

**TEACHERS' STRATEGIES IN IMPROVING STUDENTS' READING
COMPREHENSION ABILITY AT DARUL ARAFAH ISLAMIC
BOARDING SCHOOL**

THESIS

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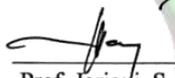
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**TEACHERS' STRATEGIES IN IMPROVING STUDENTS' READING
COMPREHENSION ABILITY AT DARUL ARAFAH ISLAMIC BOARDING
SCHOOL**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 08 Juli 2024

Saya yang buat pernyataan,



Muhammad Rijal Akid

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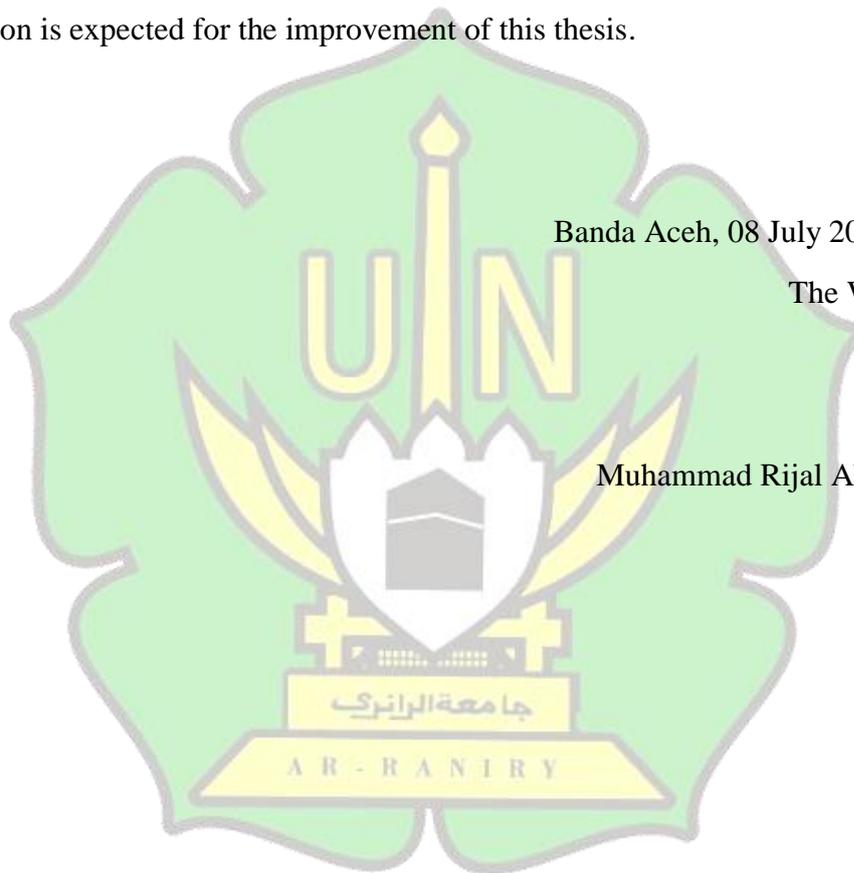
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ABSTRACT

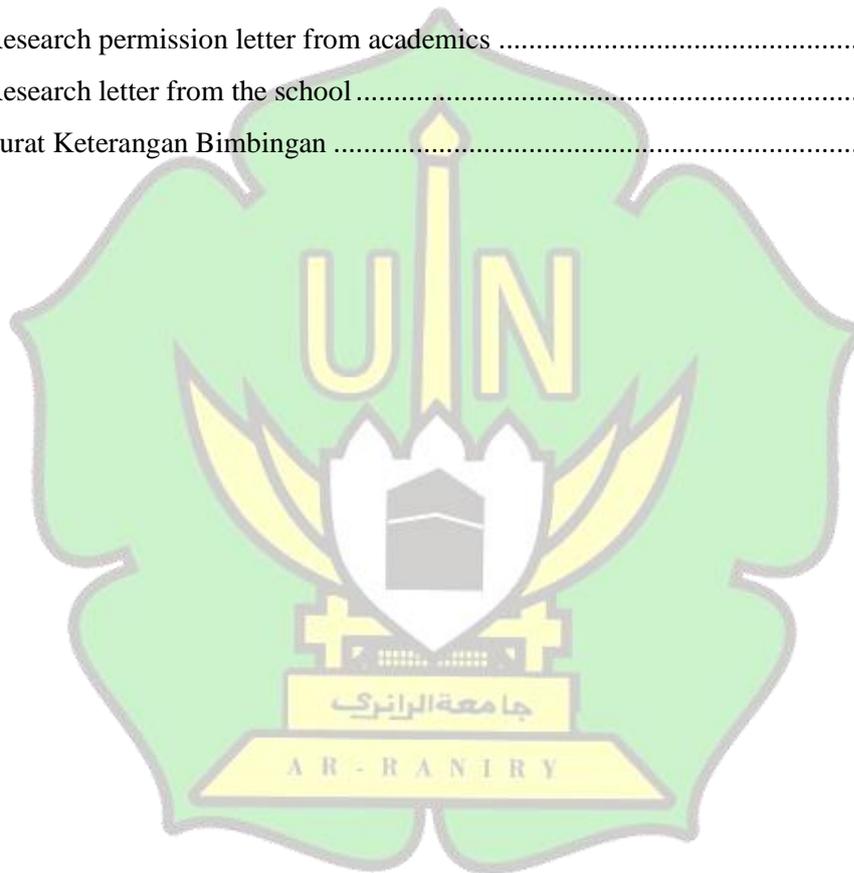
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Reading is the basis for understanding various fields of science. It is important for students' ability to learn about many things from reading. Improving students' reading comprehension requires appropriate strategies or methods to make them more reliable and relevant because there were still many obstacles in learning English, especially in reading comprehension skills. This qualitative research was to examine whether the *Kurikulum Merdeka* is used at the schools could improve students' reading comprehension ability, and to look at the strategies used by teachers to improve students' reading comprehension abilities through the *Kurikulum Merdeka*. The type of research used was qualitative research. This study involved four English teachers at Darul Arafah Islamic Boarding school in Medan, North Sumatra. Data was collected through observation and interview. However, not all students have strategies to understand English texts. The results show that there are three main strategies used, namely discussion strategies, question and answer relationship (QARS), and scaffolding. Discussion strategies, the teachers formed a group with their students to discuss the material. Question and answer relationship (QARS) strategies, the teachers created a questioning and answering session after providing reading material to students. Scaffolding, the teachers provided temporary assistance for students to help them doing assignments. The conclusion shows that the three strategies used by the teacher are effective when applied to the *kurikulum Merdeka* because their strategies focus on student-centered which is the principle of the *Kurikulum Merdeka*.

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CHAPTER 1

INTRODUCTION

A. Background of Study

To learn English, students need to learn four main skills, they are reading, listening, speaking, and writing. Listening and reading are passive skills or receptive skills, whereas, speaking and writing are active skills or productive skills (Rao, 2019). Reading is the basis for understanding various fields of study because it helps students to get information from it. It is important for the students since through it, they will get ideas about many things. Reading is an important skill that must be mastered by every student in order to achieve language learning goals. Reading can be very hard for students especially those who come from non-native English countries. It can be a burden for them because they need to understand a lot of vocabulary to get the meaning of a text in English (Sinulingga, 2022).

However, some learners experience had different strategies in understanding the reading text. Improving students' reading comprehension requires appropriate strategies or methods to be more reliable and relevant because there are still many problems in learning English, especially in reading comprehension skills. Maryam (2021) states that problems in reading could be found in students who lack vocabulary, students who could not understand the text well, and also students who could not understand the content of the text.

Therefore, teachers were supposed to apply various strategies in accessing students in teaching reading comprehension. Teachers should use many strategies in teaching reading such as applying various methods, media, and games to keep students interested. According to Dwiningtiyas (2020), teachers may use other strategies such as developing children's vocabulary, not continuing reading without comprehension, understanding the gist of the material, using contextual clues, teaching reading strategies, visualizing what is written, providing multiple reading purposes, identifying texts and tasks, and so on.

