## DEVELOPING READING COMPREHENSION MATERIALS BASED ON OUTCOME BASED EDUCATION (OBE) FOR ELEVENTH GRADE STUDENTSIN THE SMK AL WASHLIYAH 12 SEI RAMPAH

## ACADEMIC YEAR 2023-2024

**THESIS**

**BY:**

**FEBRI RISMA DARA**

**Registration Number:** **227215004**

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**ENGLISH EDUCATION DEPARTMENT**

**POST GRADUATE STUDY PROGRAM**

**MUSLIM NUSANTARA AL-WASHLIYAH UNIVERSITY**

**MEDAN**

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***Submitted to Fulfil the Requirements to Obtain a Master of Education Degree (M.Pd) in the Postgraduate Program of English Language Education Study Program, Al Washliyah Muslim Nusantara University***

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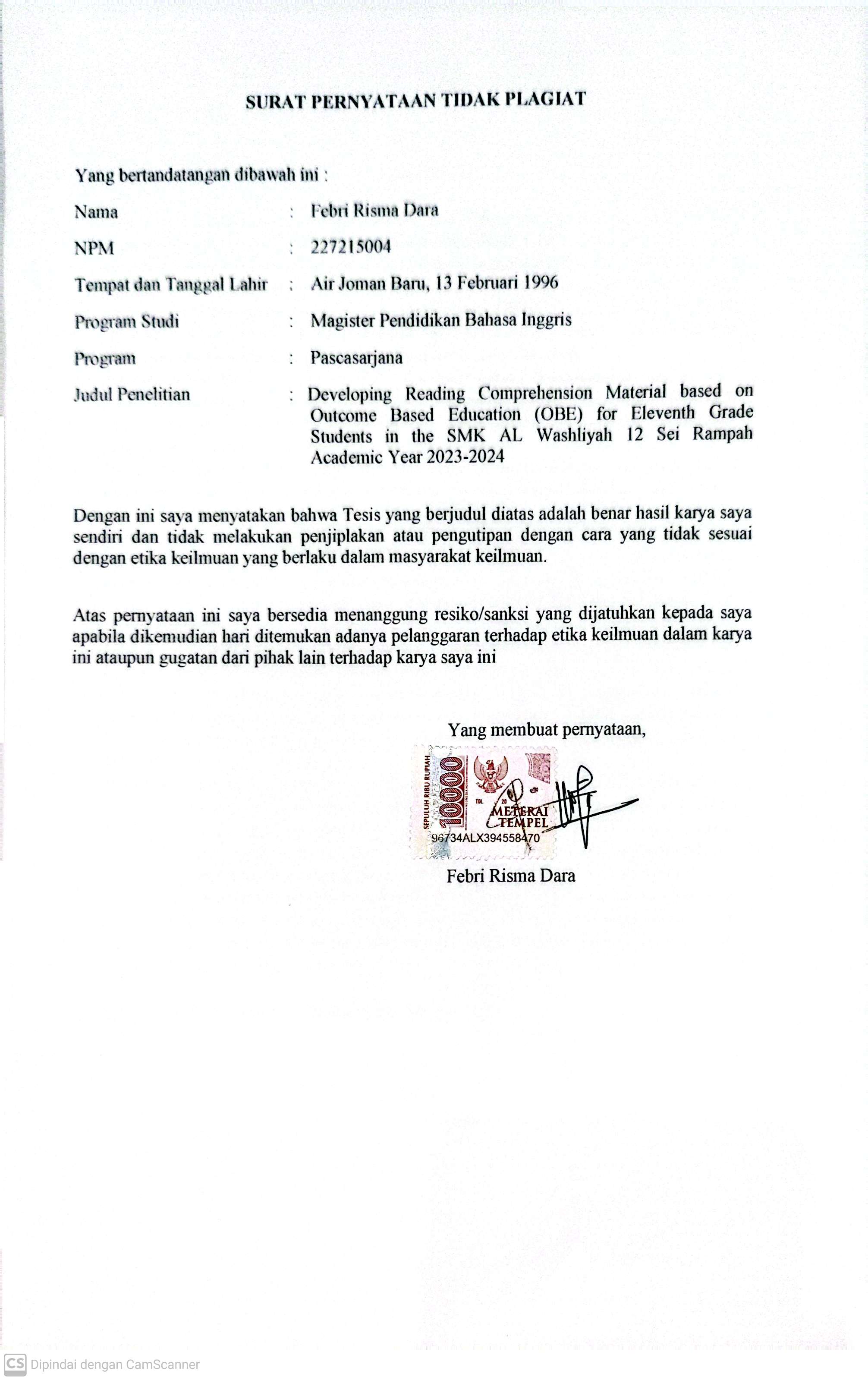
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**ABSTRAK**

*Salah satu komponen penting dalam pembelajaran bahasa Inggris adalah membaca memahami. Ini bukan sekadar membaca teks bahasa Inggris, tetapi membaca dengan tujuan untuk mendapatkan pemahaman yang mendalam dan menyeluruh. Kemampuan membaca merupakan keterampilan yang sangat penting, dan pengajarannya perlu ditingkatkan. Untuk mengatasi hal ini, guru diminta untuk lebih kreatif dalam menyampaikan materi pembelajaran menggunakan media dan metode pembelajaran yang menarik.*

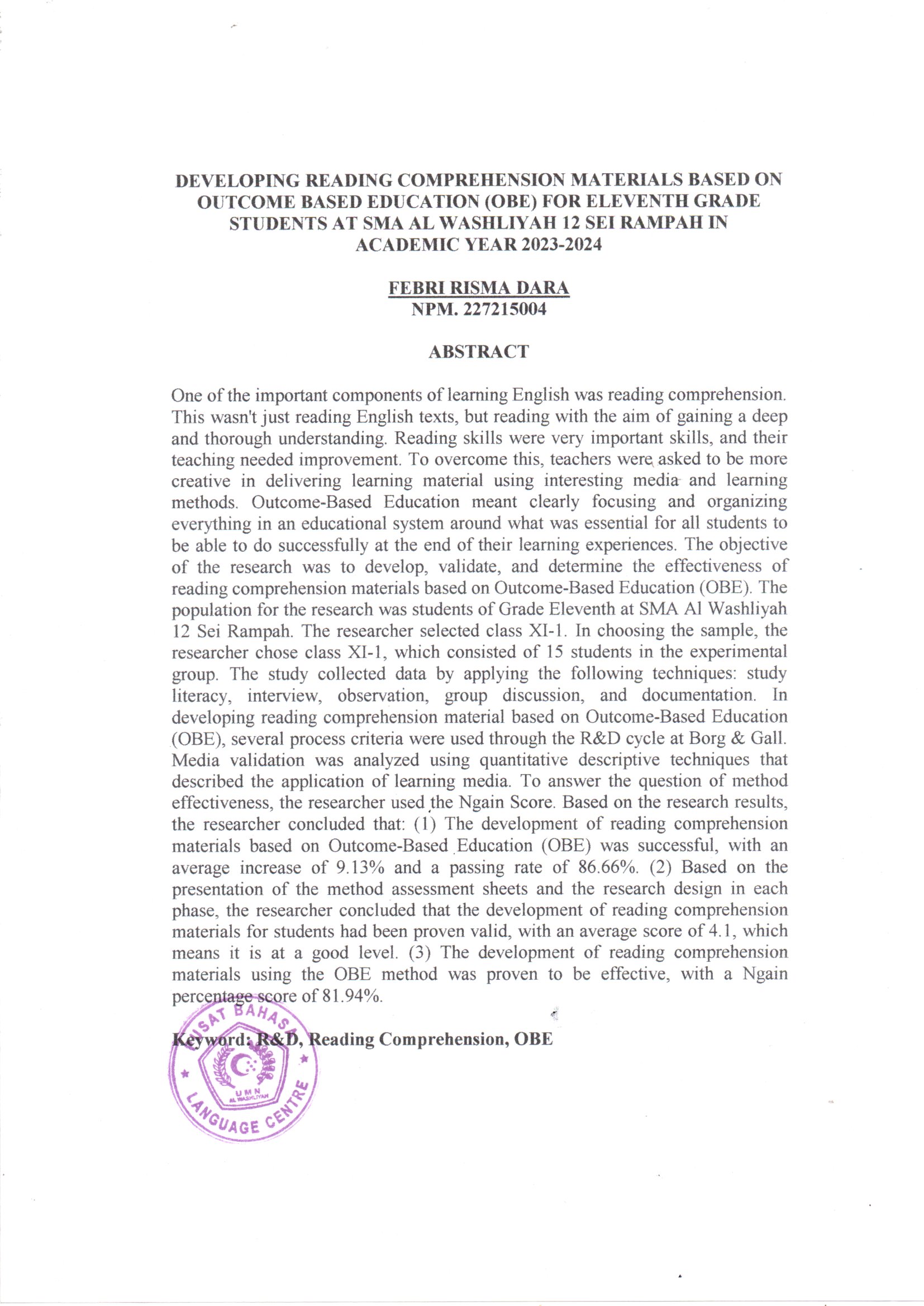
*Pembelajaran Berbasis Hasil (OBE - Outcome-Based Education) berarti dengan jelas memfokuskan dan mengatur segala sesuatu dalam sistem pendidikan di sekitar apa yang harus bisa dilakukan oleh semua siswa secara sukses pada akhir pengalaman belajar mereka.*

*Penelitian ini bertujuan untuk mengembangkan, memvalidasi, dan mengetahui efektivitas bahan ajar membaca pemahaman berdasarkan Pembelajaran Berbasis Hasil (OBE). Populasi penelitian ini adalah siswa Kelas Sebelas di SMK AL WASHLIYAH 12 SEI RAMPAH. Peneliti memilih kelas XI-1. Dalam pemilihan sampel, peneliti memilih kelas XI-1 yang terdiri dari 15 siswa sebagai kelompok eksperimen. Penelitian ini mengumpulkan data dengan menggunakan teknik-teknik berikut: literasi belajar, wawancara, observasi, diskusi kelompok, dan dokumentasi.*

*Dalam mengembangkan bahan ajar membaca pemahaman berdasarkan Pembelajaran Berbasis Hasil (OBE), beberapa kriteria proses digunakan melalui siklus R&D di Borg & Gall. Validasi media dianalisis menggunakan teknik deskriptif kuantitatif yang menggambarkan penerapan media pembelajaran. Untuk menjawab pertanyaan tentang efektivitas metode, peneliti menggunakan Skor Ngain.*

*Berdasarkan hasil penelitian, peneliti menyimpulkan bahwa: (1) Pengembangan bahan ajar membaca pemahaman berdasarkan Pembelajaran Berbasis Hasil (OBE) berhasil, dengan peningkatan rata-rata sebesar 9,13% dan tingkat kelulusan sebesar 86,66%. (2) Berdasarkan penyajian lembar penilaian metode dan desain penelitian di setiap fase, peneliti menyimpulkan bahwa pengembangan bahan ajar membaca pemahaman untuk siswa telah terbukti valid, dengan skor rata-rata 4,1 yang berarti berada pada level baik. (3) Pengembangan bahan ajar membaca pemahaman menggunakan metode OBE terbukti efektif, dengan skor persentase Ngain sebesar 81,94%.*

**Kata Kunci: Membaca Memahami, Materi Ajar**

****

**ACKNOWLEDGEMENTS**

*Assalamu’alaikum Wr.Wb*



Artinya:  
*“O believers! Shall I guide you to an exchange that will save you from a painful punishment?10. It is to have faith in Allah and His Messenger, and strive in the cause of Allah with your wealth and your lives. That is best for you, if only you knew*.*11.*QS (As-Shaff 10 : 11)

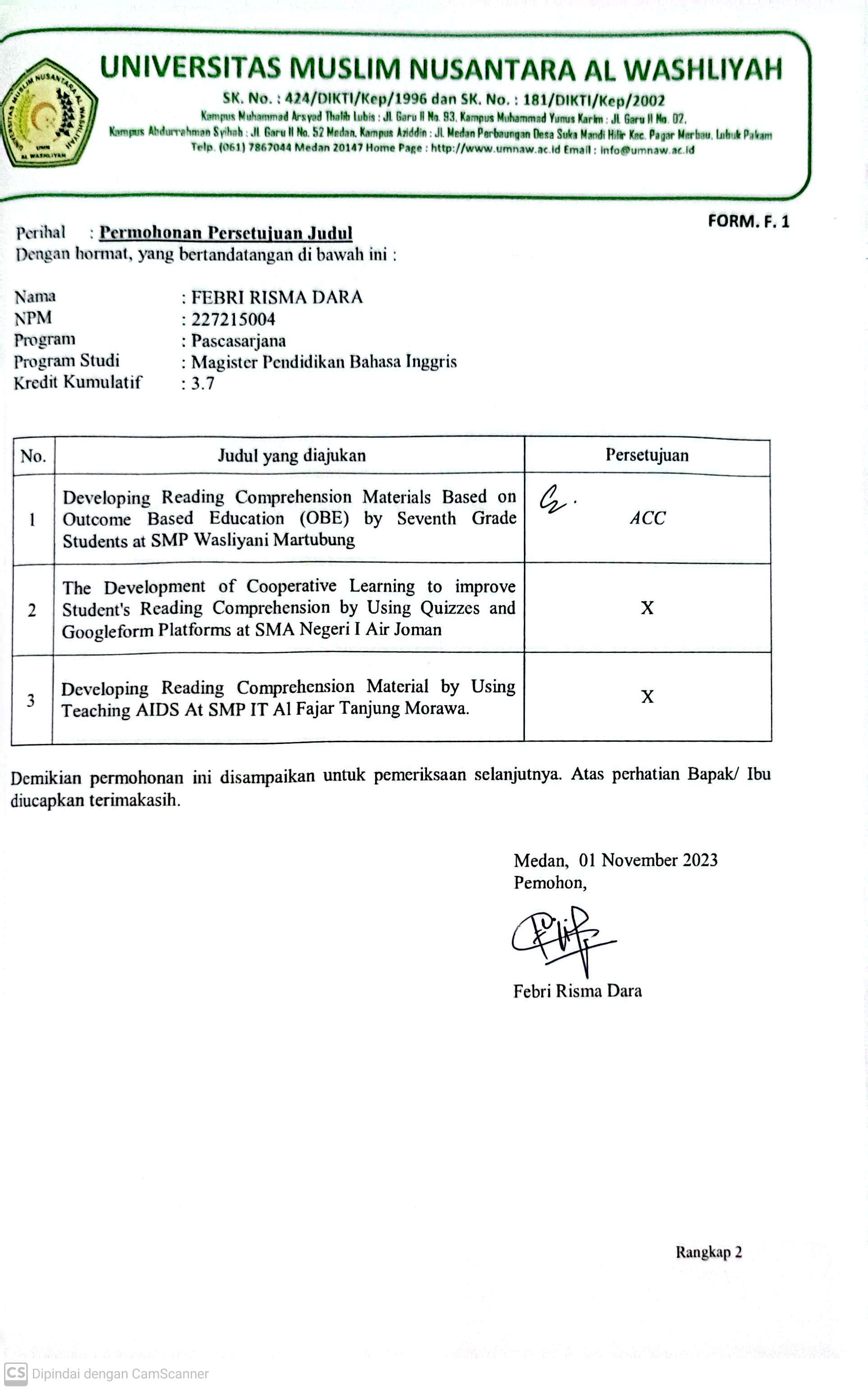
First and foremost, she would praise and thanks to Almighty God, because of His blessings she can complete this research. She got suggestions, criticism and guidance from many people. Therefore, she would like to extend her sincere and special thanks to

