

CHAPTER II

LITERATURE REVIEW

This chapter discusses the explanation of some theories and definitions for each aspect. It explains the theories and definitions about reading comprehension, teaching reading, problems in teaching learning reading, narrative text, wordwall, picture series and previous study.

A. Reading Comprehension

Reading comprehension is a complex, dynamic process in which readers actively construct meaning from written texts by integrating their prior knowledge, vocabulary, and understanding of text structures. According to Duke and Carlisle (2011), comprehension goes beyond simply recognizing words it requires readers to make connections between what they already know and the new information presented in the text. Skilled readers continuously use cognitive strategies like predicting, questioning, summarizing, and clarifying to deepen their understanding of what they read. These strategies enable them to identify main ideas, infer meanings, and critically analyze the author's purpose (Cain & Oakhill, 2014).

Perfetti and Stafura (2014) explain that comprehension involves a seamless combination of lower-level processes such as accurate word recognition and fluency and higher level processes, including synthesizing, evaluating arguments, and applying information to new situations. Without the coordination of these processes, comprehension breaks down and reading becomes a mechanical activity without meaningful engagement. Kendeou et al. (2014) add that comprehension also depends on metacognitive awareness: readers must monitor their own understanding and adjust strategies if they realize they do not fully grasp the text.

Another crucial aspect of reading comprehension is the role of vocabulary. As Connor et al. (2014) highlight, limited vocabulary knowledge is one of the main factors preventing students

from achieving good comprehension because it hinders their ability to decode and interpret meanings accurately. Therefore, vocabulary instruction is an integral part of teaching reading comprehension effectively. Furthermore, motivation greatly influences reading success. Guthrie and Klauda (2014) emphasize that students who find texts interesting and relevant to their lives are more likely to engage deeply, persist through challenges, and remember what they read for longer periods.

Effective reading comprehension instruction should also consider text factors such as genre, complexity, and cultural relevance. For instance, narrative texts are excellent for teaching comprehension because their structured elements orientation, complication, resolution, and coda make it easier for students to follow and retell stories, thus practicing key skills like sequencing, identifying cause and effect, and understanding characters' motivations (McNamara & Magliano, 2009; Cain & Oakhill, 2014). Teachers can facilitate comprehension by activating prior knowledge before reading, modeling strategies during reading, and reinforcing understanding through post reading activities like summarizing or discussing moral lessons.

In essence, reading comprehension is a multifaceted ability that requires vocabulary mastery, decoding fluency, use of cognitive and metacognitive strategies, and high motivation. These components work together to enable readers to extract, construct, and critically evaluate meaning from texts. A thorough understanding of these elements forms the basis for effective reading instruction, which will be elaborated further in the following section on teaching reading.

B. Teaching Reading

Teaching reading is a crucial part of English Language Teaching (ELT) because it helps students develop the skills they need to understand and interpret written texts effectively. According to Grabe and Stoller (2011), reading instruction goes beyond word recognition it

involves teaching comprehension strategies so that students can construct meaning, think critically, and apply new knowledge. In the classroom, teaching reading should focus on making the process engaging, interactive, and relevant to students needs and interests (Grellet, 1981). Teachers play an essential role in choosing appropriate materials, designing activities that support comprehension, and providing guidance so students can become independent readers (Antoni, 2010). By understanding the principles and methods of teaching reading, educators can create lessons that help students improve their reading proficiency and foster a positive attitude toward reading, which is especially important for mastering narrative texts and other complex materials.

Teaching reading, especially when it comes to narrative texts, focuses on helping students understand the structure and meaning behind stories. Unlike basic reading that only emphasizes word recognition, teaching narrative reading aims to build students ability to grasp elements such as orientation, complication, and resolution. According to Ramírez-Ávila and Barreiro (2021), summarizing narrative texts can significantly improve students' reading comprehension, as it encourages them to identify main ideas and retell stories in their own words. Moreover, effective teaching of reading is not only about presenting texts but also guiding students through activities that make them active readers, such as predicting, questioning, clarifying, and summarizing. Antoni (2010) argues that interactive reading practices tailored to students interests and levels can greatly enhance comprehension and motivation. Therefore, understanding and applying effective teaching strategies is crucial to help students become confident and skilled readers, especially when dealing with narrative texts that require deeper comprehension beyond recognizing words.

Reading skills are also essential in language learning because they help students improve not only their vocabulary but also their understanding of sentence patterns and language use in context (Grabe & Stoller, 2011). Uchikoshi et al. (2019) found that narrative skills play a key role in

reading comprehension, even more than vocabulary or decoding alone. This means students who can understand and retell stories well tend to perform better in reading tasks overall.