However, these strategies could not be fully applied to students immediately because there were obstacles and problems faced. The problems faced were in the form of a burden from the demands of a curriculum that was too heavy with various competencies that must be realized and the problems of the background of students' lives, their environment and their place of residence. So, in this case the need for a teacher strategy in teaching so that the demands of the curriculum could be achieved and students understanding.

In the classroom, various reading tactics had been used to make the situation worse pleasant. As the rest of us know, teacher-centered techniques in traditional classrooms do not produce active students and result in learning that language calcified (Nur, et al, 2023). Arrafi (2019) stated that teachers can help every student in the class become a successful and fluent reader by providing them with excellent reading instruction. Effective teachers use several techniques and protocols. However, instructors can use a variety of techniques and skills to meet the learning demands and preferences of each student in the class.

The *Kurikulum Merdeka*, introduced in Indonesia due to the COVID-19 learning crisis, it had been gradually implemented in schools. Socialization was crucial for students to understand the *Kurikulum Merdeka*'s components. Teachers must adapt to the changes and utilize the environment to stimulate their thoughts, attention, and feelings, enhancing their abilities and skills (Zakso, 2022).

The change in curriculum had an impact on teachers as educators who had not been able to implement the new curriculum as a whole. Teachers must truly understand the new curriculum and its components if they want to implement it with the expected results. According to Mawati (2023) no matter how well the new curriculum is developed, if the spearhead, namely the teacher, is not able to implement it in the teaching and learning process well, then the curriculum cannot run smoothly.

I did the interview with one the English teacher in boarding school, she said that some teachers still apply teacher-centered learning methods, namely learning by understanding the teacher's explanation, whereas, at this time, teachers must use student-centered methods where students were more active in learning concepts and teachers were only facilitators and increased students' interest in learning. However, these strategies could not be fully applied to students immediately. Because there were obstacles and problems faced. The problems faced were in the form of a burden from the demands of a curriculum that was too heavy with various competencies that must be realized and the problems of the background of students' lives, their environment and their place of residence.

Based on this, I would conduct research on the strategies used by English teachers in schools to improve students' reading comprehension skills in implementing the *Kurikulum Merdeka*. The *Kurikulum Merdeka* focused on students' abilities directly so that students could actively understand the subjects studied and this curriculum also had stages of the process from one level to the next according to student abilities. However, the *Kurikulum Merdeka* could also slow down the understanding of subjects due to differences in understanding time between students so that the goals and achievements desired by the educational institution were not achieved on time. In this case, the teacher's expertise and ability are needed to facilitate and accelerate the understanding of the subjects studied (Almarisi, 2023).

B. Research Questions

These following questions guide this study:

1. What are the effective strategies used by the English teachers in teaching reading comprehension during the implementation of *Kurikulum Merdeka*?
2. How do the English teachers use strategies in teaching reading comprehension when implementing the *Kurikulum Merdeka*?

C. Research Aim

This research aims to examine whether the *Kurikulum Merdeka* used in schools can improve students' reading comprehension abilities and to see what strategies are used by English teachers to improve student's reading comprehension abilities and how they used the strategies during the

implementation of the *Kurikulum Merdeka* at Darul Arafah Islamic boarding school

D. Significance of The Study

This study is significant in at least two main ways, namely theoretical significance (scientific/academic) and practical significance. Scientifically, the results of this study will show how *Kurikulum Merdeka* is used in improving students' reading comprehension skills and teacher strategies. The practical significance of the results of this study will be obtained by teachers and researchers.

E. Key Terminologies

1. Teachers' Strategies

Teaching strategies are the teacher's way in implementing lesson plans to ensure that students understand what they are learning. Enggar (2020) states that a teaching strategy is a way for a teacher to arrange their lessons in order to achieve their goals. On the other hand, a teaching technique is a way of helping students' learning (Enggar & Syafryadin, 2020).

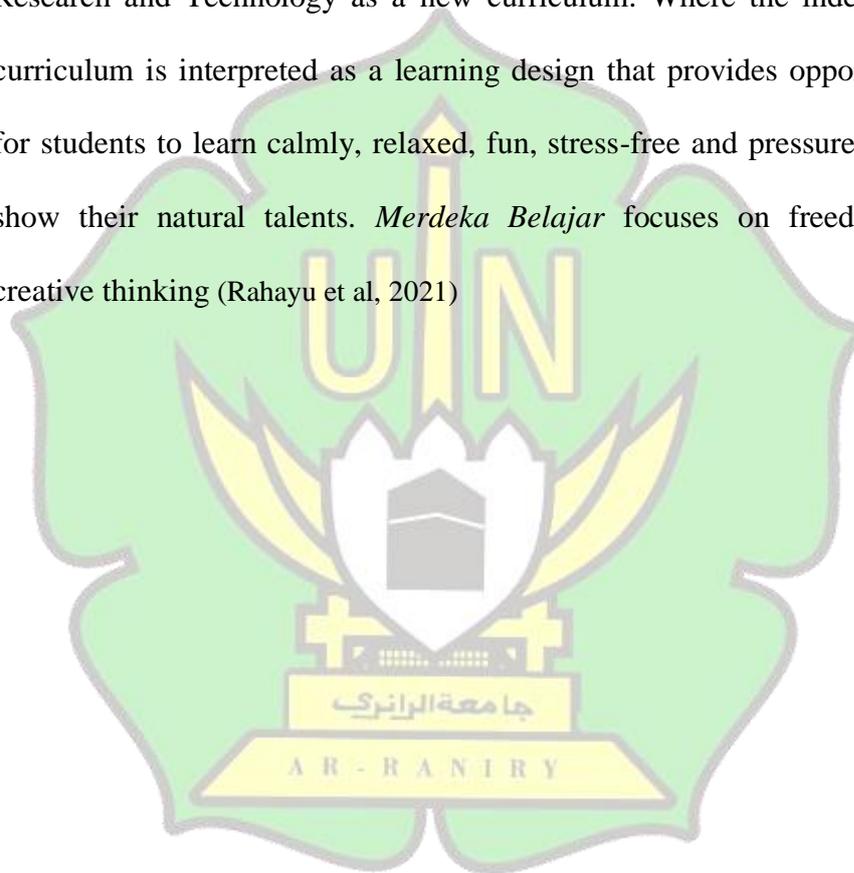
2. Reading Comprehension

A reading skill can be described as "a cognitive ability that a person is able to use when interacting with texts" (Urquhart & Weir, 1998). Klingner, Vaughn, and Boardman (2015) define reading comprehension as a complex process that involves the interaction of many components, including the reader's background knowledge, reading strategies, the text,

the reader's interest in the topic, and the reader's knowledge of the text type.

3. *Kurikulum Merdeka*

The *Kurikulum Merdeka* was launched by the Minister of Education and Research and Technology as a new curriculum. Where the independent curriculum is interpreted as a learning design that provides opportunities for students to learn calmly, relaxed, fun, stress-free and pressure-free, to show their natural talents. *Merdeka Belajar* focuses on freedom and creative thinking (Rahayu et al, 2021)



CHAPTER 2

LITERATURE REVIEW

A. English Reading Comprehension

Reading is one of the skills that must be mastered by students. Teachers make the content easier for students to understand by providing meaningful readings (Afiah, 2018). Reading is thinking; it's not just recognizing words; it's also evaluating printed symbols, or words, and realizing the meaning they convey. Thinking mostly in pictures is what reading does. This is the process by which the printed symbols are perceived as a result of mental reactions (Özdemir et al, 2019).

Reading is a set of skills that leads to letting go of stereotypes and appreciating other people's points of view. It's not one skill. In addition, it is clarified that there are two definitions of reading and that, after reading this expansion, the reader must be able to draw conclusions from the text, read critically and creatively, understand figurative language, assess the author's intent, and apply concepts to the reality of the world scenario (Elleman et al, 2019). Understanding written words is a reading process. This is a sophisticated talent that requires the coordination of multiple sets of interrelated data and resources. Reading is the chosen process to start with. Based on the reader's expectations, a subset of the minimal set of language cues is selected from the perceptual input. As this incomplete data is analyzed, guesses are made about what should be confirmed, rejected, or corrected when the reading is taken (Özdemir et al, 2019).

