

BIBLIOGRAPHY

- Babchuk, Wayne A. "Book Review: Qualitative Research: A Guide to Design and Implementation , by SB Merriam and EJ Tisdell." SAGE Publications Sage CA: Los Angeles, CA, 2017.
- Beauchamp, Catherine, and Lynn Thomas. "Understanding Teacher Identity: An Overview of Issues in the Literature and Implications for Teacher Education." *Cambridge Journal of Education* 39, no. 2 (2009): 175–89.
- Bintz, William P. "Teaching Vocabulary across the Curriculum." *Middle School Journal* 42, no. 4 (2011): 44–53.
- Borg, Simon. "Teacher Cognition and Language Education," 2015.
- Brown, H Douglas. "Language Assessment: Principles and Classroom Practices.," 2010.
- Clandinin, D J, and F M Connelly. "Narrative Inquiry: Experience and Story in Qualitative Research. San Francisco: Jossey-Brass." Inc, 2000.
- Cooper, J D. "Literacy: Helping Children Construct Meaning (3"* Ed.)." Boston, MA: Houghton Mifflin, 1997.
- Cooper, J David. *Literacy: Helping Children Construct Meaning*. ERIC, 2000.
- Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantitative*. Vol. 7. Prentice Hall Upper Saddle River, NJ, 2002.
- Cunningham, Patricia M. "Phonics the Use: Words for Reading and Writing." New York: Addison-Wesley, 2000.
- Day, Chris. *Developing Teachers: The Challenges of Lifelong Learning*. Routledge, 2002.

Farrell, Thomas S C. *Promoting Teacher Reflection in Second Language Education: A Framework for TESOL Professionals*. Routledge, 2014.

———. *Reflective Language Teaching: From Research to Practice*. Bloomsbury Publishing, 2015.

FITRIANI, N I A. “THE USE OF WORD WALLS MEDIA TO IMPROVE STUDENTS’ VOCABULARY IN READING TEXT AT STATE JUNIOR HIGH SCHOOL 23 PEKANBARU.” UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM, 2024.

Freeman, Donald. “The Hidden Side of the Work: Teacher Knowledge and Learning to Teach. A Perspective from North American Educational Research on Teacher Education in English Language Teaching.” *Language Teaching* 35, no. 1 (2002): 1–13.

Grabe, William, and Fredricka L Stoller. *Teaching and Researching Reading*. Routledge, 2019.

Graves, Michael F. *The Vocabulary Book: Learning and Instruction*. Teachers College Press, 2016.

Greene Brabham, E, and S Kidd Villaume. “Building Walls of Words.” *The Reading Teacher* 54, no. 7 (2001): 700–704.

Grellet, Francoise. *Developing Reading Skills*. Cambridge university press, 1981.

Harmon, Janis M, Karen D Wood, and Wanda B Hedrick. “Vocabulary Instruction in Middle and Secondary Content Classrooms: Understandings and Direction from Research.” *What Research Has to Say about Vocabulary Instruction*, 2008, 150–81.

- Harmon, Janis M, Karen D Wood, Wanda B Hedrick, Jean Vintinner, and Terri Willeford. "Interactive Word Walls: More than Just Reading the Writing on the Walls." *Journal of Adolescent & Adult Literacy* 52, no. 5 (2009): 398–408.
- Kesler, Ted. "Shared Reading to Build Vocabulary and Comprehension." *The Reading Teacher* 64, no. 4 (2010): 272–77.
- Kintsch, Walter. *Comprehension: A Paradigm for Cognition*. Cambridge university press, 1998.
- Kurth, Angela M, Darcia Narvaez, Reilly Kohn, and Andrea Bae. "Indigenous Nature Connection: A 3-Week Intervention Increased Ecological Attachment." *Ecopsychology* 12, no. 2 (2020): 101–17.
- Laufer, Batia. "How Much Lexis Is Necessary for Reading Comprehension?" In *Vocabulary and Applied Linguistics*, 126–32. Springer, 1992.
- Lincoln, Yvonna S, and Egon G Guba. "Criteria for Assessing Naturalistic Inquiries as Reports.," 1988.
- Lortie, Dan C. *Schoolteacher: A Sociological Study*. University of Chicago press, 2020.
- McNamara, Danielle S. *Reading Comprehension Strategies: Theories, Interventions, and Technologies*. Psychology Press, 2007.
- Nunan, David. *Practical English Language Teaching.*, 2003.
- Pang, E S, A Muaka, E B Bernhardt, and M L Kamil. "Teaching Reading. International Academy of Education International Bureau of Education," 2003.
- Richards, Jack C, and Thomas S C Farrell. *Professional Development for Language*

