



Student Engagement in Academic Reading Viewed through Predicting, Previewing, and Anticipating Processes

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anticipating helpful in supporting their comprehension of academic texts. Nevertheless, some students still encountered difficulties in making precise predictions and consistently applying these strategies throughout the reading process. Overall, the study suggests that integrating structured reading strategies such as previewing, predicting, and anticipating into academic reading instruction can promote more strategic engagement and improve students' comprehension of academic texts in EFL contexts.

1. Introduction

Academic reading plays a fundamental role in developing students' reading competence, particularly in higher education contexts. It enhances learners' ability to understand word meanings in context, identify main ideas and supporting details, and recognize relationships among different parts of a text. In addition, academic reading enables students to process, organize, and filter information effectively while improving their reading fluency. Through these integrated skills, learners are able to interpret texts more accurately and engage more actively with academic materials. Furthermore, academic reading supports students in constructing meaning systematically by connecting linguistic understanding with analytical thinking. Therefore, it serves not only as a tool for comprehension but also as a foundation for engaging critically with academic discourse (Ozensoy, 2021).

In higher education, academic reading represents an essential component. Functioning as a fundamental way by means of which students acquire subject literature, engage in scholarly discourse, and build academic literacy (Grabe & Stoller, 2019; Schmitt & Rodgers, 2020). The students also are expected to have a solid understanding of various issues in reading, possess the ability to analyze and evaluate different types of texts, and explain the contribution of academic reading to English language learning (Octasary et al., 2023). Academic reading also asks the students to strengthen their reading fluency by efficiently extracting, organizing, and interpreting information.

Furthermore, academic reading fosters higher-order thinking by allowing students to critically evaluate and analyze a variety of texts, thereby facilitating their comprehension of the role of reading skills in the successful acquisition of the English language (Amiama-Espailat & Mayor-Ruiz, 2017). Students are expected to not only understand texts but also have a deeper understanding of how meaning is made in academic discourse through these procedures. As a result, academic reading requires students to exhibit the capacity to analyze and assess various text forms and define the importance of reading abilities in English language acquisition (Bergey et al., 2017).

Despite its importance in higher education, academic reading remains a significant problem for many students, particularly those studying English as a foreign language (EFL) (Octasary & Lakuana, 2023). The cognitive and linguistic challenges posed by academic materials are often difficult for EFL students to overcome (Hicks, 2023). The importance of academic reading in higher education is not lost on student; however, students continually encounter academic reading as a major difficulty.

One recent study found that students' ability to understand complex texts and discern main ideas is severely limited by their lack of sufficient background academic vocabulary. (Nation, 2022). When readers lack sufficient linguistic proficiency and background knowledge, these structures increase the cognitive load, contributing to the difficulty of meaning construction (Grabe, 2009). Consequently, students often encounter difficulty in distinguishing between main points and supporting information and in interpreting the connections between ideas (Chang et al., 2023).

Additionally, research has demonstrated that a significant number of students exhibit low reading fluency and a lack of effective academic reading strategies, which results in sluggish reading abilities and limited comprehension in understanding academic text (Anwar et al., 2025; Supriyadi et al., 2024). Generally academic texts are characterized by syntactically complicated, theoretically complex structures and depth of word understanding. Instead of engaging in strategic, learners tend to concentrate on linear, word by word processing, limiting their potential for critical analysis and information synthesis (Perfetti & Stafura, 2014). As a result, reading becomes a time consuming, distinguished by slow reading speeds and excessive cognitive effort devoted to decoding rather than understanding (Barzegar & Fazilatfar, 2019).

Without adequate strategic awareness, learners often fail to apply essential academic reading strategies such as skimming for overall meaning, scanning for specific information, making inferences, and synthesizing ideas across texts (Yang & Spitzer, 2020). These persistent difficulties also may negatively affect students' confidence and motivation, reducing their engagement with academic texts and preventing them from fully benefiting from academic reading as a tool for developing higher-order thinking skills along with encouraging successful English language learning.

