

THE EFFECT OF PREVIEWING TEXT ON FRESHMEN READING COMPREHENSION SKILL

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Abstract: EFL students have several problems in understanding English texts. These issues are shown when the students have no idea with unfamiliar vocabularies and the concepts of the text. Previewing a text can be used for stimulating prior knowledge. These activities can be practiced to increase the accuracy and efficiency of students reading. This research used quantitative research; quasi experimental design. There were 52 first year students as the research participants and divided into control and experimental group. The treatment given was providing preview text of “*Birth of Blues*” which consisted of 372 words, while the control group were given the same passage without preview text. The writer provided an objective test to measure the students’ comprehension toward the text. The result showed that the mean of control group was ($M=52.31$) and the mean of experimental group was ($M= 67.69$). In the same case, the p value was 0.000 ($p < 0.05$). After knowing the result of the data, it indicated that providing preview text strongly affected freshmen’s reading comprehension. In conclusion, the more the students can do previewing before reading the text, the more they can understand the whole text easily and they will achieve better reading skill.

Keywords: Preview, reading, comprehension

INTRODUCTION

EFL learners tend to have various difficulties in understanding English texts. These problems are shown when the students have no idea with unfamiliar vocabularies and the concepts of the text. In this case, attempting the students to get familiarized with the vocabulary is commonly done to improve the students' reading comprehension (Salehi & Abbaszadeh, 2017). Not only that, cultural content also impacts their thinking process in reading comprehension. In some studies, it is stated that there are several difficulties in reading which impact the students’ comprehension. There are five difficulties of academic reading in college students: the length of time to finish reading the whole text, getting information that is needed to complete the question in the allotted time, taking notes while reading the text, recalling their previous knowledge while reading the text, and the

last is making a note that is written by their own words (Alghail & Mafhood, 2016). In many cases, a lot of EFL learners in university have the same problem in mastering reading skill due to the reason that reading involves a complex process in which readers need to decode texts and make interpretations in order to comprehend of the whole text (A'yun & Yunus, 2017). The different language and culture impact their thinking process in understanding English text. Because of that situation, lack of access to get more background knowledge of the text is also commonly expressed by many EFL learners as their issue in comprehending the main idea of the reading material. After knowing the difficulties of the students in reading; consequently, the writer identifies that comprehension and appropriate reading strategy become the target of EFL students in reading English text which is really needed to develop their reading ability.

Comprehension is influenced by prior knowledge of the reader (Anderson, Reynolds, Schallert, & Goetz, 1977). In the other words, it is also stated that comprehending the text refers to the ability of the readers to manage the information and make a connection between new knowledge to knowledge which the reader formerly has (Chitrasari, 2015). When the background knowledge of the reader is activated, in the same time comprehension can be boosted. In this case, activating prior knowledge refers to content that allow the readers to enhance the aim for reading in order to help the reader relate what they read to particular thing which they definitely known (Singer & Donlan, 1983). Previous studies have discovered that what is known by the reader before reading impacts the amount and the type of information attended to and recalled. Comprehension may be increased if the prior knowledge is stimulated and applied during reading (Baldwin, Peleg-Bruckner, & McClintock, 1985).

In order to increase reading comprehension of the students, pre-reading activities can be used as a mean of stimulating prior knowledge related to the material (Hansen & Pearson, 1980). These activities can be practiced to increase the accuracy and efficiency of students reading, therefore it can minimize the time and effort required to read (Rousseau & Tam, 1991). Pre-reading activities are the media to unify the gap between the content of the passage and the reader's schemata. In addition, previewing can be choice to be conducted as pre reading

activity since it can activate the students' background knowledge (Chen & Graves, 1995). In line with previous research that were mentioned in before, it is also stated by Lian and Yunus (2018) about Transformative reading pedagogies: Perspectives from Indonesia that using SFL-strategies which include pre-reading activity stimulates students' prior knowledge and encourage them to connect relevant elements of text, questioning students to develop inferences, and also summarizing and synthesizing.