- Teachers: Strategies for Teacher Learning*. Cambridge University Press, 2005.
- Sari, Putri Sindy Arlinsa. "USING WORD WALL TO IMPROVE EFL STUDENTS' VOCABULARY ACHIEVEMENT AT JUNIOR HIGH SCHOOL." *Journal of English Teaching and Learning* 4, no. 1 (2024): 46–53.
- Schön, Donald A. *The Reflective Practitioner: How Professionals Think in Action*. Routledge, 2017.
- Snow, Catherine. *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. Rand Corporation, 2002.
- Tabacnick, B Robert, and Kenneth M Zeichner. "The Impact of the Student Teaching Experience on the Development of Teacher Perspectives." *Journal of Teacher Education* 35, no. 6 (1984): 28–36.
- Vygotsky, Lev Semenovich, and Michael Cole. *Mind in Society: Development of Higher Psychological Processes*. Harvard university press, 1978.
- Walqui, Aida. "Scaffolding Instruction for English Language Learners: A Conceptual Framework." *International Journal of Bilingual Education and Bilingualism* 9, no. 2 (2006): 159–80.
- Yin, Robert K. *Case Study Research and Applications*. Vol. 6. Sage Thousand Oaks, CA, 2018.

APPENDIX

Appendix 1

Teks Transkrip Interview with teacher :

Question	Answer
1. So, what made you start using Word Wall in your reading lessons?	Well, I noticed my students were struggling with reading because they didn't know a lot of the words. It wasn't really about grammar. So I thought, maybe if I display the important words on the wall, they'll remember them better and it worked.
2. How do you usually use Word Wall in the classroom?	Before reading, I introduce the key words and stick them on the wall—sometimes with colors or pictures to make it fun. While reading, I tell students to find those words in the text. After that, we talk about the meaning, and they try to make their own sentences using the new words.
3. How do the students respond to the Word Wall?	At first, they didn't really care, but once they got used to it, they

	<p>started checking it more often.</p> <p>Now, when they don't understand a word, they look at the Word Wall before asking me. I think it makes them more confident and independent.</p>
<p>4.Did you face any difficulties using Word Wall?</p>	<p>Yes, for sure. My classroom isn't that big, so sometimes I don't have enough space to post all the words. Also, updating it regularly takes time, especially when I'm busy. But I try to manage by rotating the words or letting students help with it.</p>
<p>5. Do you think Word Wall really helps with reading comprehension?</p>	<p>Absolutely. It helps them remember vocabulary, and when they understand the words, reading becomes easier for them.</p> <p>I've seen improvement in their test scores and they seem more motivated during reading lessons.</p>

Teks Transkrip Interview with student :

Question	Answer
1. Can you tell me how your English teacher uses the Word Wall during reading lessons?	It's super helpful! I used to forget new words often, but now that they're on the wall, I see them every day and remember them much better.
2. How does your teacher usually introduce new words?	She gives us a list beforehand, then puts them up on the Word Wall—sometimes using colorful paper or pictures to make them pop.
3. Do you feel your teacher's experience shows through her way of teaching vocabulary?	Definitely. She really knows how to explain words in a way that makes sense using examples from the text and real life.
4. Have you noticed any improvements since using the Word Wall?	Definitely! I understand reading texts better because I know more words. I also feel more confident answering questions in class.
5. I heard you entered a storytelling competition. Did the Word Wall help with that?	Absolutely! Because I already knew the vocabulary well, I felt confident joining the contest. I wasn't just memorizing—I understood them. I