Recent studies in academic reading have focused on the importance of the reader being strategically engaged and cognitively involved in the reading process. Current definitions of academic reading characterize it as a purposeful and constructive interaction where the reader actively creates meaning through strategies, prior knowledge, and metacognitive processes (Mulcahy-Ernt & Caverly, 2018). In the same way, cognitive and metacognitive engagement play a big part in helping students understand more, persistence and do well in school according to studies on student engagement (Lotulung, 2022).

In particular, pre-reading procedures have been identified as key components of successful academic reading because it plays an important role in helping learner in managing the cognitive difficulties of complicated academic texts (Zaffar, 2020). Research indicates that students who engage in pre-reading activities such as predicting content, previewing the structure of the text, and anticipating main ideas, demonstrate higher comprehension and increased readiness to tackle the complexities of academic texts (Wong et al., 2025). Strategies such as predicting content, previewing text structure, and anticipating key ideas in pre-reading enable readers to activate prior knowledge, establish reading purposes, and build mental frameworks before engaging with the text in detail (Afflerbach et al., 2013).

Instead of inactive or unidirectional reading, these techniques teach readers how to read texts in a more strategic way (Pickering & Gambi, 2018). When readers have clear expectations about the content and structure, they can lighten their cognitive burden and focus their attention on higher-level comprehension tasks, like making inferences and critically evaluating (Anggraini et al., n.d.).

Empirical evidence further supports the effectiveness of pre-reading engagement in academic reading contexts. Studies indicate that students who engage in predicting, previewing, and anticipating perform better on comprehension assessments and are more equipped to deal with difficult linguistic and cognitive academic texts. Lailiyah et al., (2019) emphasize that effective readers get ready to read by thinking about what the text will say and how it will be put together. This makes it easier and more meaningful to understand. Nonetheless, despite their recognized educational significance, predicting, previewing, and anticipating processes have frequently been addressed as separate instructional methods rather than investigated empirically as cohesive engagement strategies.

A review of current research shows that there is a clear gap in the existing literature. A lot of research has been done on academic reading techniques and how to get students interested in reading. However, there are not many real world studies that look at how students are engaged in reading for school by combining predicting, previewing, and anticipating. Sperate strategies has mostly looked at these techniques on their own or focused on reading outcomes like comprehension, which does not give much information about how students prepare for and interact with academic texts.

Addressing this gap, the present study intends to evaluate student participation in academic reading by concentrating on predicting, previewing, and anticipating processes. The study is guided by one main research questions: in what way predicting, previewing, and anticipating processes contribute to student engagement in academic reading? Therefore, the purpose of this study is to investigate how EFL learners' pre-reading engagement processes like predicting, previewing, and anticipating support cognitive engagement during academic

reading. This study is focused which views anticipation, previewing, and prediction as essential engagement processes that affect how students' approach, engage with, and derive meaning from academic texts rather than just as instructional reading strategies. This study offers a new view for comprehending and improving student involvement in academic reading by combining academic reading theory and student engagement research with actual data from an EFL higher education setting.

2. Method

Design

This study employed a mixed-method descriptive study to systematically evaluate and delineate students' cognitive abilities in academic reading through the processes of predicting, previewing, and anticipating. A mixed-method descriptive study uses both numerical data (quantitative) and descriptive data (qualitative) to explain what is happening in a research context without manipulating variables (Creswell & Creswell, 2018). In this study, students' cognitive engagement in reading and their application of specific strategies were converted into quantifiable indicators, enabling objective data collection and analysis.

A descriptive methodology was selected for the research to illustrate the existing conditions and patterns of students' reading cognition without modifying variables or implementing experimental treatments (Ary et al., 2019). Moreover, Grabe (2009) reading strategies such as predicting, previewing, and anticipating are recognized as cognitive processes that improve comprehension and can be assessed using structured tools. Thus, a mixed-method descriptive study is considered suitable for providing an accurate representation of students' cognitive functioning in academic reading contexts.

Participant

The participants of this study were ten undergraduate students (N = 10) from the English Education Study Program at Khairun University. The participants were selected using purposive sampling, a technique in which samples are chosen based on specific criteria relevant to the research objectives. Given that the focus of this study is academic reading, the participants were fourth-semester students who were enrolled in the academic reading course at the time of the study.

