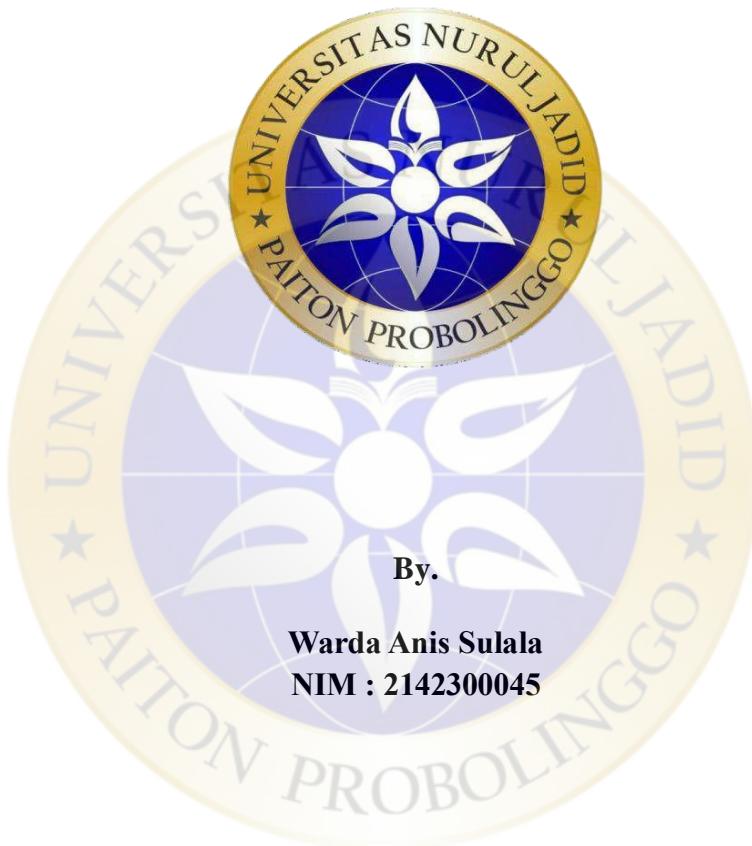


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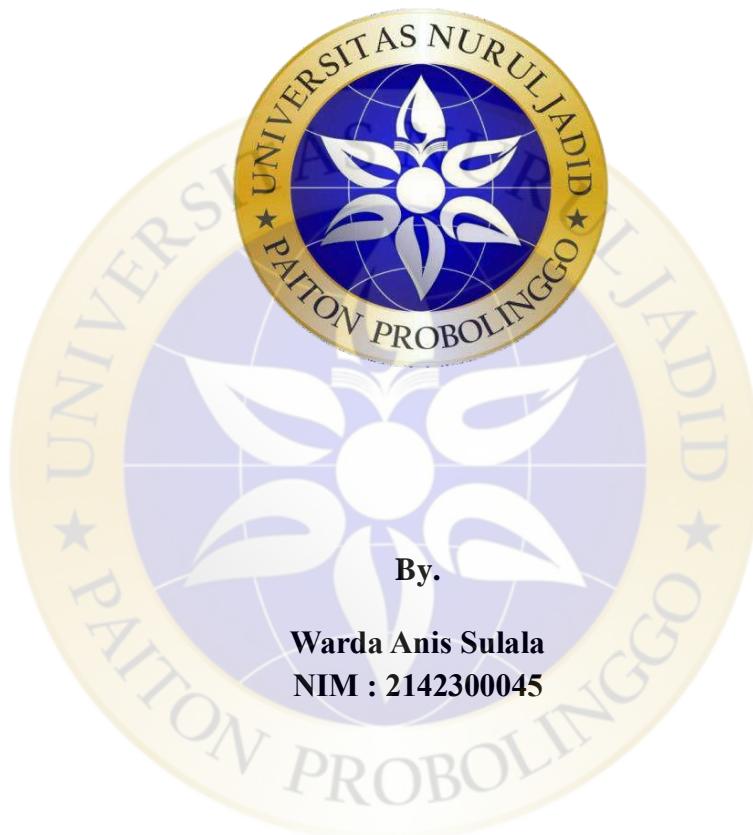
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UNIVERSITAS OF NURUL JADID
2025**

**“Teachers Experiences In Teaching Reading
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By.

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2025**

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Presented to

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By.