Preview means the activity that conducted before reading in order to provide background knowledge to the readers that is necessary for understanding the next reading selection (Huang, 2009). In the other words, preview reading refers to opening materials that are given to the students prior to reading. It offers certain information dealing with the idea of reading text (Chen & Graves, 1995). In this case, the use of previewing short stories were researched by Graves and his associates with 5th, 6th, 7th, 8th, and 11th graders and with high and low ability students over the past 15 years (Graves & Cooke, 1980). Almost 20 years ago, Graves created short story previews which were created to 28 participants with imperative background information that they needed to comprehend new materials. Two separate experiments (Graves & Cooke, 1980; Graves, Cooke & LaBerge, 1983) concerning upper elementary, and high school students yielded significant results for both high and low skilled readers as measured by explicit and implicit multiple-choice questions, story recall, or short answer comprehension questions. Although these narrative previews involved more than general knowledge, their results recommend that improving the student's knowledge may be a meaningful step to improve reading comprehension. The findings of these studies show that previews can be effective with narrative as well as expository texts, and with easier as well as more difficult material.

The use of previewing expository texts were also researched with high and low ability (McCormick, 1989). The results of this study were consistent in showing that previews can be useful in stimulating comprehension of short stories and expository texts for elementary, and high school students which have low, medium, and advance capability. The studies stated above all researched the effectiveness of preview on comprehension of LI readers. Another study which

investigated the effects of previewing complex short stories on freshmen, lower proficiency students' comprehension at a university in Malaysia, gives a related information on implementing previews with ESL students (Raman, 1990). In addition, previewing text can increase comprehension and help the readers ready for what they are going to read (Graves, Michael F.; Cooke, L. C.; Laberge, M. J., 1983). Even though previewing text may give positive impact for students' comprehension, this strategy is still rarely done by the teacher to be used as pre-reading activity.

All in all, preview is given to the students before reading the text to offer essential information about the content of the reading material. From previous studies, it is found that previewing text provided positive impacts toward students' reading comprehension. Preview reading can be implemented as pre-reading activity to encourage the students prior knowledge since it can solve the students difficulties in understanding the English text.

Previewing is one of pre-reading activities which means fast reading to make a comprehensive understanding about the content of the text, book or other passages and how it is formed (Mikulecky & Jeffries, Advanced Reading Power, 2007). This preview activity makes the students move their eyes rapidly above the pages searching the answers to overall questions related to the text. In doing preview text, most of the students spot the first paragraph and the first sentence that appear in every paragraph and also look at the summary. Because of that activity, the students can get the point of the passage which can help them to make a prediction what the next paragraph is going to tell. In the same hand, previewing is another pre-reading activity that is recommended to be applied when texts are difficult to be understood and may involve some unfamiliar materials (Chen & Graves, 1995).

Previewing makes the readers to analyze the implicit message which included in the material (Daiek & Anter, 2004). Since preview enables reader to make a prediction about the content of the whole text and the hypothesis of the main idea, it can make the reader to read the text critically. According to Swaffar, Arrens, and Byrones (1991), previewing refers to an activity which enables the readers to make assumption about the text. The students are helped to imagine the

reading text's content by giving an attention to the contextual clues, heading, and pictures that are mentioned in the text; consequently, it remains the students' curiosity toward the text. In addition, Chia (2001) also stated that previewing can help the readers to build some educated guesses related to the idea of the reading text like the title, pictures, tables, graphics, subtitle, that are connected to the authors' concept. Previewing refers to an exercise for readers to construct predictions toward the context of the passage. This activity can encourage the students to get the background knowledge prior to reading the text. Not only that, this activity also offers advantage for the students to reach better reading comprehension since the students generally knew what the text is going to tell about (Chitrasari, 2015). In addition to that, previewing qualified texts and always curious to know further about the message behind the text by always questioning the validity and trustworthy of the given information can boost readers' comprehension and readers' criticillity (Yunus, 2015).

In implementing preview text, there are various methods: 1) The readers identify nonfiction to discover what they have experienced and what they are going to look for. It makes the readers know how an author has formed the idea of the reading selection. 2) The readers is recommended to read the biography to figure something about the author, the background, and also circumstances of the author's life. 3) The readers find out the fiction to see characters, settings, and plot involved. Readers also preview to construct possible predictions about the climax and the resolutions which are stated in the text (Hina, 2013).

There are several purposes of previewing such as to reveal what the readers are going to read, to take the overall message included in the passages, book or article, and to catch several information of what the text are about (Mikulecky & Jeffries, More Reading Power, 2004). Previewing text is one of the simplest things to do as pre-reading activity that the readers will feel its advantages. By doing this reading technique, the reader can easily connect their idea with the text which can give a positive impact for their brain in comprehending the reading text.

