CHAPTER II
LITERATURE REVIEW

A. English Language Teaching (ELT)

1. Definition of English Language Teaching (ELT)

English is used by Indonesians in a variety of contexts; it is not only a foreign language that they speak for specific needs. In Indonesia, English plays a significant role in a variety of areas, including commerce, education, international relations, and more. Another important requirement for landing a decent job is proficiency in English (Nunan, 2005). In the realm of education, English plays a significant role as a required subject for students to take. For Indonesian students to improve their knowledge, English, a topic taught in many educational institutions in the country, is essential (Zulkarnindra, 2021).

English language is the important subjects in determining student graduation and plays a role as a foreign language skill that must be possessed by students at secondary school level to keep up with the times and establish connections with the another country. In the modern educational environment, foreign language proficiency is essential, particularly for upper-secondary students (Husnaini & Yahya, 2023). Studying the cultures and technologies of other nations can help pupils enhance their own abilities through communication, and English, being an international language, can actualize this.

Based on the statement above, the aspect of English language will focus on education, so that English language in this case takes the role of one of the subjects, teachers who teach English subjects are called English teachers, English teachers play an important role in the English teaching and learning process , simply put, Teaching is an activity to transfer the knowledge to the students (Yesicha Audina, 2020). English language teaching or ELT is an activity to transfer English language knowledge to students, this knowledge is in the form of mastering English skills. In English language teaching (ELT), there are several English skills that students must master, including listening skills, speaking skills,

writing skills, and reading skills. English language teaching also teaches grammar in English such as parts of speech.

In the process of learning the English language, English teachers who specialize in ELT play a crucial role in assisting students in mastering the language. The evolution of various approaches and techniques in response to the needs of English language teaching and learning is demonstrated by the history of ELT (Richards & Rodgers, 2014). When teaching English language (ELT), English teachers might employ pedagogical approaches and techniques that align with the desired learning outcomes. There have been three phases of changes in the methodologies and techniques employed in English language teaching (ELT).

The three phases are the post-method phase, the modern approach phase, and the traditional methods phase, according to Yahya (2019). The Grammar-Translation Method, the Direct Method (also known as the Natural Method), the Audio-Lingual Method, the Community Language Teaching Approach, and the Total Physical Response Approach (also known as the Comprehension Approach) were among the instructional approaches and methods that formed the foundation of the first phase. The second phase introduced a contemporary method to satisfy present ELT requirements and assist language learners in communicating and effectively using the classroom language they acquire outside of the classroom.

The Communicative Approach is a methodology that has two versions in English language teaching (ELT): the weak version, known as Content-Based Language Teaching, teaches English through content subjects, and the strong version, known as Task-Based Language Teaching, teaches English through tasks (Larsen Freeman & Anderson, 2011). The idea that some ways are better than others is the basis for the third phase, which is referred to as the post-method period.

A. Assessment in English Language Teaching

1. Definition of Assessment

Harsiati (2013) stated that from the point of view of learning as a system, assessment functions as a reflection of the success of planning and the process of implementing learning. Based on this statement, assessment plays an important role in learning, assessment is a benchmark for the success of the learning design and process. According to Anggraena et al. (2022), assessment plays a vital role as a fundamental element within the learning journey. This statement can be confirmed by looking at the objectives of assessment in learning to find answers to the influence of assessment on achieving the specified learning objectives.

Phafiandita et al. (2022) state that the goals of learning assessments are to gather data and information about students' learning capacities, assess how well the learning program is working, and ascertain whether the knowledge development and educational objectives are being met. According to Phafiandita's explanation of the research objectives, assessment is the process of gathering data and information about students' learning capacities, assessing how well the learning program is working, determining whether the learning objectives have been met, and observing that knowledge development is occurring as it should.

According to Black & Wiliam (1998), assessment is any activity in which teachers and students evaluate themselves. This information is then utilized as feedback to enable teachers and students to make modifications to the learning activities in which they are engaged. Based on the understanding of assessment according to Black and William, assessment can help teachers modify learning activities through feedback from activities assessing student learning experiences, so that teachers can identify shortcomings in the teaching and learning process. Assessment is carried out by teachers by systematically collecting student achievement data, this is confirmed based on the opinions of Dhindsa, Omar and Waldrip who state that assessment is defined as a systematic process for collecting student achievement data (Dhindsa in As Sabiq & Ardiana, 2020).

Brown (2004) explains that assessment is an ongoing process that encompasses a much wider domain than that of the intention of testing. The continuous process in assessment in question is the process when students respond to questions asked, leave comments on problems discussed in class, and being active during the learning process is a continuous thing for students because student performance during the learning process will be a form of assessment carried out by the teacher during the learning process. As a course progresses, students' performance is continuously assessed, a process known as formative evaluation, as noted by Richards (2002). Various methods of formative assessment exist, including performance-based evaluation, portfolio creation, oral production inventories, cooperative learning strategies, and more tests.

