



**THE EFFECT OF PREVIEWING TEXT AS PRE-READING ACTIVITY ON
FRESHMEN READING COMPREHENSION SKILL IN ENGLISH
EDUCATION DEPARTMENT OF UNIVERSITY OF ISLAM MALANG**

SKRIPSI

BY
PUTRI SANIATUL IKLIMA
NPM 216.01.07.3.023



**UNIVERSITY OF ISLAM MALANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARTMENT
JULY, 2020**



**THE EFFECT OF PREVIEWING TEXT AS PRE-READING ACTIVITY ON
FRESHMEN READING COMPREHENSION SKILL IN ENGLISH
EDUCATION DEPARTMENT OF UNIVERSITY OF ISLAM MALANG**

SKRIPSI

Presented to

**Faculty of Teacher Training and Education
University of Islam Malang**

**in partial fulfillment of the requirements for the degree of
Sarjana in English Language Education**

BY

**PUTRI SANIATUL IKLIMA
NPM 216.01.07.3.023**

UNISMA

**UNIVERSITY OF ISLAM MALANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARTMENT
JULY, 2020**

ABSTRACT

Iklima, P.S. 2020. *The Effect of Previewing Text as Pre-reading Activity on Freshmen Reading Comprehension Skill in English Education Department of University of Islam Malang*. Skripsi, English Education Department, Faculty of Teacher Training and Education, University of Islam Malang. Advisor I: Dr. Muhammad Yunus, S. Pd., M.Pd; Advisor II: Fitri Awaliyatush Sholihah, S.Pd., M.Pd

Keywords: Preview, reading, comprehension

EFL students have several problems in understanding English texts. These issues are proven when the students have no idea with unfamiliar vocabularies and the concepts of the text. 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. In order to increase reading comprehension skill of the students, pre-reading activities can be used as a mean of stimulating prior knowledge related to the material. 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.

This study investigated the effect of previewing text on freshmen's reading comprehension skill in English Education Department of University of Islam Malang. The research design used in this study was quantitative, quasi experimental design. There were 52 first year students from English Education Department as the research participants and divided into two groups, control and experimental group. The control group consisted of 26 students from class A, and 26 students from class B were chosen as 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 10 multiple-choices and 5 true-false questions to measure the students' comprehension toward the text.

To analyse the data, the writer used Independent T-test from SPSS 20. 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 skill of 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.

CHAPTER I

INTRODUCTION

There are several point discussions in this chapter. It starts from background of the study, research problem, research objective, hypothesis, research assumption, scope and limitation of the study, significance of the study, and the last is definition of the key terms.

1.1. Background of the Study

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, obtaining 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. 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).

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.

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 on students' reading comprehension skill. Preview reading can be implemented as pre-reading activity to activate the students prior knowledge since it can solve the students difficulties in understanding an English text. In addition, the current study wanted to identify the effect of previewing text as pre-reading activity on freshmen reading comprehension skill in English Education Department of University of Islam Malang.

1.2. Research Problem

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 skill at University of Islam Malang. To make sure that the preview technique significantly affects students' reading comprehension skill, the writer formulates the specific research question asked in this study that is "do the students who read texts with previewing gain better reading comprehension skill than those who read texts without previewing?"

1.3. Research Objective

The aim of this study is to see and figured out whether providing preview text as pre-reading activity affected students' reading comprehension skill. In addition, it identified how significant the effectiveness of previewing on students' reading comprehension skill of intermediate text for freshmen in English Education Department, University of Islam Malang.

1.4. Hypothesis

Hypothesis is not just making a guess or unreasonable prediction. Rather, the writer makes the hypothesis based on results from the previous research and literature where investigators have found certain results and can be offered to other investigators to repeat the new study with different object or at new place (Creswell, 2012). In line with the research question and the background in the previous points, the writer formulates that the hypothesis of this study is the students who obtain preview reading as pre-reading activity achieve better reading comprehension skill and score than the students who do not obtain any preview before reading the text.

1.5. Research Assumption

It is called assumption when the researcher believes that there must be some effects of teaching media to students' achievement in learning which is worth finding (Latief, 2016). In this study, the writer assumes that there is an effect of providing preview text as pre-reading activity on freshmen's reading comprehension skill.