Over thirty seven years ago, Graves, Cooke and Laberge (1983) pioneered the design of short story previews which is well-known as ‘Graves’ Preview’. The aim of their design was to offer relevant background knowledge and to introduce specific key story elements. Graves’ Preview consists of the following guidelines:

1. The teacher provides the students a frame of reference to help them in forming some predictions or figure out the upcoming texts.
2. Encourage the students to have a quick discussion about the reading selection’s topic to stimulate their background knowledge.
3. Provide the students both specific and general information about the upcoming texts such as the plot, characters, point of view, setting time and place, and the theme. In addition, it is also important to offer the definitions of difficult vocabulary and mention some information of possibly confusing concepts."

The aim of this study is to see and discover whether providing preview text as pre-reading activity affect students’ reading comprehension. In addition, it identifies how significant the effectiveness of previewing toward students’ reading comprehension of intermediate text for freshmen in English Education Department, University of Islam Malang. In relation to the research background that has been mentioned, this study attempts to reveal the impact of previewing text on reading ability of the students. The writer in this study also concerns with the effect of preview text on freshmen reading comprehension at University of Islam Malang. To make sure that the preview technique significantly affects students’ reading comprehension, the writer forms the specific research question asked in this study that is “do the students who read text with previewing get better reading comprehension than the students who read text without previewing?”

METHOD

This study used quantitative research. There were three types of quantitative research: experimental, correlation, and survey (Creswell, 2012). Quasi-experimental was chosen by the writer as the research design of this study. The procedure in quasi-experimental research started by defining the accessible population, selecting two classes, dividing into two groups; control and experimental group, giving the treatment, assessing the result of the treatments of

both groups, and the last was computing the difference between the average score (Latief, 2016). In this study, the population was the freshmen at English Education Department of University of Islam Malang. There were 52 students as the research participants which were divided into two classes, class A and class B. The students of class A were the control class while the students of class B were the experimental class. The data of their reading score was taken to be identified whether the ability of the research participants is almost the same. Furthermore, it is needed to measure the homogeneity of the students as well. In control class, the students read the text directly without getting any additional information related to the text and complete the questions to measure their comprehension, but in the experimental class, they read the preview text and the vocabularies that were mentioned in the previous page before reading the passage and completing the test.

The material was taken from *Intermediate Reading Handbook; A collection of Reading Text and Exercises for Students* that was adopted from the *Newsweek in Reading Comprehension for the Second Year* under the title “*Birth of Blues*”. The texts and the questions are provided from that book. The writer provided 10 multiple-choices and 5 true-false statements to assess the students’ reading comprehension. The text of “*Birth of Blues*” which has 372 words was chosen as the reading text for both control class and experimental class. From the question provided, the students are expected to understand the implicit information from the text. This intermediate text was selected because it was the appropriate one for the research participants. It was used not only for testing the effectiveness of the treatment, but also stimulating their critical thinking in understanding the passage and the questions.

The data collected via online by providing link of Google Quiz for the students to get the preview text, list of vocabularies (only for experimental group), the text of “*Birth and Blues*”, and also the questions that should be completed. The page for experimental class was divided into three pages; 1) Rules and students’ identity, 2) Preview text and the vocabularies, 3) The text and questions. While the page for control class only contained of two pages; 1) rules and

students' identity, 2) The text and the questions. The previewing activity took for about 3-5 minutes. The writer offered the rules of the test that the students should do to support the reliability of the study. The preview of the text contain of the main idea, the characters involved, and the setting of the story. In the same hand, offering some vocabularies as part of previewing process was done by the writer to help the students to get familiarized with the text that they would read. Both control and experimental group were given 35 minutes to read the text and then continued by completing all of the questions.

In order to address the question of the study, which referred to the effect of previewing text on freshmen reading comprehension and those who read without previewing, the text were compared using SPSS (Statistical Package for Social Sciences) 20, *Independent t-test*. The SPSS statistical program was utilized to analyse the results. The level of significance set at 0.05 for all statistical analyses.