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Medan, May 2024

The writer

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Febri RiSMK Dara

**TABLE OF CONTENTS**

**ABSTRAK ii**

**ABSTRACT iii**

**ACKNOWLEDGEMENTS iv**

**TABLE OF CONTENTS vi**

**LIST OF TABLE ix**

**LIST OF PICTURES x**

**CHAPTER I INTRODUCTION 1**

* 1. Background of the Research 1
  2. Identification of the Research 4
  3. Limitation of the Research 4
  4. Problems of the Research 5
  5. Objectives of the Research 5
  6. Significances of the Research 6

**CHAPTER II REVIEW OF RELATED LITERATURE 7**

* 1. **Theory Study** 7
     1. Reading 7
     2. Definition of Reading 7
     3. Purpose Reading 7
     4. The Reason of Reading 9
     5. Definition of Reading Comprehension 9
     6. Reading Indicators 10
     7. Effective Strategies for Reading Comprehension 12
     8. Outcome Based Education (OBE) 15
     9. Definition of Outcome Based Education (OBE) 15
     10. Main Concepts and Principles of OBE 16
     11. Basic Implementation of OBE 16
  2. **Previous Related Research Findings 17**
  3. **Conceptual Framework 19**
  4. **Hyphothesis 20**

**CHAPTER III RESEARCH METHOD 20**

* 1. Research Design 21
  2. Research Setting and Subjects 23
  3. Population and Sample 24
  4. Population 24
  5. Sample 24
  6. Research Instrument 24
  7. Procedure of Data Collection 25
  8. Technique of Analyzing Data 27

**CHAPTER IV RESULT AND DISCUSSION OF RESEARCH 30**

* 1. Data 30
  2. Data Analyses 30
     1. Student Perception 30
     2. Teacher Perception 36
     3. Principle Perception 37
  3. Result and Discussion 38
     1. Research and Information gathering 38
     2. Planning 39
     3. Developing The Initial Product 40
     4. Preliminary Field Trials 40
     5. Revision of The Main and Operational Product 41
     6. Main and Operational Field Trials 42
     7. Revision of Final Product 44
     8. Dissemination and Implementation 45
  4. Discussion 47
     1. The Development of Reading Comprehension Material by using OBE 47
     2. The Validation of Development of Reading Comprehension Materia 50
     3. The Effectiveness of Developent of Reading Comprehension Material by OBE Method 51

**CHAPTER V CONCLUSION AND SUGGESTION 54**

5.1 CONCLUSION 54

5.2 SUGGESTION 55

**REFERENCES 56**

**APPENDIX 60**

**LIST OF TABLE**

Table 1: Status Category Of Ngain 29

Table 2: Student Interview 32

Table 3: Teacher Perception 36

Table 4: Principle Perception 37

Table 5: Observation of Class XI (Pre-Test) 29 38

Table 6: Observation of Class XI (Preliminary Field Trials) 40

Table 7: Method Assessment 1 41

Table 8: Observation of Class XI (Main and Operational test) 43

Table 9: Method Assessment 2 44

Table 10: Observation of Class XI (Final test) 45

Table 11: Student’s Reading Comprehension Improvement 47

Table 12: Ngain Score 51

Table 13: Status Category of N-Gain Effectivity` 52

**LIST OF PICTURES**

Chart 2.1 Learning Process 20

Chart 3.1 R & D cycle from Borge & Gall 22

Chart 4.1 Student Improvement 49

**CHAPTER I**

**INTRODUCTION**

1. **Background of the Research**

In everyday life, reading ability is very important. By reading, we will gain the latest knowledge that we did not understand before. Reading a lot can also increase intelligence and reasoning power. But reading is not just reading word by word. Understanding and reading texts is very important to finding and getting the information we need. Skilled readers create theories and predict events using their past experiences and their current knowledge (Amin, 2019).

One of the important components of learning English is reading comprehension. This is not just reading English texts, but reading with the aim of gaining a deep and thorough understanding. Reading skills are very important skills, and their teaching must be improved. The interaction between written words and the way they generate knowledge outside of the text determines the level of reading comprehension. People are thought to have processing capacity, or the capacity to store and absorb data. As a result, people often believe that the ability to read proficiently depends on the ability to recognize words quickly and easily. If word recognition becomes difficult, students use their processing abilities too much to read individual words, which interferes with their understanding of what is read (Reza Ahmadi et al., 2013).

Reading ability in English lessons is one of the subjects that is classified as complicated and boring because students are required to be observant in sorting out existing subjects with texts that are relatively long and less interesting. To overcome this, teachers are asked to be more creative in delivering learning material using interesting media and learning methods. Media or learning methods that are used appropriately in the learning process will become more effective and efficient supporting tools in achieving learning goals.

One of the many methods employed in developing learning materials was the use of OBE (Outcome based Education). Yuliana (2019) also found a significant difference between the reading comprehension scores of students in the experimental class that implemented outcome-based learning (OBE) and those of students in the control class that did not implement OBE. This suggests that OBE was effective in improving the reading comprehension skills of junior high school students.

OBE encouraged teachers to design learning that was relevant to students' lives and contexts. This helped students connect what they were learning to their own experiences, making the reading process more meaningful and engaging. Contextual learning also helped students develop critical thinking skills and problem-solving abilities, which were essential for improving their reading skills (Anggraini, D., *et al*. 2020).

This success can be attributed to the fact that OBE used a variety of ongoing and formative assessment methods to measure student progress. These assessments focused not only on the final outcome but also on the student's learning process. This helped teachers provide timely and relevant feedback to students, so they could continue to learn and grow. Formative assessment also helped students identify areas that needed improvement and develop more effective learning strategies (Hidayah, N., *et al*. 2022).

SMA Al-Wasliyah 12 Sei Rampah was one of many schools that faced challenges in developing reading materials. The monotonous and uninteresting materials, lacking clear learning targets and orientations, indicated a need for improvement in the school's reading instruction. This was evident from the researcher's observations, where assessments of students' reading abilities revealed that many students had not yet met the minimum graduation standards, particularly in reading comprehension. Base on this fenomena, researcher saw the potential for the OBE method to be successfully implemented at SMK Al-Wasliyah 12 SEI Rampah for developing students' reading materials.

Based on initial observations made by researchers at SMK AL WASHLIYAH 12 SEI RAMPAH, outcome based education in the reading learning process is still not effective. As a result, the teaching materials used cannot achieve the goals of learning to read, such as the ability to communicate and express ourselves and our ideas. Therefore, teachers need teaching materials that can help students improve reading comprehension by utilizing outcome based education as teaching materials in the teaching and learning process. In line with the facts above, the results of observation at SMK AL WASHLIYAH 12 SEI RAMPAH show that reading comprehension teaching materials with outcome-based education have not been developed. Therefore, in this research teaching materials will be developed to meet and improve students' competence in teaching English.

Therefore, researcher is interested in developing students' reading learning materials with the title**Developing Reading Comprehension Materials Based on Outcome Based Education (OBE) for Eleventh Grade Students at SMK AL WASHLIYAH 12 SEI RAMPAH in Academic Year 2023-2024.**

1. **Identification of the Problem**

Based on the background of the problem above, the problems can be identified as follows:

1. The reading method that used at SMK 12 Al-Wasliyah was monotonous
2. The students’ lack of vocabulary
3. The students’ lack of interest and motivation in learning English.
4. **Limitation of the Research**

Based on the preceding explanation, this research had several limitations. Firstly, the research focused solely on reading comprehension materials. Secondly, it concentrated on outcome-based education (OBE). Thirdly, it explored how OBE could enhance reading comprehension materials within the learning process. This research was specifically confined to the implementation of OBE through reading comprehension materials at SMK AL WASHLIYAH 12 SEI RAMPAH.

1. **Problems of the Research**

The problem of the research is formulated as:

1. How is the development of reading comprehension materials based on outcome based education (OBE) at SMK AL WASHLIYAH 12 SEI RAMPAH?

2. "How is the validation of reading comprehension materials based on outcome based education by the Grade eleventh Students of SMK AL WASHLIYAH 12 SEI RAMPAH?"

3. "How effective is reading comprehension materials based on outcome based education by the Grade Eleventh Students of SMK AL WASHLIYAH 12 SEI RAMPAH?"

1. **Objectives of the Research**

The purpose of this research:

1. To develop reading comprehension materials based on outcome based education (OBE)
2. To know validation of the reading comprehension materials based on outcome based education (OBE)
3. To increase the effectiveness reading comprehension materials based on outcome based education (OBE).
4. **Significances of the Research**

1) Teachers or lecturers, are expected to be a reference for English teachers or lecturers and are useful for reading comprehension materials based on outcome based education (OBE),

2) Students are expected to be able to improve their skills on outcome based education (OBE) so they are able to explore their own ideas or arguments,

3) Researchers, who are expected to provide knowledge for readers in general and also provide experience for researchers in teaching and applying this method.

**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

1. **Theory Study**

# Reading

1. **Definition of Reading**

Wooley (Munjid and Astiyandha, 2021:88) defines reading as the way toward outlining the significance of the content. The objective is to get the significance of the entire reading material instead of getting the importance from detached words or sentences. Reading perception is a cycle to comprehend the importance of the entire writing not just the piece of content.

Grabe (Gilakjani, 2016:230) defined reading as an interactive process between readers and texts that results in reading fluency. Reading is an activity that exerts several actions, including physical or cognitive action (Suyana, 2019:19). Mikulecky and Jeffries (ISMKil, 2017:125) state that reading has many benefits for students learning foreign languages.

It can enlarge of vocabulary, improve students’ general language skills, gain more knowledge, information, values, ideas, facts, and experiences. Reading is a process carried out and used by the reader to get the message the writer wants to convey through the medium of words or written language. In this case, reading is an attempt to explore the meaning contained in writing. They argue that reading activities consist of reading processes and reading products. the process of reading is the act/activity of reading, while the product of reading is the communication of the writer's thoughts and feelings to the reader.

# Purpose Reading

In general there are four types of reading, and four purposes of reading cited in Ngabut, (2015:31). They are (1) skimming (in order to obtain the general idea of the author), (2) scanning (in order to obtain specific fact or piece of information), (3) intensive or thorough reading (in order to obtain a comprehensive understanding of a reading text, in this case, reading for detail), and (4) critical reading (in order to evaluate information to determine where it fits into one’s own system of beliefs).

Harmer (cited in Aryanti and Anggaira, 2016:62), suggested that there are two main purposes for reading:

* + - * 1. Reading can be an exposure to English for language students. At the very least, some of the language functions such as vocabulary, grammar, punctuation, and the way to construct the sentences, paragraphs and texts, stick in the students minds by a reading text as part of the process of language acquisition.
        2. Good reading texts can attract students‟ interest in stimulating discussion and excite imaginative responses, and fascinating lessons. The students can gain enjoyment and excitement by reading English texts.

There is another purposes of reading, according to Anderson (cited in Dalman, 2013:11) there are seven purposes for reading, those are: reading for details or fact, reading for main ideas, reading for sequence or organization, reading for inference, reading to classify, reading to evaluate, reading to compare or contrast.

# The Reason of Reading

Harmer (Purba and Rini, 2021:66) stated that there are many reasons why getting students to read English texts is an important part of the teacher’s job. In the first place, many students want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. There are four reason of reading, they are :

1. Reading in language learning

Reading is an exercise dominated by the eyes and the brainreading to confirm expectation technique is sucsessful since it interest students, and gives them a purpose for reading.

1. Reading for language learning

Learning that is more basic than engaging in some language learning task seems to be asking about details on the language.

1. Reading for information

Reading for information is relevant to current study of the reader they read to find out information, and to reduce their uncertainties.

1. Reading for pleasure

reading for pleasure is done without other people’s order but according to an individual reader’s wish, and taste.

# Definition of Reading Comprehension

According to Rahmani and Sadeghi (cited in Ahmadi, 2017:4) reading comprehension is defined as the level of recognizing a text or message. This recognition comes from the communication between the words that are written and how they activate knowledge outside the text/message. Reading comprehension depends on the ability to understand words fast. If word understanding is hard, learners use too much of their processing ability to read individual words which interferes with their ability to comprehend what is read.

According to Simarmata (cited in Pratama, 2020:18), reading comprehension is reading ability to read the text, process it and understand its meaning. It means that reading comprehension is the reader ability to comprehend text to get meaning from text. Pressley and Birsch (cited in Gilakjani and Sabouri, 2016:181) defined reading comprehension as the ability to get meaning from what is read. It needs different reading skills such as word recognition, fluency, lexical knowledge, and pre-existing knowledge to be undertaken quickly so that the reader gets knowledge from text. The level of reading comprehension of the text is determined by how well the reader variables (interest level in the text, purpose for reading the text, knowledge of the topic, foreign language abilities, awareness of the reading process, and level of willingness to take risk) interact with the text variables (text type, structure, syntax, and vocabulary) (Hosenfeld, cited in Rachmawati, 2015:2).

