

CHAPTER II

LITERATURE REVIEW

A. Description Of Basic Theory

1. Challengges In Teaching Reading

According to Novianti et al. (2021), teachers may face several challenges in teaching reading, particularly students' limited vocabulary and low motivation. These challenges can make it difficult for teachers to help students understand English reading texts effectively. Teaching reading comprehension in English as a Foreign Language (EFL) classrooms, particularly in rural junior high schools, faces a number of difficulties that have an impact on both instructors and pupils. The dearth of instructional materials, such as English novels, teaching media, and technological devices, is one of the main obstacles. Rural teachers frequently struggle because of insufficient school resources, limited access to digital resources, and outdated textbooks that limit the variety and quality of reading materials in the classroom, according to (Saputri & Sukarno, 2024). Students' poor motivation and restricted vocabulary are additional prevalent barriers. Because many kids in rural areas seldom use English outside of class, they develop bad reading habits and struggle to comprehend texts. According to (Kusumahwati, 2022), pupils often depend too much on dictionaries and translate word for word, which makes it harder for them to comprehend the meaning of the text as a whole.

Additionally, the difficulties in reading instruction are exacerbated by time constraints and class size. It's challenging for teachers to give personalized feedback or engage in interactive reading exercises in big groups. Teachers frequently find it difficult to develop successful reading instruction when they have to manage a large number of kids at once, especially if there are few instructional hours available, according to a study by Junita, (Junita et al., 2023). Students' reading progress is further

impacted by environmental circumstances such as inadequate school facilities, little English exposure, and little parental support. The difficulties in teaching reading are complex, encompassing a lack of resources, a lack of motivation, classroom management issues, and environmental variables. Identifying these difficulties is necessary in order to enhance teaching methods and create stronger support structures in rural EFL environments.

Based on the explanations above, teaching reading in rural EFL classrooms involves various challenges related to students, learning resources, classroom conditions, instructional time, and the learning environment. Limited vocabulary and low student motivation can make it difficult for students to understand English texts, while limited facilities, teaching materials, and time can also affect teachers' ability to implement reading instruction effectively. Therefore, understanding these challenges is important for teachers to develop appropriate strategies and solutions to support students' reading development.

2. Definition of Reading

According to Grabe (2019), reading is a complex ability that involves various skills, processes, and knowledge working together to construct meaning from written texts. Reading is not merely recognizing words, but also requires readers to interpret information and understand texts based on their purposes. Reading helps students understand written texts and improves their comprehension skills, making it a very important skill in learning English. However, many EFL students still experience difficulties in reading, including having limited vocabulary and difficulty understanding the main concepts of a text. In addition, reading improves students' linguistic knowledge and skills. Students can gain knowledge from various text sources, understand sentence structure, and learn new vocabulary through reading practice. Therefore, reading is very important for students' development in their ability to understand and analyze written material in English. (Ramadhianti & Somba, 2023).

Based on the explanations above, reading is a complex and active process that involves various skills, knowledge, and processes to construct meaning from written texts. Reading not only requires students to recognize words but also helps them understand, interpret, and analyze information. Therefore, reading is an important skill in English learning because it supports students in developing their comprehension, vocabulary, linguistic knowledge, and ability to understand written texts effectively.

3. Reading skills

Reading skills refer to the abilities that enable readers to understand and process information from written texts. These skills involve several language and cognitive abilities that support reading comprehension. Vettori et al. (2024) explain that successful reading comprehension among EFL secondary school students is supported by various language and cognitive skills, particularly vocabulary knowledge and other higher-level abilities. Therefore, reading skills are not limited to recognizing words but also involve understanding and processing information from texts.

In English learning, reading skills include the ability to understand vocabulary, identify the main idea, find specific information, make inferences, and summarize information from a text. Recent research on English reading literacy also identifies abilities such as understanding new words from context and quickly grasping the main idea as important components of students' reading abilities.

Based on these explanations, reading skills in this study refer to students' abilities to understand, interpret, and obtain information from English texts. These skills include understanding vocabulary, identifying the main idea, finding specific information, making inferences, and summarizing the text. These abilities are important for helping students comprehend English reading materials effectively.