FINDINGS AND DISCUSSIONS

After giving the reading text and preview via Google quiz to the control class and experimental class, the writer conducted a test to assess reading comprehension of the students. The testing was held in two classes; those are the freshmen from class A (the control class) and class B (the experimental class). The writer collected the data from objective test which were 10 multiple choice and 5 true-false questions that were given to both classes. The questions were consisted of 15 items in total. The accumulation of the correct items was multiplied by 8 for the multiple choices and multiplied by 4 for the true-false questions. From those scoring system, it was accumulated to 100 points of the test.

In this study, a test is used as the main instrument. It is called as a qualified instrument in quantitative research if it has two criteria, they are validity and reliability. According to Hughes (2003), an instrument is called valid test when it measures what need to be measured, and an instrument is reliable when it has the consistent result if it was conducted again. However, the writer of this study would conduct validity and reliability of the test through ANATES, and it was calculated below.

Table 1. The result of ANATES

Total questions	15
Total participants	26
Total significance items	9
<u>RELIABILITAS TES</u> Rata2= 7.96 Simpang Baku= 2.09 KorelasiXY= 0.56 Reliabilitas Tes= 0.57 Nama berkas: C:\USERS\USER\DOCUMENTS\ANATES JAWABAN.ANA	

According to the Table 1., 15 questions were tested to the 26 students. From ANATES calculation, 9 items were significance in validity of the test. 0.56 indicated the value of validity of the test which can be said as valid test because the correlation XY is ≥ 0.50 . In the same case, 0.57 was the value of reliability of the test which can be assumed as reliable test because the value is ≥ 0.50 . All in all, according to the result in table 1, the instrument used was valid and reliable.

The homogeneity test was calculated by utilizing SPSS v.20. This test was held in order to see whether the data from both experimental and control classes had different of the same variant. The Levene table was used to test the homogeneity. In Levene table, the sig. value must be 0.05 to achieve homogeny distribution data (sig. value > 0.05). The sig. value used was according to the mean column.

The table below showed the finding of homogeneity test.

Table 2. The Result of Test Homogeneity

Test of Homogeneity of Variances			
Reading_achievement			
Levene Statistic	df1	df2	Sig.
.416	1	50	.522

According to the data mentioned on the Table 2, it showed that the data of reading achievement of experimental and control classes were homogeny. The sig. value was 0.522 which meant that the sig. value was bigger than 0.05 ($0.522 > 0.05$). From this data, it can be said as homogeny distributed data.

The data collected was shown as the mean score of reading comprehension for students who got preview and without preview were (control group, $n=26$, $M=52.31$, Std. Deviation=12.234; experimental group, $n=26$, $M=67.69$, Std. Deviation=8.308). *See table 3..*

Table 3. Means and standard deviations for experimental & control group

Group Statistics					
Preview text		N	Mean	Std. Deviation	Std. Error Mean
Reading_comprehension	providing preview	26	67.69	8.308	1.629
	without preview	26	52.31	12.234	2.399

In the same time, the data were also analyzed using Independent Sample T-test to see the equality of the means. It showed (t value=5.305, sig. value=0.000, $p<0.05$). *See table 3.*

Table 4. The result of independent samples test

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
Reading_comprehension	Equal variances assumed	7.986	.007	5.305	50	.000	15.385	2.900	9.559 21.210
	Equal variances not assumed			5.305	44.015	.000	15.385	2.900	9.540 21.229

From the data that were mentioned on table 3, providing preview indicated the experimental class and without preview indicated the control class. The experimental and control class had the same N which was 26 students. In table 3, it is shown that 67.69 was the mean score of the students in experimental group, and 52.31 was the mean of the students in control group. From the data in table 4, it stated that the mean score of both classes was significantly different. Since the mean score of control class was lower than mean score in experimental class, the difference means between control and experimental was 15.38 points. Table 4 also mentioned the statistical hypothesis of this study. t was the value of t_{count} ; 5.305. The df (degree freedom) was collected from the total of the research participants minus 2. That is the reason why the df value was 50. The sig. (2-tailed) value was 0.000. Based on this result, it mentioned that (p) value was lower than 0.05; ($0.000 < 0.05$). It is assumed that H_0 was rejected and H_a was accepted. In other words, there was a significant effect of providing preview text as pre-reading activity toward freshmen reading comprehension.

In conclusion, according to the result that was described above, there was significant difference between experimental class and control class since the mean (M) score and score of (p) value were significantly different. It can be said that providing preview text as pre-reading activity was effective in increasing freshmen reading comprehension compare to them who did not use preview before reading the text.