In teaching narrative reading, there are three common stages: pre reading, during reading, and post reading. In the pre reading stage, teachers help students activate prior knowledge, introduce new vocabulary, and set the purpose for reading. During reading, students are guided to follow the storyline, predict what will happen next, and identify key parts of the text. After reading, students usually discuss the story, summarize it, or reflect on the message. Syafitri et al. (2021)

Finally, choosing the right reading material is essential because it directly affects students motivation and their ability to understand texts. When the materials do not match students interests or are too difficult for their language level, they can quickly become disengaged, leading to poor reading comprehension and low achievement (Antoni, 2010). One of the main problems in teaching reading is that teachers sometimes use texts that are either too complex or irrelevant to students' backgrounds, making it harder for them to relate and stay focused during lessons. Antoni (2010) emphasized that applying structured, student centered strategies, especially when teaching narrative texts, can make the learning process more effective and meaningful because students feel more connected to the stories they read. Additionally, mismatched reading materials can cause frustration, which demotivates students and makes them reluctant to participate in reading activities (Fitriana & Akmal, 2021; Hidayat et al, 2022).

Therefore, selecting reading texts that are engaging, culturally appropriate, and suitable for students proficiency levels is a crucial step to address these challenges and support better reading comprehension outcomes in the classroom. However, beyond the issue of material selection, teachers also face other significant challenges in teaching and learning reading that need to be understood and addressed to improve students reading proficiency.

C. Problem in Teaching Reading

Teaching reading comprehension presents multiple challenges that must be addressed to effectively support students literacy development. One of the main issues is low motivation, which often causes students to lose interest in reading tasks (Sari et al., 2021). Another significant problem is limited vocabulary knowledge, making it difficult for students to understand the meaning of texts (Handayani & Widiati, 2020). In addition, Amalia and Putri (2022) emphasized that differences in students prior knowledge influence their ability to make sense of what they read, which can lead to misunderstandings and poor comprehension outcomes.

Another problem in teaching reading lies in both students attitudes and the learning environment. Many students find it hard to focus when reading long or unfamiliar texts, leading to frustration and disengagement Fitriana and Akmal (2021). Besides, Azis, et al (2021) noted that the limited time allocated for reading in class often prevents teachers from covering essential skills thoroughly. Meanwhile, Kurniawan (2020) found that the lack of appropriate reading strategies causes students to struggle in identifying main ideas and supporting details, which are crucial for comprehension.

Furthermore, challenges in teaching reading are also related to the use of technology and diverse learning contexts. With the rise of digital texts, students face distractions that make it difficult for them to stay focused on reading tasks (Rasyid & Rachmawati, 2021). Another issue is that some students feel overwhelmed navigating online platforms when reading e-texts (Husna & Fadillah, 2021). Finally, Pratiwi et al. (2023) stressed that differences in students' cultural backgrounds can affect their understanding of reading materials, requiring teachers to choose stories that are both inclusive and relatable. Therefore, addressing these challenges is crucial, and one effective way is by incorporating narrative texts into reading lessons. Narrative texts provide

stories with relatable plots, characters, and moral lessons that naturally capture students' interest and motivation (Al-Halim & Arifin, 2022). By offering contexts that students can emotionally and culturally connect with, narrative texts not only make reading more engaging but also foster deeper comprehension and critical thinking (Putri & Maisarah, 2023). Considering these benefits, the next section will discuss narrative texts in detail, including their structure, purpose, and role in improving students' reading comprehension.

D. Narrative Text

Narrative text is a type of story that presents a problem or conflict and shows how the characters try to solve it. One key element of narrative text is the narrative mode, which refers to the way the story is told through a series of events. Narrative texts are considered meaningful texts that can improve one's life experience, not just add knowledge. Like descriptive texts, narrative texts also have a structured format. This includes elements such as definitions, levels or ranks, cause and effect relationships, problems and solutions, and comparisons (Sulumia, 2023).

Narrative texts serve not only to entertain but also to educate and impart moral values through storytelling. As noted by Coach from the Couch (2024), narratives are "written to entertain the reader and usually to teach a lesson, moral, or theme." Similarly, Putri and Maisarah (2023) conducted a content analysis of senior high school English textbooks and found that narrative texts predominantly convey moral values such as kindness, love, honesty, respect, and courage. Their study emphasizes that narrative texts are effective tools for instilling moral values in students, highlighting the educational purpose beyond mere entertainment.