The skillful process of integrating information from a text or your own expertise to create meaning is known as reading comprehension. Students will not be able to find information in the text if they are not able to understand the material that has been provided (Soto, et al., 2019). Furthermore, considering the many levels and elements that must be acquired to master reading comprehension, reading is a remarkable accomplishment. Understanding a text is a reading comprehension process. Rather than trying to interpret the meaning of individual words or sentences, the goal is to fully understand what is being communicated (Afiah, 2018).

While reading, information is processed to create a mental model, or representation, of the meaning found in the text. In fact, the linguists mentioned above have the same views regarding reading and understanding. Thus, researchers can draw the conclusion that reading comprehension is a sophisticated skill where readers can learn new words as well as information or messages from texts. Readers must ascertain the significance or relationship between the phrases that make up a text in order to understand it. According to their background, culture and level of knowledge, they are able to retell what they have read (Park, et al., 2019). Grammar translation methods are not new. It has a different name, but it has been used by language teachers for years. At that time called the Classical Method because it was first used in classical teaching languages, Latin and Greek (Tugrul Mart, 2013).

At the beginning of this century, this used for the purpose of helping students read and appreciate foreign language literature. It is also hoped that

through the study of grammar of the target language, students will become more familiar with grammar of their native language and that this familiarity will help them speak and read their mother tongue better (Borna et al, 2018).

According to Gramley & Pätzold (1992), there are five main types of text used in reading texts: descriptive, directive (also known as instructive), analytical exposition text, argumentative, and narrative.

a. Descriptive

Descriptive text deals with the location of people and things in space. It text tells what lies to the right or left, in the background or foreground, or provided background information.

b. Directive (Instructive)

Directives or also called instructive texts are related to concrete future activities. The essence of the texts are commands (eg: give me a paper) or the forms that take their place to them, such as polite questions (eg: would you hand me the paper?) or suggestive comments (eg: I want to know what the paper has to say about the weather).

c. Argumentative

The argumentative text starts from the assumption that the reader's beliefs must be changed. Therefore, an author can start with the negation of a statement whose attributes the quality or characteristic of activity for something.

d. Narrative Text

Narrative text deals with real world events in time. It doesn't matter whether a narrative is fiction (as in fairy tales or novels) or non-fiction (as in newspapers). report). Thus, they may be fiction (fairy tales and novels) and they may be non-fiction (newspaper report).

e. Analytical Exposition text

According to Anderson (2003), analytical exposition text is a piece of text that presents one side of a problem. It is used to reassure the reader or listener that something is in case or there are cases that need attention and attention. It consists of three main parts: thesis that introduces the topic and indicates the position of the author and outlines the main arguments to be presented (preview), arguments restating the main arguments described in preview and give reasons to support the thesis (points), develop and support each one argument (elaboration) and reiteration used to restate the author's position.

B. Curriculum

Some experts even say that the curriculum is the heart for education, good and bad educational outcomes are determined by the curriculum, whether it is able to build critical awareness of students or not (Asri, 2017). The curriculum is a key in providing education, because the curriculum is in line with determining the direction, content and process of providing education, which ultimately determines the quality standards of graduates of educational institutions. The curriculum is a reference that is used as a guide in the implementation of education. This curriculum is used as a design to provide a set of learning opportunities to achieve goals (Kusumaningrum et al, 2017).

According to Bahri (2018), curriculum in the world of education can be likened to a public vehicle that carries passengers to their destination. Based on this, this vehicle must first be designed with equipment, materials and other equipment and must also prioritize appropriateness standards for carrying passengers to reach their destination. If the vehicle is not running well or can be said to not meet the overheating standards, then the purpose of bringing passengers to their place will fail.

According to Arifin (2022), there is a change in the curriculum and appropriate methods at each level of education organized by the government to make it better, in order to improve the quality of the learning system which is quality and capable of developing every human potential, as is currently managed by Indonesian educational institutions through the independence program learning, with the hope that through more strategic curriculum management, the government can improve every aspect of education in Indonesia.

a. K-13 Curriculum

According to Kurniaman (2017), the 2013 curriculum defines graduate competency standards (SKL) as they should, namely as criteria regarding the qualifications of graduates' abilities which include attitudes, knowledge and skills. According to Sumar (2018), with the K13 curriculum, teachers are required to prove their professionalism in developing the curriculum through designing learning tools, namely teachers can develop learning implementation plans (RPP) based on basic competencies (KD) developed by students. Therefore, teachers

must be able to be independent, because in essence K13 is a school-based curriculum development model that demands teacher independence. Because curriculum implementation is greatly influenced by the ability of the teacher who will apply and actualize the curriculum in learning (who is behind the classroom). The teacher's abilities are related to knowledge and understanding of curriculum implementation.

b. *Kurikulum Merdeka*

According to Darmawan and Winataputra (2020), the *Kurikulum Merdeka* seeks to strengthen student independence and facilitate student-centered learning by emphasizing empowerment and the development of 21st century skills. Besides that, according to Riyanto (2019), the *Kurikulum Merdeka* aims to free students from the shackles of a curriculum that is too theoretical and promotes learning that is more contextual and relevant to real life. The *Kurikulum Merdeka* has involved various reforms in the curriculum context, such as an emphasis on active, project-based and learner-centered learning (Ananta & Sumintono, 2020).

According to Kurniawan (2023), the *Kurikulum Merdeka* focuses its main priority on student-centered learning. The focus of student-centered learning is on students' active participation in the educational process. Apart from being consumers of knowledge, students also play an active role in choosing their study program. A change in teaching paradigm is needed to implement student-centered learning. Teachers need to change from providers of information to facilitators of

learning, creating an environment in the classroom where students can learn actively and independently (Putri & Arsanti, 2022).

C. Teacher Strategies for Teaching Reading Comprehension

A teaching strategy is an overview of a plan a lesson such as the need or purpose of its implementation teaching strategies (Antoni, 2010). In summary, the instructor is a source of information that can support student learning. In this way, children can learn about education in general and English in particular. Teaching and learning activities carried out by educators, such as methods, approaches, structures and processes, are referred to as teaching strategies (Harmer, 2001). Teachers can use it as a tool to help students achieve certain learning goals. To motivate students to learn, teachers must also be innovative in the subjects they choose. Therefore, teachers must modify their methods to facilitate the teaching and learning process (Purwanto et al, 2022).

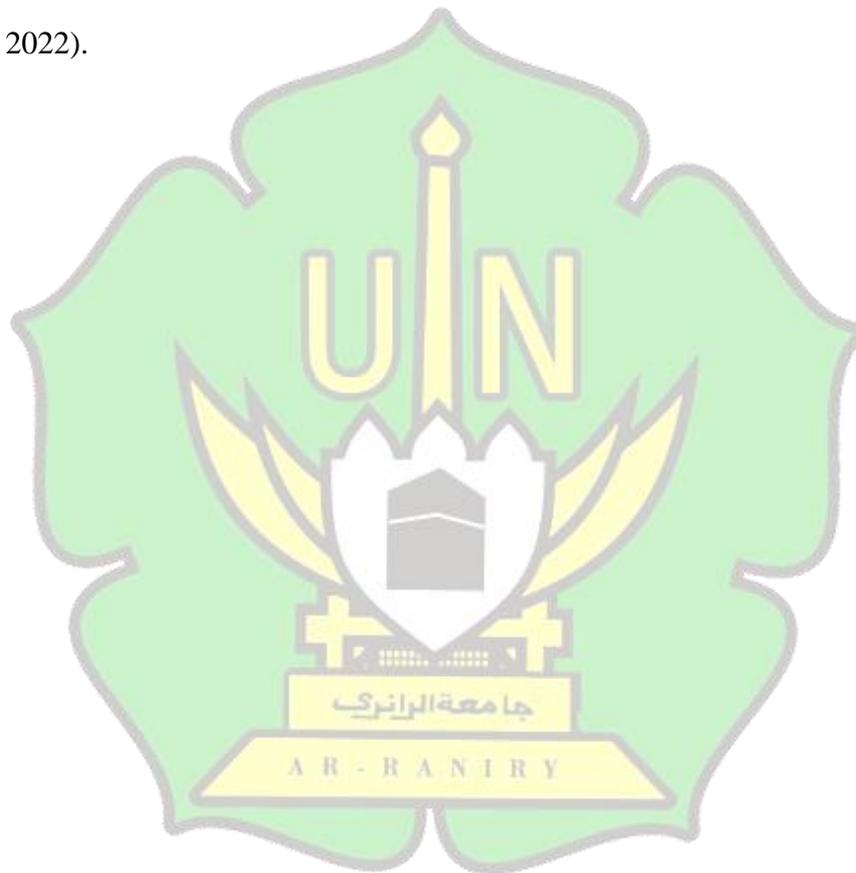
According to Cahyono (2012), Teaching reading is the job of an expert, and English teachers must have previous experience in managing the distribution of reading materials. Contrary to popular belief, teaching reading is a more involved process. To acquire knowledge and skills, English teachers must focus on reading study and practical supervision. Although reading aloud serves as a model for how to read related topics quickly, it must be complemented by a process that keeps students engaged with the material. A typical lesson plan is used to teach reading. The objectives of the guidelines and methods for implementing the plan are established.