4. Reading Comprehension

Reading comprehension is generally understood as an interactive process that involves both the reader and the text within a specific context. It requires various cognitive processes such as attention, perception, memorization, and phonemic awareness to construct meaning from written material. (Ramirez-Avila & Barreiro, 2021). Furthermore, reading comprehension goes beyond recognizing words; it includes inferring meaning, understanding the author's purpose, identifying the structure of the text, and monitoring one's understanding during reading (Medranda-Morales et al., 2023).

Reading comprehension is not only a linguistic process but also a cognitive and interactive activity that requires active engagement from the reader. In the reading process, students are expected to connect the information from the text with their prior knowledge in order to construct meaning effectively. This process involves several skills such as predicting, questioning, clarifying, and summarizing.

In addition, successful reading comprehension depends on students' ability to use appropriate reading strategies. Students who are able to apply strategies such as skimming, scanning, and making inferences tend to understand texts more effectively. Therefore, teachers play an important role in guiding students to develop these strategies so that they can become independent and proficient readers in the long term.

Reading comprehension is closely related to students' cognitive development. According to Jean Piaget (1972), learning is a process in which students actively construct knowledge through interaction with their environment. Piaget emphasized that students do not simply receive information passively; instead, they actively organize, interpret, and construct knowledge based on their cognitive development. In the context of reading, students use their prior knowledge, experiences, and cognitive abilities to understand written texts. They process information by identifying main ideas, interpreting meanings, and connecting concepts

within the text. Therefore, reading instruction should consider students' cognitive development so that they can process, analyze, and interpret information effectively. Teachers also need to provide appropriate learning activities that encourage students to think critically and actively engage with the reading material.

In addition, David Rumelhart (1980), through schema theory, explains that reading comprehension occurs when readers connect new information from the text with their prior knowledge. According to this theory, readers do not only recognize words and sentences but also interpret meaning based on their experiences, background knowledge, and existing mental frameworks or schemas. This process helps students understand the main ideas, supporting details, and overall meaning of a text. Furthermore, activating students' prior knowledge before reading can improve their comprehension and help them construct a deeper understanding of the text. Therefore, teachers should use strategies that encourage students to relate their previous experiences to the content they are reading.

Based on the theories proposed by Jean Piaget (1972) and David Rumelhart (1980), it can be concluded that reading comprehension is an active cognitive process involving cognitive development, prior knowledge, and meaningful interaction with texts. Students construct understanding by integrating new information with their existing knowledge and experiences. Consequently, teachers play an important role in guiding students to develop their reading comprehension through appropriate teaching strategies, meaningful learning activities, and supportive classroom environments that promote active participation and critical thinking skills

5. Teaching Reading Strategies

Research (Apoko & Marcellinda, 2023) reveals that effective teachers typically employ various strategies, such as skimming, scanning, questioning, and visual aids, to facilitate students' understanding of texts.

When teachers provide clear explanations at the beginning, for example by conveying the purpose of reading and inviting students to predict the content of the text, students tend to be more active and focused during the lesson.(Saputri & Sukarno, 2024).In the context of reading comprehension, teaching strategies specifically refer to teaching reading strategies that help students understand texts effectively. These strategies include skimming, scanning, questioning, and other techniques that guide students to become active readers.

Furthermore, strategies such as SQ3R (Survey, Question, Read, Recite, Review) and QAR are important in teaching reading because they provide a structured way for students to interact with the text and improve their comprehension.

Additional research by (Novita & Sirait, 2023) shows that the QAR (Question-Answer Relationship) and SQ3R approaches provide a good structure for reading, enabling students to find important information more efficiently. On the other hand, (Muhamad Iqbal Fauzi & Lilik Yuliawati, 2023) .emphasise that the use of the Scaffolding, Think Aloud, and QAR methods can increase student participation and help them understand the text more deeply. Overall, the results of the three studies show that a combination of teacher guidance and student cognitive activities through various strategies is very effective in improving reading comprehension skills at the junior high school level.

