

**PREVIEWING AND PREDICTING ON STUDENTS' READING
ASSIGNMENT
(A CASE STUDY IN THE SECOND SEMESTER)**

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ABSTRACT

Previewing and Predicting are strategies can be used before and during reading a text. A quick preview of the key elements of a text can help to predict what it might be about. This will help to prepare the information as reading. This paper aims to give insight on students' reading technique in previewing and predicting in the second semester of English Department. Grellet (1996) defines that previewing is a very quick reading technique to find out some information about a text. This technique involves using the title of a text, the table of contents, the index, the appendix, the preface of the author of publisher, headings or subtitles of chapters and paragraphs, information on the back cover, and acknowledgement. Moreover, Duffy (2009:103) explains that students must look for clues to the topic, think about what they already know about the topic, and predict what they think will happen on the basis of their prior knowledge. The study was conducted in the second semester in order to see how the students did reading assignment using previewing and predicting technique. The writer had students select and read a recent article in magazine or newspaper they like. The text was from an article in magazine or newspaper because it can provide interesting things and ideas and make students' interest in English language. Also, the students can learn new languages because they are expected to read more text and more complex texts. In addition, the writer encouraged students to use; (1) titles to help predict main ideas, (2) information from the title and article to identify the main idea of an article might be, and (3) their prior knowledge in combination with the topic clue. After students made their predictions, the writer had them read the article to see how their predictions play out and find the proof to support their prediction. Furthermore, the writer encouraged students to change their predictions as they read if their predictions were not working out. The result of the study indicates that the students use the technique of previewing in their reading was good enough. However, when they made prediction, most of the students didn't make good predictions. Consequently, Students need more guidance in reading and practice in making prediction.

Keywords: *previewing, predicting, reading strategies, students' reading assignment.*

INTRODUCTION

Reading is a process of decoding written symbols or text to determine meaning. As stated by Cline et.al (2006: 2), reading is decoding and understanding written texts. Moreover, he observes that decoding requires translating the symbols of writing system, including Braille into the spoken words which they represent. In other words, reading is an active process of constructing meanings of words. This statement is also supported by Day and Bamford (1998:12) who state that reading is the construction of meaning from a printed or written message. Furthermore, they explain that the construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding. In the same way, Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge as stated by Cline et.al (2006: 2).

Woods (2005:63) classifies the activities in reading class into three as follows:

1. Pre-Reading Tasks.

This task can be in form of vocabulary games, word searches, and matching synonyms. These activities can help students to approach a text in more confident way. Pre-reading stage helps the students activate the relevant schema.

2. While-Reading Tasks.

These kind of tasks, according to Hedge in Woods (2005:63), have become useful since the adoption of the idea of reading is an interactive process. This stage is to develop students' ability in tackling test by developing their linguistic and schematic knowledge.

3. Post-Reading Tasks.

These tasks follow up the work covered and seek to extend candidates. Such activities are directed writing activities, or role play and group discussion activities.

Students use various strategies to read a text. These strategies can be categorized as: before reading, during reading, and after reading. Based on Ontario Music Educators' Association and based upon approaches introduced in the Think Literacy, effective readers use strategies to understand what they read *before*, *during*, and *after* reading.

Before reading, they:

- use prior knowledge to think about the topic.
- make predictions about the probable meaning of the text.
- preview the text by skimming and scanning to get a sense of the overall meaning.

During reading, they monitor understanding by questioning, thinking about, and reflecting on the ideas and information in the text.

After reading, they:

- reflect upon the ideas and information in the text
- relate what they have read to their own experiences and knowledge.
- clarify their understanding of the text.
- extend their understanding in critical and creative ways.

Active readers use reading strategies to help save time. Previewing and Predicting are strategies can be used before and during reading a text. Previewing a text helps readers to prepare for what they are about to read and set a purpose for reading. According to Graves, Cooke, and LaBerge, 1983, cited in Paris et al., 1991, previewing a text can improve comprehension. Previewing is a strategy that readers use to recall prior knowledge and set a purpose for reading. It calls for readers to skim a text before reading, looking for various features and information that will help as they return to read it in detail later.