According to Nurdianingsih (2021), teachers use understanding text, individual and group learning strategies, and QAR strategy to effectively teach reading comprehension to students, helping them cope with English learning difficulties. QAR asks students to categorize questions based on the source of their responses. The question can have a literal or symbolic meaning. QAR reading is based on understanding and evaluating the question. Students utilize Question-Answer Relationship Strategies (QARs) as a post-reading strategy. Students learn how to choose which questions to ask and where to find the answers using QAR. It is possible to clearly teach students how to apply this strategy. The reading strategy known as QAR involves understanding and evaluating questions. In other words, this strategy helps students understand questions so they can absorb knowledge from the book itself (Moreillon, 2007)

D. Difficulties of Teaching Reading Comprehension

Soemantri (2011) found that the low reading speed and comprehension of students was caused by two aspects or factors. In particular, students must truly understand how to read literature quickly and absorb it effectively. The first challenge is that teachers must be able to accurately ascertain students' previous knowledge. Even though teachers have taught some things about the subjects covered, they cannot guarantee that all students have a strong understanding of the content. Because past knowledge is critical to students' reading comprehension, teaching reading comprehension poses significant challenges.

Teachers sometimes need help identifying the most effective strategies and methods for teaching students because they deal with students with different characteristics and levels of intelligence. In fact, the strategies and tactics used by teachers can influence students' ability to understand what they read. Therefore, teachers must use appropriate tactics when teaching reading comprehension (Rofiqi, 2022).



CHAPTER 3

METHODOLOGY

A. Research Design

The method used in this research is qualitative research. It intended to investigate the strategies used by an English teacher through the *Kurikulum Merdeka*.

According to Ary (2002), Investigation of a phenomenon is carried out using qualitative research methods. This research uses interviews and observations to examine this phenomenon. To address contemporary educational difficulties, this descriptive qualitative research intends to characterize people's behavior and gather their viewpoints, views, attitudes, and beliefs (Lodico, 2010).

B. Research Location

This research was held at one of the Islamic boarding schools in Medan, namely Darul Arafah Islamic Boarding School. The Darul Arafah Islamic Boarding School was located in North Sumatra.

C. Population and Sample

In Darul Arafah Islamic boarding school, English teachers of first grade of senior high school used *Kurikulum Merdeka* in teaching, but for English teachers of second grade and third grade still used K-13 Curriculum. So, in this research I would use purposive sampling with four English teachers who taught with *Kurikulum Merdeka*. Purposive sampling increases methodological rigor and

trustworthiness in qualitative research by aligning research methodology, goals, and objectives, increasing credibility, transferability, dependability, and confirmability (Campbell, et al., 2020). For observation I would like to observe two classes where the teachers used *Kurikulum Merdeka* teaching.

D. Data Collection Technique and Instruments

This research, I used observation and interview to find data for this study. the following is a description of the instrument:

1. Observation

Observations was used to observe the classroom process. In this way, it obtained comprehensive information about the strategies used by teachers in teaching reading comprehension was gained. In my observations I observed 2 classes, first grade of senior high school where the teacher used the *Kurikulum Merdeka*, the stages that I would carry out during the observation: 1) provided an observation sheet 2) determined the teacher who will be observed 3) observed the teacher who teaches using the Merdeka curriculum in class 4) prepared a report to record the observation data 5) record the observation results.

2. Interview

Semi-structured interviews method was used to gather data that contained a list of questions. I would interview four English teachers who used the *Kurikulum Merdeka* in teaching reading comprehension. The duration used five minutes to interview four teachers. During the

interview, I may ask additional questions based on feedback from the investigated informants.

E. Data Analysis

After the process of collecting data, I carried out data analysis. Data analysis is to describe what is contained in the data. In the process of data analysis, I would use an interactive data model by Miles and Huberman (1994) which consists of three parts.

1. Data Reduction

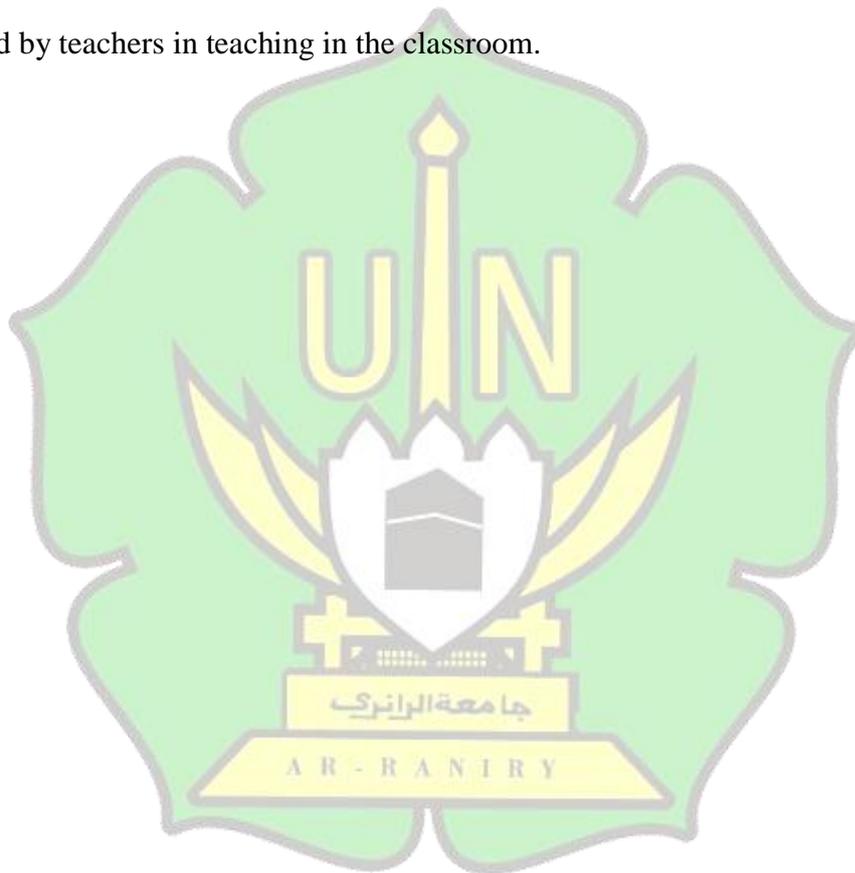
Data reduction is the process of selecting and focusing on raw data collected through data simplification and transformation. Selecting and summarizing related information is necessary for data reduction. In short, data minimization results in faster data collection and more accurate data.

2. Data Display

Information could be summarized in an orderly manner using data display. I would be able to understand all the data collected and handled to interpret the results of the teacher's approach in the context of the situation. Next, qualitative methods were used to present selected data. This information would be provided in the form of a narrative that describes the teacher's situation and utilizes teaching strategies.

