CHAPTER II
REVIEW OF THE RELATED LITERATURE

This chapter consisted of theories based on the research problems and previous studies about his research. This chapter concluded of the theories of Teacher Challenge's and Strategies, Teaching Reading, conceptual Framework, and Relevant Previous Study.

2.1 Definition of Reading

Reading is a complex and purposeful activity, involving interaction between the reader and the text. According to (Grabe, W., & Stoller, 2011), reading is "an interactive process that occurs between the text and the reader's processing strategies and background knowledge." In this view, reading is not a passive act of decoding written symbols, but rather an active activity in which the reader constructs meaning through a combination of low-level decoding and high-level comprehension processes. They emphasize that skilled readers are able to recognize words automatically, perform efficient syntactic parsing, integrate information from the text, and activate prior knowledge.

The explanation is detailed in the second edition of Teaching and Researching Reading, written by (Grabe, W., & Stoller, 2011). In the book, they explain that reading involves various interrelated components, ranging from word recognition, syntactic processing, comprehension of meaning, to integration of new information with existing knowledge. Reading is also understood as an activity that

is influenced by the reader's purpose, so the strategies used can be different depending on the context and purpose of reading.

This view is reinforced by the opinion of (Cain, K., & Oakhill, 2014) who state that reading comprehension is strongly influenced by the reader's inference ability, vocabulary mastery, and working memory capacity. In their research, they found that readers who are able to make appropriate inferences during reading tend to have better text comprehension. This is in line with Grabe and Stoller's emphasis on the importance of cognitive processes in constructing meaning from text.

Furthermore, (Nation, 2017) emphasizes that vocabulary mastery is instrumental in reading fluency and text comprehension. He states that readers need to understand at least 95% of the vocabulary in the text in order to follow the meaning of the text without difficulty. This finding supports Grabe and Stoller's view that fluent reading requires rapid word recognition as well as linkages to prior knowledge.

Based on this explanation, reading can not only be understood as a decoding task, but more than that, it is an active and constructive process that involves linguistic abilities, higher-order thinking skills, as well as prior experience of the reader. The combined views of Grabe and Stoller (2011), Cain and Oakhill (2014), and Nation (2017), suggest that effective reading instruction needs to develop both word-level skills and critical thinking skills to improve reading comprehension.

2.2 Teacher Challenge’s in Teaching Reading

In teaching reading skills, teachers face various challenges that come from factors internal and external to learning. According to (Grabe, W., & Stoller, 2011), reading is a complex skill because it involves many components such as word

recognition, sentence structure understanding, inferring meaning, and information integration. Therefore, teaching reading requires not only linguistic understanding, but also the application of appropriate strategies so that students are able to understand the meaning of the text thoroughly.

However, in practice, teachers often face obstacles in delivering reading materials effectively. (Harmer, 2007) in his book The Practice of English Language Teaching identifies some of the main challenges that teachers often face in teaching reading, including: lack of student motivation, limited student vocabulary, diversity of reading abilities in one class, and limited appropriate learning resources. He also emphasized that teaching reading is not just reading the text, but requires teachers to be able to guide students in understanding the content of reading, fostering interest in reading, and using strategies that are varied and in accordance with student needs.

Harmer's view is supported by the findings of (Díaz, D., Alvarez, J., & Moya, 2021) who state that one of the biggest challenges in teaching reading is students' low intrinsic motivation to read in a foreign language. In their study, teachers reported that students tend to find reading a boring and difficult activity, especially when the texts used do not match students' interests or ability levels. This requires teachers to be more creative in the selection of teaching materials and the way the material is delivered.

In addition, (Fitriani, E., Suherdi, D., & Padmadewi, 2019) added that challenges in teaching reading in Indonesia are often related to the lack of access to authentic materials, as well as evaluation methods that do not fully measure reading comprehension. They stated that teachers often only focus on literal comprehension

and have not encouraged students to grasp the implied meaning or think more critically about the texts they read.