A well structured narrative text typically comprises four key components: Orientation,

Complication, Resolution, and Coda. These elements work together to create a coherent and engaging story that not only entertains but also imparts meaningful messages to the reader. The “Orientation” serves as the introduction, setting the scene by providing information about the characters, time, and place. This component is crucial as it helps readers understand the context and background of the story. According to Madu (2024), the orientation stage is essential in establishing the setting and introducing the participants involved in the narrative. Following the orientation is the “Complication”, which introduces the central conflict or problem faced by the characters. This element is vital in driving the narrative forward and maintaining the reader's interest. Madu (2024) emphasizes that the complication presents the main problem or conflict, which is necessary for the development of the story. The “Resolution” comes next, detailing how the characters address and resolve the conflict introduced in the compilation. This part of the narrative provides closure and can result in a positive or negative outcome. Madu (2024) notes that the resolution explains how the problem or conflict is resolved, offering a conclusion to the narrative arc. Finally, the “Coda” offers a moral lesson, message, or reflection derived from the story. While not always present, the coda adds depth to the narrative by encouraging readers to contemplate the underlying themes or lessons. Madu (2024) points out that the coda provides a moral lesson or reflection from the story, enhancing the reader's understanding and engagement.

To provide a concrete example of how the schematic components operate within a narrative text, the following short story titled “The Lost Puppy” clearly demonstrates each part in context:

“The Lost Puppy” (Title)

“Once upon a time in a small village, there lived a kind boy named Rian. One sunny afternoon, Rian was playing near the forest close to his home. The village was peaceful, and everyone knew each other.” (Orientation)

“Suddenly, Rian heard a faint whimpering sound coming from the bushes. He found a little puppy that looked hungry and scared. Rian wanted to help, but he knew his parents would be angry if he brought an animal home without permission.”

(Complication)

“Rian decided to take the puppy to the village head’s house. There, he explained what he found. The village head praised Rian for his honesty and took care of the puppy until they found the owner. Rian’s parents were proud when they heard what he had done.” **(Resolution)**

“From that day on, Rian learned the importance of kindness and responsibility. He understood that helping others, even small animals, brings happiness to everyone.”

(coda)

In summary, the schematic structure of a narrative text comprising orientation, complication, resolution, and coda plays a pivotal role in crafting stories that are not only engaging but also meaningful. Understanding and effectively employing these components can significantly enhance both the writing and comprehension of narrative texts, allowing students to follow the storyline more easily and retell it in their own words. Given the importance of helping students master these narrative structures, it is essential for teachers to use engaging learning media. One such tool is Wordwall, which can make narrative text reading activities more interactive and enjoyable for students. The following section will discuss how Wordwall can be utilized effectively in teaching reading comprehension.

E. Wordwall in ELT

Wordwall is a web based application that provides teachers with an easy and practical tool for creating fun, interactive quizzes and games that can be used as alternative learning media in the classroom. This platform allows teachers to transform traditional, monotonous reading

exercises into more engaging activities by utilizing templates like anagrams, word searches, spin-the-wheel, multiple choice, and true or false questions (Lubis, 2024; Mubarok & Sari, 2021; Andini & Yuliana, 2020). Unlike conventional worksheets, these interactive features can capture students attention more effectively and maintain their motivation throughout reading lessons. Wordwall also enables teachers to customize tasks, provide immediate feedback, and update materials anytime, which has been proven to enhance students engagement and reading comprehension (Sari et al., 2021; Dewi & Pratiwi, 2022). By bringing these interactive elements into reading instruction, Wordwall encourages students to become more active participants in the learning process, leading to better outcomes and increased confidence in their reading skills.

Several studies have emphasized the effectiveness of Wordwall in promoting student engagement and participation during reading activities. Handayani and Pertiwi (2022) highlighted how integrating Wordwall can make students more curious and motivated, resulting in improved reading comprehension and vocabulary retention. Fadilah et al. (2023) found that students who practiced reading with Wordwall games showed greater enthusiasm and were less likely to get bored compared to traditional reading tasks. Hapsari and Nugroho (2021) noted that the game based approach encourages students to focus on texts while enjoying the learning process, which ultimately reduces reading anxiety. Meanwhile, Maulana and Putri (2022) argue that Wordwall helps cater to various learning styles by providing diverse activity options, ensuring that both visual and kinesthetic learners stay engaged. By offering a dynamic learning environment, Wordwall helps students develop positive attitudes toward reading, which is crucial for sustaining long term literacy growth.

