

## BIBLIOGRAPHY

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## APPENDIX

### Appendix 1

#### Teks Trasnkip Interview with teacher :

Question	Answer
<b>1. So, what made you start using Word Wall in your reading lessons?</b>	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.
<b>2. How do you usually use Word Wall in the classroom?</b>	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.
<b>3. How do the students respond to the Word Wall?</b>	At first, they didn't really care, but once they got used to it, they

	<p>started checking it more often. 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><b>4.</b>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><b>5.</b> 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. I've seen improvement in their test scores and they seem more motivated during reading lessons.</p>

**Teks Trasnkrip 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. That experience made me even more excited to keep using English.</p>
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## 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 tahu 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
<b>Pendahuluan (10 menit)</b>	

- 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



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Patokan Kraksaan Probolinggo  
di-  
Tempat

**Assalamu'alaikum Warahmatullahi Wababarakatuh**

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 Wababarakatuh**

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:

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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.



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**BERITA ACARA BIMBINGAN TUGAS AKHIR**

1. Nama Mahasiswa : WARDA ANTIS 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
02-07-29	Pengajuan Matrix	Revisi	✓
08-07-29	Pengajuan Judul	Revisi	✓
09-08-29	Pengumpulan Matrix	ACC	✓
09-08-29	Pengumpulan Judul	ACC	✓
29-09-29	Pengajuan BAB I	Revisi	✓
05-09-29	Pengumpulan BAB I	ACC	✓
20-09-29	Pengajuan BAB II	Revisi	✓
01-06-29	Pengumpulan BAB II	ACC	✓
28-06-29	Pengajuan BAB III	Revisi	✓
03-07-29	Pengumpulan BAB III	ACC	✓
11-07-29	Pengajuan BAB IV dan V	Revisi	✓
20-07-29	Pengumpulan BAB IV dan V	ACC	✓

7. Bimbingan telah selesai pada tanggal 20-07-29. :  
Dosen Pembimbing:

  
.....M. Sofyan Adi P. 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 : **WARDA AHIS JULALA**NIM : **3192300095**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. SI



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Nama : 2142300045  
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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' Experiences In Teaching Reading Comprehension By Using Word Wall At Secondary School.*"