3. Conclusion Drawing and Verification

The conclusion was the final result of data processing. The purpose of reducing and displaying data was to conclude. Then noted down the important things to get accurate results. After that, the last action was to conclude the research and verify the data about the reading teaching strategies used by teachers in teaching in the classroom.



CHAPTER 4

FINDINGS AND DISCUSSION

This chapter analyzes the findings and held discussion in the last part of it to answer the research question. This study contained the teacher's strategies in teaching reading comprehension and the results of observation and interviews about their strategies in teaching reading comprehension. Observations and interviews were conducted at *Madrasah Aliyah* in two classes and with four informants.

A. Findings

The data to be analyzed in this part taken from the observation and interview. Before explaining the English teachers' strategies for teaching reading and how to use them, the informants in this study were four English teachers at *Madrasah Aliyah*, and 2 classes observation as this study shall reveal. The results of the findings in this research showed that there were three effective strategies used by English teachers, one strategy was from two classes observation's results and two strategies were from informants' interview results.

1. Observation in Classroom

I did research at *Madrasah Aliyah* and I observed the teaching and learning of reading to class X students from Saturday on March 23 until Wednesday 27, 2024. My initial action in the first day on Saturday was to ask the school for permission to carry out the research. After receiving permission from the school, I must receive permission from the English teacher who taught English in the tenth-grade

students. In order to begin an investigation of the English teacher's approach to teaching reading comprehension at *Madrasah Aliyah*, I went to the classroom in the academic year 2023–2024.

First observation was held on Saturday, March 23, 2024, I visited class X A to observe English teacher with initial name FW. The teacher welcomed the students, checked attendance, and introduced the subject to be studied. The teacher divided the groups for her students so they could make discussion. The teacher explained the material, quizzed one student, and provided assignments for reading comprehension techniques. The teacher then introduced the material to be studied, "B.J. Habibie," and discussed its structure. Students read the text in a book, identified what they found, and discussed the structure of the text. They then worked on creating different examples of descriptive text. At the end of the class, the teacher reminded students about descriptive text and gave them homework. The teacher then left the class.

Table 4.1 *Observation field note of class X A*

NO.	Activities	Description
1.	Opening	The teacher's beginning activities instill a polite and religious attitude where the teacher gives greetings before entering the classroom and the teacher appoints one of the students to lead the prayer. This activity is carried out so that students get used to praying before starting learning. After praying the teacher checked the attendance list
2.	Main Activity	The teacher's main activity is trying to remember students such as the teacher's questions about last week's material,

		<p>then students answer several of the teacher's questions, then the teacher enters the next material. The teacher then introduced the material to be studied, "B.J. Habibie," and discussed its structure. The teacher begins the lesson by first reading the text properly and correctly, then the teacher appoints the students one by one to read the text here. If the students incorrectly pronounce the vocabulary they are reading, the teacher will correct their pronunciation. Students read the text in a book, identified what they found, and discussed the structure of the text. They then worked on creating different examples of descriptive text. The strategy used by the teacher is a discussion strategy. This strategy students will work in small groups to complete the training. In this strategy students are divided into small groups. So, the teacher provides different topics to discuss with the group. The teacher asks them to translate. Students discuss in their groups, while the teacher moves from one group to another to maintain order, and provides motivation and assistance so that each group member is active, so that the discussion runs well. Students work together as a team to not only learn the material but also help each other understand the material because it can be learned and improved through teamwork.</p>
3.	Closing	<p>At the end of the lesson the teacher gives assignments related to reading and the teacher asks students to answer all the questions correctly. Then the teacher assesses the assignment. Based on the explanation above, it can be concluded that the teacher has tried to use discussion strategy so that the students being taught understand about reading and know the ideas that are being read.</p>

Second observation was held on Tuesday, March 26, 2024, I visited class X B to observe English teacher with initial name SU. The teacher greeted the students, led a prayer, and checked attendance. She introduced the students to descriptive text, demonstrating its structure and dividing it into groups to describe its functions. The teacher then asked the class to create their own descriptive text. Some students completed the text, but were given feedback and instructed to improve it at the next meeting. Some students couldn't finish the text, so they were instructed to finish it in the next class. The teacher then left the classroom, leaving the students to continue their work.

Table 4.2 *Observation field note of class X B*

NO.	Activities	Description
1.	Opening	The teacher opens the class with greetings and the teacher checks attendance and asks how students are doing. Then requests for pleasant behavior signal the start of teaching and learning activities. After that, before starting the lesson, the class leader leads everyone in prayer. The teacher then gives a quiz to one of the students regarding the material that has been discussed previously.
2.	Main Activity	The teacher continues the explanation of the previous material before adding a new explanation. Teachers can explain topics and offer assignments to students both individually and in groups as part of the main activity of applying reading comprehension techniques in class. After that, ask about the material that has been studied previously. Teacher informed the children that they would

		<p>be learning about Next, "descriptive text" enquired as to whether any of the pupils the definition of " descriptive text." A brief teacher-focused discussion then began. He asks students to identify what they have in descriptive text. After a short discussion, the teacher explains the structure of descriptive text. Then the teacher shows another text in the form of a printed document and gives it to each student. She asked students to find out whether the text should have all descriptive text or not. Then students look for difficult words whose meanings are unknown. After that, each person was given the task of creating different examples of descriptive text. Some students completed the text, but were given feedback and instructed to improve it at the next meeting. Some students couldn't finish the text, so they were instructed to finish it in the next class.</p>
3.	Closing	<p>In the closing stage, the teacher reminds students about descriptive text. He asked whether there were any questions or not, and whether everyone understood or not. After that the teacher said goodbye and left the classroom.</p>

The finding of the results of the observations above, it was clear that the two teachers used strategies when implementing the *Kurikulum Merdeka* in their teaching. It appeared from the observation data that the strategy was used by the two teachers was discussion strategies, where they formed a group with their students to discuss the material that had been taught and then they asked the students to think about the material, pair with their groups, and share their opinion to find out whether there were parts of the reading text that they did not understand. This strategy is one of the principles of the *Kurikulum Merdeka*,

where the *Kurikulum Merdeka* focuses more on students being more active and creative in their learning.

However, from the results of the observations above, it appeared that teachers had not fully used student-centered where teachers acted more actively than students, although there were times when students act more actively.

2. Interview

In this interview I would ask the informants about the effective strategies that the English teachers used during the implementing of *Kurikulum Merdeka* used in teaching and how they use strategies in teaching reading comprehension when implementing the *Kurikulum Merdeka*.

a. Scaffolding

Subject TI answered:

“The strategy I used is scaffolding. I asked the students if there are any difficult words that they had not understood about the reading material I gave, and I asked them to work in group and discuss the material, I also helped them doing assignments. At the end of lesson I also ask them the material that I have taught.”

Subject TI in her teaching she used scaffolding to teach students new vocabulary and material. She provided new vocabulary and explanations, then allowed students to ask questions they did not understand. If there were questions, the teacher helped answer them, and if there were no questions, she gave assignments in the form of questions about the provided reading text material.

b. Question and answer relationship (QARS)

Subject S answered:

“The strategies I use is questions and answers relationship, I always ask and answer according to material, I also asked to students to have conversation with their sit mate by questioning and answering among them about the reading material I gave. In the end of the lessons I gave students some questions related the material in the past and for today.”

In an interview with S, she employed a question and answer teaching strategy, involving students forming groups to discuss reading material. If students didn't understand any sentences, they were explained during the discussion. After explaining, the teacher assigned group assignments to the students and asked them to ask and answer with their sit mate about the reading material.

c. Both strategies (scaffolding and QARS)

1. Subject SU

“The strategies that I usually use in teaching reading are scaffolding and question and answer relationship. When I used scaffolding, I ask students to look for difficult words, and guided them to understand about the text. In Questions and answers relationship, I always ask and answer according to the material. The material that we discussed together was also discussed in the previous class. I gave students one to two questions. This really helps me because I can find out the students' abilities to what extent they understand and understand the material I provide.”