# Reading Indicators

# According to anderson *et al* (2000) there are several indicator of reading comprehention, there are follows:

# Identifying Explicit Information: Readers can find and understand information directly stated in the text.

# Drawing Conclusions: Readers can infer meaning based on information in the text, even if not explicitly mentioned.

# Interpreting Information: Readers can grasp deeper meaning, including the author's intent and the implications of the information presented.

# Evaluating Information: Readers can assess the credibility and reliability of information within the text.

# Reflecting on Information: Readers can connect information in the text to their own knowledge and experiences.

# In contrast to Perfetti et al. (2007), reading comprehension can be viewed through four indicators, including:

# Building Mental Representations: Readers can form mental images from the information in the text.

# Connecting Ideas: Readers can connect information in the text with their own knowledge, experiences, and other information they've encountered.

# Predicting and Anticipating: Readers can predict what will happen next based on the information they've read.

# Monitoring Comprehension: Readers are aware of whether they understand the text and can take steps to improve comprehension if needed.

# The Reading Comprehension Test (RCT) within Indonesia's National Reading Assessment (NRA) uses several comprehension indicators, including:

1. Understanding Factual Information: Test-takers can grasp information directly stated in the text.
2. Understanding Implicit Meaning: Test-takers can understand deeper meaning, such as the author's intent and the implications of the information presented.
3. Evaluating and Criticizing Information: Test-takers can assess the credibility and reliability of information in the text, identifying bias and author's perspective.
4. Responding and Reflecting on Information: Test-takers can connect information in the text with their own knowledge and experiences, and provide their opinions and reflections on the text (2023).

Based on the explanations of the experts above, the researcher concludes that the indicators of students' reading comprehension can be categorized into several aspects, including; (1) Understanding Factual Information, (2) Understanding Implicit Meaning, (3) Drawing conclution, and (4) Responding and Reflecting on Information.

# Effective Strategies for Reading Comprehension

There are a lot of strategies for reading comprehension (cited in Gilakjani, 2016:234). These strategies are explained in detail in this section.

1. Activating and Using Background Knowledge

In this strategy, readers activate their knowledge background and apply it to aid them comprehend what they are reading. This knowledge consists of individuals’ experiences with the world together with their concepts for how written text work, involving word recognition, print concepts, word meaning, and how the text is formed.

1. Generating and Asking Questions

In this strategy, readers ask themselves pertinent questions in reading the text. This strategy assists them to combine information, recognize main ideas, and summarize information. Asking appropriate questions permits successful readers to concentrate on the most important information of a text.

1. Making Inferences

Readers assess or draw conclusions from information in a text. In this strategy, writers do not always provide full information about a topic, place, personality, or happening. Instead, they provide information that readers can use to read by making inferences that integrate information of the text with their previous knowledge. Through this process, they can improve their skills to make meaning. Being able to make inferences is an important factor for readers’ successful reading.

1. Predicting

In this strategy, readers are able to gain meaning from a text by making educated guesses. Successful readers apply forecasting to make their existing knowledge to new information from a text to obtain meaning from what they read. Before reading, they may apply what they know about a writer to forecast what a text will be about. The title of a text can operate memories of texts with the same content, permitting them to guess the content of a new text. During reading, successful readers can make predictions about what will occur next, or what opinions the writer will offer to support a discussion. They try to assess these predictions ceaselessly and change any prediction that is not approved by the reading.

1. Summarizing

Readers combine information in a text to elaborate in their own words what the text is about. Summarizing is a significant strategy that allows them to remember text rapidly. In this strategy, they can be aware of text structure, of what is significant in a text, and of how opinions are related to each other. Effective summarizing of narrative text includes things such as connecting happenings in a story line or recognizing the elements that stimulate a character’s activities and conduct.

1. Visualizing

Readers can make mental picture of a text to comprehend processes they face during reading. This skill shows that a reader perceives a text. Readers who form a mental image as they read are better able to remember what they have read than those who do not image (Pressley).Visualizing is very important when it is used for narrative texts. When readers read narrative texts, they can easily understand what is happening by visualizing the place, personalities, or operations of a plan.

1. Comprehension Monitoring

In this strategy, readers have the ability to know when they comprehend what they read, when they do not perceive, and to apply suitable strategies to make better their understanding. Successful readers know and check their thought processes as they read. Strategies that successful readers use to improve their understanding are called “fix-up” strategies. Particular repair strategies involve rereading, reading ahead, explaining the words by looking them up in a, or asking someone for assistance.

# Outcome Based Education (OBE)

1. **Definition of Outcome Based Education (OBE)**

Outcome-Based Education means clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organizing the curriculum, instruction, and assessment to make sure this learning ultimately happens” (Spady, 1994:1). OBE is the education process that focused at achieving the certain specified concrete outcome (results oriented knowledge, ability and behavior). So OBE is a process that involves the restructuring of curriculum, assessment and reporting practices in education to reflect the achievement of high order learning and mastery rather than accumulation of course credits.

1. **Main Concepts and Principles of OBE**

According to Karnakata (2015) states that main concepts and principles of OBE consists of six like this:

1. Focus on Learning Outcomes
2. Backwards curriculum design
3. Structured suitability (Learning outcomes–learning activities - assessment)
4. Provide learning opportunities
5. Systematic cycle P-D-C-A
6. **Basic Implementation of OBE**
7. Developments in the world of education➔ OBE
8. Industry 4.0 ➔ education 4.0
9. National regulations and standards
10. Accreditation/certification requirements:
11. National: BAN-PT➔ new instrument 9 standards
12. Regional: AUN-QA certification
13. International: AACSB, ABET, ASIIN, KAAB,
14. AHPGS, etc

In addition to the idea that outcomes should describe long-term significant learning, OBE is underpinned by three basic premises:

1. All students can learn and succeed, but not all in the same time or in the same way.
2. Successful learning promotes even more successful learning.
3. Schools (and teachers) control the conditions that determine whether or not students are successful at school learning.

On to these points we can overlay the philosophical base suggested by Mamary (1991) in his discussion of outcomes-based schools:

1. All students have talent and it is the job of schools to develop it.
2. The role of schools is to find ways for students to succeed, rather than finding ways for students to fail.
3. Mutual trust drives all good outcomes-based schools.
4. Excellence is for every child and not just a few.
5. By preparing students every day for success the next day, the need for correctives will be reduced.
6. Students should collaborate in learning rather than compete.
7. As far as possible, no child should be excluded from any activity in a school.
8. A positive attitude is essential. (If you believe that you can get every student to learn well then they will).
9. **Previous Related Research Findings**

There are some previous research showed that reading comprehension to improve students’ reading based on outcome based education (OBE). The writer’s assumptions are also supported by some previous research. There were several relevant studies to this research as follows:

Abdul Ghofur (Universitas Negeri Medan, 2021) conducted the title “Strategy for Developing Learning Materials Oriented to Outcomes Based Education Curriculum”. Abdul Ghofur study result is obtained a description that to develop learning materials for research methodology courses based on the O.B.E curriculum, it is necessary to carry out the following activities: (1) conduct an analysis of the characteristics and objectives of O.B.E based curriculum and research methodology courses, (2) prepare the design of learning materials for research methodology courses that are in accordance with the objectives and characteristics of O.B.E based curriculum, (3) develop learning materials, and (4) conduct a try out of learning materials.It can be obtained learning materials for research methodology courses that are valid, practical, and effective which can be used to support the implementation of O.B.E based curriculum.

Amin, M. R (University of Bangladesh, 2019) conducted the title “Developing Reading Skills through Effective Reading Approaches”. Amin study result is teaching reading approaches are considered as an important procedure to develop the skills of the Bangladeshi students. The outcome of the study specifies that students who have been tutored about the reading strategies have a development to a great level.

Istiqomah (UIN Mataram, 2022/2023) conducted the title “The Use of Comic Strips in Improving The Student’s Reading Comprehension of Narrative Tex at VIII Grade Students of SMP Plus Yanmu NW Praya in Academic Year 2022/2023. Istiqomah study result is using comic strips significantly improved students reading comprehension.

1. **Conceptual Framework**

Many students in middle school have difficulty learning to read. Memorizing and understanding the structure of new words is the main problem faced by AL WASHLIYAH 12 SEI RAMPAH High school students. In this case, students do not understand reading comprehension well. It can be said that students feel bored when learning to read, so that based on outcome based education (OBE) students can be motivated in reading comprehension and do it on time. Teachers must find solutions so that students can easily understand, memorize new words, be brave, active, build character, be punctual and funny in the learning process. Teachers must provide interesting techniques, methods and teaching materials in teaching so that students can relax and easily memorize new words.

Based on outcome based education (OBE) can be a great technique for natural language acquisition. In the teaching and learning process, teachers must design material before entering the classroom. Based on the statement above, the author assumes that based on outcome based education (OBE) can improve and motivate students and teachers in reading comprehension teaching materials in class XI SMK AL WASHLIYAH 12 SEI RAMPAH.

**Chart 2.1**

**Learning Process**

What to do to make solution

Theory

Problem

Solution (Construct ideas)

Hope for Result

1. **Hyphothesis**

According to framework of thinking above, we can take hypothesis:

**H1 :** The development of reading comprehension materials based on outcome based education (OBE) at SMK AL WASHLIYAH 12 SEI RAMPAH is success

**H01 :** The development of reading comprehension materials based on outcome based education (OBE) at SMK AL WASHLIYAH 12 SEI RAMPAH isn’t success

**H2 :** Reading comprehension materials based on outcome based education by the Grade eleventh Students of SMK AL WASHLIYAH 12 SEI RAMPAH is Valid

**H02 :** Reading comprehension materials based on outcome based education by the Grade eleventh Students of SMK AL WASHLIYAH 12 SEI RAMPAH isn’t valid

**H3 :** Reading comprehension materials based on outcome based education by the Grade Eleventh Students of SMK AL WASHLIYAH 12 SEI RAMPAH is effective.

**H03 :** Reading comprehension materials based on outcome based education by the Grade Eleventh Students of SMK AL WASHLIYAH 12 SEI RAMPAH is not effective

**CHAPTER III**

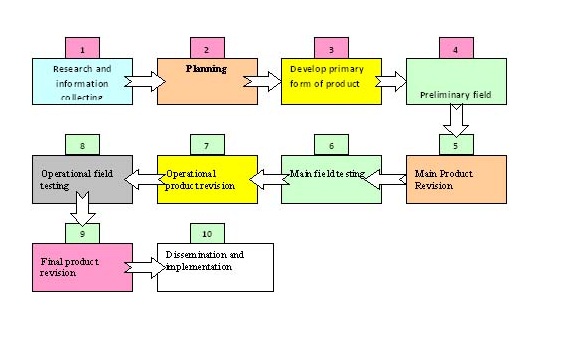
**RESEARCH METHOD**

1. **Research Design**

In this study, development research is used as a research design. The procedure entails a cycle of research and development, R&D that includes field testing, reviewing, and refining research findings. Inadequacies discovered during the field test phase are fixed using this procedure.

The steps of the R&D cycle, as outlined by Borg & Gall, are as follows: planning, research and information gathering, significant product revision, initial field trials, initial product development, dissemination, and implementation. To put it briefly, there are three primary phases to the R&D cycle: information research and testing, initial product development, and evaluation. Interviews, observation, and needs analysis are all part of research and information collection. The planning stage involves focus group discussions with teachers and students. Performance product development involves data collection and analysis for the design of reading comprehension materials. Data was collected from questionnaires, interviews, and observations. Questionnaires, interviews, and observations function as needs analysis tools to create profiles of student needs, desires, and shortcomings. Preliminary field trials involve implementing the design of initial reading comprehension materials. The main product revision includes initial revision of reading comprehension material and socialization, and implementation includes final implementation of reading comprehension material based on outcome based education by the Grade Eleventh Students of SMK AL WASHLIYAH 12 SEI RAMPAH.

R&D cycle from Borg&Gall (2019:24), the process of developing takes more the presentation of this process. The process doesn‘t end to the developing steps. Furthermore, it will be continued to the validating and revising steps. Educational research and development (R & D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle , which consists of studying research findings pertinent to the product to be developed, developing the product based on the finding, field testing it in the setting where it wil be used eventually, and revising it to correct the deficiencies found in the field testing stage. In indicate that product meets its behaviorally defined objectives.

****

**Chart 3.1**

**R&D cycle from Borg&Gall**

Conceptually, the research and development approach includes 10 general steps, as outlined by Borg & Gall in the following model:

1. Research and information gathering; This step includes, among other things, literature studies related to the problem being studied, and preparation for formulating a research framework;
2. Planning; This step includes formulating skills and expertise related to the problem, determining the goals to be achieved at each stage, and if possible/necessary carrying out a limited feasibility study;
3. Developing the initial form of the product, namely developing the initial form of the product to be produced. Included in this step is preparing supporting components, preparing guidelines and manuals, and evaluating the suitability of supporting tools;
4. Preliminary field trials, namely conducting initial field trials on a limited scale. by involving as many as 6-12 subjects. At this step data collection and analysis can be done by means of interviews, observation or questionnaires;
5. Revision of the main product, namely making improvements to the initial product produced based on the results of the initial trial. It is very possible for this improvement to be carried out more than once, according to the results shown in limited trials, so that a draft of the main product (model) is obtained which is ready to be tested more widely;
6. Main field trials, main trials involving all students.
7. Revision of operational products, namely making improvements/refinements to the results of wider trials, so that the product developed is an operational model design that is ready to be validated;
8. Field operational test, namely the validation test step of the operational model that has been produced;
9. Revision of the final product, namely making final improvements to the developed model to produce the final product;
10. Dissemination and implementation, namely steps to disseminate the products/models developed.

The schematic is referenced from the main steps in the Borg and Gall R&D cycle. The adaptation is manifested in the form of technical planning, targets and types of activities to be carried out at each stage.

1. **Research Setting and Subjects**

This research was conducted at SMK AL WASHLIYAH 12 SEI RAMPAH, Class XI students for the 2023/2024 academic year were the subjects of this research. The number of students is 40 people. There are two reasons why researchers chose this class as the setting and subject of this research. First, this school does not implement based on Outcome Based Education (OBE). Then there is the opportunity for researchers to conduct research by implementing based on Outcome Based Education (OBE). Second, after interviewing english teachers in class, researchers found several difficulties experienced by students in english reading comprehension. Therefore, researchers intend to apply based on Outcome Based Education (OBE) to solve student problems and improve reading comprehension.