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2025**

MOTTO AND DEDICATION

“Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing..”

— Pelé —

THIS THESIS IS DEDICATED TO:

1. My beloved parents, Fathorrozi and Lailis Salima.

Who have always prayed for me and motivated me to complete this thesis. Thank you for getting me to this point. I dedicate this thesis and degree to them.

2. My brother, Moh Nafik.

Thank you so much for your support, which enabled me to complete my studies to the undergraduate level.

3. To Myself

Thank you for being such a strong person, who never gave up, no matter how difficult the obstacles in college and while writing my thesis. And thank you for overcoming the various obstacles I faced. This is just the beginning of my life's journey; stay motivated.

4. Ahmad Roni Taufiqi

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Mengesahkan,
Dekan.



Tim Penguji:

1. Ketua Tim : Durratul Hikmah, M.Pd.
2. Penguji I : Syaiful Islam, M.Pd.
3. Penguji II : Dr. Tirmidi

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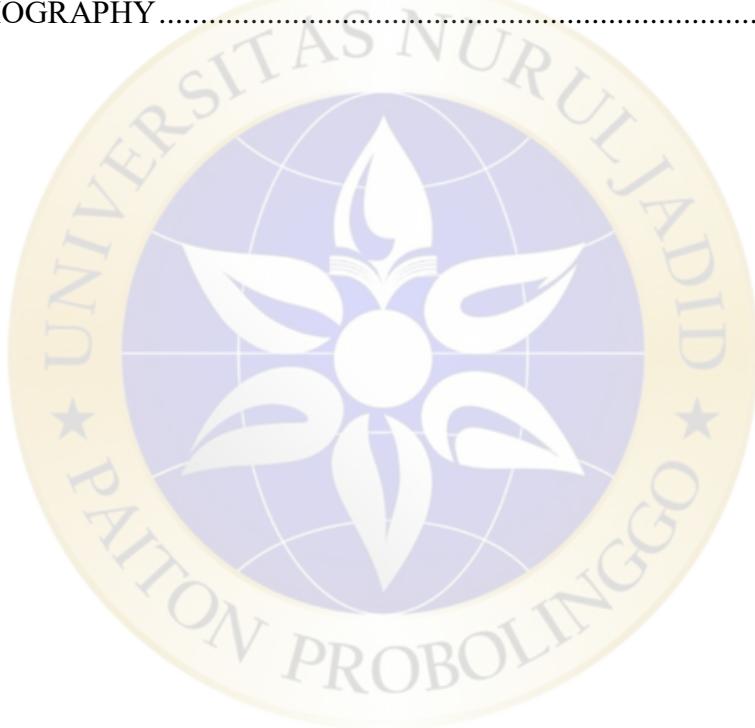
The researcher,

Warda Anis Sulala

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ABSTRACT

Sulala, Warda. 2025. Teachers Experiences In Teaching Reading Comprehension By Using Word Wall At Secondary School.

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Advisor (I) M Sofyan Adi Pranata, M.Li.

This study aims to explore the experiences of English teachers in teaching reading comprehension using Word Wall media at the secondary school level. The background of this research is based on the fact that many students struggle to understand English texts, mainly due to their limited vocabulary mastery. Word Wall is a visual learning tool that is believed to assist students in recognizing and remembering key vocabulary within a contextual framework. This research employed a descriptive qualitative approach using the narrative inquiry method. The participant was one English teacher from a secondary school in East Java who has implemented Word Wall in her reading instruction. Data were collected through observation, in-depth interviews, and documentation, and were analyzed using a narrative descriptive technique based on the teacher's personal, professional, and reflective experiences. The findings revealed that the use of Word Wall had a positive impact on students' vocabulary acquisition and motivation. The teacher used the Word Wall in three stages of reading instruction: before reading, during reading, and after reading. Some challenges encountered included limited classroom space and time constraints in updating vocabulary regularly. However, these were addressed through creative strategies such as rotating vocabulary items and involving students in maintaining the Word Wall. This study highlights the

importance of reflective teaching practices and demonstrates that visual media like Word Wall can enhance student engagement and autonomy in reading comprehension.

Keywords: Teachers' experience, Word Wall, reading comprehension, vocabulary mastery, visual learning, narrative inquiry.