This selection ensured that all participants had direct and sufficient exposure to academic reading instruction and tasks. The sample size of ten participants was evaluated acceptable for this qualitative study, as the major purpose was to get in-depth and specific insights into students' engagement processes rather than achieve statistical generalization Poth (2023).

Technique of Collecting Data

A questionnaire and reading comprehension exercises were the two primary methods used to gather data. Initially, reading comprehension exercises were given to students in order to gauge their level of cognitive involvement while reading. In order to complete these activities, students had to engage with an academic text while using pre-reading techniques including anticipating, previewing, and predicting. An analytical scoring rubric with a scale from 0 to 4, which represents levels of cognitive involvement from no response to highly developed responses, was used to assess the students' responses (Andrade, 2005).

The rubric was applied across three stages: previewing (before reading), predicting (during initial reading), and anticipating (after reading), each with specific criteria reflecting students' level of engagement. Students' scores were calculated by summing their responses across all items and converting them into percentage scores using the formula $\text{mean where total score divided by maximum score multiplied by 100}$. The results were then interpreted using predefined categories ranging from very low to very high engagement. These scores were further used to calculate the mean performance for each reading stage, providing quantitative support for the qualitative analysis.

Second, a questionnaire was distributed to explore students' perceptions and experiences regarding the use of predicting, previewing, and anticipating strategies. The questionnaire consisted of ten items measured on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), allowing for consistent and quantifiable responses. To ensure the reliability of the instrument, Cronbach's Alpha was calculated, resulting in a coefficient of 0.82, which indicates good internal consistency and confirms that the questionnaire was reliable for data collection.

Table 1. Scoring Rubric for Previewing

Score	Description
4	Response is highly relevant; clearly identifies the topic and connects it with prior knowledge
3	Response is relevant; topic is generally accurate but connection to prior knowledge is limited
2	Response is partially relevant; topic is unclear
1	Response is inaccurate or overly general
0	No response

Table 2. Scoring Rubric for Predicting

Score	Description
4	Prediction is logical and well-supported by information from the initial text
3	Prediction is fairly logical but lacks strong supporting reasons
2	Prediction is weak and less relevant to the text
1	Prediction is illogical or inconsistent with the text
0	No response

Table 3. Scoring Rubric for Anticipating

Score	Description
4	Response demonstrates deep understanding and develops ideas logically
3	Response is generally appropriate but lacks depth
2	Response is limited and unclear
1	Response is inappropriate or very superficial
0	No response

Research Instrument

This study employed two instruments. They are a reading comprehension assessment and a questionnaire. The reading comprehension assignment was derived from an academic article titled “A Busy Student.” This material was deliberately chosen to serve as a tool for evaluating student participation in academic reading. The text illustrates essential attributes of academic reading materials, including a clear organizational framework, consistent idea progression, and the employment of contextually significant vocabulary. These characteristics are crucial for analyzing how students implement reading techniques in genuine academic settings.

The difficulty level of the text also was suitable for fourth-semester EFL students. The vocabulary and sentence structures were slightly complicated, enabling students to participate intellectually without encountering excessive difficulties. The situation is crucial to enable student to effectively utilize pre-reading strategies predicting, previewing, and anticipating without being restricted by language difficulties.

The task was designed to measure three stages of pre-reading engagement where in the previewing stage, students examined the title and visual elements and responded to questions to activate prior knowledge and identify possible topics. Next, in the predicting stage, students read the initial part of the text and generated predictions about the content. Last, in the anticipating stage, students read the entire text and responded to questions that required them to anticipate outcomes and interpret the text more deeply.

A questionnaire was the second tool used in this study. The questionnaire was designed to explore students' viewpoints and experiences regarding the use of previewing, predicting, and anticipating techniques in academic reading. There were ten items on a five-point Likert scale, with 1 being "strongly disagree", 2 being "disagree", 3 being "Neutral", 4 being "Agree" and 5 being "strongly agree." The questionnaire asked students how useful they believed pre-reading activities were for helping them understand what they read and get engaged.

In presenting the data, ethical considerations were carefully addressed in this study. All participants were informed about the purpose of the research and were asked to provide their consent before participating. Participation in the study was entirely voluntary, and students had the right to withdraw at any time without any consequences.