Based on the explanations above, teaching reading strategies refer to the various approaches and techniques used by teachers to help students understand and interact with reading texts effectively. These strategies may include skimming, scanning, questioning, SQ3R, QAR, scaffolding, and Think Aloud. The selection of appropriate strategies should consider students' abilities, learning needs, and classroom conditions. Therefore, teachers play an important role in selecting and implementing suitable reading strategies to support students in developing their reading skills and comprehension.

6. Teachers' Role in Teaching Reading

Teachers in rural areas often face numerous challenges that hinder the effectiveness of English instruction, such as limited resources, lack of training opportunities, and low student motivation. However, many teachers demonstrate strong adaptability and creativity in overcoming these barriers. According to (Vera Novitasari, 2024), rural English teachers employ innovative strategies such as using personal funds to purchase additional learning materials, bringing personal teaching equipment like Bluetooth speakers to make lessons more engaging, and motivating students through inspiring stories of successful individuals such as Maudy Ayunda. These approaches show teachers' dedication and commitment to maintaining learning quality despite limited support.

In addition, creating an interactive and supportive classroom environment is another important strategy. Teachers use games, role-plays, and real-life examples to make lessons more meaningful and relevant to students' lives. These activities help increase students' motivation and participation in English learning. By (Akbar, 2022), integrating creativity, motivation, and self-learning, rural teachers successfully minimize the impact of structural and environmental challenges on the teaching-learning process. In summary, teachers' strategies in facing challenges reflect their perseverance and innovation. Despite the constraints of rural settings, they continuously strive to improve their teaching effectiveness through self-initiative, motivational techniques, and engaging classroom practices that foster better reading and language comprehension.

Based on the explanations above, teachers play an important role in supporting students' reading development, particularly in rural school contexts. Teachers are expected to adapt their teaching strategies, provide appropriate learning materials, motivate students, and create supportive and interactive learning environments. Despite limitations in resources,

facilities, and student motivation, teachers' creativity, adaptability, and continuous support can help overcome challenges and improve the effectiveness of reading instruction. Therefore, teachers' role is essential in helping students develop their reading skills and comprehension.

B. Relevant Result

Various studies related to the title Exploring the Challenges Faced by Educators in Teaching English Reading Skills to Eighth Grade Students at SMPN 14 Kaur have been conducted at both national and international levels, providing empirical evidence about teaching methods and the challenges in reading comprehension within the EFL context, especially in rural schools.

The first relevant research was conducted by Kusumawardani et al. (2022). The study investigated students' difficulties in reading comprehension. The findings showed that middle school students experienced difficulties due to limited vocabulary, lack of prior knowledge, and low reading motivation. The students also tended to read word by word and relied heavily on dictionaries, which made it difficult for teachers to engage them actively in reading activities. The similarity between this study and the present study is that both focus on problems related to English reading skills at the junior high school level. The difference is that Kusumawardani et al. focused mainly on students' reading comprehension difficulties, whereas the present study focuses on the strategies used by teachers, the challenges teachers face in implementing those strategies, and the solutions they apply to overcome the challenges at SMPN 14 Kaur (Kusumawardani et al,2022).

The second relevant research was conducted by Ikhsanudin and Lestari (2023). The study examined the challenges faced by English teachers in rural secondary schools. The findings revealed that teachers experienced several challenges, including large class sizes, limited instructional time, insufficient teaching resources, and limited

opportunities for professional development. These conditions often caused teachers to use teacher-centered approaches and limited the implementation of interactive reading activities. The similarity between this study and the present study is that both investigate the challenges faced by English teachers in teaching reading in secondary school settings, particularly in rural areas. The difference is that the study conducted by Ikhsanudin and Lestari focused on general challenges experienced by teachers in rural secondary schools, while the present study specifically investigates teachers' strategies, challenges, and solutions in teaching reading skills to Grade VIII students at SMPN 14 Kaur (Ikhsanudin & Lestari, 2023).