Based on the statement above regarding assessment in learning, it can be concluded that assessment plays an important role in the success of a design and teaching and learning process to achieve learning objectives. Assessment is a series of activities carried out by teachers and students to assess themselves based on performance during the teaching and learning process based on data. collecting student learning outcomes by assessing students' strengths and weaknesses during the learning process, assessment helps teachers modify the teaching and learning process implemented based on student performance and the success of the teaching and learning process, so that teachers can determine the effectiveness of teaching strategies to create a better teaching and learning experience effective. Assessment can be carried out based on the teacher's function and needs in the learning process, so that assessment has several types and assessment techniques that can be applied by teachers to assess student performance so that teachers can collect data on student learning outcomes or student abilities in certain areas, very specifically English language teaching.

2. Purposes of assessment

Assessment objectives can vary depending on different situations and contexts. However, in general, the purpose of assessment is to provide an

assessment or evaluation of the abilities, performance or achievements of individuals, groups or organizations in achieving predetermined goals (Ismail, 2020). Some common assessment objectives include :

a. Assessing the ability of individuals or groups to achieve predetermined goals.

b. Provide feedback on performance or actions that have been taken, so that individuals or groups can improve their performance.

c. Assist decision makers in taking appropriate actions or steps based on the results of evaluations or assessments.

d. Identify individual or group strengths and weaknesses to develop more effective strategies or programs.

e. Monitor and evaluate the development or progress of individuals or groups within a certain period of time.

f. Make decisions in employee recruitment or promotion.

g. Make decisions in giving rewards or sanctions to individual or group performance.

3. Types of Assessment

Assessment plays a very important role in the success of the design and implementation process of learning, assessment activities carried out by teachers in the learning process are the realm of collecting data on the results of students' abilities, data on the results of students' abilities will be an evaluation for teachers in measuring the success of the planning and learning processes carried out , so that teachers can make modifications to the learning system implemented. In simple terms, it can be understood that assessment is able to provide information to teachers about the effectiveness of the teaching and learning process in the classroom, while for students, assessment can help students find out their

strengths and weaknesses to improve learning outcomes and provide motivation in learning activities.

Data collection on student learning outcomes carried out in the assessment process has different categories according to the teacher's function, goals and needs. The assessment categories are based on the type of assessment carried out by the teacher in the teaching and learning process. Guru memiliki banyak pilihan terhadap jenis penilaian dalam pemahaman membaca siswa, However, according to Behring and Laitusis (2022), there are three popular types of reading comprehension assessment, namely diagnostic assessment, formative assessment, and summative assessment.
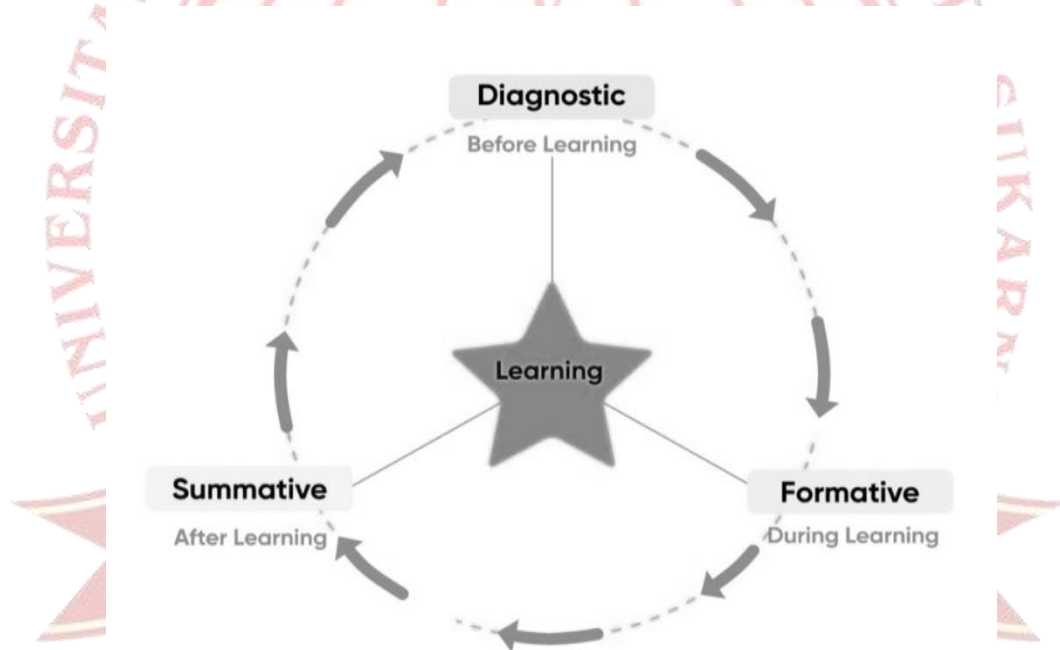
a. Diagnostic Assessment