1. **Population and Sample**
2. **Population**

The population that will be used as research are students of Grade Eleventh Students of SMK AL WASHLIYAH 12 SEI RAMPAH. There are 2 classes, XI TKJ with 15 students and XI TBSM with 18 students. The total of number of students consist 35 of students.

1. **Sample**

In taking the sample, the writer chooses class XI-TKJ, there are 15 students experimental group.

1. **Research Instrument**

In qualitative research, the instrument is the researcher. Instruments are needed to obtain comprehensive data. This research obtained data from three types of data, namely interviews, field observation notes, and document notes. Thus, the preparation of the data instruments is an interview guide, an observation guide, and documents implementing Outcome Based Education (OBE). All data will be analyzed and attached to this research attachment. In addition, for data consistency, the teaching process will be recorded via audio or video, and teaching documents (curriculum, syllabus, lesson plans, and student assignment instruments) will be photocopied, and documents based on Outcome Based Education (OBE): in the form of student activities implementing Based on Outcome Based Education (OBE).

1. **Procedure of Data Collection**

The study collected the data by applying the following techniques:

* + - 1. Study Literating

The Study literating was the method that base on previous research like a journal or text bool that support the theory and explanation about OBE and Reading Comperhansion.

2.Interview

In addition to the questionnaire, semi-structured interviews are conducted with the students. In addition to students, teachers and principals are interviewed to identify their professional needs, language skills, assignments and deficiencies, learning styles, teaching methods, perspectives, and suggestions for better and engaging English learning. The interview is a solid foundation because it is a triangulation in conducting the questionnaire. Furthermore, interview sampling will be based on sampling criteria, because the Likert scale analysis of the questionnaire forms the basis and is used as a follow-up. The interview sample was selected by purposive sampling technique. The reasons for using this technique lie in the research objectives, to Develop Reading Comprehension and to increase the effectiveness of Based on Outcome Based Education (OBE) and there by gather information from carefully selected members. There will be 15 students, 2 teachers, 1 principal for the interview session.

1. Observation

The researcher observes certain grade levels to get the main activity. Observation allows researchers to see learning activities, learning materials, and classroom management. Observations are made at least twice. Researchers used tape recorders, field notes, and observation guidelines during the process. The role of the researcher is participant observer. Therefore, since the researcher is the instructor of the course, the researcher is a complete participant because the researcher experiences the same things as the participants. The researcher observed two classes: a control class and an experimental class.

1. Forum Group Discussion (FGD)

To achieve an in-depth understanding of data collection and carrying out the planning phase, focus group discussions are conducted with teachers, principals, and curriculum representatives.

1. Documentation

As a program that has been running for two years. Several documents need to be analyzed to collect data, such as English curriculum documents, English syllabuses, English annual programs, teacher lesson plans, and program evaluation documents, along with based on Outcome Based Education (OBE) document.

1. **Technique of Analyzing Data**

The data have been analyzed in form of qualitative and quantitative. The qualitative data are collected from the result of interview section of the teacher’s recording. Thus, the quantitative data are collected from the tabulation of the results of students’ questionnaire and the checklist of media validation by the experts. The data of students’ needs analysis questionnaires are counted and changed into percentage (%).

1. In developing reading comprehension material based on outcome-based education (OBE), several process criteria were used through the R&D cycle at Borg & Gall.
2. In validating the reading comprehension based on outcome-based education (OBE) material, the experts in designing and validating the method by using method assessment.
3. Media validation is analyzed using quantitative descriptive techniques that describe the application of learning media. This analysis is used to describe the characteristics of the data for each variable. The tabulation uses a Likert scale with five alternative answers. Namely: Very Good = 5, Good = 4, Fair = 3, Bad = 2, and Very Bad = 1. The indicators for each category in each item are calculated to get a total score.
4. To answer the hypothesis of this research, which is related to the effectiveness of the teaching method used, the researcher uses the N-Gain formula to obtain accurate results. The formula for N-Gain itself is as follows:

N-Gain =

Note:

N-Gain = Value of gain-normality

Post-test= sudent post-test score

Pre-test= student pre-test score

Ideal value = maksimum score

The results obtained from the test will be categorized based on the interpretation table of N-Gain effectiveness.

**Table 1:Status Category of N-Gain Effectivity**

|  |  |
| --- | --- |
| **Percentage (%)** | **Status** |
| < 40 | Not Effective |
| 40-55 | Less Effective |
| 56-75 | Effective enough |
| >75 | Effective |

Reference: Jariyah *et al* (2022:113).

**CHAPTER IV**

**RESULT AND DISCUSSION OF RESEARCH**

* 1. **Data**

In the development of reading materials for SMK Al-Wasliyah 12 Sei Rampah, the researcher utilized data from interviews, observations of classroom activities, and expert judgments to refine the development of students' reading materials.

* 1. **Data Analyses**

The data analysis in the subsequent sub-chapters focused primarily on interview data from students, teachers, and the school principal. These interviews were conducted based on seven aspects; professional needs, language skills, assignments and deficiencies, learning styles, teaching methods, perspectives, and suggestions for better and engaging English learning.

* + 1. **Student Perceptions**

To determine whether the reading teaching methods used up until then were effective, the researcher conducted interviews with 15 students, 2 teacher and 1 principle from SMK 12 Al-Waliyah Sei Rampah. There ware 14 question that students must be answered in this sesion. The question patterns are:

1. The reading materials I receive are highly relevant to my future needs (as a student).
2. The reading skills taught in this school will help me achieve my career goals (as a student).
3. I (as a student) find it not to difficult to understand reading materials in English.
4. I (as a student) often encounter new words in reading materials that are difficult for me to understand.
5. The reading assignments given are challenging enough to improve my reading skills (as a student).
6. I (as a student) feel I do receive enough feedback on my reading assignments.
7. The existing reading materials are suitable for my learning style.
8. I prefer to learn to read independently rather than in a group.
9. The reading teaching methods used by the teacher are very interesting.
10. I feel that reading activities in class greatly help me improve my reading skills.
11. I feel motivated to improve my reading skills.
12. I hope the reading materials in this school can be further improved.
13. I wouldn’t like to be given more opportunities to discuss reading materials.
14. I wouldn’t like to get more variety of reading materials, such as articles, short stories, or novels.

The following are the results obtained from the interviews:

**Tabel 2: Student Perception**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student  interview | **Aspek** | **Question Number** | **Answer** | | | | |
| **STS** | **TS** | **N** | **S** | **SS** |
| professional needs | 1 | 7 | 6 | 2 | 0 | 0 |
| 2 | 6 | 5 | 4 | 0 | 0 |
| Language Skill | 3 | 4 | 7 | 4 | 0 | 0 |
| 4 | 7 | 5 | 3 | 0 | 0 |
| Assignments and Deficiencies | 5 | 5 | 5 | 5 | 0 | 0 |
| 6 | 5 | 5 | 5 | 0 | 0 |
| Learning Styles | 7 | 7 | 6 | 2 | 0 | 0 |
| 8 | 3 | 5 | 1 | 4 | 2 |
| Teaching Methods | 9 | 6 | 6 | 3 | 0 | 0 |
| 10 | 6 | 5 | 4 | 0 | 0 |
| Perspectives | 11 | 5 | 7 | 3 | 0 | 0 |
| 12 | 6 | 6 | 3 | 0 | 0 |
| Suggestion | 13 | 6 | 4 | 5 | 0 | 0 |
| 14 | 4 | 6 | 5 | 0 | 0 |

According to tabel 2 above we knew that in first question “The reading materials I receive are highly relevant to my future needs (as a student)” 7 students or 46,67% of students very not agree, 6 students or 40% of students answered not agree and 13,33% of students answerd neutral. In this case researcher could said that the reading material that was used at SMK 12 AL-wasliyah has not relevant to student needs. In other word, the material of reading comprehension that used before must be change or modified.

In the second question “The reading skills taught in this school will help me achieve my career goals (as a student)” 6 students or 40% of students very not agree, 5 students or 33,33% of students answered not agree and 26,67% of students answerd neutral. In this case researcher could said that the reading material that was used at SMK 12 AL-wasliyah has not helped to student needs. In other word, the material of reading comprehension that used before must be change or modified to helped student in the future.

In the third question “I (as a student) find it not to difficult to understand reading materials in English” 4 students or 26,67% of students very not agree, 7 students or 46,67% of students answered not agree and 26,67% of students answerd neutral. In this case researcher could said that the reading material that was used at SMK 12 AL-wasliyah was to difficult to understood. In other word, the material of reading comprehension that used before must be change or modified

In the fourth question “I (as a student) often encounter new words in reading materials that are difficult for me to understand” 7 students or 46,67% of students very not agree, 5 students or 33,33% of students answered not agree and 13% of students answerd neutral. In this case researcher could said that the reading material that was used at SMK 12 AL-wasliyah has not relevant to student comprehension. In other word, the material of reading comprehension that used before must be change or modified

In the fifth question “The reading assignments given are challenging enough to improve my reading skills (as a student)” 5 students or 33,337% of students very not agree, 5 students or 33,33% of students answered not agree and 33,33% of students answerd neutral. In this case researcher could said that the reading material that was used at SMK 12 AL-wasliyah was to challenging that mean was out of students capability to understood. In other word, the material of reading comprehension that used before must be change or modified.

In the sixth question “I (as a student) feel I do receive enough feedback on my reading assignments” 5 students or 33,33% of students very not agree, 5 students or 33,33% of students answered not agree and 33,33% of students answerd neutral. In this case researcher could said that the reading material that was used at SMK 12 AL-wasliyah has no feedback to student reading comprehension. In other word, the asignment of reading comprehension that used before must be change or modified

In the seventh question ” The existing reading materials are suitable for my learning style” 7 students or 46,67% of students very not agree, 6 students or 40% of students answered not agree and 13% of students answerd neutral. In this case researcher could said that the reading material that was used at SMK 12 AL-wasliyah has not suitable to student learning style. In other word, the material of reading comprehension that used before must be change or modified

In the eighth question “I prefer to learn to read independently rather than in a group” there are variatif answered of students. In this case researcher could said that the reading learning style that was used at SMK 12 AL-wasliyah must be change or modified, in every single meets.

In the nineth question “The reading teaching methods used by the teacher are very interesting.” 6 students or 40% of students very not agree, 6 students or 40% of students answered not agree and 20% of students answerd neutral. In this case researcher could said that the teaching methods that was used at SMK 12 AL-wasliyah has not relevant to student needs. In other word, the teaching methods of reading comprehension that used before must be change or modified.

In the tenth question “I feel that reading activities in class greatly help me improve my reading skills” 6 students or 40% of students very not agree, 5 students or 33,33% of students answered not agree and 26,67% of students answerd neutral. In this case researcher could said that the reading material that was used at SMK 12 AL-wasliyah has not relevant to student needs. In other word, the material of reading comprehension that used before must be change or modified

In the eleventh question “I feel motivated to improve my reading skills” 5 students or 33,33% of students very not agree, 7 students or 46,67% of students answered not agree and 20% of students answerd neutral. In this case researcher could said that the reading material that was used at SMK 12 AL-wasliyah has not relevant to student perspective. In other word, the material of reading comprehension that used before must be change or modified.

In the twelveth question “I hope the reading materials in this school can be further improved” 6 students or 40% of students very not agree, 6 students or 40% of students answered not agree and 20% of students answerd neutral. In this case researcher could said that the reading material that was used at SMK 12 AL-wasliyah has not relevant to student perspective. In other word, the material of reading comprehension that used before must be change or modified

In the threeteen question “I wouldn’t like to be given more opportunities to discuss reading materials” 6 students or 40% of students very not agree, 4 students or 26,67% of students answered not agree and 33,33% of students answerd neutral. In this case researcher could said that the reading material that was used at SMK 12 AL-wasliyah has not relevant to student suggestion. In other word, the material of reading comprehension that used before must be change or modified.

In the last question “I wouldn’t like to get more variety of reading materials, such as articles, short stories, or novels” 4 students or 26,67 % of students very not agree, 6 students or 40% of students answered not agree and 33,33% of students answerd neutral. In this case researcher could said that the reading material that was used at SMK 12 AL-wasliyah has not relevant to student suggestion. In other word, the material of reading comprehension that used before must be change or modified.

* + 1. **Teacher Perceptions**

**Table 3: Teacher perceptions**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Teacher  interview | **Aspec** | **Question Number** | **Answer** | | | | |
| **STS** | **TS** | **N** | **S** | **SS** |
| professional needs | 1 | 0 | 0 | 1 | 1 | 0 |
| 2 | 0 | 0 | 1 | 1 | 0 |
| Language Skill | 3 | 0 | 0 | 1 | 1 | 0 |
| 4 | 0 | 1 | 0 | 1 | 0 |
| Assignments and Deficiencies | 5 | 0 | 0 | 0 | 2 | 0 |
| 6 | 0 | 0 | 0 | 2 | 0 |
| Learning Styles | 7 | 0 | 0 | 1 | 1 | 0 |
| 8 | 0 | 0 | 1 | 1 | 0 |
| Teaching Methods | 9 | 0 | 0 | 1 | 1 | 0 |
| 10 | 0 | 0 | 1 | 1 | 0 |
| Perspectives | 11 | 0 | 1 | 0 | 1 | 0 |
| 12 | 0 | 1 | 0 | 1 | 0 |
| Suggestion | 13 | 0 | 0 | 1 | 1 | 0 |
| 14 | 0 | 0 | 1 | 1 | 0 |

According to teacher interview result, that are several differences between teacher and student answered. It was normoal because sometimes what sudent want was caontra with what sudent want, but there are several point that researcher was so interseted.

The interested finding in aspec “learning skill and teacing methods” there were answer that differnt in teacher answerd, that mean the teacher was not belived in the material that their brough to teached the students, so the content of learning skill and teaching methods must be attention and disccussion seriously by teacher, students, and the principle.