Additionally, the confidentiality of participants' information was maintained by ensuring that all data were anonymized and used solely for research purposes. No personal identities were disclosed in the reporting of the findings.

3. Result

This chapter discusses the results of the research on how engaged students are in academic reading, using the ideas of predicting, previewing, and anticipating to look at the data. The findings are derived from data obtained from academic reading assessments and questionnaires. The findings may help teachers create reading lessons that get students interested and teach them how to read strategically.

Reading Test Results

Table 4. Reading Test

No	Reading Strategy	Instruction	Question
1	Previewing	Look only at the title and the picture of the text. Do not read the whole text yet.	Based on the title " <i>A Busy University Student</i> ", what do you think the text will mainly discuss?
2	Previewing	Look only at the title and the picture of the text.	Who do you think the main character of the text is?
3	Previewing	Look only at the title and the picture of the text	What activities do you expect a busy university student to do? Write at least two.
4	Predicting	Read only the first paragraph of the text.	After reading the first paragraph, what do you predict Rina will do in the afternoon?
5	Predicting	Read only the first paragraph of the text.	What activities do you think Rina will do after finishing her lectures and part-

No	Reading Strategy	Instruction	Question
			time job?
6	Predicting	Read only the first paragraph of the text.	Do you predict that Rina will feel tired at the end of the day? Why or why not?
7	Anticipating	Read the whole text carefully.	What do you anticipate Rina will do after reviewing her lessons at night?
8	Anticipating	Read the whole text carefully.	What conclusion do you anticipate from this text about being a busy university student?
9	Anticipating	Read the whole text carefully.	If the text continues, what do you think the next paragraph will discuss?

Table 5. Mean Scores of Students' Reading Performance

Reading Stage	Item Numbers	Total Score	Maximum Score	Mean (%)	Category
Previewing	1-3	116	120	96.7%	Very High
Predicting	4-6	116	120	96.7%	Very High
Anticipating	7-9	107	120	89.2%	High
Overall	1-9	339	360	94.2%	Very High

Previewing Results

The previewing phase aimed to assess the ability of students to interact with existing knowledge and formulate preliminary predictions based on limited knowledge, including the title "A Busy Student" and related visuals and information. The results reveal that students showed outstanding academic achievement at this stage. All students accurately identified the primary focus of the text, demonstrating their ability to employ the title to conclude that the text relates to the life of a university student.

When identifying the main character, the majority of students answered with "a university student," which, while lacking specificity in naming the character (Rina), demonstrates a suitable and contextually relevant interpretation. This indicates that students successfully developed a comprehensive understanding of the material by associating the title with their prior knowledge.

However, in addressing the inquiry concerning the anticipated activities of a "busy student," a minority of students offered inaccurate predictions. Numerous responses were predicated on generalized assumptions, mostly emphasizing social activities or home study, without acknowledging the potential for balancing other duties, including part-time employment. These results suggest that although students could engage prior information, not all were able to connect it accurately with the contextual direction of the text.

The elevated results in this phase indicate students' proficiency in initial meaning building through previewing, despite small limitations in formulating context-specific predictions.

In short, students demonstrated significant interest in previewing, effectively identifying the primary topic and activating existing knowledge, but some depended on too ambiguous assumptions.

Predicting Results

The prediction stage evaluated students' capacity to formulate logical inferences from the initial paragraph of the text. The results indicate that most students successfully formulated predictions that closely corresponded with the text continuation. The majority of students expected that the main character, Rina, would dedicate her afternoon to studying in the library or fulfilling academic obligations, which aligns precisely with the content of the book.

Students' predictions were mostly supported by textual evidence, illustrating their capacity to apply preliminary information correctly to anticipate forthcoming events. This signifies a remarkable level of cognitive involvement, as students were not merely speculating but verifying their presumptions within the given context.

However, a minority of students generated less precise predictions for academic performance. These answers mainly relied on broad assumptions, such as anticipating the character to relax, socialize, or take a break after class, rather than directly referencing the textual signals. This indicates that although the majority of students employed predictive techniques proficiently, a minority continued to encounter difficulties in grounding their predictions in concrete textual evidence.