In the independent curriculum, one of the assessments that is characteristic is the implementation of diagnostic assessments. Diagnostic assessments are actually used to discover students' strengths and weaknesses in learning activities (Arifin et al, 2023). Diagnostic assessment can help teachers pinpoint students' present understanding of a subject, their competencies, abilities, learning preferences and styles before teaching begins. Teachers can utilize the diagnostic assessment results as a starting point (entry point) to develop learning activities based on the requirements and characteristics of their pupils. Under some circumstances, learning motivation, family history, school preparedness, and student interests can all be taken into account when making plans for instruction (Sufyadi et al., 2021).

Based on this explanation, diagnostic assessment is very important for teachers before starting the learning process, teachers must identify students' weaknesses and deficiencies at the beginning of the introduction of the learning topic, so that teachers can know what students want before the learning process begins, teachers are also able to identify students' learning experiences regarding learning topics. that will be discussed, so that the teacher knows how much the students understand the topic or learning material. Alderson (2005) explains that diagnostic assessment is known for the following :

1) A stronger emphasis on shortcomings than on positives.
2) resulting in additional teaching for remediation.
3) offering thorough criticism that is actionable.
4) being founded on the material taught in class.
5) Having a discrete-point approach rather than an integrated one, or concentrating more on particular components than on general skills.

b. Formative Assessment

Formative assessment is an activity carried out by teachers and students to monitor or improve student performance in the learning process and evaluate the achievement of learning objectives. Formative assessment can be carried out at the beginning of learning and during the learning process, so that teachers can see the development of students' abilities or mastery of something. competencies being studied. According to Glazer (2014), formative assessment is generally defined as tasks that allow pupils to receive feedback on their performance during the course. formative assessment in the form of a test carried out with the aim of obtaining information on student performance on a subject being studied to provide feedback in the form of student achievement results during the learning process to students.

Based on the statement above, formative assessment aims to monitor the progress of student performance during the learning process. Teachers can use information from the results of student performance during the learning process as feedback to improve, change or modify learning so that it is more effective in increasing student competence. In general terms, formative assessment is concerned with helping students to develop their learning (Buyukkarci & Sahinkarakas, 2021).

c. Summative Assessment

Summative assessment is different from diagnostic and formative, the most visible difference is when it is implemented, summative assessment is carried out at the end of the learning process, different from diagnostic and formative, summative assessment collects information in the form of numbers that represent student achievement results. Summative evaluation, according to Brown (2003), attempts to quantify or summarize what pupils have learnt. This merely entails evaluating how effectively pupils have achieved their objectives in the past and does not fundamentally open the door to further development.

A summative evaluation, according to Cizek's definition, aims to evaluate students' performance in each and every course. However, this kind of assessment is not focused on generating diagnostic data. According to Cizek (2010), summative assessments serve the important functions of grading, certifying, evaluating, and doing research on the efficacy of curricula. These judgments about students, teachers, and curricula are significant.

4. Techniques of Assessment

Generaly, a technique is a method or procedure that can be carried out by humans so that something can be carried out or completed quickly and successfully. Based on this statement, the technique of assessment can help teachers in the procedures for collecting data on student learning outcomes based on the student's performance during the learning process.

Assessment will focus on students' reading skills, reading assessment is an assessment of students' ability to understand the meaning of English reading texts, reading assessment will show the results of students' learning experiences by optimizing students' knowledge and understanding of the material provided by the teacher, these results are in the form of data collection carried out by the teacher on students' reading activities in the form of student achievement of reading ability. Reading ability assessment can be carried out by conducting tests on students to collect data on student achievement. According to Airasian (2014) reading assessments that can be used in assessing students' English reading skills include multiple choice items, true false items, matching items, short answers and essay items.

a. Multiple Choice Items

The multiple-choice technique is pervasive device use by test designers or teachers either in informal classroom exercises or in formal standardized tests. Teachers use of this technique is not restricted to any one type of assessment of the four skills. Most multiple-choice reading

items include one question and four options concerned with that question. Students need to choose one correct option out of four based on their understanding of the given texts, and they dont have to give any evidence to justifing their selection. Therefore, this technique can be recognized as objective assessment, with the answer sheet full of simple letters like A, B, C, or D. Multiple-choice questions are inclusively constructed in detecting different underlying skills of students.