* + 1. **Principal Perception**

**Table 4: Principle Perception**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Principle  interview | **Aspek** | **Question Number** | **Answer** | | | | |
| **STS** | **TS** | **N** | **S** | **SS** |
| professional needs | 1 | 0 | 0 | 1 | 0 | 0 |
| 2 | 0 | 0 | 1 | 0 | 0 |
| Language Skill | 3 | 0 | 1 | 0 | 0 | 0 |
| 4 | 0 | 1 | 0 | 0 | 0 |
| Assignments and Deficiencies | 5 | 0 | 0 | 1 | 0 | 0 |
| 6 | 0 | 0 | 1 | 0 | 0 |
| Learning Styles | 7 | 0 | 0 | 0 | 1 | 0 |
| 8 | 0 | 0 | 1 | 0 | 0 |
| Teaching Methods | 9 | 0 | 0 | 0 | 1 | 0 |
| 10 | 0 | 0 | 0 | 1 | 0 |
| Perspectives | 11 | 0 | 0 | 0 | 1 | 0 |
| 12 | 0 | 0 | 0 | 1 | 0 |
| Suggestion | 13 | 0 | 0 | 0 | 1 | 0 |
| 14 | 0 | 0 | 0 | 1 | 0 |

According to the principle interview above, we knew that, as a principle if we asking about their teacher teaching methods, the principle must be cover their team and it was good as professional profesion, but, if we saw at the other perspective, it was killed the potensial of the learning process.

According to the result of interview session to the principle we knew the fact that, the material that deliverd by the teacher before, was not suitable to the students language ability, so in this points according to the triangulated perceptions, the reading material must be change or modifated to suitable to students language ability.

* 1. **Result and Discussion**

Conceptually, the research and development approach includes 8 general steps:

* + 1. **Research And Information Gathering**

To fulfill this stage, the researcher conducted a pre-test on the 11th-grade students of SMK Al-Washliyah 12 Sei Rampah..

**Tabel 5: Observation of Class XI (Pre-Test)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No | Name of Student | Student’s Reading Comprehention | | | | Total Score | Stat |
| X1 | X2 | X3 | X4 |
| 1 | Delfiana riSMK | 2 | 2 | 3 | 2 | 9 | Not pass |
| 2 | Dino agustin | 3 | 2 | 3 | 3 | 11 | Not pass |
| 3 | Esa aulia | 2 | 3 | 2 | 3 | 10 | Not pass |
| 4 | Imam surya akbar | 1 | 1 | 1 | 1 | 4 | Not pass |
| 5 | Jayanti rahma aullina | 2 | 2 | 3 | 2 | 9 | Not pass |
| 6 | Keysia wulandari | 1 | 1 | 1 | 1 | 4 | Not pass |
| 7 | Muhammad riski marpaung | 1 | 1 | 1 | 1 | 4 | Not pass |
| 8 | Muhammad sultan ibrahim | 2 | 2 | 3 | 2 | 9 | Not pass |
| 9 | Muhammad topan maulana | 2 | 3 | 3 | 2 | 10 | Not pass |
| 10 | Nuradina | 2 | 2 | 3 | 2 | 9 | Not pass |
| 11 | Pita rahayu | 3 | 4 | 4 | 3 | 14 | Not pass |
| 12 | Putri indriyani | 3 | 3 | 3 | 3 | 12 | Not pass |
| 13 | Safira salsabila | 2 | 1 | 2 | 2 | 7 | Not pass |
| 14 | Syafika natasya | 2 | 2 | 3 | 2 | 9 | Not pass |
| 15 | Zulfan fadila | 2 | 2 | 2 | 2 | 8 | Not pass |
| Average score of (SRC) | | 2 | 2 | 2 | 2 | 8,6 |  |

Note: Indicator Stat: (X1) Understanding Factual Information, (X2) Understanding Implicit Meaning, (X3) Drawing conclusion, and (X4) Responding and Reflecting on Information

Average score of SRC: ">26"=Very good; "21-25"= Good; "16-20" = Fair; "11-15"= Bad; "<10"= Very bad

Based on Table 5 above, it is evident that the average score for students' reading comprehension ability is only 8.6 points. This indicates that students' reading comprehension level is still at a “very low” levels. Based on Table 1 above, it was observed that the average score for each indicator was only 2 points. This indicated that students' abilities in each indicator were only at the” bad” levels

Based on these findings, the researcher and collaborating teachers will proceed to the next stage, which is planning, to improve the reading comprehension level of students at SMK Al-Wahliyah 12 Sei Rampah.

* + 1. **Planning**

In this stage, the researcher conducted planning based on the findings obtained from the previous observation activities. Based on the observations made, the researcher and collaborating teachers agreed that the previously used curriculum was not yet focused on achieving improvements in students' reading comprehension abilities. Therefore, in this stage, the researcher and collaborating teachers developed a more focused learning plan to improve the reading comprehension abilities of students at SMK Al-Wahliyah 12 Sei Rampah

* + 1. **Developing The Initial Form Of The Product**,

The developing product (Learning plans) by using OBE method. The detail of learning plans could saw at appendix.

* + 1. **Preliminary Field Trials**

After the product development had been completed, the next step involved the implementation or execution of activities in the classroom. During this stage, the researcher and collaborating teachers collaborated on a plan for four meetings. At the conclusion of these meetings, the researcher administered a re-test to assess the students' reading comprehension abilities. The outcomes of the test are presented in Table 6 below.

**Tabel 6: Observation of Class XI (Preliminary Field Trials)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No | Name of Student | Student’s Reading Comprehention | | | | Total Score | Stat |
| X1 | X2 | X3 | X4 |
| 1 | Delfiana riSMK | 3 | 3 | 4 | 3 | 13 | Not Pass |
| 2 | Dino agustin | 4 | 3 | 4 | 3 | 14 | Not Pass |
| 3 | Esa aulia | 3 | 3 | 3 | 3 | 12 | Not Pass |
| 4 | Imam surya akbar | 2 | 2 | 2 | 2 | 8 | Not Pass |
| 5 | Jayanti rahma aullina | 3 | 3 | 4 | 3 | 13 | Not Pass |
| 6 | Keysia wulandari | 1 | 2 | 2 | 2 | 7 | Not Pass |
| 7 | Muhammad riski marpaung | 2 | 2 | 2 | 2 | 8 | Not Pass |
| 8 | Muhammad sultan ibrahim | 4 | 3 | 4 | 3 | 14 | Not Pass |
| 9 | Muhammad topan maulana | 3 | 4 | 4 | 3 | 14 | Not Pass |
| 10 | Nuradina | 3 | 3 | 4 | 4 | 14 | Not Pass |
| 11 | Pita rahayu | 4 | 5 | 5 | 3 | 17 | Pass |
| 12 | Putri indriyani | 4 | 4 | 5 | 4 | 17 | Pass |
| 13 | Safira salsabila | 3 | 3 | 4 | 3 | 13 | Not Pass |
| 14 | Syafika natasya | 3 | 3 | 4 | 3 | 13 | Not Pass |
| 15 | Zulfan fadila | 3 | 3 | 3 | 3 | 12 | Not Pass |
| Average score of (SRC) | | 3 | 3 | 4 | 3 | 12,6 |  |

Note: Indicator Stat: (X1) Understanding Factual Information, (X2) Understanding Implicit Meaning, (X3) Drawing conclusion, and (X4) Responding and Reflecting on Information

Average score of SRC: ">26"=Very good; "21-25"= Good; "16-20" = Fair; "11-15"= Bad; "<10"= Very bad

Based on Table 6 above, it is evident that out of 15 students, 2 students or 13.33% of the students met the minimum achievement threshold and can be categorized as passing. This indicates an improvement from the previous results, where there were no student achievements in the previous stage. Therefore, to maximize the results of implementing this method, a revision will be carried out in the next stage, focusing on the learning plan method that was implemented.

* + 1. **Revision of The Main and Operational Product**

To conduct a revision of the previously developed product, the researcher submitted an evaluation to the collaborating teacher using the format presented in Table 7 below:

**Tabel 7: Method Assessment 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Method Aspect** | **Sub-Aspect** | **Assessment Indicator** | | | **Point/Score** |
| **1** | **Material** | **Content Suitability** | Relevance of Content | | | 3 |
| Richness of Content | | | 3 |
| Organization | | | 3 |
| Engagement | | | 3 |
| Consistency | | | 3 |
| Readability | | | 3 |
| **Presentation** | Interactivity | | | 4 |
| Creativity | | | 3 |
| Accessibility | | | 3 |
| Support | | | 3 |
| **Language** | Language Accuracy | | | 2 |
| Completeness of Translations | | | 3 |
| **2** | **Language** | **Language Useage** | Grammar | | | 4 |
| Language Richness | | | 4 |
| Fluency | | | 4 |
| Language economy | | | 4 |
| Language Creativity | | | 4 |
| Contextual Suitability | | | 3 |
| Audience Suitability | | | 2 |
| **3** | **Method/Media** | **Presentation** | | Structure Coherence | 3 | |
| Use of Method/Media | 4 | |
| Student Engagment | 3 | |
| Creativity | 4 | |
| Accessibility | 4 | |
| **Effectiveness** | | Learning Objctives | 4 | |
| Active Teaching | 3 | |
| Student Engagment | 4 | |
| Evaluation | 4 | |
| Use of Technology | 3 | |
| Usability | 4 | |
| Measureability | 5 | |

Based on the data from the method evaluation above, it was evident that the aspects that required the researcher's attention and revision in the development and implementation of the lesson plan were the use of language and the teaching materials used. Based on this evaluation, the researcher made changes to the lesson plan for implementation in the next phase. The revised lesson plan can be found in the appendix of this thesis.

* + 1. **Main and Operational Field Trials**

After the revision of the methods was carried out, the next stage was the application of the methods to the students. Based on the results of the application, the results were obtained as shown in Table 8 below.

**Table 8**: **Observation of Class XI (Main and Operational test)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | Name of Student | Student’s Reading Comprehention | | | | | | | Total Score | Stat |
| X1 | | | X2 | | X3 | X4 |
| 1 | Delfiana riSMK | 4 | | | 4 | | 5 | 4 | 17 | Pass |
| 2 | Dino agustin | 4 | | | 4 | | 5 | 4 | 17 | Pass |
| 3 | Esa aulia | 4 | | | 3 | | 4 | 3 | 14 | Not Pass |
| 4 | Imam surya akbar | 3 | | | 3 | | 3 | 3 | 12 | Not Pass |
| 5 | Jayanti rahma aullina | | 4 | 3 | | 4 | | 4 | 15 | Not Pass |
| 6 | Keysia wulandari | | 3 | 3 | | 3 | | 3 | 12 | Not Pass |
| 7 | Muhammad riski marpaung | | 3 | 3 | | 4 | | 3 | 13 | Not Pass |
| 8 | Muhammad sultan ibrahim | | 5 | 4 | | 5 | | 4 | 18 | Pass |
| 9 | Muhammad topan maulana | | 4 | 5 | | 5 | | 4 | 18 | Pass |
| 10 | Nuradina | | 4 | 5 | | 5 | | 5 | 19 | Pass |
| 11 | Pita rahayu | | 5 | 5 | | 5 | | 4 | 19 | Pass |
| 12 | Putri indriyani | | 5 | 5 | | 5 | | 5 | 20 | Pass |
| 13 | Safira salsabila | | 4 | 3 | | 4 | | 3 | 14 | Not Pass |
| 14 | Syafika natasya | | 4 | 4 | | 5 | | 4 | 17 | Pass |
| 15 | Zulfan fadila | | 3 | 3 | | 4 | | 3 | 13 | Not Pass |
| Average score of (SRC) | | | 4 | 3,8 | | 4,4 | | 3,733333333 | 15,8666667 |  |

Note: Indicator Stat: (X1) Understanding Factual Information, (X2) Understanding Implicit Meaning, (X3) Drawing conclusion, and (X4) Responding and Reflecting on Information

Average score of SRC: ">26"=Very good; "21-25"= Good; "16-20" = Fair; "11-15"= Bad; "<10"= Very bad

Based on the data presented above, it is known that there has been an increase in the number of students who have passed in the field of reading ability. From the previous data that only showed 2 students who passed or 13.33%, at this stage there have been 8 students who have passed in this phase or around 53.33% of students have passed.

This shows that the evaluation carried out by the researcher in the previous stage has yielded results, although when viewed from the standard of success of a method is a value of achievement of 75%, the change from 0% to 53.33% is an achievement that can be said to be quite good. Therefore, in order to perfect the OBE method developed by the researcher, it is necessary to conduct further evaluation related to the assessment of the use of the applied method.

* + 1. **Revision of Final Product**

Based on the results of the previous observation, an evaluation is needed regarding the use and application of the method. The following is an assessment of the use and application of the previous method:.

**Tabel 9: Method Assessment 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Method Aspect** | **Sub-Aspect** | **Assessment Indicator** | | | **Point/Score** |
| **1** | **Material** | **Content Suitability** | Relevance of Content | | | 4 |
| Richness of Content | | | 4 |
| Organization | | | 4 |
| Engagement | | | 4 |
| Consistency | | | 4 |
| Readability | | | 4 |
| **Presentation** | Interactivity | | | 4 |
| Creativity | | | 4 |
| Accessibility | | | 5 |
| Support | | | 4 |
| **Language** | Language Accuracy | | | 4 |
| Completeness of Translations | | | 4 |
| **2** | **Language** | **Language Useage** | Grammar | | | 4 |
| Language Richness | | | 4 |
| Fluency | | | 4 |
| Language economy | | | 4 |
| Language Creativity | | | 4 |
| Contextual Suitability | | | 4 |
| Audience Suitability | | | 4 |
| **3** | **Method/Media** | **Presentation** | | Structure Coherence | 5 | |
| Use of Method/Media | 4 | |
| Student Engagment | 4 | |
| Creativity | 4 | |
| Accessibility | 4 | |
| **Effectiveness** | | Learning Objctives | 4 | |
| Active Teaching | 4 | |
| Student Engagment | 4 | |
| Evaluation | 4 | |
| Use of Technology | 3 | |
| Usability | 5 | |
| Measureability | 5 | |

Based on the assessment of the method that was carried out, it can be said that the use and application of the method are already good. However, due to the limited learning time, the results obtained have not been maximized. Therefore, based on the assessment of this method, the previous lesson plan does not need to be revised further. However, the duration of the implementation of activities must be extended.