Thus, teachers' challenges in teaching reading include not only technical aspects such as providing materials, but also motivational aspects, teaching strategies, and the ability to adapt learning to students' conditions. Grabe and Stoller's (2011) theory emphasizes the importance of understanding the complex reading process, while Harmer (2007), supported by Díaz et al. (2021) and Fitriani et al. (2019), emphasizes that teachers must be able to adapt flexibly to various situations in the classroom. Therefore, supporting the development of teaching skills and providing diverse learning resources are important in overcoming these challenges.

2.3 Teacher Strategies in Teaching Reading

Teaching reading requires appropriate strategies so that students can not only understand the content of the text, but also develop critical thinking skills and interest in reading. According to (Grabe, W., & Stoller, 2011), reading is a complex and strategic cognitive process. They explain that successful readers must be able to use various strategies such as prediction, monitoring comprehension, and connecting new information with prior knowledge. In the context of teaching, this means that teachers need to provide reading activities that not only emphasize decoding words, but also foster these strategies in the learning process.

For this reason, (Brown, 2001) in his book Teaching by Principles: An Interactive Approach to Language Pedagogy emphasizes that effective learning strategies are those that involve students actively in the learning process. He classifies teaching strategies into three categories, namely cognitive, metacognitive,

and social/affective strategies. In teaching reading, teachers need to direct students to understand the text by using strategies such as skimming, scanning, predicting the content of the text, and discussing or analyzing the meaning of the text in groups. These strategies allow students to not only understand the literal meaning, but also develop higher-order thinking skills.

Brown's approach is reinforced by (Richards, J. C., & Farrell, 2011)who emphasize the importance of reflective and collaborative strategies in language learning. According to them, teachers need to adapt teaching strategies to students' needs and abilities, for example through peer-teaching, small group discussions, and integration of reading activities with real-world contexts. These approaches help students build understanding through meaningful interactions.

In addition, (Yuliana, N., & Dantes, 2020)in their research showed that the use of explicit strategies such as think-aloud, guiding questions, and the use of digital media can significantly improve students' reading comprehension. These strategies also encourage students' motivation to be more active in reading learning.

In addition, the systematic phonics approach reported by (Louden, W., Rohl, M., & Hopkins, 2022) is also an important strategy in building students' reading skills, especially in the early stages of learning or in an EFL environment. The intensive and integrated use of phonics helps students recognize word patterns and improves their reading fluency significantly.

Thus, teachers' strategies in teaching reading are not singular, but demand variety, flexibility, and adaptation to the classroom context. Grabe and Stoller's (2011) theory provides an important basis for understanding the reading process, while Brown's (2001) theory, supported by Richards & Farrell (2011), Yuliana &

Dantes (2020), Wang & Smith (2024), and Louden et al. (2022), emphasize the importance of active, explicit, and adaptive approaches in helping students develop reading skills. Therefore, the strategies teachers choose should not only focus on the content of the reading, but also on how students engage in understanding, constructing meaning, and reflecting deeply on the text.

2.4 Evaluation Teaching Reading

Evaluation in reading instruction is an integral part of the learning process that not only aims to measure results, but also directs the improvement and development of students' reading skills. According to (Alderson, 2000) in Assessing Reading, reading evaluation should be able to measure various levels of student comprehension, ranging from literal to interpretive and critical comprehension. He also emphasizes that a good reading assessment should be reliable, valid, and relevant to the context of language use. In addition, the evaluation needs to consider authentic and procedural aspects, which allow teachers to assess students' understanding thoroughly through tasks that reflect real reading situations.

Meanwhile, (Brookhart, 2008) in his book How to Give Effective Feedback to Your Students, emphasizes that evaluation is not just about giving grades, but should also be accompanied by clear, specific and constructive feedback. Effective feedback will help students understand mistakes, recognize their successes, and guide their next steps in learning. In the context of reading instruction, teachers need to provide feedback that emphasizes reading strategies that students have successfully applied and points out areas that need improvement, both in terms of text comprehension, reading speed, and the ability to infer reading content.