b. True Fals Items

True-false is a form of test whose items are statements. Some of the statements are correct statements and some are incorrect statements. Children are asked to choose which statement is correct and which statement is wrong. The answer number for the correct statement is usually marked with the letter T (True) or F (Fals) or other signs provided for that purpose. Medium Answer numbers for incorrect statements are usually marked with the letter T (Correct) or F (Wrong) or other signs provided for that purpose.

c. Matching Items

Matching is a form of test that consists of two parallel columns where each column contains descriptions, explanations, or statements. Children are asked to match each information in the left column with the information in the right column. Matching tests are basically almost the same as multiple choice tests. The difference is that if multiple choice consists of a problem or stem with several options, then the matching test consists of several problems or stems presented at once with a number of options where each option can be used as a pair of each stem. Usually the problem or stem is placed in the right column, while the answer or option is placed in the left or separate column.

d. Short Answers

The short answer technique is recognized as semi objective assessment in that limited responses from students can be effectively elicited. Compare to the multiple-choice technique, the short answer technique sets relatively higher standard for students in terms of language assessment. Students are required to answer the questions with limited words as is guided by the instructions of the given questions. Short answer questions is valuable in testing students' reading skills on an extensive scale. For instance, if the questions ask students to detecting specific details in the texts, students can activate their scanning skills to give justified answers in students reading skills, such as drawing inferences, recognizing a sequence and constructing the main idea, can be targeting through their written response. Additional, it is not the tough business to examines whether students understand the intended parts through their interaction with the texts, and this technique are also effective in measuring students' reading skills or construct in that errors are powerful indicators of their deficiency of certain reading skills.

e. Essay Items

As part of an essay assignment, students must provide a written response to the prompt or the question. Students must be able to recollect factual, conceptual, or procedural knowledge, mentally arrange it, understand it, and then assemble it into a coherent, integrated response using language that is suitable and clear. When creating essay topics, keep in mind a few guidelines:

1) Restrict their use to assess high-level learning outcomes such as creating or evaluating.
2) Construct them to measure the skills necessary to achieve the learning outcomes.
3) Clearly phrase a question.
4) Indicate response page and time limits if possible.

B. **The Concept of Reading Skills in English Language Teaching**

   1. **Definition of Reading Skills**

   One of the skills in learning English that is very important for students to master is reading skills. Reading is one of the language skills which is very important to be learned by students (Yulia et all, 2021). In general, reading skills can be defined as the ability to read English reading texts with the aim of obtaining information contained in a paragraph or the entire content of the reading text. However, this understanding does not have a strong basis to explain the definition of reading skills in English language teaching. Conclusions regarding the overall definition of reading skills must be based on a strong statement to base an understanding or definition. There are several statements according to experts that can help to conclude about the definition. of reading skills which are very important to know.

   Harmer (2007) states reading is useful for language acquisition provide that student more or less understand what they read, the more they read the better they get it. Based on this statement, reading skills are very important for students in acquiring English by understanding reading texts so that the more students read, the better students understand the meaning of the English reading texts, the better the language acquisition obtained by students. According to Grabe & Stoller (2011), reading is the ability to accurately deduce meaning and information from written text. As a result, reading becomes crucial since it allows pupils to improve their knowledge and obtain up-to-date information.

   For English language learners to acquire vocabulary, phrases, and grammatical patterns, reading comprehension is crucial (Novita in Nerim, 2020). This claim supports the idea that reading exercises can assist students in expanding or strengthening their knowledge of vocabulary, phrases, and grammatical patterns found in English reading materials. Students must examine the vocabulary, phrases, and grammatical patterns found in sentences and paragraphs of English reading texts because reading is the ability to deduce

meaning from sentences that are structured to convey the information students need.

Reading involves thinking and feeling; it's not just about looking and pronouncing words in a text; it's also about understanding all the elements of a text, according to Dean (2013). Reading is more than just seeing words clearly, pronouncing printed words correctly, and understanding the meaning of isolated words. Dean's statement regarding reading is more directed towards reading activities which are not just interpreting the meaning of isolated word, not just how to pronounce words clearly but reading requires involving thoughts and feelings in it, so that reading is not just an activity of seeing and saying word by word. word or sentence by sentence but understand all component of the reading text.

Based on expert statements regarding the definition of reading skills, it can be concluded that reading skills are one of the skills that must be mastered by students in learning English and are very important for students in acquiring English by carrying out reading activities to understand the meaning of the entire reading text. English is not just limited to seeing and pronouncing clearly the words and sentences in the reading text, but must involve thinking and feelings to understand the entire English reading text so that you are able to gather the information needed during the reading activity.