Moreover, numerous students anticipated that the character would experience fatigue by the end of the day which corresponds with the description of a difficult daily itinerary in the text. This further illustrates their capacity to synthesize information and predict consequences logically.

The majority of students exhibited robust prediction skills by adeptly using literary cues, while a few depended on general assumptions instead of textual evidence.

Anticipating Results

The anticipating stage emphasized student capacity to analyse the text post-reading and to develop concepts beyond the provided information. The results indicate that the majority of students demonstrated a sufficient level of comprehension by recognizing that the main character would arrange her tasks and rest upon fulfilling her obligations. A multitude of students acknowledged the significance of time management in reconciling academic and professional responsibilities, so demonstrating a precise understanding of the text's core theme.

Moreover, when prompted to predict the potential content of the subsequent paragraph, the majority of students proposed that it would address time management techniques or offer guidance for students with demanding schedules. These comments demonstrate that students successfully expanded their comprehension and produced coherent extensions of the text.

Nevertheless, certain students submitted comments that were underdeveloped or ambiguous. The responses were mainly basic and lacked profound analysis or critical interaction with the text. This indicates that although students generally comprehended the book, some encountered difficulties in articulating their ideas and drawing more complex connections.

In comparison to earlier stages, this stage showed slightly lower curricular performance, suggesting that higher-order cognitive skills, such as interpretation and idea formation, continue to pose challenges for certain students.

Students shown a commendable knowledge and were capable of rationally extending concepts; yet, several displayed a lack of depth in interpretation and idea elaboration.

Questionnaire Results

In addition to the reading test findings, ten students were given a questionnaire to discuss their perspectives on previewing, predicting, and anticipating tactics in academic reading. The questionnaire included ten statements, each of which was scored on a five-point Likert scale ranging from strongly disagree to strongly agree. Researchers examined the responses to determine the frequency with which each response type was offered, as well as the average score per item.

Table 6. Questionnaire Result

No	Statement	SD	D	N	A	SA	Mean
1	Previewing the title and picture helps me understand the topic of a text before reading.	0	0	1	5	4	4.3
2	Looking at headings or general information before reading helps me prepare for the content of the text.	0	1	2	4	3	3.9
3	Previewing a text helps me identify the main idea more easily.	0	1	2	5	2	3.8
4	Predicting the content of a text helps me stay focused while reading.	0	1	2	4	3	3.9
5	I often try to predict what information will appear in the next paragraph.	1	1	3	3	2	3.4
6	Making predictions helps me understand the text more effectively.	0	1	2	5	2	3.8
7	Anticipating information helps me connect the ideas in the text with my prior knowledge.	0	1	3	4	2	3.7

No	Statement	SD	D	N	A	SA	Mean
8	I can anticipate what might happen next in a text after reading several paragraphs.	0	2	3	3	2	3.5
9	Using previewing, predicting, and anticipating strategies helps me become more engaged in academic reading.	0	0	2	5	3	4.1
10	Pre-reading strategies make academic texts easier for me to understand.	0	1	1	5	3	4.0

The questionnaire results show that students generally had positive views toward the use of previewing, predicting, and anticipating strategies in academic reading. The majority of the reports had mean values of greater than 3.5, indicating that students believed that these strategies improved their reading comprehension and engagement.

In terms of previewing strategies, the first item obtained the highest mean score ($M = 4.3$), indicating that the majority of students thought that previewing the title and image helped them understand the text's theme before reading. Nine out of ten people agreed or strongly agreed with this statement. This study suggests that providing visual and textual cues before reading can help students engage prior knowledge and prepare for what is written in the text.

Also, the next item about predicting strategies received positive feedback from participants. The average score for the fourth statement, which asked if guessing what the text is about helps students stay interested while reading, was 3.9. Seven students said they agreed or strongly agreed with the statement. The sixth statement, which was about how prediction can help with reading comprehension, got an average score of 3.8. This shows that the majority thought prediction was a good way to read.