Grellet (1996) defines that previewing is a very quick reading technique to find out some information about a text. This technique involves using the title of a text, the table of contents, the index, the appendix, the preface of the author or publisher, headings or subtitles of chapters and paragraphs, information on the back cover, and acknowledgement. In addition, Previewing engages prior experience, and asks to think about what they already know about this subject matter, or this author, or this publication. Previewing also helps readers figure out what they don't know and what they want to find out. When readers preview a text before they read, they first ask themselves whether the text is fiction or nonfiction. If the text is fiction or biography, readers look at the title, chapter headings, introductory notes, and illustrations for a better understanding of the content and possible settings or events. If the text is nonfiction, readers look at text features and illustrations (and their captions) to determine subject matter and to recall prior knowledge, to decide what they know about the subject. The genre determines the reader's methods for previewing:

1. Readers preview nonfiction to find out what they know about the subject and what they want to find out. It also helps them understand how an author has organized information.
2. Readers preview biography to determine something about the person in the biography, the time period, and some possible places and events in the life of the person.
3. Readers preview fiction to determine characters, setting, and plot. They also preview to make predictions about story's problems and solutions.

Furthermore, Grellet (2004:7) says that reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. Making

predictions is a strategy in which readers use information from a text (including titles, headings, pictures, and diagrams) and their own personal experiences to anticipate what they are about to read (or what comes next). A reader involved in making predictions is focused on the text at hand, constantly thinking ahead and also refining, revising, and verifying his or her predictions. This strategy also helps students make connections between their prior knowledge and the text. Students may initially be more comfortable making predictions about fiction than nonfiction or informational text. This may be due to the fact that fiction is more commonly used in early reading instruction (<https://ehe.osu.edu/>).

Students need practice in writing and reading for meaning. Harmer (2007: 99) says that reading is useful for language acquisition. Furthermore, He mentions that as long as the students more or less understand what they read, the more they read, the better they get at it. Also, Students are more likely to read when they have a choice in reading. Simply, the way to improve reading is to read and offer variety articles for choice with various grade levels. Newspaper and magazine provide information and general knowledge. Reading newspaper makes a good habit. This habit will widen student's outlook and enrich their knowledge. When students are in the second semester at university, they will be asked to achieve feats of comprehension which include understanding complex text and processing more information in shorter amounts of time. The use of authentic reading materials can support students to learn and read language in a natural way. The practice of reading newspaper has been associated with improvement in students' attitudes towards reading overall (Palmer and Eriksen, 1999). In a recent study Bndaka (2007) found that newspaper articles help to develop students reading skills. Again Mylopoulos (1985) says "Reading English newspaper gives educational support to language development".

Besides, students need to read a lot and read often. Homework should be used for activities that need extensive resources, or that require more time than can be taken in class. Homework should be practice, and should be able to be done independently. Homework that a student cannot do on his or her own defeats the purpose. It only reinforces errors and creates negative feelings and stress for the student. High schools students are more independent, and if they shift into college, they often have a high percentage of students who may take a course because its required and they may be only interested to do the amount of work that it takes to pass. Homework is a good way to give students who want to excel the opportunity to shine and invest extra time in something that interests them, while others may really be just pragmatic in their approach. Written assignments and reading of relevant material in preparation for class are best done outside of the classroom.

There is a wide variety of text types and topics to choose from. The texts are not just

interesting: they are engaging or compelling. Students choose what to read. Reading purposes focus on: pleasure, information and general understanding. According to Rankin, (2008), comic books, graphic novels, newspaper and magazine articles, letters, recipes, advertisements, and websites are all potential sources from which ELLs (english language learners) can and should have reading experiences. This will also improve their ability to write in different genres (Lems, Miller, & Soro, 2010: 186) It is crucially important for the teacher to know his or her students well and to know what they are capable.