Reading activities can improve students' reading skills in terms of vocabulary, phrases and grammatical patterns from English reading texts. However, the most important thing to help reading activities run well is to understand the principles of reading skills. Teachers and students must know what principles of reading skills are needed in learning English to create an effective learning atmosphere to get maximum results in reading skills.

2. Prinsiples of Reading Skills

Understanding the content of the reading text as a whole by reading more will result in getting better information or understanding from the reading activity,

students' reading skills can be influenced by how much reading activity is carried out and how much information or knowledge is obtained, so the role of the teacher is needed In the process of English language teaching to optimize reading skills in increasing students' understanding and knowledge of an English reading text, teachers and students must know several reading principles as a guide in learning English. Reading activities in the English learning process have several principles that teachers and students must know, Harmer & Marzban in Asmara stated that the reading principle includes (Harmer & Marzban in Asmara et al, 2022):

a. Teachers encourage students to do a lot of reading.

b. Students should engage with the reading text.

c. Teachers encourage students to be responsive towards the contents of the reading text rather than emphasize the construction.

d. Prediction is an essential factor in the reading process.

e. Teachers must be adaptive with the assignment to the topic during intensive reading text usage.

f. Excellent teachers make use of a whole reading text.

Based on the reading principles above, it can be concluded that these principles are guidelines used by teachers and students in the process of learning to read effectively. The role of the English teacher in teaching reading to students is to encourage students to read a lot, the teacher encourages students to be responsive to the content of the reading text rather than emphasizing its construction, the teacher must be adaptive to assignments on topics during the use of intensive reading texts, and great teachers utilize reading texts effectively. whole. So, indirectly, students must be involved with reading texts which aim to improve students' reading skills.

3. Types of Reading Skills

The principles of reading that teachers and students must know which have been explained above according to Harmer and Marzban, based on these reading principles, to help teachers and students in reading activities to improve students' reading skills, teachers and students must know and understand several types of reading, reading has several types that are generally known, jenis reading tersebut the following types of reading according to Patel and Jain, menurut patel and jain, jenis reading yang dapat digunakan oleh guru dan siswa, There are intensive reading, extensive reading, aloud reading and silent reading (Patel and Jain in Tang et al., 2019):

a. Intensive reading

The practice of reading a text attentively and in-depthly is known as intensive reading. Reading will give you a foundation for understanding structural challenges as well as for growing your vocabulary and idiom knowledge. This will also give you information to work on improving your speech and written language control. Reading a text or a portion of it is called intensive reading. Students are reading this work in order to gain knowledge or to analyze it. Reading shorter texts is the aim of this reading assignment. The purpose of this reading is to learn specifics. Students reading books in order to learn

b. Extensive Reading

Reading lengthier discourse materials for enjoyment is part of the extensive reading approach, which is intended to get a comprehensive comprehension of a subject. Something piques the readers' curiosity. After reading, readers don't give a damn about details or significance. People often read for the purpose of staying updated. Extensive reading, as opposed to intensive reading, is the practice of reading as much as you can in a short amount of time. This includes skimming, shallow reading, and surveys.

c. **Aloud reading**

One of the fundamental forms of classroom structure and discipline is aloud reading. The students encounter written sentences that they have never uttered before when reading aloud. The goal of reading aloud to pupils is to improve their speaking and pronunciation skills. Reading aloud can encourage readers to concentrate on their vowel and consonant pronunciation, tone and rhythm of speech, proficiency with punctuation, organizing words or phases into thought units, eye movement, and expressiveness.

d. **Silent reading**

One of the most crucial reading strategies in the teaching of English is silent reading. Usually, the purpose of this reading is to improve the students' reading abilities. One way to read silently is to learn a lot. When the students are able to read without assistance, the teacher has to force them to read quietly. With this type of habit, pupils can read without any distractions from sound.

C. **The Concept of Reading Comprehension in English Language Teaching**

1. **Definition of Reading Comprehension**

Reading comprehension is one of the pillars in reading skill. When a person reads a text, he engages in a complex array of cognitive processes (Yulia et all, 2021). This statement very accurately describes reading comprehension activities which require students to be involved in a series of complex cognitive processes, meaning, reading comprehension is an activity carried out to obtain knowledge or information obtained while reading, reading comprehension is the most important part of reading skills if seen from a series The cognitive processes involved, so that reading activities are not just reading and interpreting word by word or sentence, but more than that, reading comprehension makes reading activities a way to gather information and knowledge needed from the reading experience carried out.

According to Westwood (2008), reading comprehension is the actively thinking process by which a reader creates meaning on purpose in order to comprehend ideas and information offered in texts on a deeper level. This assertion underscores the notion that reading comprehension is an active cognitive activity aimed at developing a more profound comprehension of the ideas and details conveyed in the reading materials. Actively thinking process is the description of the cognitive processes involve the reading comprehension to construct the deep understanding of the information contained in the reading texts.