1.6. Scope and Limitation

The scope in this study is teaching reading to the first-year student in English Education Department of University of Islam Malang. This study limits on the application of previewing as pre-reading activity in enhancing reading comprehension skill of the students. In the other hand, this study has several limitations due to the situation and condition during the process of collecting data. The first is the weakness of quasi-experimental research that is chosen by the writer. The external validity and the conclusion from the subjects of the study may not be applicable to the population since the subjects are not randomly selected from the population. The writer recommends further researcher to verify the conclusion by conducting similar quasi experimental research with different subjects and more samples, and it is also possible if the next researcher wants to use another research design.

The next is, this study is conducted in 2020 which world pandemic called *Corona Virus 2019* impacts teaching and learning process in all educational levels. Because of this pandemic, the teaching and learning activity for college students is moved to online classroom by utilizing internet and several social media that is applicable to support that activity for a semester. The writer makes

this research still achievable and effective to collect the data by designing online-based system via Google Form link. The writer suggests further researcher to conduct the same study by collecting the data directly to the classroom face to face with the research subject. The writer realizes that collecting data via online may impact the reliability of the research that also affects the result.

1.7. Significance of Study

The study about previewing text to enhance the students' reading comprehension skill was conducted by many researchers with the same result that is significantly affects the students' thinking process in achieving better understanding. This study was done in Indonesia such as Chitrasari (2019) who conducted the same research to the high school students which focused on recount text, and Fisher (2016) who mentioned previewing text is one of effective pre-reading activity which can be practiced to solve the difficulties of the students in reading recount text. In order to keep continuing and enriching the expectation like previous study, the writer conducts this research to provide several information for:

a. Students

This study helps the students especially the freshmen to enhance their skill in reading English passage by implementing preview as pre-reading activity. Through this study, the writer expects to give a new way that can be beneficial for the students to increase their reading ability in understanding English text.

b. Teachers

This study offers the information about previewing technique to construct the teaching and learning activities become more impressive and efficient in reaching better comprehension of reading.

c. Readers

The writer hopes that the finding of this study can be beneficial knowledge as well as worthwhile information regarding the efficient way in teaching reading to the university students or other levels. The finding of this study can be the current version which contributes to the improvement of teaching reading.

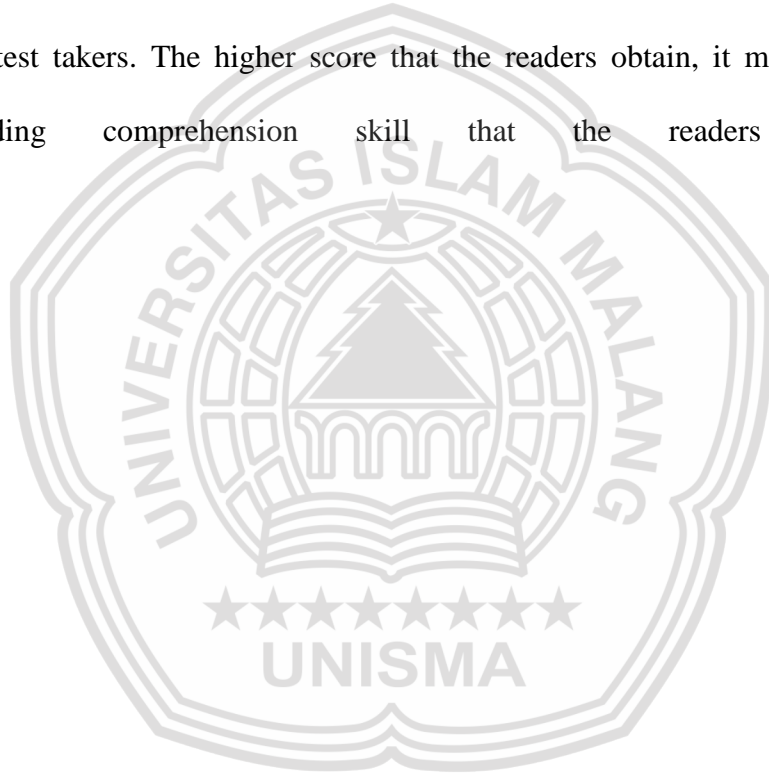
1.8. Definition of Key Terms

The definition of key terms is needed to prevent misunderstanding and vagueness. There are two terms which are used several times in this study, and those need to be defined.