The third relevant research was conducted by Novita and Sirait (2023). The study investigated the effectiveness of the Question Answer Relationship (QAR) strategy in improving students' reading comprehension. The findings showed that the QAR strategy helped students identify information, understand the meaning of texts, and participate more actively in reading activities. The use of structured questions also increased students' engagement during the learning process. The similarity between this study and the present study is that both discuss teachers' strategies for developing students' English reading skills. The difference is that Novita and Sirait focused on the effectiveness of one specific strategy, namely the QAR strategy, whereas the present study explores the various strategies used by teachers, the challenges encountered during their implementation, and the solutions applied to overcome those challenges at SMPN 14 Kaur (Novita & Sirait, 2023).

The fourth relevant research was conducted by Vera Novitasari (2024). The study explored the strategies used by teachers in rural areas to overcome limitations in English language teaching. The findings revealed that teachers used creative strategies, such as developing personal teaching aids, providing motivational stories, and conducting interactive learning activities. However, teachers continued to experience challenges related to

inadequate facilities and low student motivation. The similarity between this study and the present study is that both investigate teachers' strategies and challenges in English teaching within rural school contexts. The difference is that Novitasari focused on teachers' creative efforts to overcome general limitations in rural areas, whereas the present study specifically focuses on teaching English reading skills to Grade VIII students and examines the strategies, challenges, and solutions used by teachers at SMPN 14 Kaur (Novitasari, 2024).

The fifth relevant research was conducted by Aprilia et al. (2025). The study examined factors affecting students' reading comprehension in the English as a Foreign Language (EFL) context. The findings revealed that students' reading comprehension was influenced by limited exposure to English outside the classroom, insufficient reading materials, and infrequent reading habits. The study also showed that teachers experienced difficulties in motivating students because of environmental and learning constraints. The similarity between this study and the present study is that both discuss factors affecting English reading skills and the challenges experienced by teachers in supporting students' reading development. The difference is that Aprilia et al. focused on factors influencing students' reading comprehension, whereas the present study focuses more specifically on teachers' strategies, the challenges they face when implementing those strategies, and the solutions they use to overcome the challenges in Grade VIII at SMPN 14 Kaur (Aprilia et al., 2025).

Based on the previous studies presented above, it can be concluded that English reading instruction involves various challenges related to students, teachers, learning resources, and classroom conditions. Students may experience difficulties related to limited vocabulary, low motivation, lack of prior knowledge, and limited exposure to English. Meanwhile, teachers may face challenges such as limited instructional time, inadequate learning resources, low student participation, and differences in students' reading abilities. Previous studies also show that teachers need to apply

appropriate and flexible strategies to support students' reading development.

1. Although previous studies have discussed students' reading difficulties, teachers' challenges, and the effectiveness of various reading strategies in EFL classrooms, most of them focus on general educational settings or examine specific teaching methods. Few studies have specifically explored the strategies used by English teachers, the challenges they face in implementing those strategies, and the solutions they apply in a rural junior high school context, particularly at SMPN 14 Kaur. Therefore, this gap provides a strong rationale for conducting the present study.

2. The novelty of this study lies in its focus on the real experiences of an English teacher in teaching reading skills to Grade VIII students at SMPN 14 Kaur. This study not only identifies the strategies used by the teacher but also describes the challenges encountered during classroom implementation and the solutions applied to overcome those challenges. By focusing on a rural EFL junior high school context, this study provides context-specific findings that have received limited attention in previous research.

C. Conceptual Framework

This study focuses on examining the challenges faced by English teachers in teaching reading comprehension to eighth-grade students at SMPN 14 Kaur. In the teaching-learning process, teachers employ various instructional strategies to help students understand reading texts. However, in practice, teachers often face several challenges, such as limited resources, large class sizes, low student motivation, and time constraints.

These challenges influence how teachers implement their strategies and can impact students' reading comprehension outcomes. Therefore, teachers need to find appropriate solutions to overcome these difficulties in order to improve the effectiveness of reading instruction.

Based on this explanation, this study examines the relationship between teaching strategies, the challenges faced by teachers, and the solutions implemented to overcome these challenges, which ultimately impact students' reading comprehension.