According to Klingner, Vaughn, and Boardman (2007), reading comprehension is a process that involves readers' interest in the text, their thoughts about it, the knowledge they have gained from reading other texts, and their comprehension of the text's genre. Moreover, reading comprehension can be defined as the student's capacity to understand the text in its entirety, encompassing the knowledge or information provided in the text as well as inferred meanings and different reading text kinds.

Based on statements by experts and previous researchers who explain reading comprehension, researchers can conclude that reading comprehension is very important in the English language learning process, especially reading skills, Almutairi (in Setiawati et all, 2021) explains that one way to achieve the goals and expectations of education, students must master reading comprehension skills so that they can organize the class well. Reading comprehension involves a series of complex cognitive processes to obtain knowledge and information in the reading text, so that in reading comprehension the student's capability to comprehend a whole of the text, including understanding implied meanings, types of reading text, the information or knowledge contained in the text.

2. Reading Comprehension Purposes

Reading is a way for the writer and the reader to exchange knowledge, according to Cahyono (2011). As a result, reading comprehension involves quickly and effectively taking the necessary information out of a written text. Based on this statement, to understand the meaning of the text that the author

wants to convey by gathering the required information as efficiently as possible, you must know the purpose of reading comprehension. According to Grabe & Stoller, there are several goals of reading comprehension, including, to find simple information, skim quickly, take place in academic and professional contexts, integrate information, write and criticize texts. The following is an explanation of the goals of reading comprehension.

a. **Reading to search for simple information and reading to skim**

A common reading skill is the capacity to read for basic information, while other studies consider it to be a somewhat independent cognitive process. When we read to search, we usually do a similar scan of the text to look for a certain word or piece of information.. The information sought is simple information by carrying out short reading activities and skimming the information needed.

b. **Reading to learn from texts**

Reading to learning usually takes place in professional and academic settings where one must absorb a large quantity of information from a text. Reading to learn from texts can improve reading skills by carrying out a series of reading activities and learning about pronunciation, intonation, punctuation in sentences, and vocabulary that was never known before.

c. **Reading to integrate information, write and critique texts**

Further judgments regarding the relative weight of contradictory, supplementary, or mutually reinforcing information must be made when reading to integrate information. Additionally, the rhetorical framework may need to be reorganized to make room for information from other sources. In order to integrate the knowledge for the reader's aim, these skills invariably need critical examination of the material. In this way, the skills of composing, choosing, and evaluating information from a text are necessary for both reading to write and reading to read.

d. Reading to general comprehension

When read for general comprehension by a proficient fluent reader, it takes highly developed word processing skills to process words quickly and automatically, strong ability to build a broad meaning representation of important ideas, and effective multitasking under time restrictions. Accordingly, this skill is the capacity to extrapolate knowledge acquired under extremely constrained time restrictions.

3. Reading Comprehension Model

The reading comprehension model is an approach used by readers in understanding the background of a reading text. This model explains how readers behave when reading or understanding a reading text. Models of reading comprehension can be defined from different points of view (Antonija, 2023). Based on psycholinguistics, the reading comprehension model is divided into two, including bottom-up and top-down. The top-down approach (Goodman, 1967) states that the reader uses higher order cognitive processes to compare and validate the information gleaned from the text, as well as higher order processing skills like prior knowledge. The reader will recognize words more quickly in this method. On the other hand, the bottom-up approach (Stanovich, 1986; Barnet, 1989) focuses on a steady increase in understanding. To put it another way, the reader starts the understanding process by using their lower-level processing (word recognition, orthographic, phonological, and syntactic) skills—basically, unconsciously, independently, and with little consideration for prior knowledge.

The interactive process model was developed because there was a debate between researchers regarding previous models, namely top-down and boot-tom-up, so that an interactive model was needed to mediate these disputes. The Interactive model was created as a result of intense disputes amongst scholars over these two models, which highlighted the need for a more comprehensive strategy (Rumelhart, 1977 and Perfetti, 1985). The bottom-up and top-down

concepts are proposed to be combined in this model. As a result, it is assumed that the reader will read the text, comprehend it, and concurrently recognize and decode the words while contrasting it with pertinent prior information. As a result, this was the direction in which the latter models were created.

a. **Bottom-up Process**

Readers using a bottom-up approach must first identify a variety of linguistic signals, including letters, morphemes, syllables, words, and phrases, and then utilize their linguistic data processing mechanism to put these signals in some sort of order. It goes without saying that these data-driven operations demand a deep understanding of the language. The reader chooses the signals that make some sense, are coherent, and are mean among all the perceived data.