Using Wordwall as a tool in teaching reading is both practical and adaptable, which makes

it ideal for today's diverse classroom settings. Teachers simply need to access <https://wordwall.net> on their devices, log in with their account, and select from a wide range of activity templates suited to their lesson goals, such as "Match Up," "Quiz," or "Maze Chase" (Astuti & Rahman, 2023; Yusuf & Kartini, 2021; Kurniawan & Lestari, 2020). After selecting a template, teachers can input questions, instructions, and answers directly into the system. Customization features like adjusting the game's speed, difficulty level, or timer give teachers flexibility to tailor activities according to students proficiency levels and learning pace (Hidayat & Syafitri, 2021; Rahayu & Pratiwi, 2021). Once the game is set, teachers can share the activity link with students, who can complete the tasks individually or collaboratively. This accessibility and ease of use encourage teachers to integrate Wordwall more frequently into reading lessons, making the experience interactive and student centered.

One of the significant advantages of using Wordwall in reading instruction is the ability to quickly modify or edit existing activities, allowing teachers to respond to students needs without having to recreate the entire task from scratch (Sasmita & Wardani, 2023; Dewi & Pratiwi, 2022). This feature saves preparation time and supports a flexible teaching environment where learning materials can be adjusted whenever necessary. Moreover, the game based approach in Wordwall provides an element of fun and excitement, making reading feel less intimidating and more enjoyable for students (Handayani & Pertiwi, 2022; Hapsari & Nugroho, 2021). Nevertheless, teachers should also be mindful of potential drawbacks, such as the anxiety some students may feel when playing timed games, which can lead to stress and difficulty recalling vocabulary (Rasyid & Rachmawati, 2021). Therefore, while Wordwall is highly effective in creating a positive reading atmosphere, it is essential for teachers to balance its use with supportive guidance to ensure that all students benefit from the activity.

In addition to enhancing reading skills, Wordwall can also support the development of speaking abilities in English Language Teaching (ELT). For instance, teachers can create interactive games where students must verbally answer questions, practice dialogues, or participate in vocabulary races requiring them to pronounce words or phrases aloud. These activities help build fluency and improve pronunciation in a fun, engaging setting that reduces students anxiety about speaking English (Handayani & Pertiwi, 2022; Fadilah et al., 2023). When students feel comfortable speaking through game based tasks, they are more likely to participate actively and gain confidence in their oral communication skills.

In the area of listening, Wordwall can be combined with short audio recordings or video clips followed by comprehension games that train students to catch key information from spoken texts. This makes listening practice more engaging than traditional methods and helps students focus better on understanding spoken English (Rahayu & Pratiwi, 2021; Yusuf & Kartini, 2021). Wordwall also supports auditory learners by providing repeated, fun exposure to listening tasks. As for writing, Wordwall offers templates like “Match Up” or “Anagram” that can be adapted for sentence construction, story completion, or paragraph arrangement. These tasks help students apply grammar and writing skills in an active and enjoyable way (Astuti & Rahman, 2023; Hapsari & Nugroho, 2021).

Teachers can also encourage students to create their own Wordwall games using writing prompts, which builds creativity and strengthens their ability to write structured texts. Overall, by offering activities across all four language skills reading, speaking, listening, and writing Wordwall supports a more complete and student centered approach to English language teaching. To further enhance students understanding of reading materials, teachers may also use Picture

Series, which offer visual storytelling that helps students follow and retell narrative texts more effectively. The next section will explore the role of Picture Series as another engaging media to support students' comprehension in narrative reading.

F. Picture Series in ELT

Picture series is a valuable teaching medium in English Language Teaching (ELT) that involves using a sequence of related images arranged in order to tell a story or illustrate a process. By presenting visual cues alongside texts, picture series can help students understand narrative structures, identify main events, and remember key details more effectively, especially when learning reading comprehension. This medium also supports students who struggle with understanding written texts alone, as the images provide additional context that makes stories easier to follow and more engaging (Arifin & Santoso, 2022; Fikri et al., 2021). Additionally, picture series can stimulate students' imagination and encourage them to predict or retell stories in their own words, which not only enhances reading comprehension but also integrates speaking and writing practice. Therefore, incorporating picture series into ELT lessons can offer an enjoyable and effective way to support students language skills development, particularly when teaching narrative texts that require an understanding of story elements such as orientation, complication, and resolution.