In an interview with SU, she explained that her teaching strategy involved scaffolding and question and answer relationships (QARS). She assigned reading texts to students, who discussed with their peers for a few minutes to identify unfamiliar vocabulary. She helped student when they were trying hard to understand the reading text. She also made question and answer session between her and students or students and students. After explaining the text, students then discussed and provided conclusions from the text.

2. Subject FW

“The applications that I usually use in teaching reading include scaffolding and questions and answers relationship. At the beginning of lesson, I asked students if there were any difficult words that they didn't understand and helped them if there was material that was hard for the students. Then at the end of the lesson I also asked the students about the material I had presented.”

The interview with the FW revealed that she employed a scaffolding and question and answer relationship (QARS) strategy to teach reading material. She asked students about difficult vocabulary or those who didn't understand the text, then assessed their understanding during the lesson. After the discussion, students were given time to explain or provide conclusions about the text.

According to findings of observation and interviews, three strategies of scaffolding, question and answer relationships, and discussion strategies were the effective strategies used by teachers in teaching reading comprehension during the implementing of *Kurikulum Merdeka*.

The finding showed that the teachers who used scaffolding strategies, they provided temporary assistance for students to help them doing assignments or develop new understanding of reading comprehension, so that later students were expected to be able to do similar tasks on their own without help from anyone. The teachers who used question and answer relationship (QARS) strategies, they created a questioning and answering session after providing reading material to students, either between students and teachers or students between students, or teachers created conversation sessions where students would ask each other questioned and answered about the reading material provided. The teachers who used discussion strategies, they formed a group with their students to discuss the material that had been taught and then they asked the students to think about the material, pair with their groups, and share their opinion to find out whether there were parts of the reading text that they did not understand.

It appears that those strategies used by these four teachers were affective because they were focused on student-centered where the students were more active and creative in learning and teachers only acted as a facilitator. Student-centered itself included one the principles of the *kurikulum Merdeka*. According to Kurniawan (2023) in his journal, the *Kurikulum Merdeka* focused its main priority on student-centered learning. The focus of student-centered learning was on students' active participation in the educational process. Apart from being consumers of knowledge, students also played an active role in choosing their study program.

B. Discussion

The research findings are discussed in this section. This research examined the teacher's strategies in teaching reading to students at Madrasah Aliyah. This part attempts to answer the research questions and then compare and contrast with previous studies.

a. Teachers' Strategies in Teaching Reading Comprehension

Based on the findings in previous section, the teachers used various strategies in teaching reading comprehension. I found three effective strategies used by teachers to teach reading comprehension based on interviews and classroom observations. The learning strategies used include discussion strategies, question and answer relationships (QARs), and scaffolding.

This research showed the broad and practical benefits of teacher strategies in teaching reading comprehension. They made decisions about when and how to summarize texts they had read using prior knowledge using discussion strategies, scaffolding and QARs strategies. The four teachers used various techniques to teach reading comprehension and could help students understand what they read.

1. Scaffolding

The scaffolding approach was the first strategy. Teachers need to provide assistance that suits students' needs. When students experienced difficulties, teachers applied scaffolding strategies. The teachers asked students to open their books and then the teachers gave examples of correct reading and pronouncing techniques. Students also observed the teacher's actions.

Because they taught students how to read properly before assigning them to read a text, teachers actually used the scaffolding method. However, the teachers corrected students who mispronounce terms in the book and asks about unfamiliar terms. Because each student had unique challenges and circumstances, teachers would be more creative in their approach to improving methods with this strategy as well as varying teaching styles.

2. Questions and Answers Relationship

Second, the Question Answer Relationship (QARs) method would be used with students. Students learned through QARs how to recognize the questions they were asking and where to find the answers. Teachers used this strategy to help students focused more on the reading content that they need to understand. Teachers used this strategy to determine whether students had understood the material they had read. Students demonstrated their understanding of the material when they could answer questions; conversely, if they were unable to do so, then the text could not be understood by them.

Teachers used a questions and answers style to help students learn reading comprehension in class. To get students to answer, the teacher's strategy consists of asking two questions at the end of each lesson. Teachers said that to prepare their students to receive the material, they share it using this technique. Therefore, to respond to questions, educators must be aware of what students wanted. Think about how these tactics could facilitate reading comprehension instruction for teachers. Nowadays, children had read and

understood books thoroughly. For students, reading the text was the main focus. Students had the option to write their answers in a book or answer the teacher's questions orally. This method would certainly help educators in assessing students' understanding of a subject.

3. Discussion Strategy

The third strategy implemented by teachers in class was discussion strategies. Teachers assumed that by using this technique, students would be able to learn more from their friends. In other words, the way teachers teaching gave students the courage to speak up during class discussions. From here, friends or other groups could know what they were considering. Using this strategy, students would complete activities in small groups. Small groups of students were formed as part of this approach. Therefore, teachers provided a variety of topics for conversation in groups. The teachers asked them to translate. In addition to encouraging and supporting student group communication, teachers also visited each group to discuss the situation and make sure everyone was participating and everything was going according to plan.

Students would complete their assignments in small groups using this method. Students worked as a team to not only learn the content but also to help each other understand it because collaboration could be used to learn and improved the material. These strategies helped students find easier, faster, and

more fun ways to communicate their ideas, thereby improving their reading comprehension skills.

b. Implementation of English Teachers in Teaching Reading Comprehension

After conducting interviews with the four English teachers, and knowing what strategies were used, the following was how to implement the strategies when teaching.

First, during the teaching and learning process, scaffolding learning practices could encourage student creativity. When using the scaffolding method, the teacher must provide support that was appropriate to the student's needs. For example, teacher could run classes or helped students learn how to read texts correctly. The teacher helped students as they identified words in the text and asked about words they were unfamiliar with. Before giving them a text to read, scaffolding taught students how to read correctly.

In order for them to be able to repeat the content, it was hoped that students would also be able to read and adapted their reading to suit American and British English. Teacher used the scaffolding method to help students read correctly. After students had read the text independently, the teacher could help them pronounce unfamiliar terms by providing appropriate pronunciation guidance. One of the benefits of scaffolding tactics was that it helped students read the material correctly. I could investigate teachers' strategies of asking each student to name terms in the text that they did not understand before the session began based on the observations mentioned above. As a result, after

learning some new concepts, students approached teachers about terms they still didn't understand.

Second, to bring students to better understand the reading topic, the teachers used the QARS technique to help students develop the meaning given in the reading text. When reading, the teachers explained the concepts their teaching. Teachers also wanted to know whether children could read books aloud and understood the meaning. QARS was a technique for teaching reading comprehension that could be applied to help students learn to read. Teachers who used this strategy naturally teach reading comprehension to their students in a fun way. Even though there were several challenges in teaching, all of them could be overcome with the help of the strategies used so that the learning process could run successfully.

This research showed that this strategy was worked. because it could help in teaching reading comprehension and helped students understand the material. Teachers found this strategy was useful. For people who had difficulty in reading, understanding reading comprehension would be simpler. Students were more engaged, making it easier for teachers to offer them material.

Third, discussion strategy. Students worked together to help each other understood the material and studied it in order to learn and improve the lesson material. All the effort put into training influences their success. Since each student would communicate closely with each member of the group through

text, it was important for them to practice positive speech. Since this strategy allowed students to discuss ideas with their peers, it may be beneficial for them. Since the correct answer in this case required the thinking of a group discussion, this approach would not work if only a small number of students were actively participating in the conversation.

The findings of this research are similar from the finding by Anjelita (2022). In her research, it stated that there were three strategies used by English teachers, namely scaffolding, QARS and discussion Strategies. However, there is a difference, in her findings the teachers used the K-13 curriculum where the teachers acted more active than the students, whereas in this research findings the teachers used *kurikulum Merdeka* where the students acted more active than the teachers.