FINDINGS & DISCUSSION

The type of the text used in reading assignment is a recent article from newspaper or magazine the students chose themselves. The writer decided to select this text because reading the article in newspaper or magazine is good for improving English and develop students' language skills. Besides, the students can increase their vocabulary from the newspaper.

Previewing is a pre-reading skill by which the reader tries to gather as much information about the text as the students can do before reading it. Previewing a text mentally prepares readers to receive information from written materials. This gathering of information helps the reader to have a general picture of the text. In Journal of English and Education 2016, 4(2), 1-12, Grellet (1996) defines that previewing is a very quick reading technique to find out some information about a text. This technique involves using the title of a text, the table of contents, the index, the appendix, the preface of the author of publisher, headings or subtitles of chapters and paragraphs, information on the back cover, acknowledgement, and so on. It is common for students to dive into an academic text and begin reading in a hurry, which is often counterproductive. When reading for academic purposes, it is preferable to read with certain goals in mind. Meanwhile, Grellet (1996) defines prediction as the faculty of predicting or guessing what is to come next, making use grammatical, lexical and cultural clue. The benefit of this technique is can prepare your mind to absorb, interpret, check, and confirm information.

The result of previewing and predicting on students' reading assignment can be shown in table below.

Table 1. Data findings

No.	Previewing and Predicting Steps	
1.	Previewing:	
	a. Looking over the title	29
	b. The introduction	5

	c. The summary sub headings for ideas	7
	d. Italicized word/ bold words	9
	e. Visual aids	20
	f. Identify the general topic of the text	12
2.	Predicting: Activate any knowledge the students already have about the topic	5

When students preview a text, they examine, analyze, or observe parts of the text or the book before reading. Students read an article, they need to see the visuals, highlighted words, title, subtitle, after the students preview, what they need to do with that information is they need to make predictions about what the text is about. In predicting they can get ready to start reading and imagine the content of the text. Students use titles to help predict main ideas and information from the title and article to identify the main idea. Titles, especially those of nonfiction articles, are one of the most useful sources for predicting or creating a hypothesis as to what the main idea might be, but students don't automatically use them.

As shown in table, it indicates that that the students use the technique of previewing in their reading was good enough. It is shown through the number of students did previewing get the most the technique that students master in reading is previewing; 29 students from 30 students did the techniques. Furthermore, for previewing reading techniques, students seem to have good technique. Because only 5 students didn't brainstorm what they already know about a topic, when they made prediction to what they think the article might be about and what they think the author might tell them about, their predictions were not correct. As a result, when they made prediction, most of the students didn't make good predictions.

Common problems:

Making imaginative predictions that are not based on textual clues

Making wild prediction that don't relate to the text

Making simple surface level prediction

Not returning to predictions after reading to check accuracy

Not predicting using prior events in fiction

They don't confirm their predictions using the text

During reading they don't:

Think about what they have read already

Identify key ideas and major events that have already occurred

Decide what they think will happen based on what has already occurred in the book

CONCLUSION

As a good reader, teachers should ask students about their interest, make recommendations, and start making predictions about what is going to happen. Students should start by using the clues to the topic in the title and make predictions based on what they know because we are studying point-of-view; used the clue the author gave and what we already know about that clue to make the prediction. Again, when they predict, have the students explain how they used their prior knowledge in combination with the topic clue.

Students will be able to practice making predictions and support their thinking with evidence from the text use clues to predict. It doesn't really matter whether the prediction is correct or not. Predicting allows students to think ahead before they begin to read. Students make good previewing as they look at the title and image, but they don't think about what they know already or making connections to prior knowledge. The students may use context clues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or schema. Strategies are an important part of comprehension. The implication of the result of the study is that the teacher should provide an accurate and clear understanding about reading technique and also provide appropriate exercises for each technique. Students need more guidance in reading and practice in making prediction.

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