* + 1. **Dissemination and Implementtation**

After the revision of the methods was carried out, the next stage was the application of the methods to the students. Based on the results of the application, the results were obtained as shown in Table 7 below

**Table 10**: **Observation of Class XI (Final test)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No | Name of Student | Student’s Reading Comprehention | | | | Total Score | Stat |
| X1 | X2 | X3 | X4 |
| 1 | Delfiana riSMK | 5 | 4 | 5 | 4 | 18 | Pass |
| 2 | Dino agustin | 5 | 5 | 5 | 5 | 20 | Pass |
| 3 | Esa aulia | 4 | 4 | 5 | 4 | 17 | Pass |
| 4 | Imam surya akbar | 4 | 4 | 5 | 4 | 17 | Pass |

**Sustain table 10:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No | Name of Student | Student’s Reading Comprehention | | | | Total Score | Stat |
| X1 | X2 | X3 | X4 |
| 5 | Jayanti rahma aullina | 5 | 4 | 5 | 4 | 18 | Pass |
| 6 | Keysia wulandari | 4 | 4 | 4 | 4 | 16 | Pass |
| 7 | Muhammad riski marpaung | 4 | 4 | 4 | 3 | 15 | Not Pass |
| 8 | Muhammad sultan ibrahim | 5 | 4 | 5 | 4 | 18 | Pass |
| 9 | Muhammad topan maulana | 4 | 5 | 5 | 4 | 18 | Pass |
| 10 | Nuradina | 4 | 5 | 5 | 5 | 19 | Pass |
| 11 | Pita rahayu | 5 | 5 | 5 | 5 | 20 | Pass |
| 12 | Putri indriyani | 5 | 5 | 5 | 5 | 20 | Pass |
| 13 | Safira salsabila | 4 | 4 | 5 | 4 | 17 | Pass |
| 14 | Syafika natasya | 5 | 5 | 5 | 4 | 19 | Pass |
| 15 | Zulfan fadila | 4 | 3 | 4 | 3 | 14 | Not Pass |
| Average score of (SRC) | | 4,47 | 4,3 | 4,8 | 4,13 | 17,73 |  |

Note: Indicator Stat: (X1) Understanding Factual Information, (X2) Understanding Implicit Meaning, (X3) Drawing conclusion, and (X4) Responding and Reflecting on Information

Average score of SRC: ">16"=Very good; "11-15"= Good; "5-10" = Fair; "1-5"= Bad; "<1"= Very bad

Based on the data presented above, it is known that the average student score is 17.73. According to the achievement indicators, this can be categorized as passing on average for the 11th-grade students at All-Wahliyah High School. Out of 15 students, 13 can be categorized as passing with a minimum score of 16 points. This shows that 86.66% of students have passed in the reading ability category with a reading level at the very good level, while the other 2 students who have not yet passed are at the good level.

This proves that the implementation of the OBE method carried out for 16 meetings as a whole has a positive impact on improving students' reading ability. However, in its implementation, the researcher carried out a 4-4-8 lesson plan formation to obtain maximum results, where the lesson plan has been attached on the last page of this thesis.

This success is also inseparable from the evaluation carried out at the end of each activity, which aims to further improve the achievements that have been predetermined previously, where in this study the achievement to be achieved is student reading ability.

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* 1. **DISCCUSION**
     1. **The Development of Reading Comprehension Material by using OBE**

Based on the previous data presentation, it is known that by applying the OBE method, the development of reading ability in students can be more specified based on the evaluation of the implementation of activities and the achievements determined by the teacher beforehand. This is evidenced by the increase in scores that occurs each time improvements are made. The changes in these scores can be seen in Table 10 below:

**Table 11: Student’s Reading Comprehension Improvement**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Name of Student** | **Lesson Phase Score** | | | |
| **Pre-test** | **Preliminary Field Test** | **Main test** | **Final test** |
| 1 | Delfiana riSMK | 9 | 13 | 17 | 18 |
| 2 | Dino agustin | 11 | 14 | 17 | 20 |
| 3 | Esa aulia | 10 | 12 | 14 | 17 |
| 4 | Imam surya akbar | 4 | 8 | 12 | 17 |
| 5 | Jayanti rahma aullina | 9 | 13 | 15 | 18 |
| 6 | Keysia wulandari | 4 | 7 | 12 | 16 |
| 7 | Muhammad riski marpaung | 4 | 8 | 13 | 15 |
| 8 | Muhammad sultan ibrahim | 9 | 14 | 18 | 18 |
| 9 | Muhammad topan maulana | 10 | 14 | 18 | 18 |
| 10 | Nuradina | 9 | 14 | 19 | 19 |
| 11 | Pita rahayu | 14 | 17 | 19 | 20 |
| 12 | Putri indriyani | 12 | 17 | 20 | 20 |
| 13 | Safira salsabila | 7 | 13 | 14 | 17 |
| 14 | Syafika natasya | 9 | 13 | 17 | 19 |
| 15 | Zulfan fadila | 8 | 12 | 13 | 14 |

Based on the table above, it is known that there was a significant change from the first phase to the last phase in the 16th meeting. This can be seen from the fact that the increase in student ability is quite high for each individual, where based on the data above, it is known that the average increase in student scores is 9.13 points. To see the changes clearly, the researcher will present them in Figure 4.1 below:

**Chart 4.1  
Student Improvement**

The figure above further demonstrates that the development of reading ability materials shows a significant improvement. This is in line with what was stated by Anggraini et al (2020) that the results of the implementation of OBE have proven to be able to significantly improve students' reading ability. This statement is also in line with what was stated by Kurniawati that the increase in reading ability in the experimental class that implemented the OBE method has a higher reading ability score compared to the class that is still using the regular curriculum.

Based on the explanation of the data above and the support from previous research statements, the researcher can conclude that H1 in this study can be accepted. H1 in this study was “The development of reading comprehension materials based on outcome based education (OBE) at SMK AL WASHLIYAH 12 SEI RAMPAH is success”

* + 1. **The Validation of Development of Reading Comprehension Material**

To answer the second hypothesis in this study concerning the validation of the reading ability material development, the researcher was able to confirm this through the assessment sheets of the implemented method and the changes made to the lesson plan prepared beforehand (for more details, see the appendix of this thesis).

During the first method evaluation, the average score for the implementation of the OBE method was 3.42. Based on this score, it can be categorized that the implementation of the method by the researcher was still at the "Fair" level. After making improvements to the method used in the second stage of the method evaluation, the average score for the implementation of the OBE method was 4.1. Based on the indicators used, this score can be categorized as "good" levels.

Based on the presentation of the method assessment sheets and the research design in each phase, the researcher concluded that the development of reading comprehension materials for students had been proven valid.

* + 1. **The Effectiveness of Developent of Reading Comprehension Material by OBE Method**

Based on the data obtained from the pre-test and final test that were conducted, the following results were obtained:

**Table 12: Ngain Score**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Descriptives** | | | | |
|  | | | Statistic | Std. Error |
| NGAIN\_PERCENT | Mean | | 81.9464 | 3.48719 |
| 95% Confidence Interval for Mean | Lower Bound | 74.4671 |  |
| Upper Bound | 89.4257 |  |
| 5% Trimmed Mean | | 82.7182 |  |
| Median | | 81.8182 |  |
| Variance | | 182.407 |  |
| Std. Deviation | | 13.50582 |  |
| Minimum | | 50.00 |  |
| Maximum | | 100.00 |  |

Source: SPSS 22

Based on the table above, it is known that the "mean" value for the Ngain\_percent Score is 81.94%. This indicates that the development of reading comprehension material using the OBE method has proven to be effective. This is in line with what was stated by Jariyah et al., that if the percentage value of the Ngain score is > 75%, then the method used can be said to be effective.

**Table 13:Status Category of N-Gain Effectivity**

|  |  |
| --- | --- |
| **Percentage (%)** | **Status** |
| < 40 | Not Effective |
| 40-55 | Less Effective |
| 56-75 | Effective enough |
| >75 | Effective |

Reference: Jariyah *et al* (2022:113).

This result was in line with Kurniawati (2021) that said in their research that “OBE's emphasis on active learning, authentic assessment, and clear learning outcomes contributes to this improvement.

Yuliana (2019) also found a significant difference between the reading comprehension scores of students in the experimental class that implemented outcome-based learning (OBE) and those of students in the control class that did not implement OBE. This suggests that OBE was effective in improving the reading comprehension skills of junior high school students.

This success can be attributed to the fact that OBE used a variety of ongoing and formative assessment methods to measure student progress. These assessments focused not only on the final outcome but also on the student's learning process. This helped teachers provide timely and relevant feedback to students, so they could continue to learn and grow. Formative assessment also helped students identify areas that needed improvement and develop more effective learning strategies (Hidayah, N., et al. 2022).

OBE encouraged teachers to design learning that was relevant to students' lives and contexts. This helped students connect what they were learning to their own experiences, making the reading process more meaningful and engaging. Contextual learning also helped students develop critical thinking skills and problem-solving abilities, which were essential for improving their reading skills (Anggraini, D., et al. 2020).

Based on the results and support from previous research, the researcher concluded that the development of reading comprehension materials using the OBE method was proven to be effective.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

* 1. **CONCLUSION**

Based on the results research, the researcher concluded:

* + 1. The development of reading comprehension materials based on outcome based education (OBE) at SMK AL WASHLIYAH 12 SEI RAMPAH is success with an average increase of 9.13% and a passing rate of 86.66%.
    2. Based on the presentation of the method assessment sheets and the research design in each phase, the researcher concluded that the development of reading comprehension materials for students had been proven valid with average score at 4,1 that mean at good level.
    3. The development of reading comprehension materials using the OBE method was proven to be effective with Ngain percentage score was 81,94%.
  1. **SUGGESTION**

This study is limited only to students' reading comprehension. From the researcher's perspective, there are still many aspects of language mastery, especially in English, that can be improved through this method, such as reading skills, understanding syllables, and writing. Therefore, the researcher suggests that future researchers to explore this topic further regarding the benefits of implementing this method in efforts to improve students' language abilities.

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**APPENDIX**

**Appendix 1: Learning Plan (first phase)**

**Learning Plan : Enhancing Students' Reading Comprehension**

**Grade Level : SMK (Senior High School)**

**Subject : English (English Language)**

**Duration: 4 Sessions (45 minutes each)**

**Objectives:**

By the end of this learning plan, students will be able to:

* 1. Identify the main idea and supporting details of a text.
  2. Summarize key information from a text.
  3. Draw inferences and make predictions based on the content of a text.
  4. Critically evaluate the author's purpose and message.

**Materials:**

1. Variety of reading texts (fiction and non-fiction) at an appropriate level for students
2. Graphic organizers (e.g., Venn diagrams, mind maps)
3. Worksheets for summarizing, inferring, and evaluating
4. Pens, pencils, and highlighters

**Session 1: Introduction to Reading Comprehension Strategies**

1. **Opening (5 minutes)**
   1. Begin by reviewing the importance of reading comprehension and its connection to effective communication and learning.
   2. Introduce the concept of reading strategies and explain how they can help students understand and retain information from texts.
2. **Main Activity (35 minutes)**
   1. Engage students in a brainstorming session to identify different types of reading strategies.
   2. Introduce and discuss specific strategies such as:
      1. Previewing: Skimming the text to get a general idea of the content.
      2. Identifying main ideas: Locating the central theme or message of the text.
      3. Summarizing: Condensing the main points of the text into a shorter form.
      4. Inferring: Drawing conclusions based on information in the text.
      5. Predicting: Anticipating what will happen next in the text.
      6. Evaluating: Assessing the author's purpose, message, and credibility.
3. **Closing (5 minutes)**
   1. Summarize the key points of the lesson and emphasize the importance of using reading strategies effectively.
   2. Assign homework: Ask students to choose a reading strategy and apply it to a short text at home.

**Session 2: Identifying Main Ideas and Supporting Details**

1. **Opening (5 minutes)**
   1. Review the concept of main ideas and their significance in understanding a text.
   2. Introduce graphic organizers such as Venn diagrams and mind maps as tools for identifying and organizing main ideas.
2. **Main Activity (35 minutes)**
   1. Provide students with a variety of texts and ask them to identify the main idea of each text.
   2. Encourage students to use graphic organizers to visualize and organize their understanding of the main ideas.
   3. Discuss the different ways authors convey main ideas in their writing.
3. **Closing (5 minutes)**
   1. Reinforce the importance of identifying main ideas for effective reading comprehension.
   2. Assign homework: Ask students to find and analyze main ideas in newspaper articles or online sources.

**Session 3: Summarizing and Paraphrasing**

1. **Opening (5 minutes)**
   1. Review the purpose of summarizing and its role in retaining key information from a text.
   2. Introduce strategies for effective summarizing, such as:
      1. Identifying main ideas and supporting details.
      2. Using own words and sentence structures.
      3. Keeping the summary concise and focused.
2. **Main Activity (35 minutes)**
   1. Provide students with different texts and ask them to summarize each text in their own words.
   2. Circulate around the classroom to provide guidance and support as needed.
   3. Discuss the challenges and strategies involved in effective summarizing.
3. **Closing (5 minutes)**
   1. Emphasize the importance of summarizing for comprehending and retaining information.
   2. Assign homework: Ask students to summarize a chapter from their current textbook or a lengthy article.

**Session 4: Inferring, Predicting, and Evaluating**

1. **Opening (5 minutes)**
   1. Review the concepts of inferring, predicting, and evaluating and their significance in deeper reading comprehension.
   2. Discuss the clues and techniques authors use to guide readers' inferences and predictions.
2. **Main Activity (35 minutes)**
   1. Engage students in activities that require them to infer, predict, and evaluate based on text content.
   2. For example, provide students with passages and ask them to:
      1. Infer the characters' motivations or emotions.
      2. Predict the outcome of events based on the plot and characters' actions.
      3. Evaluate the author's purpose, message, and use of evidence.
3. **Closing (5 minutes)**
   1. Summarize the key points of the lesson and emphasize the importance of inferring, predicting, and evaluating for critical reading

**Appendix 2: Preliminary Test**

**The Old Oak Tree**

Nestled amidst the rolling hills and verdant meadows of a quaint countryside village, there stood an ancient oak tree, its gnarled branches reaching towards the heavens like weathered arms outstretched in supplication. Its bark, etched with the passage of countless seasons, bore witness to the ebb and flow of life in the village, its stoic presence a silent guardian of the community's collective memories.