	<p>didn't stumble on stage; I felt calm.</p> <p>That experience made me even more excited to keep using English.</p>
--	--



Appendix 2

Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan: SMA / MA

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: X / Ganjil

Materi Pokok: Narrative Text

Tema: Folk Tales (e.g., Malin Kundang)

Topik: Reading Comprehension and Vocabulary Enrichment

Sub-Topik: Enhancing Comprehension Using Word Wall

Alokasi Waktu: 2 x 45 menit (1 pertemuan)

I. Tujuan Pembelajaran

Melalui kegiatan pembelajaran berbasis Word Wall, peserta didik diharapkan mampu:

1. Mengidentifikasi kosakata baru dari teks naratif secara tepat.
2. Memahami isi teks naratif secara utuh melalui strategi membaca aktif.
3. Menggunakan kosakata dari Word Wall dalam membuat kalimat.
4. Menunjukkan partisipasi aktif dan percaya diri dalam diskusi kelompok.

II. Kompetensi Dasar dan Indikator

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual dan konseptual berdasarkan rasa ingin tahunya tentang ilmu pengetahuan.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret

menggunakan bahasa Inggris secara produktif dan kreatif.

KD:

1. 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks naratif lisan dan tulis sederhana.
2. 4.7 Menyusun teks naratif lisan dan tulis sederhana.

Indikator:

1. Menemukan makna kata berdasarkan konteks.
2. Meringkas isi teks naratif.
3. Menggunakan kosakata dari Word Wall dalam kalimat.
4. Menunjukkan keterlibatan melalui tanya jawab dan kerja kelompok.

III. Materi Pembelajaran

1. Teks naratif: *Malin Kundang*
2. Kosakata kunci: curse, arrogant, humble, regret, storm, mother, sailor
3. Word Wall: daftar kosakata dengan gambar dan definisi
4. Struktur naratif: Orientation, Complication, Resolution

IV. Metode Pembelajaran

1. Pendekatan: *Scientific Approach*
2. Model: *Discovery Learning*
3. Metode: Diskusi kelompok, tanya jawab, Word Wall activity, presentasi

V. Langkah-Langkah Pembelajaran

Tahapan	Aktivitas
Pendahuluan (10 menit)	

- a. Guru menyapa siswa dan melakukan presensi
 - b. Apersepsi: Menanyakan cerita rakyat yang pernah mereka baca
 - c. Menyampaikan tujuan pembelajaran dan manfaat Word Wall || **Inti**
(70 menit) |
 1. **Pre-Reading Activity**
 - a. Siswa dikenalkan dengan Word Wall: kosakata baru dari teks ditampilkan di papan tulis
 - b. Diskusi makna dan contoh kalimat dari setiap kata
 2. **While-Reading Activity**
 - a. Siswa membaca teks *Malin Kundang*
 - b. Siswa mencocokkan kosakata dari Word Wall yang muncul dalam teks
 - c. Guru memfasilitasi tanya jawab pemahaman isi teks
 3. **Post-Reading Activity**
 - a. Siswa membuat kalimat dari kosakata Word Wall
 - b. Mengerjakan soal pemahaman bacaan (5 soal uraian)
 - c. Presentasi kelompok tentang pelajaran moral dari cerita ||
- Penutup (10 menit) |**

1. Refleksi pembelajaran
2. Guru memberi penguatan dan umpan balik
3. Penugasan: Cari cerita rakyat lain dan temukan 5 kosakata penting untuk Word Wall pribadi |