However, the fifth statement obtained a slightly lower mean score 3.4. This statement examined whether students frequently attempt to predict what information would appear in the following paragraph. According to the comments, several students remained uncertain about using this strategy on a daily basis, with three choosing the neutral choice and two disagreeing. This data shows that, while students recognize the importance of prediction, not all of them actively employ it while reading.

The answers to the strategies for anticipating are also somewhat positive. The eighth statement, which tried to link the text to what the reader already knew, got an average score of 3.7. The eighth statement, which asked students if they could guess what would happen next in a text, got an average score of 3.5. Most students agreed with these statements, but a few were confused. This shows that some students may still find it hard to guess what will happen next in a text.

The ninth and tenth statements were about how students felt about pre-reading activities in general. The data indicate that the majority of students believed that using previewing, predicting, and anticipating strategies enhanced their engagement with academic reading ($M = 4.1$) and improved their comprehension of academic materials ($M = 4.0$). These results indicate that pre-reading strategies are essential for facilitating their comprehension and engagement in academic reading tasks.

The questionnaire results show that students believe that strategies like previewing, predicting, and anticipating are useful for academic reading. Most of the participants said they were acceptable with using prediction and anticipation methods every day, but a few students said they were not sure. This finding aligns with the reading test results, which indicated that although numerous students successfully made accurate predictions and anticipations, a minority of participants encountered difficulties in linking textual clues to their interpretations of the text.

4. Discussion

The aim of this study was to examine the ways in which students participate in academic reading through previewing, predicting, and anticipating. The outcomes of both the reading comprehension tasks and the questionnaire indicate that these strategies facilitate their participation with texts and the construction of meaning during reading.

During the previewing stage, the majority of the students were able to recognize the subject matter of the text "A Busy Student" without any trouble. The mere fact that they were simply presented with a title and an image implies that they were able to efficiently activate their past knowledge when they were given only one piece of information Handayani & Widijantie (2021). Along the same lines as cognitive reading theory, this illustrates the role that schema activation plays in assisting readers in forming an initial understanding prior to reading more in-depth information.

Despite this, the findings indicate that this initial contact is still on a rather superficial level. As asked to predict more particular information, several of the students relied on broad assumptions for their predictions, despite the fact that they were able to recognize the overall issue. They had a tendency to depend on their own experiences or broad conceptions about what it was like to be a student at the institution rather than paying great attention to the signs that were provided (Sulamto et al., 2021).

There is a limitation in the way that the students control their cognitive abilities when they are reading, as indicated by this pattern. Not only do competent readers engage prior knowledge, but they also evaluate whether or not that knowledge is relevant to the material they are reading (Nyarko et al., 2018). This is accomplished from a metacognitive point of view. When it came to this particular instance, it seemed as though certain students accepted their first beliefs without

challenging them. The fact that their predictions did not always correspond with the text could be explained by this as well. Additionally, it seems to imply that students may have been exposed to previewing as a phase in the reading process, but they were not adequately coached on how to apply it in a more critical manner (Elleman et al., 2022; Pelletier et al., 2025).

A similar pattern can be seen in the predicting stage. Overall, students performed well and were able to make reasonable predictions based on the first paragraph. This shows that they were beginning to rely more on textual information, rather than only on prior knowledge. In other words, their reading became more text-driven. However, not all students demonstrated the same level of control in this process. Some predictions were still based on personal expectations rather than clear evidence from the text (Anderson, 2015).

This indicates that students may understand what it means to “predict,” but they do not always reflect on how or why their predictions are made (Kargiotidis et al., 2025). From a metacognitive point of view, predicting is not simply about guessing what comes next; it also involves checking whether the prediction is supported by the text and adjusting it if necessary. Without this reflective element, prediction can remain a surface-level activity. Ricketts et al., (2020) highlights a possible issue in strategy training, where students practice the strategy but are not encouraged to think about their reasoning.

The anticipating stage appears to be the most challenging for students. Although many were able to identify the main message of the text, their responses often lacked depth. This suggests that while students can understand the text at a basic level, they may struggle to go beyond it (Afflerbach, 2025; Pimentel et al., 2023). Anticipating requires readers to connect ideas, draw inferences, and extend meaning, which are more demanding processes.