Beneath the expansive canopy of the old oak tree, generations of villagers had sought solace, laughter, and companionship. Children scampered among its roots, their imaginations ignited by the whispers of the wind rustling through its leaves. Young lovers carved their initials into its bark, their hearts aflutter with the promise of eternal love. Elders sought respite from the cares of the world, basking in the dappled sunlight that filtered through its emerald foliage.

One day, a young boy named Ethan stumbled upon the old oak tree while exploring the woods. Ethan, a solitary child with a penchant for daydreaming, was immediately captivated by the tree's majestic presence. He felt an inexplicable connection to the ancient giant, as if its spirit resonated with his own.

Ethan spent countless hours beneath the oak tree's comforting embrace, sharing his dreams and fears with its silent wisdom. He found solace in its presence, a sense of belonging he had never experienced before. The old oak tree became his confidant, his teacher, his friend.

As the years passed, Ethan grew into a young man, his life shaped by the values and lessons instilled in him by the old oak tree. He became a pillar of his community, known for his kindness, compassion, and unwavering integrity. He never forgot the lessons he learned beneath the tree's branches, the values that guided him through life's challenges and triumphs.

One day, a storm of unprecedented fury swept through the village, its howling winds and torrential rain threatening to tear the very fabric of life apart. The villagers huddled in their homes, fear gripping their hearts as the storm raged around them.

Ethan, remembering the old oak tree's unwavering strength, rushed towards its ancient presence. He found the tree battered and bruised, its branches bent and its leaves scattered by the wind. But despite the storm's fury, the old oak tree stood firm, its roots anchoring it to the earth, its spirit unbroken.

Ethan stood beside the tree, his heart pounding in his chest, as the storm raged around them. He felt a surge of determination, a resolve to protect the tree that had been his sanctuary for so long. With unwavering strength, he gathered fallen branches and debris, shielding the tree's base from the storm's onslaught.

As the storm finally subsided, leaving behind a trail of destruction in its wake, Ethan emerged from beneath the old oak tree, exhausted but triumphant. The tree, though scarred by the storm, stood tall and proud, its spirit unbroken.

News of Ethan's bravery spread throughout the village, and he was hailed as a hero. But Ethan knew that the true hero was the old oak tree, its unwavering strength and resilience an inspiration to all.

From that day forward, the old oak tree became a symbol of hope and perseverance for the villagers, a reminder that even in the face of adversity, strength and resilience can prevail. And Ethan, forever grateful for the tree's silent guidance, continued to cherish its presence, his bond with the ancient giant a testament to the enduring power of nature and the transformative influence of a childhood friendship

**Indicator 1: Understanding Factual Information**

1. Where was the old oak tree located?

(a) In a bustling city center (b) In a remote island village (c) In a SMKll town in the countryside (d) In a historical landmark

1. What was the physical appearance of the old oak tree?

(a) Slender and graceful (b) Gnarled and ancient (c) Lush and vibrant (d) Delicate and fragile

1. What role did the old oak tree play in the lives of the villagers?

(a) It provided shelter and protection from the elements. (b) It served as a gathering place for community events. (c) It was a source of spiritual inspiration and guidance. (d) All of the above

1. How did Ethan first discover the old oak tree?

(a) While exploring the woods with his friends (b) While searching for a lost pet (c) While running away from home (d) While following a mysterious trail

1. What was Ethan's relationship with the old oak tree like?

(a) He was indifferent to its presence. (b) He felt a deep connection and sense of belonging. (c) He was afraid of its imposing size and age. (d) He viewed it as a mere obstacle in his path.

**Indicator 2: Understanding Implicit Meaning**

1. What is the symbolic significance of the old oak tree in the story?

(a) It represents the passage of time and the enduring power of nature. (b) It symbolizes wisdom, strength, and resilience in the face of adversity. (c) It represents a source of sanctuary and refuge from the troubles of the world. (d) All of the above

1. What is the author's tone in describing the relationship between Ethan and the old oak tree?

(a) Critical and disapproving (b) Humorous and lighthearted (c) Objective and neutral (d) Sympathetic and understanding

1. What is the underlying message or theme of the story?

(a) The importance of preserving and respecting nature (b) The power of friendship and the enduring bonds of human connection (c) The ability to overcome challenges and find strength in adversity (d) All of the above

1. What does the storm symbolize in the story?

(a) The destructive forces of nature (b) The challenges and obstacles that life throws our way (c) The need for unity and community in the face of adversity (d) All of the above

1. What is the significance of Ethan's actions in protecting the old oak tree during the storm?

(a) They demonstrate his courage and selflessness. (b) They symbolize the importance of protecting our environment. (c) They represent the bond between humans and nature. (d) All of the above

**Indicator 3: Drawing Conclusions**

1. Based on the story, what can you infer about Ethan's personality?

(a) He is outgoing and sociable. (b) He is introspective and thoughtful. (c) He is adventurous and risk-taking. (d) He is materialistic and self-absorbed.

1. What can you conclude about the relationship between the villagers and the old oak tree?

(a) They view it as a nuisance and a source of inconvenience. (b) They hold it in deep respect and reverence. (c) They are indifferent to its presence. (d) They fear its power and influence.

1. What can you infer about the author's attitudes or beliefs based on the story?

(a) They value the importance of community and tradition. (b) They believe in the power of nature and its ability to inspire. (c) They appreciate the beauty and fragility of life. (d) All of the above

1. What can you conclude about the overall tone or mood of the story?
   1. It is dark and ominous, filled with suspense and tension. (b) It is hopeful and optimistic, conveying a sense of wonder and possibility. (c) It is melancholic and introspective, exploring themes of loss and regret. (d) It is humorous and lighthearted, providing a sense of escapism and entertainment
2. What can you infer about the impact of the old oak tree on the village community?
   1. It has fostered a sense of unity and shared identity among the villagers. (b) It has provided a source of education and cultural enrichment. (c) It has contributed to the economic prosperity of the village. (d) All of the above

**Indicator 4: Responding and Reflecting on Information**

1. How did the story's plot and characters relate to your own experiences or life?

(a) I could identify with the characters' struggles and emotions. (b) The story reminded me of similar events or relationships in my own life. (c) The story made me think about my own values and beliefs. (d) I had no personal connection to the story's events or characters.

1. What did you learn or take away from the story that you can apply to your own life?

(a) The importance of perseverance and determination (b) The power of love and compassion (c) The challenges of self-discovery and growth (d) The consequences of choices and actions

1. How did the story's message or theme affect your perspective on a particular issue or topic?

(a) It changed my mind about something I previously believed. (b) It gave me a new understanding of a complex issue. (c) It reinforced my existing beliefs and values. (d) It had no significant impact on my perspective.

1. Imagine you are Ethan, and you are writing a journal entry about your experiences with the old oak tree. What would you write?

(a) Describe the physical appearance of the old oak tree and how it made you feel. (b) Share your memories of spending time under the tree and the lessons you learned. (c) Express your gratitude for the tree's presence and its impact on your life. (d) All of the above

1. If you were to create a visual representation of the story, such as a painting, drawing, or sculpture, what would you include?

(a) The old oak tree standing tall and proud in the center of the artwork. (b) Images of the villagers interacting with the tree in various ways. (c) Symbols that represent the story's themes, such as strength, resilience, and nature. (d) All of the above

**Appendix 3: Method Assessment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Method Aspect** | **Sub-Aspect** | **Assessment Indicator** | **Point/Score** |
| **1** | **Material** | **Content Suitability** | Relevance of Content | 3 |
| Richness of Content | 3 |
| Organization | 3 |
| Engagement | 3 |
| Consistency | 3 |
| Readability | 3 |
| **Presentation** | Interactivity | 4 |
| Creativity | 3 |
| Accessibility | 3 |
| Support | 3 |
| **Language** | Language Accuracy | 2 |
| Completeness of Translations | 3 |
| **2** | **Language** | **Language Useage** | Grammar | 4 |
| Language Richness | 4 |
| Fluency | 4 |
| Language economy | 4 |
| Language Creativity | 4 |
| Contextual Suitability | 3 |
| Audience Suitability | 2 |
| **3** | **Method/Media** | **Presentation** | Structure Coherence | 3 |
| Use of Method/Media | 4 |
| Student Engagment | 3 |
| Creativity | 4 |
| Accessibility | 4 |
| **Effectiveness** | Learning Objctives | 4 |
| Active Teaching | 3 |
| Student Engagment | 4 |
| Evaluation | 4 |
| Use of Technology | 3 |
| Usability | 4 |
| Measureability | 5 |
| Average Score | | | | 3,41935 |

Average score 3,42 could be called at Fair Level

**Appendix 4 Revised Lesson Plan (Main field trial)**

**Lesson Plan: Enhancing Reading Comprehension Skills**

**Grade Level:** High School

**Subject:** English Language Arts

**Unit:** Short Stories and Fiction Analysis

**Lesson Duration:** 4 sessions (45 minutes each)

**Learning Objectives:**

By the end of this lesson plan, students will be able to:

1. Analyze the elements of a short story, including plot, characters, setting, theme, and conflict.
2. Apply effective reading comprehension strategies to understand and interpret short stories.
3. Identify and analyze literary devices used in short stories, such as symbolism, figurative language, and foreshadowing.
4. Develop critical thinking skills by evaluating the author's craft and the overall impact of the story.

**Materials:**

1. Copies of a short story (e.g., "The Lottery" by Shirley Jackson, "The Tell-Tale Heart" by Edgar Allan Poe)
2. Whiteboard or projector
3. Markers or pens
4. Assessment tools

**Session 1: Elements of a Short Story**

1. **Opening Activity (5 minutes):**
   1. Begin by discussing the genre of short stories and their characteristics, such as brevity, focused plot, and limited number of characters.
   2. Engage students in a brief brainstorming session to identify some famous short story authors and their notable works.
2. **Introducing the Short Story (15 minutes):**
   1. Introduce the short story that will be analyzed in the lesson (e.g., "The Lottery" by Shirley Jackson, "The Tell-Tale Heart" by Edgar Allan Poe).
   2. Provide students with some background information about the author and the context in which the story was written.
   3. Distribute copies of the short story to students and allow them to read it individually.
3. **Elements of Plot and Conflict (20 minutes):**
   1. Discuss the key elements of a short story, starting with the plot, which is the sequence of events that drive the story forward.
   2. Guide students in identifying the main events, turning points, and climax of the short story they just read.
   3. Next, introduce the concept of conflict, which is the struggle or opposition that creates tension and drives the plot.
   4. Have students analyze the types of conflict present in the story (e.g., person vs. person, person vs. nature, person vs. self).
4. **Closure (5 minutes):**
   1. Summarize the key points of the lesson, emphasizing the importance of understanding the elements of plot and conflict in short stories.
   2. Assign homework for students to reread the short story and identify additional plot elements and conflicts they may have missed.

**Session 2: Characters, Setting, Theme, and Literary Devices**

1. **Opening Activity (5 minutes):**
   1. Review the elements of plot and conflict discussed in the previous session.
   2. Introduce the concept of characters, which are the individuals who populate the story and drive the plot through their actions, thoughts, and dialogue.
2. **Character Analysis (15 minutes):**
   1. Have students create character charts for the main characters in the short story.
   2. Encourage them to consider the characters' physical appearance, personality traits, motivations, and relationships with other characters.
   3. Discuss how the characters' actions and interactions contribute to the overall plot and theme of the story.
3. **Setting and Theme (15 minutes):**
   1. Introduce the concept of setting, which is the time and place in which the story takes place.
   2. Discuss how setting can influence the atmosphere, mood, and tone of the story.
   3. Guide students in identifying the setting of the short story and analyzing its significance.
   4. Next, introduce the concept of theme, which is the central message or underlying idea of the story.
   5. Encourage students to brainstorm possible themes based on the characters, plot, and setting.
   6. Discuss how the author conveys the theme through various literary devices, such as symbolism, figurative language, and foreshadowing.
4. **Closure (5 minutes):**
   1. Summarize the key points of the lesson, emphasizing the importance of analyzing characters, setting, theme, and literary devices in short stories.
   2. Assign homework for students to write a short essay analyzing the theme of the short story and how it is conveyed through literary devices.

**Session 3: Critical Thinking and Evaluating the Author's Craft**

1. **Opening Activity (5 minutes):**
   1. Begin by discussing the importance of critical thinking and active reading in understanding and evaluating literature.
   2. Engage students in a brief brainstorming session to identify strategies for critical thinking when reading, such as questioning assumptions, analyzing evidence, and considering different perspectives.
2. **Evaluating the Author's Craft (15 minutes):**
   1. Discuss the concept of the author's craft, which refers to the techniques and skills used to create a compelling and meaningful story.
   2. Guide students in analyzing the author's use of literary devices, such as symbolism, figurative language, and foreshadowing.
   3. Encourage them to consider how these devices contribute to the overall tone, mood, and meaning of the story.
3. **Analyzing the Author's Choices (20 minutes):**
   1. Have students revisit the short story and focus on the author's specific choices in language, structure, and plot development.
   2. Discuss how the author's choices create suspense, build tension, and reveal the characters' personalities and motivations.
   3. Encourage students to consider the impact of these choices on the overall effectiveness of the story.
4. **Closure (5 minutes):**
   1. Summarize the key points of the lesson, emphasizing the importance of critical thinking and evaluating the author's craft when reading short stories.
   2. Assign homework for students to write a short analysis of how the author's use of a specific literary device (e.g., symbolism, figurative language) contributes to the meaning and impact of the story.

**Session 4: Comparative Analysis and Personal Response**

1. **Opening Activity (5 minutes):**
   1. Begin by discussing the concept of comparative analysis, which involves examining similarities and differences between two or more texts.
   2. Engage students in a brief brainstorming session to identify ways to compare and contrast short stories, such as considering plot, characters, setting, theme, and literary devices.
2. **Comparative Analysis of Short Stories (15 minutes):**
   1. Select two short stories with similar themes or elements (e.g., "The Lottery" by Shirley Jackson and "The Ones Who Walk Away from Omelas" by Ursula K. Le Guin).
   2. Provide students with copies of both stories and have them read them carefully.
   3. Guide students in creating a Venn diagram or comparison table to identify the similarities and differences between the two stories in terms of plot, characters, setting, theme, and literary devices.
3. **Personal Response and Reflection (20 minutes):**
   1. Encourage students to reflect on their personal response to the short stories they have read.
   2. Have them consider how the stories made them feel, what they thought about the characters and events, and how the stories relate to their own lives and experiences.
   3. Provide students with an opportunity to share their personal responses in SMKll groups or as a class.
4. **Closure (5 minutes):**
   1. Summarize the key points of the lesson, emphasizing the importance of comparative analysis and personal response in deepening one's understanding and appreciation of short stories.
   2. Assign homework for students to write a personal essay reflecting on their overall experience with the short stories they have read, discussing their favorite elements, their connections to the themes, and their overall impact on them.