Preview or *previewing a text* refers to a learning skill that deals with the text prior to reading activity. In this study, previewing a text is defined as an activity that is conducted before reading the text selection by identifying both fiction and nonfiction such as; the characters, plot, setting time and place, images, chart, and table which can help the reader to figure out what the upcoming text is going to tell about. The students were asked to read the glossary provided after the preview text. The writer provided the preview of recount text. Preview aims to achieve information of what the reader is looking for in the whole reading text. This skill is more efficient in reading process, gets sense of the text's content and provides the reader a kind of overview. Previewing text includes seeing what the

reader can learn from the head notes or the other introductory material, skimming to obtain the information, and identifying at how the text is organized.

The next is *reading comprehension skill* which refers to the students' scores attained from the test of reading comprehension on recount text administered by the writer of this study. The test was needed to assess whether the reader understand the text or not. In this study, the writer arranged the formal assessment; consequently, a good comprehension is seen from the result or the score of the test takers. The higher score that the readers obtain, it means the better reading comprehension skill that the readers have





University of Islam Malang
REPOSITORY



Hak Cipta Milik UNISMA

CHAPTER V CONCLUSIONS AND SUGGESTIONS

In this chapter, there are conclusion of the whole chapters and the suggestions from this study to be discussed.

1.1. Conclusions

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 skill. 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 group was higher compared to the mean score of the control group. It proved from the mean; 67.69 in experimental group and 52.31 in control group. 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 on freshmen's reading comprehension skill 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 comprehension skill.

1.2. Suggestions

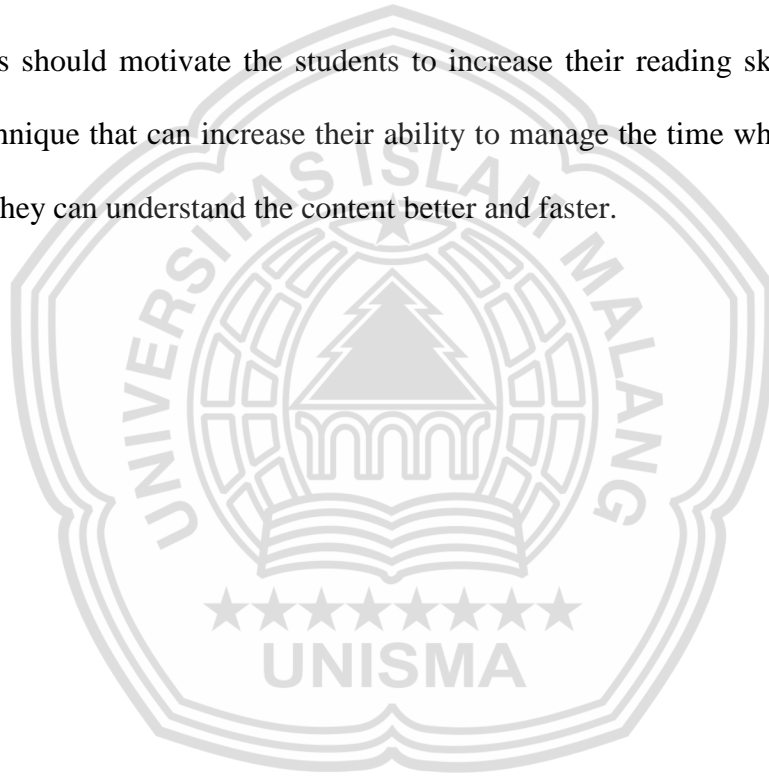
In this part, the writer would mention several suggestions as follow:

5.2.1. Suggestions for Further Researcher

1. 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.
2. 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, glossary, 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.
3. 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.

5.2.2. Suggestions for Teachers

1. 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 skill. It is also supported by previous related study.
2. 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.
3. 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.