This difficulty can be explained both cognitively and metacognitively. On the one hand, anticipating requires the integration of information across the text, which increases cognitive load. On the other hand, it also requires students to monitor their understanding and actively construct new ideas. The relatively weaker performance in this stage suggests that these higher-level processes are not yet fully developed. For EFL learners, this is not surprising, as they often have limited opportunities to practice inferential reading in a structured way Duke & Pearson, (2002).

The questionnaire results help to explain this further. Students generally reported positive attitudes toward previewing, predicting, and anticipating, and most agreed that these strategies helped them understand texts better. However, their responses also show that they do not always use these strategies consistently when reading on their own. This gap between awareness and actual practice is important. It suggests that knowing a strategy is useful does not automatically mean that students will use it effectively.

Taken together, the findings suggest that previewing, predicting, and anticipating should be understood as connected processes rather than separate techniques. Previewing helps students enter the text by activating prior knowledge, predicting supports them in following the development of ideas, and anticipating encourages them to think more deeply about meaning. However, for these strategies to work effectively, students need to be able to connect and manage them throughout the reading process.

This has important implications for teaching. Strategy instruction should not only focus on introducing individual techniques, but also on helping students understand how these strategies work together. In addition, students need more support in developing metacognitive awareness, so that they can monitor their thinking, evaluate their understanding, and adjust their strategies when needed. Without this support, students may use strategies in a limited way, which reduces their potential impact on comprehension.

This study offers a different way of looking at previewing, predicting, and anticipating by treating them not simply as separate reading strategies, but as a sequence of connected processes that shape students' engagement with texts. Rather than focusing only on comprehension outcomes, the findings show how students move from activating prior knowledge, to interacting with the text, and finally to interpreting and extending meaning.

This perspective highlights the role of both cognitive processes and metacognitive control in reading. In particular, the study shows that difficulties in reading are not only related to language ability, but also to how well students can manage and connect their strategies. By emphasizing this integration, the study contributes to a more process-oriented understanding of academic reading, especially in EFL contexts where students often need more support in developing deeper and more reflective reading practices.

5. Conclusion

This study examined student engagement in academic reading through the application of previewing, predicting, and anticipating strategies. The reading comprehension tasks showed that these strategies helped students get more involved with the material. Most students could figure out the main idea by looking at the passage before reading it all. They could use what they already knew to make initial guesses about what the text was about based on the title and picture.

The outcomes of the predicting and anticipating phases indicate that numerous students comprehended textual cues and formulated logical inferences from the material. Most of the people who took part correctly guessed what would happen next in the text based on the first paragraph and figured out what the main point of the story was after reading the whole section. But some students made less accurate predictions or gave incomplete answers, which shows that some students still rely on their own ideas instead of textual evidence. These students may need to work on their inferential reading skills.

The results of the questionnaire confirm these results. Most students said they liked using previewing, predicting, and anticipating methods when reading for school. However, the findings should be interpreted with caution owing to the limited sample size and the emphasis on a singular reading text. Despite these limitations, the study underscores the prospective advantages of incorporating strategic reading exercises into academic reading instruction to enhance deeper comprehension and elevate student engagement with texts.

Numerous recommendations for future research and educational practice might be made in because of the study's findings. First, future research might look into adding a larger number of participants from varied academic backgrounds to acquire a better understanding of students' enthusiasm in academic reading. A larger sample size would allow researchers to see if other groups of kids utilize comparable reading strategies.

Second, more research might look into applying previewing, prediction, and anticipating strategies to a broader range of academic texts with varying levels of difficulty. This could lead to a better understanding of how students apply these tactics when dealing with more complex reading materials in higher education settings.

Third, future research may combine qualitative and quantitative methods to perform a more in-depth assessment into student reading strategies. Think-aloud techniques or classroom observations, for example, could be used to look into how students use previewing, forecasting, and anticipating strategies while reading. Such approaches may provide more detailed information about students' cognitive processes while reading.

Finally, educators should provide explicit training on reading processes in academic reading courses. Providing guided practice in previewing, prediction, and anticipating tasks will assist students in improving their comprehension skills and becoming more proficient readers when dealing with educational content.

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