In other findings by Rofiqi's (2022), it had difference strategies in teaching reading comprehension. It stated that the findings of his study the strategies were used by teachers were QARS, reciprocal teaching, skimming and scanning. QARS strategies, Teachers helped students make connections between the information in the book and what they already knew. Reciprocal teaching, Teachers offered students opportunities to further explore their abilities in refining their reading comprehension to pinpoint important ideas and specific knowledge gained through reading. Scanning, students looked for the important information in reading text and stopped immediately when the information had been gathered. While skimming, students searched for information in general and focused on the most essential parts. Those

strategies used by English teachers to facilitate the connection between students' prior knowledge and the intended meaning of the passage. However, the finding is similar with my findings where the teacher's strategies focused on student-centered.



CHAPTER 5

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter I would summarize the conclusion of the research findings and answered the research question in the first chapter. The findings were based on the result of observation and interview in Madrasah Aliyah.

The first was about what the effective strategies were used by English teachers when implementing *Kurikulum Merdeka*. I found that there were three effective strategies used by English teachers, there were discussion strategy, question and answer relationship, and scaffolding. These strategies were used by teachers to help students understood the text of reading comprehension that had been provided and to help students understood the material more quickly, teachers could help them develop meaning from the reading material. Students were also encouraged to focus more on the text.

The second how the English teachers used their strategies in teaching reading comprehension ability during the implementation of *Kurikulum Merdeka*. The teachers who used scaffolding strategies provide short-term support to students to help them complete assignments or acquire new reading comprehension ability. Then, students were expected to be able to complete similar tasks without anyone's help. The teachers who used question-and-answer relationship strategies (QARS), after they provided reading material to students,

they made a question-and-answer session. This could take the form of conversations between students or between teachers and students, where students would ask each other questions and answers according to the assigned reading material. Teachers who use discussion strategies asked their students to form groups to discuss the material that had been taught. After that, students were asked to think about the material, pair up with their groups, and express their opinions.

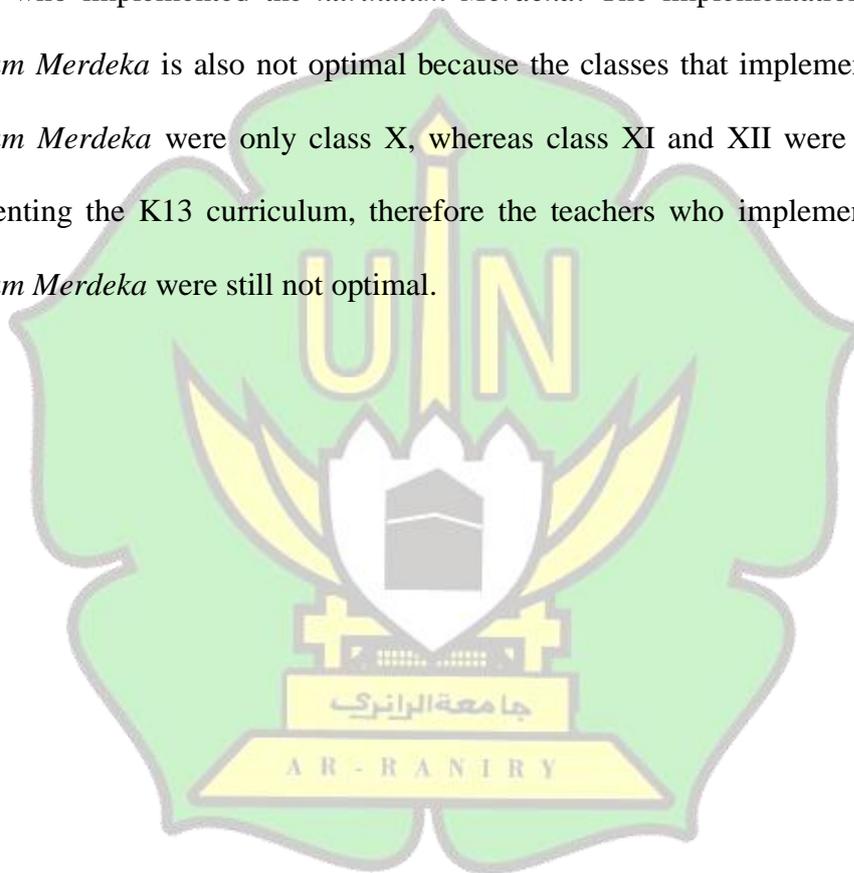
B. Suggestion

I would like to give the suggestion based on the finding in this research above that were anticipated to be helpful.

1. From the results of this research, I provide suggestions for teachers' strategies to improve the reading comprehension ability during the implementation of *Merdeka* curriculum. Schools and teachers need to make serious efforts to increase competence regarding the use of more varied strategies beyond the three strategies that had been used so far based on the finding. Alternative strategies that could be used by teachers include skimming, scanning, reading aloud and other strategies which is accordance with the principles of *kurikulum Merdeka*.
2. When using strategies in teaching English reading comprehension, teachers could use additional methods such as connecting the text to students' existing knowledge or experiences, helping students create mental images of what they are reading to aid comprehension, guiding students in analyzing characters,

themes, or author's purpose to promote critical thinking and using tools to help students understand and remember new vocabulary words.

However, this study has several limitations. First it was lack of samples that could be studied on the implementation of the *kurikulum Merdeka*, and only a few teachers who implemented the *kurikulum Merdeka*. The implementation of the *kurikulum Merdeka* is also not optimal because the classes that implemented the *kurikulum Merdeka* were only class X, whereas class XI and XII were back to implementing the K13 curriculum, therefore the teachers who implemented the *kurikulum Merdeka* were still not optimal.



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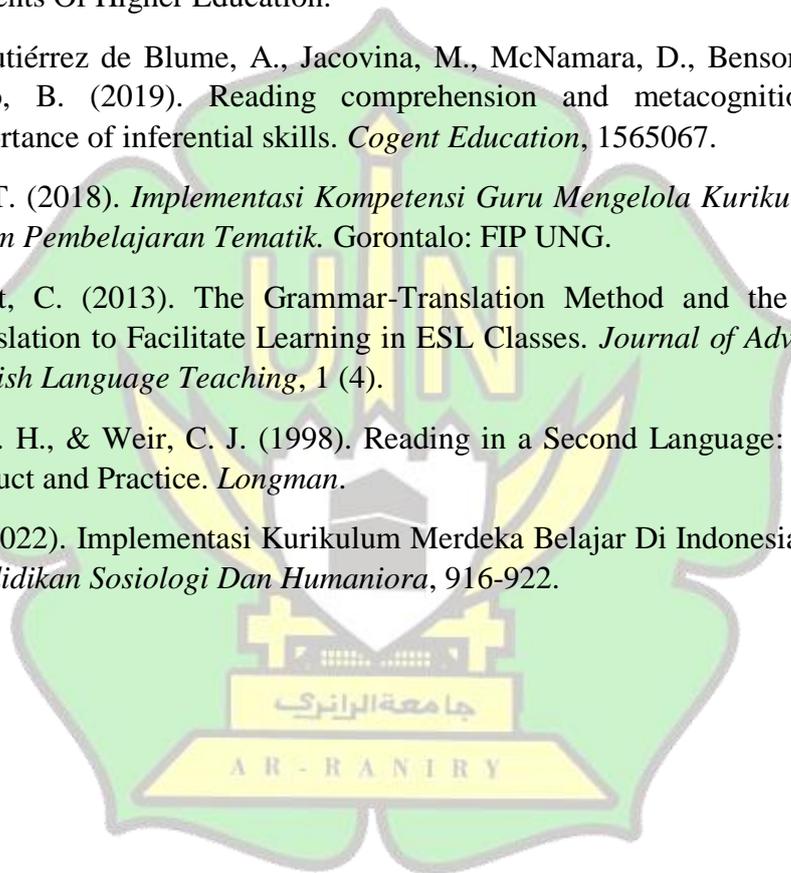
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APPENDIXES

1. Interview Transcript

a. English Teacher's name: FW

1. Could you please tell me about your teaching preparation for teaching reading comprehension?

Before I enter class, I read the material that I will present and prepare what method is suitable for the learning and prepare interesting media as a complement.

2. In This Merdeka Curriculum, what learning strategies do you use?

The applications that I usually use in teaching reading include scaffolding and questions and answers relationship.