VI. Media dan Sumber Belajar

1. Word Wall (poster / papan tempel kosakata)
2. Teks bacaan naratif
3. Kamus digital / cetak

VII. Penilaian Pembelajaran

Teknik & Instrumen:

Aspek	Teknik	Instrumen
Kognitif	Tes tertulis	Soal uraian bacaan
Afektif	Observasi	Lembar observasi partisipasi
Psikomotor	Kinerja	Penilaian presentasi dan kalimat kosakata



YAYASAN NURUL JADID PAITON
FAKULTAS SOSIAL DAN HUMANIORA
UNIVERSITAS NURUL JADID
 PROBOLINGGO JAWA TIMUR

PP. Nurul Jadid
 Karanganyar Paiton
 Probolinggo 67291
 ☎ 08883077077
 soshum@unuja.ac.id

Nomor : NJ-T06/04/FSH/475/A.3/7.2025
 Lampiran : -
 Perihal : Permohonan

Kepada:

Yth. Kepala Satuan Pendidikan Mu'adalah (SPM) PP. Al-Mashduqiyah
 Patokan Kraksaan Probolinggo

di-

Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Disampaikan dengan hormat, dalam rangka menyusun Tugas Akhir/Skripsi mahasiswa Fakultas Sosial dan Humaniora Universitas Nurul Jadid Paiton Probolinggo Tahun Akademik 2024/2025, kami bermaksud memohon Penerbitan Surat keterangan telah melakukan penelitian bagi mahasiswa sebagai berikut:

Nama : **WARDA ANIS SULALA**
 NIM : 2142300045
 Penelitian : 25 Februari – 10 Agustus 2025

Sehubungan dengan hal tersebut kami mohon Kepala SPM PP. Al-Mashduqiyah berkenan menerbitkan surat keterangan dimaksud.

Demikian permohonan kami, atas perhatian dan kerjasamanya kami sampaikan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Paiton, 16 Juli 2025

D e k a n,



Dr. CHUSNUL MUALI, M.Pd.
 NIDN: 2101127701



SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor: 157/A.2/S.Ket/PPM/VII/2025

Yang bertanda tangan di bawah ini:

Nama : K.H. Dr. Mukhlisin Sa'ad, M.A.
Jabatan : Pengasuh Pondok Pesantren Al-Mashduqiah
Alamat : Patokan Kraksaan Probolinggo Jawa Timur

Dengan ini menerangkan bahwa:

Nama : Warda Anis Sulala
NIM : 2142300045
Kampus : Universitas Nurul Jadid, Paiton Probolinggo

Telah melakukan kegiatan penelitian di Satuan Pendidikan Muadalah Pondok Pesantren Al-Mashduqiah terhitung mulai 25 Februari - 10 Agustus 2025

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk dapat digunakan sebagaimana mestinya.

Kraksaan, 18 Juli 2025
Pengasuh PP. Al-Mashduqiah,



K.H. Dr. Mukhlisin Sa'ad, M.A.



YAYASAN NURUL JADID PAITON
FAKULTAS SOSIAL DAN HUMANIORA
UNIVERSITAS NURUL JADID
 PROBOLENGGO JAWA TIMUR

PP. Nurul Jadid
 Karanganyar Paiton
 Probolinggo 67291
 ☎ 08883077077
 soshum@unuja.ac.id

BERITA ACARA BIMBINGAN TUGAS AKHIR

1. Nama Mahasiswa : WARDA ARTIS SULALA
2. NIM : 2142300045
3. Prodi : Pendidikan bahasa Inggris
4. Judul Tugas Akhir : Teachers' experiences in teaching Reading comprehension by using Word wall At Secondary school
5. Dosen Pembimbing : Mohammad Sofyan Adi Pranata, M.Li.
6. Konsultasi :

