.

- d. What did Paul Simpson do after his idea was rejected by the Dragons?

He hasn't given up. He is now making a new table, replica of Windsor Castle, which he thinks might be popular with tourists.

- e. Why did the writer state that the Dragons don't always get it right?

The writer's point is that the Dragons are not always right in judging contestants and making decisions to invest. It can be proven by Rob Law. His product, a suitcase for children which they can also ride on, was rejected by the Dragons. One of them thought it was not strong enough, and another Dragon said she didn't think there was a market for the product. A third Dragon simply said 'I meet people like you all the time. You think you have something, but you don't'. However, today Trunki cases are best-sellers, and are sold in 22 different countries.

## Contextualizing!

In the text, The Dragons' Den was described as a TV series in UK with similar versions in many different countries, but turns out the programme was originally from Japan with the name 'Money Tiger'. Now, the owner of the format Dragons' Den is Sony Pictures Television. The Dragons' Den is locally produced in around 30 different countries such as Australia, Canada, France, Czech Republic, Denmark, U.S., etc. It also has different name in different countries. For example, *The Dragons' Den* is the most popular names in U.K., Canada, Ireland, and Poland. *Shark Tank* is called in the U.S., Australia, and Portugal, and *Lions' Den* in Germany, Denmark, and Finland.

The name of the show always refers to the animals because if traced back to the original program from Japan, this program was originally called Money Tigers. The reason behind this adaptation of the name most likely stems from the associations that different cultures have with various animals or creatures such as sharks, dragons, lions or tigers. However, what all these animals have in common is that they are strong, smart, and dangerous.

The writer not only wrote about The Dragons' Den itself but also some of the contestants who had presented their idea. There are three names that the writer mentioned: Levi Roots, Paul Simpson, and Rob Law. Each of the contestant had different experiences while at The Dragons Den. Basically, the writer wants to Levi Roots, with his product Reggae Reggae Sauce, got the investment from the Dragons and his business becomes successful now. Paul Simpson, with his product handmade coffee tables, didn't get a chance from the Dragons but he didn't give up. He kept trying and made a new product. The writer described Paul's trait as a real entrepreneur's trait. Rob Law, who had



invented a suitcase for children which they can also ride on, also didn't get any investment from the Dragons. The Dragons doubted his product and even says that it is 'worthless'.

Basically, by including the experience from the three contestants the writer tried to convey that The Dragons' Den is a good program that can help young entrepreneurs to build their business as what happened with Levi Roots. However, it doesn't determine that those who do not receive the investment from the Dragons will not be successful in their business. The writer proved it through Rob Law story.

According to Reggae Sauce is unique barbeque Scotch bonnet combined with secret recipe was



*leviroots.com*, Reggae described as a kind of sauce made from chillies and all spices Carribean herbs. The originally from Levi

Roots. Levi first introduced his Reggae Reggae Sauce at The Dragons Den in 2007 through a song. Two of the Dragons named Peter Jones and Richard Farleigh invested in his product. Since then, the products have been distributed and are selling well in the market.

<https://www.getreading.co.uk/whats-on/peter-jones-dragons-den-reggae-22734025>

One of the successful contestants on The Dragons Den without investment from the Dragons is Rob Law. According to *roblaw.com*, The brand for Rob's product, ride-on suitcase for tots, is Trunki. Trunki was launched in May 2006 and now the company has sold around 4 million suitcases in over 100



countries. Rob's entrepreneurial journey has seen him win over 120 awards withing the design, trade consumer and business sectors.

## Summarizing And Paraphrasing

### Summary!

Dragon's Den is a kind of TV series in UK which showing contestants who present their business idea to some very successful people who called 'Dragons'. The room where they meet is called 'Den'. The Dragons are often multi-millionaires. Through that TV series, they can invest money in any contestant business they believe will be successful in the future. The contestants are usually young entrepreneurs, product designers, or people with a new idea for a service. So far, the Dragons have agreed to invest in 110 businesses. One of them is investment in Levi Roots. He is a Rastafarian singer who had the business idea for Reggae Reggae Sauce. His business was successful and his products are selling well in the market. Even so, the judgement of the Dragons is not always right. There is one contestant namely Rob Law who didn't get any investment from them. However, it turns out he can be successful. His products became best sellers and are sold in 22 countries.

### Judging The Writer's Credibility!

There is one thing that should be noticed here is the writer didn't put the references in writing this text. It was still common that the writer described about what The Dragons' Den was because he/she can directly watch the TV programme and write some descriptions about it. However, the others information such as the selling of Reggae Reggae Sauce and Trunki cases were not followed by certain sources or references.

In the third paragraph, the writer stated, "... *And that is what makes a real entrepreneur – they never give up...*" How can the writer know what makes a real entrepreneur? Is he/she an entrepreneur? Running a business? Or he/she knows from another people? The writer also didn't continue whether Paul Simpson's business (making coffee tables) ran well or not. Probably, if the writer gave more explanation about it, such statement or claim can be more convincing and clearer.

Besides all of the corrections above, in this text, the writer also put some opinions that followed by evidences. For example:

- The writer stated, "*And of course the Dragons don't always get it right.*" It simply stated that the Dragons don't always make the right decision whether they should invest at certain business idea or not. The writer proved it by providing Rob Law's story. Rob Law still can achieve success in his business even he didn't get any investment from the Dragons.

### **Rhetoric Structure!**

The structure of the text entitled "*The Dragons' Den*" is linear structure because it is written in a coherent sequence, starting from a general description of what it means by The Dragons' Den, its purpose of and how the programme is going (paragraph 1). The following paragraphs (paragraph 2-4) explain about several contestants who had participated in that programme such as Levi Roots, Paul Simpson, and Rob Law. It was arranged through comparison pattern. One contestant got the investment from the Dragons and become successful (Levi Roots), second contestant didn't get any investment from the Dragons but still kept trying to develop his product (Paul

Simpson), and the third contestant also didn't get investment from the Dragons but still can be successful (Rob Law).

### **Conclusion!**

The Dragons' Den is a TV series in the UK which carries the theme of business. In this programme, there are contestants and judges, who are usually called 'Dragons'. The contestants will present their business idea to the Dragons. If the Dragons are interested and convinced about the business, they will invest money in that business. Many businesses have received investment from them and one of the successful ones is the Levi Roots business, Reggae Reggae Sauce. However, the writer also stated that the Dragons don't always make the right decision in investing. One of the businesses that has participated in this programme was able to achieve success even without investment from the Dragons. Personally, I agree with the writer's opinion. The Dragons' Den can act as an intermediary for contestants to grow their businesses and achieve success, but it's not the only way. Even if we don't get investment from the Dragons, we can still achieve success in our business with hard work, persistence, and intelligence.

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