Alderson and Brookhart's view is reinforced by contemporary research that shows the importance of formative evaluation in reading learning. (Andrade, H. L., & Brookhart, 2021) state that evaluation can be a process of co-regulation of learning, where teachers and students are both active in interpreting learning outcomes and determining future improvements. In this approach, evaluation is conducted with students through reflection, discussion and self-analysis of reading tasks, thus encouraging students to take more responsibility for their own development.

Furthermore, a meta-analysis by (Martinez, R., & Torres, 2023)) showed that consistent use of formative evaluation can significantly improve students' reading skills. Through assessment tools such as short quizzes, reading journals, guiding questions, and classroom observations, teachers can identify students' weaknesses in real-time and provide appropriate interventions immediately. This type of evaluation is proven to not only improve text comprehension, but also increase students' motivation and engagement in the reading process.

Thus, evaluation in reading instruction should be seen as a dynamic and continuous process. (Alderson, 2000)theory provides a conceptual basis for the importance of validity and depth of reading assessment, while (Brookhart, 2008) emphasizes the importance of feedback as an integral part of evaluation. Support from Andrade and Brookhart (2021) and Martinez and Torres (2023) emphasize that a formative, participatory and responsive approach to evaluation is the best strategy to help students develop reading skills to their full potential. Appropriate evaluation will facilitate more effective, adaptive and meaningful learning for students.

2.5 Relevant Studies

Table 2. 1 Previous related studies

No.	Author, Year	Research Tittle	Method	Main Findings	Relevance to Your Research
1	(Syahroni, M., Mardiana, H., & Wulan, 2021)	Tantangan dalam Pengajaran Reading di Kelas EFL	Kualitatif	Challenges include time constraints, low student motivation and weak basic literacy skills.	Supporting similar findings; this study adds other challenges such as material customization, lesson planning, and diverse student responses.
2	(Sulistyo, 2018)	Permasalahan Pengajaran Membaca yang Dihadapi Guru di SMA	Kualitatif	Teachers face challenges in all aspects of teaching reading.	Strengthening the findings related to challenges; this research provides a more detailed and contextualized classification of challenges according to field conditions.
3	(A. & Rahmawati, 2022)	Strategi Pengajaran Membaca melalui Media dan Teknik Pengelompokan Siswa	Deskriptif Kualitatif	The teacher uses visual media, grouping students by level, and pre- and post-reading activities.	Mendukung strategi interaktif; This research expands the approach with authentic texts, digital media, and teachers' ability to adapt to classroom conditions.
4.	(Sari, N. L., &	Strategi Fleksibel untuk Meningk	Studi Kasus	Collaborative tasks and the use of	Relevant to the findings are the importance of flexible,

No.	Author, Year	Research Tittle	Method	Main Findings	Relevance to Your Research
	Wardani, 2019)	atkan Pemahaman Membaca Siswa		authentic materials improve students' reading comprehension.	student-centered strategies tailored to the reality of learning.
5.	(Pratama, 2019)	Penggunaan Strategi Kontekstual Berbasis Teknologi dalam Pengajaran Reading	Penelitian Tindakan	Context- and technology-based strategies can increase student engagement.	Supporting the use of digital tools and contextual approaches found at SMA Negeri 1 Srengat.
6.	(Wulandari, 2021)	Evaluasi Efektif dalam Kelas Membaca EFL	Kualitatif	Reading evaluations are effective if they cover cognitive aspects and allow room for improvement.	In line with the findings of the formative-cumative and reflective evaluations in this study, and their use for subsequent strategy planning.
7.	(L. Rahmawati, 2019)	Umpan Balik Deskriptif untuk Meningkatkan Kesadaran Membaca Siswa	Kualitatif	Descriptive feedback increases students' learning awareness and encourages revision of	Supports processual evaluation practices and encourages students to reflect and improve in the reading learning process..

No.	Author , Year	Research Tittle	Method	Main Findings	Relevance to Your Research
				learning outcomes .	

2.6 Conceptual Framework

Image 2. 1 Conceptual framework