b. **Top-down Process**

Top-down approach: Readers use their own intelligence and experience to deduce meaning from a text by applying prior information, forming predictions, and looking for evidence within the text to support or refute those predictions. The background knowledge encompasses all of the experiences that pupils have gained from various sources of information that they have seen, heard, written, and spoken. It is anticipated of the students to be able to foresee what will happen in the text with this capacity.

c. **Interactive Process**

Combining top-down and bottom-up processes, an interactive process involves information provided by top-bottom analysis and information received by bottom-up decoding, both of which rely on certain information processing abilities. The term "interactive process" refers to how the reader applies language skills in both top-down and bottom-up processes when understanding or speaking with one another.

D. The Concept of Reading Comprehension Assessment in English Language Teaching

   1. Assessment in English Language Teaching (ELT)

English language teaching or ELT in education is a very important learning subject for students, especially for students in developing foreign language skills, teachers have an important role in introducing English as a subject that must be studied by students, teachers must create a language teaching and learning process English becomes more attractive to students so that students can develop their English language skills, professionalism of the teacher is not only in his ability to develop knowledge, but also on his ability to carry out interesting and meaningful learning for students (Umar, 2021).

Creating a teaching and learning process that is interesting and meaningful for students requires a thorough analysis of the teaching strategies carried out in the classroom, the teacher must know whether the learning process carried out is successful and effective for students to develop English language skills, so to find out this the teacher needs an assessment and evaluation to find out students' strengths and weaknesses in the learning process, Assessment assists teachers in discovering their students' strengths, weaknesses, multiple intelligences, skills, competencies and learning outcomes so that students are motivated to improve learning. Assessment for learning implies using assessment for providing helpful feedback to learners and teachers for more effective learning outcomes (Singh, 2022).

Assessment is a tool to encourage progress in the learning process carried out by teachers and students in the classroom. This progress can be seen by the results of student abilities obtained from a series of tests and giving grades. These results will become evaluation material for teachers to measure the success of the teaching and learning process carried out. One cannot deny that assessment is an integral aspect of the instruction process. This is supported by Davies (2000) who regarded assessment as an instructional tool for fostering learning rather than an event designed only for evaluation and assigning grades. According to Stiggins

(2006) and Pantiwati (2017), assessment is carried out to find out the success of learning, and it gives information regarding students' mixed abilities that can be used as a guide to improve learning for achieving teaching and learning goals. Based on this statement, assessment has an important portion in English Language Teaching, assessment is not just a scoring session but more than that, assessment can help teachers improve learning to achieve learning goals by finding out the success of a learning process based on information from student learning outcomes. by assessing students' strengths and weaknesses in following the learning process.

2. Definition of Reading Comprehension Assessment in English Learning Assessment (ELT)

English Language Teaching (ELT) has several aspects of language skills that students must master, including Listening skills, Speaking Skills, Reading Skills, and Writing Skills. This discussion will focus on Reading Skills, reading skills are the ability to find the information needed in reading activities, this information must be understood to know the intention or message that the writer wants to convey to the reader, reading skills have several types of reading to help readers in understanding of reading information, including intensive reading, extensive reading, aloud reading, and silent reading.

Reading skills in English Language Teaching (ELT) are activities carried out to improve reading comprehension skills, teachers can help students in this matter by following the principles of reading skills to help teachers and students in the reading learning process, these principles include Teachers encourage students to do a lot of reading, Students should engage with the reading text, teachers encourage students to be responsive towards the contents of the reading text rather than emphasizing the construction, prediction is an essential factor in the reading process, teachers must be adaptive with the assignment to the topic during intensive reading text usage, excellent teachers make use of a whole reading text.

Based on the types and principles of reading skills, it is hoped that teachers can help optimize students' abilities in understanding an English reading text, the process of understanding the reading text is reading comprehension skills, Reading comprehension is one of the pillars in reading skills, so that in learning reading, to improve students' reading skills, reading comprehension is needed as an ability needed by students to improve reading skills. Teachers have a crucial role in this matter, teachers must help students optimize their reading comprehension skills in searching for information and understanding English reading texts, so that teachers can carry out assessments of students' reading comprehension to find out what students need to improve their reading skills. learning process.

Assessment activities in the classroom are used by language teachers to check student acquisition levels (Tosuncuoglu, 2018). This activity really helps teachers find out students' levels in reading comprehension skills, so that teachers can determine suitable teaching strategies for students to help students improve reading skills, assessment is on the whole, accepted as one of the very crucial parts of teaching, by this means, educators can determine the level of skills or knowledge of their students (Taras, 2005). Based on this statement, assessment is a very important part for the progress of the learning process in reading comprehension skills possessed by students, because in this way teachers can determine the level of students' skills or knowledge in understanding English reading texts, teachers can make modifications to the teaching and learning process which is guided by students' skill levels to create a more effective teaching and learning process in improving students' reading comprehension skills.