REFERENCES

- Alghail, A. A., & Mafhood, O. H. (2016). Academic reading difficulties encountered by international graduate students in a Malaysian university. *Issues in Educational Research*, 26, 369-386.
- Anderson, R. C., Reynolds, R. E., Schallert, D. L., & Goetz, E. T. (1977). Frameworks for Comprehending Discourse. *American Educational Research Journal*, 367-381.
- Baldwin, R. S., Peleg-Bruckner, Z., & McClintock, A. H. (1985). Effects of Topic Interest and Prior Knowledge on Reading Comprehension. *Reading Research Quarterly*, 20, 497-504.
- Chen, H.-C., & Graves, M. F. (1995, April 19). Effects of Previewing and Providing Background Knowledge on Taiwanese College Students' Comprehension of American Short Stories. *TESOL Quarterly*, 29, 4-5.
- Chia, H.-L. (2001). Reading Activities for Effective Top-Down Processing. *Forum*, 39, 22.
- Chitrasari, G. (2015). The Effectiveness of Previewing as Pre-reading Activity towards Students' Reading Comprehension of Recount Text. *Thesis in Faculty of Tarbiyah and Teachers' Training of Syarif Hidayatullah State Islamic University Jakarta*, 3.
- Cohen, J. (1988). *Statistical Power for the Behavioral Sciences*. New York: NY:Routledge Academic.
- Creswell, J. W. (2012). *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). (P. A. Smith, Ed.) Boston, United States of America: Pearson.
- Daiek, D. B., & Anter, N. M. (2004). *Critical reading for college and beyond*. New York: McGraw-Hill.
- Fisher, A. S. (2016). Students' Reading Techniques Difficulties in Recount Text. *Journal of English and Education*, 4, 1-12.
- Fraenkl, J. R., & Wallen, N. E. (2009). *How to design and evaluate research in education*. New York: Mc. Graw-Hill.
- Graves, M. F., & Cooke, C. L. (1980). Effects of Previewing Difficult Short Stories for High School Students. *Research on Reading Secondary School*, 38-54.
- Graves, Michael F.; Cooke, L. C.; Laberge, M. J. (1983). Effects of Previewing Difficult Short Stories on Low ability Junior High School Students' Reading Comprehension, Recall, and Attitude. *Reading Research Quarterly*, 262-276.

- Hansen, J., & Pearson, P. D. (1980). *The Effects of Inference Training and Practice on Young Children's Comprehension*. University of Illinois. Illinois: Center for Study of Reading at Urbana Campaign University of Illinois.
- Hina, S. (2013). *Reading Strategies: Previewing*. Retrieved July 13, 2019, from Lumen Learning Developmental English: Introduction to College Composition: <http://courses.lumenlearning.com>
- Huang, H.-T. D. (2009). Previewing and EFL Reading Comprehension. *Journal of Asia TEFL*, 6, 57-58.
- Huges, A. (2003). *Testing for Language Teachers*. Cambridge: Cambridge University Press.
- Lakens, D. (2013). Calculating and Reporting Effect Sizes to Facilitate Cumulative Science: A Practical Primer for T-test and ANOVAs. *Frontiers in Psychology*, 863.
- Latief, M. A. (2016). *Research Methods on Language Learning An Introduction*. Malang, East Java, Indonesia: Universitas Negeri Malang.
- Linguapress. (2016, September 5). *Intermediate Reading Resources*. Retrieved March 12, 2020, from Linguapress.com: <https://linguapress.com/intermediate/black-and-british.htm>
- Manz, S. L. (2002). A Strategy to Previewing Books: Teaching Readers to Become THIEVES. *ProQuest*, 5, 434.
- McCormick, S. (1989). Effects of Previews on More Skilled and Less Skilled Readers' Comprehension of Expository Text. *Journal of Reading Behaviours*, 21, 219-239.
- Mikulecky, B. S., & Jeffries, L. (2004). *More Reading Power*. New York: Pearson Education.
- Mikulecky, B. S., & Jeffries, L. (2007). *Advanced Reading Power*. New York: Pearson Education.
- Raman, M. (1990). Effects of Previewing Difficult Short Stories on Low Ability University Level Students' Comprehension. *Unpublished honors degree's thesis*.
- Rousseau, M. K., & Tam, B. K. (1991). The Efficacy of Previewing and Discussion of Key Words on the Oral Reading Proficiency of Bilingual learners with Speech and Language Impairments. *Education and Treatment of Children*, 14, 199-209.
- Salehi, M. R., & Abbaszadeh, E. (2017). Effects of Pre-reading Activities on EFL Reading by Iranian College Students. *Horizon Research Publishinng Corporation*, 169.
- Singer, H., & Donlan, D. (1983). Active Comprehension: Problem-solving Schema with Questions Generation for Comprehension of Complex Short Stories. *Reading Research Quarterly*, 7, 166-185.
- Swaffar, J., Arrens, K., & Byrones, H. (1991). *Reading for Meaning: An Integrated Approach to Language Learning*. New Jersey: Prentice Hall.



Williams, A. D. (2006). Using Apreview Strategy to Enhance Reading Comprehension of Secondary Students. *Doctoral Dissertations in Tennessee Research and Creative Exchange University of Tennessee* , 8.