The writer would describe the interpretation of the finding and the hypothesis of this study. This study was conducted to answer the question about the effectiveness of preview text on freshmen reading comprehension in English Education Department of University of Islam Malang. According to the analysis result, it showed that the students' reading comprehension in experimental class were significantly different from the control class. It was found from the different mean of the students' score in both classes. In the same case, in t -test calculation, the SPSS program was used and had criteria; if $p < 0.05$, the H_0 was rejected and H_a was accepted. From the data analyzed, the p value was 0.000 which means $p < 0.05$; consequently, the H_0 was rejected and H_a was accepted. From that result, it

indicated that using preview text affected students' reading comprehension. In the other words, students who did previewing as pre-reading activity prior to read the text had significant effect in comprehending the text than the students who did not do previewing. Based on the data result, it can be said that previewing is helpful in improving students' reading comprehension. Previewing text is suitable for freshmen of English Education Department because at that stage, they need to explore their critical thinking. By providing preview text as pre-reading activity will encourage the students to understand the text easily and also it is useful to automatically turn on the background knowledge. As Chen (1995) and Chitrasari (2015), students also experienced in predicting the definition of difficult vocabulary since they used to guess what will be discussed in the upcoming text. The result of this study indicated that preview offers a worthwhile choice for the teachers to be conducted in guiding the students read the English text. The teachers are suggested to provide preview to assist the students in reading English text since preview is quite easy to be prepared and take just little time to be presented to the students in the classroom. However, it does not mean that previews should be applied in every time. It depends on the condition and the situation which kind of teaching methods that may be suitable for the students.

All in all, providing preview text as pre-reading activity is useful for activating the students' background knowledge. Not only giving the sense of critical thinking, activating the background knowledge will increase the students' understanding. Previewing text will help the students to provide the clues of the upcoming text that will be read. In addition, previews offer a solution for the teacher that can be used in helping the students to reach better reading comprehension.

CONCLUSIONS AND SUGGESTIONS

Preview reading refers to an activity that is provided before reading the text to reach a better understanding through predicting what the text is going to tell about, the character that involved in the story, and the plot. This kind of reading method is done by some researchers with the positive result that preview text affected the students reading comprehension. In this study, quasi-

experimental design was used and supported by fifty two students from English Education Department of University of Islam Malang as the research participants. The independent t-test from SPSS 20 was used to calculate the mean score of the test result. The result of this study showed that the average score of the experimental class was higher compared to the mean score of the control class. It proved from the mean; 67.69 in experimental class and 52.31 in control class. The data result calculated in SPSS presented that the sig. (2-tailed) value was 0.000. It meant that the $p < 0.05$. From that result, the H_0 was rejected and H_a was accepted; consequently, providing preview text as pre-reading activity was effective toward freshmen's reading comprehension in English Education Department of University of Islam Malang. In conclusion, the more the students can do previewing before reading the text, the more they can understand the whole text easily and they will achieve better reading skill.

A better improvement is definitely needed in this study. The result of this study proved that previewing can be effective solution in improving reading comprehension. In the other words, this study can be improved by using other English skills, materials, ideas, view, as well as the design to provide more various contributions in different perspectives. Due to several reasons, this study only conducted for freshmen in English Education Department of University of Islam Malang by utilizing Google Quiz that contained of preview text, vocabularies, the complete text, and the questions. Further researchers hopefully can conduct the similar study with other research participants such as high school students or non-English Department students to offer different result. In the other words, it is also suggested to provide more qualified reading text and do the research directly face-to-face with the students. Not only to support the validity and the reliability of the data, but also to encourage the students to form the background knowledge before reading the text. The text of this research used for intermediate level from Newsweek. It is recommended for further researcher to hold the same study with other varied genres of reading text for different level.

English teachers are suggested to implement previewing as pre-reading activity since the result of this study proved that using preview text will improve students' reading comprehension. It is also supported by previous related study.

The teachers are suggested to be able to help the students to stimulate their critical thinking and activate their background knowledge by introducing the topic, characters, setting of time and place, and also predicting the text. The teachers should motivate the students to increase their reading skill through preview technique that can increase their ability to manage the time while reading the text, so they can understand the content better and faster.

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