Picture series is a teaching medium that uses a sequence of images to tell a story, which has been widely recognized as an effective tool in English Language Teaching (ELT). By providing clear visual cues, picture series helps students grasp the flow of events in a narrative more easily, making them especially useful when teaching reading comprehension of narrative texts (Al Halim & Arifin, 2022; Susanti et al., 2023; Romadlona & Khofshoh, 2023). The images support students' understanding of important story elements like setting, characters, and plot, so they can better retell

stories in their own words. In ELT contexts, picture series are invaluable because they offer additional scaffolding that reduces students dependency on text alone, helping them connect meaning through both words and visuals, which aligns with multimodal learning principles (Putri & Aisyah, 2022; Yusuf & Kartini, 2021).

Using picture series in ELT classrooms not only improves reading comprehension but also supports vocabulary development, speaking, and writing. By matching images with new words, students can strengthen word retention and improve their ability to use vocabulary in context, as suggested by Romadlona and Khofshoh (2023). Moreover, teachers can encourage students to describe pictures orally or write sentences based on the images, which simultaneously enhances speaking and writing skills (Astuti & Rahman, 2023; Fikri et al., 2021). These activities promote creative and critical thinking because students are challenged to construct their own stories using the visual prompts. As a result, they become more engaged and motivated to participate actively in class discussions and storytelling exercises, which are essential components in communicative and integrated ELT approaches (Hapsari & Nugroho, 2021; Dewi & Pratiwi, 2022).

Although picture series are considered a traditional tool compared to modern digital platforms, it remains relevant and highly effective, especially in ELT classrooms with limited technology access. Wright (1989) highlighted that visual materials like picture series can lower students anxiety, making the classroom environment more comfortable and enjoyable for language learning. When students feel relaxed, they tend to absorb the lesson better and are more willing to express their ideas (Handayani & Pertiwi, 2022; Maulana & Putri, 2022). Furthermore, by understanding the structure of a narrative through pictures covering orientation, complication, and resolution students gain a clearer framework for comprehending texts and telling stories (Rahayu & Pratiwi, 2021; Yusuf & Kartini, 2021). Considering these advantages, it is important to explore

studies that have investigated the effectiveness of various media, including picture series and Wordwall, in improving students reading comprehension. Therefore, the next section will review previous research related to these teaching media.

G. Previous Studies

First, the study was conducted by Dila et al. (2024), which used a quasi experimental design to examine the effectiveness of Wordwall as a learning media in teaching reading comprehension. The participants of the study were students who were divided into an experimental group and a control group. The findings showed that the group taught using Wordwall achieved significantly higher reading scores than the control group, indicating that Wordwall media positively affected students reading comprehension.

Second, research by Handayani and Pertiwi (2022) explored how Wordwall games with pronunciation tasks affected students speaking skills. This study revealed that integrating pronunciation activities into Wordwall games increased students confidence in speaking English and improved their fluency. Students became more motivated to practice speaking through interactive and fun tasks, which reduced their fear of making mistakes and encouraged active participation.

Third, the study by Astuti and Rahman (2023) examined the impact of Wordwall activities embedded with listening components on students listening comprehension. The researchers designed games that required students to match audio recordings with written words or sentences. The results indicated that such activities significantly improved students auditory discrimination and listening comprehension skills by keeping them engaged with dynamic listening tasks.

Fourth, Hapsari and Nugroho (2021) focused on Wordwall's ability to accommodate diverse

learning styles in ELT classrooms. Their study found that Wordwall offered visual, auditory, and kinesthetic elements, which were essential for creating inclusive and effective teaching strategies. Students with different learning preferences benefited from the multi-sensory engagement provided by Wordwall, leading to improved comprehension across language skills.

Fifth, Maulana and Putri (2022) conducted research on the motivational aspects of using Wordwall in English classes. Their findings showed that the game-like environment maintained students interest and focus throughout lessons. The competitive elements such as leaderboards and rewards motivated students to participate more actively, resulting in better retention of reading and vocabulary materials.

Sixth, Andini and Yuliana (2020) explored Wordwall's flexibility in adapting materials to students proficiency levels. They discovered that teachers could easily modify tasks to suit the needs of both lower and higher proficiency learners, which made Wordwall suitable for various teaching contexts, including differentiated instruction in mixed ability classes.

Based on the six studies, Wordwall is an effective and flexible digital tool that supports English language learning in various areas, especially reading, speaking, and listening. Its interactive and game based features help boost student motivation, engagement, and confidence. Wordwall also accommodates different learning styles and levels, allowing teachers to adjust materials as needed. Overall, it creates a more enjoyable and personalized learning experience that supports students language development in diverse classroom settings.