E. Previous Study

Previous study is a literature review or previous research that has the same research theme to compare and look for differences or new research. Based on this definition, previous study is a very important element in research, because literature review or research conducted by previous researchers is a basic

reference for found gaps in previous research, in this research there were several previous scientific journals which were used as basic references in this research, so that this research was different or new from previous research.

Firstly, previous study from Adi Nugraha, Baso Jabu, and Haryanto Atmowardoyo (2021), dengan judul ***"The Assessment on Reading Comprehension at SMAN 22 Makassar"***. This research was conducted with the aim of finding out the type of reading comprehension assessment used by teachers and why teachers chose this type of research. Then how to prepare and implement the type of assessment used by English teachers in scoring students' reading comprehension. The subjects of this research were teachers at SMAN 22 Makassar. This research used a descriptive qualitative method, data was taken by interview and observation.

The result of this research where The type of assessment used by teachers at SMAN 22 in assessing reading comprehension is formative assessment. In the assessment aspect of reading comprehension, not all aspects are taken by the teacher in assessing students' reading comprehension, only a few aspects, namely main idea, supporting detail and vocabulary, and likewise, the components in reading comprehension, only a few are taken by the teacher, namely vocabulary, fluency, and comprehension. In using the assessment to assess the students' reading comprehension, the teacher also adjusts to the KD given to the teacher. With this KD the teacher will adjust what assessment should be used and also in each test the teacher gives students so that they know the progress of their reading comprehension will be adjusted to the abilities of the students. The teacher always prepares whatever is needed in teaching reading comprehension. In each lesson, the teacher implements the teaching from the lesson plan and give score to the students based on the result of the answers in the given task format.

Based on the previous study above, researchers found gaps in the research. The researcher found that the previous researcher did not explain in detail how many research subjects were in the study, the researcher only explained that the

research subjects were all English teachers at SMAN 22 Makassar, but it is not known how many English teachers at SMAN 22 Makassar were. Furthermore, researchers found that the educational curriculum used in 2021 still uses the 2013 Curriculum, so that the KD which is used as a reference for teacher assessment is not relevant in 2023, because the educational curriculum used by schools in Indonesia now is the Merdeka Curriculum.

Secondly, previous study from Miftahurrahmi Darmansyah, Mukhaiyar, and Yenni Rozimela (2019), dengan judul *"Reading Comprehension Assessment Used by English Senior High Schools Teachers"*. This article presents the techniques of assessment that are used by senior high schools English teachers in assessing students' reading comprehension. The study was conducted with 7 English teachers who were teaching English subject at two senior high schools in Tanah Datar regency in Indonesia. The data were collected through observation and interview The results of the analysis show that the English teachers use six techniques of reading comprehension assessment, they are: 1) test, 2) observation, 3) self-, peer-, and group assessment, 4) task, 5) homework assignment, 6) quiz. There are two important conclusions that can be drawn from this study. First, test and task were the most popular techniques that are used by the English teachers. Second, the methods that the English teachers used the techniques of assessment were congruent with the theories of assessment proposed by experts.

Based on the previous study above, the researcher found a gap in the research, the researcher found that in previous research, previous researchers only analyzed the assessment techniques that were most widely used by English teachers and the reasons why English teachers used these assessment techniques, but the research did not explain about types of assessment used by English teachers in reading comprehension assessment and why English teachers use this type of assessment in reading comprehension assessment.

Thirdly, previous study from Farida Huseynova (2023), dengan judul "*Assessment of Students' Reading Comprehension Skills in Teaching English*".

The main goal of the paper is to discuss the value of assessment in identifying students' reading proficiency in higher education. Another goal is to help teachers identify assessment criteria and give feedback to students in developing reading comprehension skills, and The last goal of the research paper is to demonstrate the benefits of formative assessment to both teachers and students. The study included 31 female and 23 male student participants from the English language faculty. The participants were chosen on purpose from the first and second years of the academic year 2021-2022. Qualitative analyses were used to analyze the students' results. According to the findings, teachers believe that reading assessment is an important component of effective reading instruction. Throughout the study, both teachers and students valued the role of formative assessment in improving reading comprehension.

Based on the previous study above, the researcher found research gaps, including that the previous study had not discussed in more depth the types of assessment and assessment techniques used in reading comprehension assessment, because in this journal the previous researcher only focused on formative assessment, then in the previous study , the gap in research subjects who are college students who have a very good level of reading comprehension skills, becomes a question if that level is high school seniors.