3. Could you tell me what are specific steps/ways to implement the strategies?

At the beginning of lesson, I asked students if there were any difficult words that they didn't understand and helped them if there was material that was hard for the students. Then at the end of the lesson I also asked the students about the material I had presented.

4. Do you think the strategy is effective when you applied in the classroom?

The strategy I use is quite effective because I make students play an active role in learning.

5. Do you find any difficulties or problems in applying the strategies?

The difficulties I encountered from the students' side, for example, were that some still lacked confidence when participating in learning or were embarrassed to present in front of the class.

6. Do you think the strategies works well? How?

In my opinion, this went well because they already had reading subjects in the first semester, so in this class they only applied what they had learned.

7. Do you have interesting experience while teaching reading in the classroom?

So far my experiences while teaching reading are all interesting because I met various student characters and I enjoyed it.

8. Do you perceive different strategies in teaching reading comprehension when implementing the Merdeka Curriculum?

yes, when in using k-13 curriculum, the strategies is focused on teacher-centered where students are focused of teacher's explanation, and in Merdeka curriculum strategies is focused on student-centered where the teachers are focused on how students' learning and how their works.

b. Teacher's name: SU

1. Could you please tell me about your teaching preparation for teaching reading comprehension?

Before I enter class, I read the material I will convey and prepare what method is suitable for this learning and prepare interesting media for complement.

2. In This Merdeka Curriculum, what learning strategies do you use?

The strategies that I usually use in teaching reading are scaffolding and question and answer relationship.

3. Could you tell me what are specific steps/ways to implement the strategies?

When I used scaffolding, I ask students to look for difficult words, and guided them to understand about the text. In Questions and answers relationship, I always ask and answer according to the material. The material that we discussed together was also discussed in the previous class. I gave students one to two questions. This really helps me because I can find out the students' abilities to what extent they understand and understand the material I provide.

4. Do you think the strategy is effective when you applied in the classroom?

Very effective but I still have to guide because many students have low vocabulary and the way to translate is still lacking.

5. Do you find any difficulties or problems in applying the strategies?

The difficulties in learning is the need for worksheets first before entering class and when they are having difficulty spelling pronunciation and vocabulary when reading texts

6. Do you think the strategies works well? How?

In my opinion, it is works well because The average ability of the students I teach is still quite capable followed every direction I gave and they were able to do it job well.

7. Do you have interesting experience while teaching reading in the classroom?

So far my experiences while teaching reading have all been interesting because I met various student characters and I enjoyed it.

8. Do you perceive different strategies in teaching reading comprehension when implementing the Merdeka Curriculum?

yes, when in using k-13 curriculum, the strategies is focused on teacher-centered where students are focused of teacher's explanation, and in Merdeka curriculum strategies is focused on student-centered where the

teachers are focused on how students' learning and teachers only as the facilitator.

c. Teacher's name: S

1. Could you please tell me about your teaching preparation for teaching reading comprehension?

I prepare what method is suitable for this learning and prepare interesting media for complement in teaching.

2. In This Merdeka Curriculum, what learning strategies do you use?

The strategies I use is questions and answers relationship.

3. Could you tell me what are specific steps/ways to implement the strategies?

I always ask and answer according to material, I also asked to students to have conversation with their sit mate by questioning and answering among them about the reading material I gave. In the end of the lessons I gave students some questions related the material in the past and for today..

4. Do you think the strategy is effective when you applied in the classroom?

Yes, The strategy I used is quite effective because it helps me to know how far their ability and their understanding about the material I have given.

5. Do you find any difficulties or problems in applying the strategies?

The difficulties that I have faced from the student for example, there are who still hard in reading with the good pronunciation and when they memorizing vocabularies.

6. Do you think the strategies works well? How?

In my opinion, it is works well when they have understood about the reading text and when I teach them, they were able to do it job well.

7. Do you have interesting experience while teaching reading in the classroom?

So far my experiences while teaching reading are all interesting because I met various students behavior and I enjoyed it.

8. Do you perceive different strategies in teaching reading comprehension when implementing the Merdeka Curriculum?

Yes, when in using k-13 curriculum, the strategies is focused on teacher-centered where students are focused of teacher's teaching and students must pay attention, and in Merdeka curriculum strategies is focused on student-centered where the teachers are focused on how students' learning.

d. Teacher's name: TI (Using K-13 Curriculum)

1. Could you please tell me about your teaching preparation for teaching reading comprehension?
Before I enter the class I prepare what kind of method which is suitable for this learning and prepare the interesting media for complementing my teaching process
2. In Merdeka curriculum, what learning strategies do you use?
The strategy I use is scaffolding.
3. Could you tell me what are specific steps/ways to implement the strategies?
I asked the students if there are any difficult words that they had not understood about the reading material I gave, and I asked them to work in group and discuss the material, I also helped them doing assignments. At the end of lesson I also ask them the material that I have taught.
4. Do you think the strategy is effective when you applied in the classroom?
In my opinion this strategy is quite effective because I make the students totally active in the learning process.
5. Do you find any difficulties or problems in applying the strategies?
The difficulty that I have faced from the students are for example there are some students who still confuse in understanding the text and didn't believe themselves when they turn to read the text and felt embarrassed present in front of the classroom.
6. Do you think the strategies works well? How?
In my opinion this strategy works well when they have received the reading material in the first semester they only applied what they have learned but sometimes they are little bit confuse when they found an unfamiliar words in reading.
7. Do you have interesting experience while teaching reading in the classroom?
well so far my experience while teaching reading are totally interesting because I met various kind of students characters and I enjoyed teaching a lot.
8. Have you ever heard about Merdeka curriculum? If you have ever heard, are there any differences in teaching strategies between K-13 Curriculum and the Merdeka Curriculum?
Yes of course, in K-13, that curriculum focus on the teacher or it is called teacher-centered learning, in Merdeka curriculum, it is focused to the student or it is called student-centered learning so the student is the focus and the teacher as the facilitator in teaching learning process.

2. Documentation



Picture 1.
Class X A
Observation



Picture 2. *Class X B Observation*

Picture 3. *Interview with FW*

Picture 4. *Interview with SU*



Picture 5. Interview with S

Picture 6. Interview with TI



3. Research permission letter from academics



KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : B-3827/Un.08/FTK/Kp.07.6/05/2024

**TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA**

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
 - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
 - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003 tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
 - Keputusan Menteri Keuangan Nomor 293/KmK.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
 - Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- MEMUTUSKAN
- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa
- KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-1630/Un.08/FTK/Kp.07.6/01/2023
- KEDUA : Menunjuk Saudara :
- Prof. Jarjani, S.Ag., S.S., M.Sc., Ph.D Sebagai Pembimbing pertama
 - Rahmi, M.Tesol., Ph.D Sebagai Pembimbing kedua
- Untuk membimbing Skripsi
- Nama : Muhammad Rijal Akid
NIM : 190203002
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Teachers' Strategies in Improving Students' Reading Comprehension Ability at Darul Arafah Islamic Boarding School
- KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;
- KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;
- KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 14 Mei 2024

Dekan,

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

(Signature)

Tembusan

- Serjen Kementerian Agama RI di Jakarta;
- Direksi Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktur Pengurusan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Pembencanaan Negara (KPPN), di Banda Aceh;
- Rektor UIN Ar-Raniry di Banda Aceh;
- Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
- Yang bersangkutan;
- Arkip



4. Research letter from the school
5. Surat Keterangan Bimbingan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax : 0651-752921

Nomor : B-2701/Un.08/FTK.1/TL.00/3/2024
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Ketua Yayasan Pesantren Darularafah Raya Islamic Boarding School

Assalamualaikum Warahmatullahi Wabarakatuh.
Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : MUHAMMAD RIJAL AKID / 190203002
Semester/Jurusan : XI / Pendidikan Bahasa Inggris
Alamat sekarang : Komplek BRI Lamgapang, Kec. Krueng Barona Jaya, Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **Teachers' Strategies in Improving Students' Reading Comprehension Ability at Darularafah Islamic Boarding School**

Banda Aceh, 19 Maret 2024
An. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Habiburrahim, S.Ag., M.Com., Ph.D.