

**AN ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING READING
COMPREHENSION IN MERDEKA CURRICULUM AT MA YTP KERTOSONO**

THESIS



BY
MOH. NUR ALI MUBAROK
9322.167.19

ENGLISH DEPARTMENT
FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTE (IAIN) KEDIRI
2025

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THESIS

Presented to

State Islamic Institute of Kediri

In partial fulfilment of the requirements

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BY

MOH. NUR ALI MUBAROK

9322.167.19

ENGLISH DEPARTMENT

FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE (IAIN) KEDIRI

2025

DECLARATION OF AUTHENTICITY

Name : Moh. Nur Ali Mubarak
Student's ID Number : 932216719
Study Program : English Language Education
Faculty : Tarbiyah
Title of Thesis : An Analysis of Teacher's Strategies in Teaching Reading Comprehension in Merdeka Curriculum at MA YTP Kertosono.

I herewith declare that I wrote this thesis on my own and did not use any unnamed sources or aid. Thus, to the best of my knowledge and belief, this thesis contains no material previously published or written by another person except where due reference is made by correct citation. This includes any thoughts taken over directly or indirectly from printed books and articles as well as all kinds of online material. It also includes my own translations from sources in a different language.

This thesis is to fulfil the requirement for the degree of Sarjana (S1) in English Study Program, State Islamic Institute (IAIN) of Kediri.

Kediri, May 24th, 2025

The Researcher,



Moh. Nur Ali Mubarak

NIM. 932215719

APPROVAL PAGE

This is to certify the *Sarjana's* thesis of Moh. Nur Ali Mubarak has been approved by the thesis advisor for the further approval by the board of examiners.

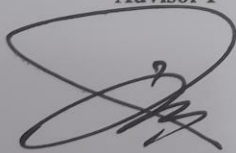
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Moh. Nur Ali Mubarak

NIM. 9322.167.19

Has been approved by thesis Advisors for further approval by the board of examiners.

Advisor I



Drs. Agus Edi Winarto, M.Pd., M.H

NIP. 19650537200001001

Advisor II



Mohammad Muhvidin, M.Pd.

NIP. 198012262009121004

RATIFICATION SHEET

AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING READING COMPREHENSION IN MERDEKA CURRICULUM AT MA YTP KERTOSONO

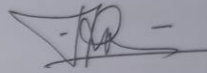
MOH. NUR ALI MUBAROK

NIM. 9322.167.19

Has been examined by the Board of Examiners of the State Islamic Institute (IAIN) of Kediri
on May 28th, 2025

1. Main Examiner

Erna Nurkholida, M.Pd.
NIP. 197611252007102005

()

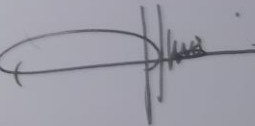
2. Examiner I

Drs. Agus Edi Winarto, M.Pd., M.H.
NIP. 19650537200001001

()

3. Examiner II

Mohammad Muhyidin, M.Pd.
NIP. 198012262009121004

()

Kediri, May 28th, 2025

**Acknowledged by Dean of Faculty of Tarbiyah
State Islamic Institute of Kediri**


Prof. Dr. Munifah, M.Pd.
NIP. 197004121994032006

MOTTO

تَرْجُو النِّجَاةَ وَلَمْ تَسْلُكْ مَسَالِكَهَا

إِنَّ السَّفِينَةَ لَا تَجْرِي عَلَى الْيَبَسِ

"You hope for salvation but do not take its path —

Indeed, a ship does not sail on dry land."

— محمد بن إدريس الشافعي —

"If you begin to regret, you'll dull your decisions and let others make your choices for you. All that's left for you then is to die. Nobody can foretell the outcome. Each decision you make holds meaning only by affecting the next decision."

— Erwin Smith —

"If you run, you gain one. If you move forward, you gain two."

— Suletta Mercury —

DEDICATION

Thanks to Allah SWT for all the blessings and mercies given to me till I can finish my undergraduate thesis well. This thesis is dedicated to:

1. To my beloved parents. My Father, Alm. Ja'far and My Mother, Nanik Mariani the strong parents that never stop supporting me to keep study and who always motivate and pray for me all the time. thank you so much.
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7. Last but not least, I would like to thank myself for being able to complete this thesis and always try to give my best

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7. All my friends in English Education Department, especially class of 2019, who has struggled together in carrying out the knowledge in the college bench.

The researcher realized that the researcher was still far from being perfect. Hence, the research expected suggestions and comments from all the readers or other researcher who want to learn about this study. May Allah SWT the most almighty always bless all of us.

Kediri, May 24th, 2025

The writer,

Moh. Nur Ali Mubarak

NIM. 932216719

ABSTRACT

Mubarok, Moh. Nur Ali. (2025). *An Analysis of Teacher's Strategies in Teaching Reading Comprehension in Merdeka Curriculum at MA YTP Kertosono. Thesis English Department, Faculty of Tarbiyah, State Islamic Institute of Kediri.* Advisor: (1) Drs. Agus Edi Winarto, M.Pd., M.H. (2) Mohammad Muhyidin, M.Pd.

Keywords: Merdeka Curriculum, reading comprehension, Problem-Based Learning, teaching strategies.

Reading comprehension is a fundamental skill crucial for students' academic achievement across various subjects. The Merdeka Curriculum, recently implemented in Indonesia, promotes student-centred learning and encourages teachers to apply innovative teaching strategies such as Problem-Based Learning (PBL). However, adapting to this curriculum poses challenges, especially for teachers transitioning from traditional, teacher-centred approaches.

This research employed a qualitative descriptive method. Data were collected through classroom observations, semi-structured interviews, and document analysis. The subject of the research was a single English teacher with direct experience in implementing the curriculum. Observations focused on classroom interaction and instructional delivery, while interviews explored the teacher's reasoning, challenges, and adaptation efforts. Document analysis supported the data with additional insights from lesson plans and assessment tools. The data were analyzed using thematic analysis to identify patterns and themes relevant to teaching strategy and curriculum adaptation.

The findings reveal that the teacher exclusively used the Problem-Based Learning (PBL) strategy. This approach was implemented in five stages: problem identification, organizing learning activities, investigation, presentation, and evaluation. The use of PBL successfully enhanced student engagement and fostered critical thinking skills, as seen in active participation and satisfactory post-test scores. However, the teacher faced challenges such as students' low confidence, uneven reading proficiency, and difficulty adapting to student-centred learning. To overcome these issues, scaffolding strategies and structured materials were applied. The study concludes that while PBL is aligned with the Merdeka Curriculum's goals, its success depends on adequate support, student readiness, and ongoing professional development for teachers.

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