TANGGAL	MATERI BIMBINGAN	KETERANGAN KONSULTASI/ARAHAN	PARAF
02-07-24	Pengajuan Matrix	Revisi	
08-07-24	Pengajuan Judul	Revisi	
09-08-24	Pengumpulan matrix	Acc	
09-08-24	Pengumpulan Judul	Acc	
29-09-25	Pengajuan BAB I	Revisi	
05-05-25	Pengumpulan BAB I	Acc	
20-05-25	Pengajuan BAB II	Revisi	
01-06-25	Pengumpulan BAB II	Acc	
28-06-25	Pengajuan BAB III	Revisi	
03-07-25	Pengumpulan BAB III	Acc	
11-07-25	Pengajuan BAB IV dan V	Revisi	
20-07-25	Pengumpulan BAB IV dan V	Acc	

7. Bimbingan telah selesai pada tanggal 20-07-25 :
 Dosen Pembimbing:

.....M. Sofyan Adi Pranata, M.Li

NOTA PEMBIMBING

Hal: Persetujuan Ujian Tugas Akhir

Kepada:

**Yth. Bapak Dekan Fakultas Sosial dan Humaniora
Universitas Nurul Jadid Paiton Probolinggo**

Assalamu'alaikum Warahmatullahi Wabarakatuh

Setelah secara cermat kami baca, dan koreksi kembali serta setelah diadakan perbaikan/penyempurnaan seperlunya, maka kami berpendapat bahwa tugas akhir mahasiswa:

Nama : WAPDA AHIS JULALA

NIM : 2192300045

Prodi : Pendidikan bahasa inggris

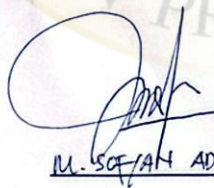
Judul skripsi : Teachers' experiences in teaching Reading comprehension by using wordwall at secondary school.

Telah memenuhi syarat untuk diajukan dalam Ujian Tugas Akhir Fakultas Sosial dan Humaniora Universitas Nurul Jadid Paiton Probolinggo.

Atas perhatian dan kerjasamanya, kami sampaikan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Pembimbing ,



M. SOFYAN ADI P. M. Li



YAYASAN NURUL JADID PAITON
FAKULTAS SOSIAL DAN HUMANIORA
UNIVERSITAS NURUL JADID
 PROBOLINGGO JAWA TIMUR

PP. Nurul Jadid
 Karanganyar Paiton
 Probolinggo 67291
 ☎ 08883077077
 soshum@unuja.ac.id

KETERANGAN HASIL CHECK PLAGIASI

Yang bertanda tangan di bawah ini, tim check plagiasi Fakultas Sosial dan Humaniora menerangkan dengan sebenarnya, bahwa telah dilakukan check plagiasi dengan persentase 10% (Exclude Quotes dan Exclude Bibliography) pada tugas akhir/skripsi mahasiswa berikut:

Nama : 2142300045

NIM : WARDANIS SULALA

Judul Skripsi : Teachers' Experiences In Teaching Reading Comprehension By Using Word Wall At Secondary School

Demikian keterangan ini dibuat dengan sebenarnya dan untuk dijadikan persyaratan kelayakan mengikuti sidang tugas akhir/skripsi.



Paiton, 27 Juli 2025
 Ketua Tim,

RM. FARUQ, S.H.I



Gambar observasi di kelas









CURRICULUM VITAE

The author, Warda Anis Sulala, was born in Situbondo on May 17, 2002.

In 2005, she entered kindergarten.

After graduating, she continued her education at SDN 3 Mlandingan Wetan. After six years, she graduated in 2012 and continued her education at SMP Islam AS Siddiqi for approximately one year in 2013.

From 2014 to 2017, she continued her education at SMP Plus Al Mashduqiah, and from 2018 to 2020, she continued her education at MA Plus Al Mashduqiah. Then, in 2021, she continued her education at Nurul Jadid University (UNUJA). After several years, in 2025, she successfully completed her thesis, which was her final assignment, entitled " *Teachers` Experinces In Teaching Reading Comprehension By Using Word Wall At Secondary School.* "