**Appendix 5 : Main filed Test**

**The Hare and the Tortoise**

Once upon a time, in a lush green forest, there lived a boastful hare named Harry and a slow and steady tortoise named Tommy. Harry was known for his incredible speed, always bragging about his ability to outrun any creature in the forest. Tommy, on the other hand, was known for his slow and methodical approach to life, never rushing into anything.

One sunny afternoon, as Harry was prancing through the forest, he came across Tommy slowly making his way along the path. Harry couldn't help but chuckle at Tommy's sluggish pace.

"Hey, Tommy," Harry called out, "Why do you always move so slowly? Don't you ever want to have some fun and race?"

Tommy looked up at Harry, unfazed by his taunts. "Well, Harry," he replied calmly, "I may be slow, but I'm also very determined. And I believe that slow and steady wins the race."

Harry laughed uproariously. "Oh, Tommy," he said, "You're just too slow to ever win a race against me. But if you insist, I'll give you a chance to prove yourself."

And so, the hare and the tortoise decided to have a race. They agreed to meet at the edge of the forest at dawn the following day.

The next morning, as the first rays of sunlight peeked over the horizon, Harry and Tommy lined up at the starting line. The forest creatures gathered around, eager to witness the race between the speedy hare and the slow tortoise.

When the signal was given, Harry shot off like a bullet, leaving Tommy far behind. He dashed through the forest, confident in his victory. Meanwhile, Tommy plodded along at his own steady pace, never losing sight of the finish line.

Harry raced on, his lead growing with each passing moment. He was so sure of himself that he decided to take a break under a shady tree. He stretched out and fell into a deep sleep, snoring loudly.

Meanwhile, Tommy continued his slow and steady journey, never giving up hope. He passed by the sleeping hare, not even bothering to wake him.

As the sun began to set, Tommy finally approached the finish line. The forest creatures cheered him on as he crossed the finish line, victorious.

Harry awoke with a start, realizing that he had overslept. He scrambled to his feet and looked around frantically. But it was too late. Tommy had already won the race.

Harry was ashamed of his arrogance and learned a valuable lesson that day: Slow and steady wins the race. It's not always about being the fastest, but about being persistent and never giving up on your goals.

**Main Test**

**Indicator 1: Identifying and understanding explicit information**

This indicator focuses on the ability to locate and comprehend specific details and facts directly stated in the text. Questions that assess this indicator typically require students to identify key elements of the story, such as characters, events, and settings.

**Questions:**

1. What was Harry's boastful claim about his speed?
2. What did Tommy believe was the key to winning a race?
3. Where did Harry decide to rest during the race?
4. How did the forest creatures react to Tommy's victory?
5. What specific phrase from the story highlights the moral lesson?

**Indicator 2: Making inferences and drawing conclusions**

This indicator assesses the ability to interpret implicit meaning and draw logical conclusions based on the information presented in the text. Questions that target this indicator often require students to make connections between details, identify underlying themes, and predict potential outcomes.

**Questions:**

1. Why did Harry laugh when Tommy said "slow and steady wins the race"?
2. What can we infer about Harry's character based on his decision to sleep during the race?
3. How does Tommy's consistent pace throughout the race contrast with Harry's actions?
4. What is the underlying message conveyed by the story's resolution?
5. What conclusion can we draw about the importance of perseverance and patience?

**Indicator 3: Analyzing author's purpose and craft**

This indicator focuses on the ability to understand the author's intent and identify the techniques used to convey the message. Questions that assess this indicator typically require students to examine the author's choice of language, literary devices, and overall structure of the text.

**Questions:**

1. What is the author's primary purpose in telling the story of the Hare and the Tortoise?
2. How does the author use figurative language to emphasize Harry's speed?
3. What is the tone of the story, and how does it contribute to the overall message?
4. How does the author's use of contrast between Harry and Tommy's characters enhance the story's impact?
5. What literary devices does the author employ to convey the moral lesson effectively?

**Indicator 4: Responding and reflecting on information**

This indicator assesses the ability to form personal connections with the text, evaluate its significance, and relate it to one's own experiences. Questions that target this indicator often require students to express their opinions, share their feelings, and make personal reflections.

**Questions:**

1. What is your initial reaction to the story of the Hare and the Tortoise?
2. How does the story's message about persistence resonate with you personally?
3. Can you identify any situations in your own life where the lesson of "slow and steady wins the race" applies?
4. What emotions do you experience as you read about the Hare's overconfidence and Tommy's determination?
5. How does the story's message about the importance of patience and perseverance compare to other life lessons you have learned?

**Appendix 6: Method Assessment 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Method Aspect** | **Sub-Aspect** | **Assessment Indicator** | **Point/Score** |
| **1** | **Material** | **Content Suitability** | Relevance of Content | 4 |
| Richness of Content | 4 |
| Organization | 4 |
| Engagement | 4 |
| Consistency | 4 |
| Readability | 4 |
| **Presentation** | Interactivity | 4 |
| Creativity | 4 |
| Accessibility | 5 |
| Support | 4 |
| **Language** | Language Accuracy | 4 |
| Completeness of Translations | 4 |
| **2** | **Language** | **Language Useage** | Grammar | 4 |
| Language Richness | 4 |
| Fluency | 4 |
| Language economy | 4 |
| Language Creativity | 4 |
| Contextual Suitability | 4 |
| Audience Suitability | 4 |
| **3** | **Method/Media** | **Presentation** | Structure Coherence | 5 |
| Use of Method/Media | 4 |
| Student Engagment | 4 |
| Creativity | 4 |
| Accessibility | 4 |
| **Effectiveness** | Learning Objctives | 4 |
| Active Teaching | 4 |
| Student Engagment | 4 |
| Evaluation | 4 |
| Use of Technology | 3 |
| Usability | 5 |
| Measureability | 5 |
| Average Score | | | | 4,096774 |

Average Score at 4,1 That mean the metod at Good Level

**Appendix 7: Revision of Final Product**

**Revised Lesson Plan: Enhancing Students' Reading Comprehension**

**Grade Level:** SMK (Senior High School)

**Subject:** English (English Language)

**Duration:** 8 Sessions (45 minutes each)

**Objectives:**

* By the end of this revised lesson plan, students will be able to:
  1. Identify the main idea and supporting details of a text.
  2. Summarize key information from a text.
  3. Draw inferences and make predictions based on the content of a text.
  4. Critically evaluate the author's purpose and message.
  5. Demonstrate improved reading comprehension skills through a final assessment.

**Materials:**

1. Variety of reading texts (fiction and non-fiction) at an appropriate level for students
2. Graphic organizers (e.g., Venn diagrams, mind maps)
3. Worksheets for summarizing, inferring, and evaluating
4. Pens, pencils, and highlighters

**Session 1: Introduction to Reading Comprehension Strategies**

1. **Opening (5 minutes)**
   1. Begin by reviewing the importance of reading comprehension and its connection to effective communication and learning.
   2. Introduce the concept of reading strategies and explain how they can help students understand and retain information from texts.
2. **Main Activity (35 minutes)**
   1. Engage students in a brainstorming session to identify different types of reading strategies.
   2. Introduce and discuss specific strategies such as:
      * **Previewing:** Skimming the text to get a general idea of the content.
      * **Identifying main ideas:** Locating the central theme or message of the text.
      * **Summarizing:** Condensing the main points of the text into a shorter form.
      * **Inferring:** Drawing conclusions based on information in the text.
      * **Predicting:** Anticipating what will happen next in the text.
      * **Evaluating:** Assessing the author's purpose, message, and credibility.
3. **Closing (5 minutes)**
   1. Summarize the key points of the lesson and emphasize the importance of using reading strategies effectively.
   2. Assign homework: Ask students to choose a reading strategy and apply it to a short text at home.

**Session 2: Identifying Main Ideas and Supporting Details**

1. **Opening (5 minutes)**
   1. Review the concept of main ideas and their significance in understanding a text.
   2. Introduce graphic organizers such as Venn diagrams and mind maps as tools for identifying and organizing main ideas.
2. **Main Activity (35 minutes)**
   1. Provide students with a variety of texts and ask them to identify the main idea of each text.
   2. Encourage students to use graphic organizers to visualize and organize their understanding of the main ideas.
   3. Discuss the different ways authors convey main ideas in their writing.
3. **Closing (5 minutes)**
   1. Reinforce the importance of identifying main ideas for effective reading comprehension.
   2. Assign homework: Ask students to find and analyze main ideas in newspaper articles or online sources.

**Session 3: Summarizing and Paraphrasing**

1. **Opening (5 minutes)**
   1. Review the purpose of summarizing and its role in retaining key information from a text.
   2. Introduce strategies for effective summarizing, such as:
      1. Identifying main ideas and supporting details.
      2. Using own words and sentence structures.
      3. Keeping the summary concise and focused.
2. **Main Activity (35 minutes)**
   1. Provide students with different texts and ask them to summarize each text in their own words.
   2. Circulate around the classroom to provide guidance and support as needed.
   3. Discuss the challenges and strategies involved in effective summarizing.
3. **Closing (5 minutes)**
   1. Emphasize the importance of summarizing for comprehending and retaining information.
   2. Assign homework: Ask students to summarize a chapter from their current textbook or a lengthy article.

**Session 4: Inferring, Predicting, and Evaluating**

1. **Opening (5 minutes)**
   * Review the concepts of inferring, predicting, and evaluating and their significance in deeper reading comprehension.
   * Discuss the clues and techniques authors use to guide readers' inferences and predictions.
2. **Main Activity (35 minutes)**
   * Engage students in activities that require them to infer, predict, and evaluate based on text content.
   * For example, provide students with passages and ask them to:
     + Infer the characters' motivations or emotions.
     + Predict the outcome of events based on the plot and characters' actions.
     + Evaluate the author's purpose, message, and use of evidence.
3. **Closing (5 minutes)**

**Session 5: Applying Reading Strategies to Different Text Types**

1. **Opening (5 minutes)**
   1. Review the importance of using different reading strategies for different types of texts.
   2. Discuss the specific strategies that are most effective for each type of text, such as:
      1. **Fiction:** Identifying characters, plot, setting, and themes.
      2. **Non-fiction:** Understanding main ideas, supporting details, and author's purpose.
      3. **Expository texts:** Grasping key concepts, structure, and cause-and-effect relationships.
2. **Main Activity (35 minutes)**
   1. Provide students with a variety of texts representing different genres (fiction, non-fiction, expository).
   2. Ask students to read each text and identify the most appropriate reading strategies for each type.
   3. Encourage students to discuss their choices and explain their reasoning.
3. **Closing (5 minutes)**
   1. Summarize the key points of the lesson and emphasize the importance of adapting reading strategies to different text types.
   2. Assign homework: Ask students to read a selection of their choice and write a brief reflection on the reading strategies they used.

**Session 6: Enhancing Vocabulary and Language Skills**

1. **Opening (5 minutes)**
   1. Discuss the connection between vocabulary and reading comprehension.
   2. Introduce strategies for expanding vocabulary and improving language skills, such as:
      * Using context clues to infer word meanings.
      * Consulting dictionaries and thesauruses.
      * Engaging in vocabulary-building activities (games, puzzles, flashcards).
2. **Main Activity (35 minutes)**
   1. Incorporate vocabulary-building activities into the reading sessions.
   2. For example:
      * Have students identify unfamiliar words in the text and use context clues to determine their meanings.
      * Provide students with definitions of new vocabulary words and ask them to create sentences using those words.
      * Engage students in vocabulary games or puzzles to reinforce their understanding.
3. **Closing (5 minutes)**
   1. Emphasize the importance of continuous vocabulary development for effective reading comprehension.
   2. Assign homework: Ask students to choose a new word each day and learn its definition, synonyms, and antonyms.

**Session 7: Reading Comprehension Assessment**

1. **Opening (5 minutes)**
   1. Review the various reading comprehension strategies discussed throughout the lesson plan.
   2. Inform students that they will be taking a reading comprehension assessment to evaluate their progress.
2. **Main Activity (30 minutes)**
   1. Administer a comprehensive reading comprehension assessment that includes passages from different genres and questions that assess various reading skills.
   2. Provide students with ample time to complete the assessment and ensure they understand the instructions.
3. **Closing (5 minutes)**
   1. Collect the assessment papers and inform students that their results will be reviewed and discussed in the next session.
   2. Encourage students to continue practicing their reading comprehension skills outside of class.

**Session 8: Review and Discussion**

1. **Opening (5 minutes)**
   1. Review the key concepts and strategies covered throughout the lesson plan.
   2. Discuss the overall effectiveness of the revised lesson plan in improving students' reading comprehension.
2. **Main Activity (30 minutes)**
   1. Provide students with an opportunity to discuss their experiences with the revised lesson plan.
   2. Encourage students to share their thoughts on the most beneficial strategies and activities.
   3. Address any questions or concerns students may have.
3. **Closing (5 minutes)**
   1. Summarize the main takeaways from the lesson plan and emphasize the importance of continuous reading practice.
   2. Express appreciation to students for their participation and engagement throughout the learning process.

**Additional Considerations:**

1. Differentiate instruction to cater to students with diverse learning needs and abilities.
2. Provide ongoing feedback and support to students throughout the learning process.
3. Incorporate technology and multimedia resources to enhance engagement and learning.
4. Collaborate with parents and guardians to encourage reading at home.

By implementing this revised lesson plan with its emphasis on material selection, language usage, and differentiated instruction, teachers can effectively guide students towards improved reading comprehension skills and a deeper appreciation for literature

**Appendix 8: Final test**

**The Starry Night**

In the heart of a bustling metropolis, amidst the towering skyscrapers and the ceaseless hum of urban life, there lived a young woman named Lily, whose spirit yearned for the tranquility of nature's embrace. Lily, a budding artist with a soul as vibrant as her palette, found solace in the ethereal beauty of the night sky, its star-studded expanse a canvas for her dreams and aspirations.

One moonless night, as the city lights cast their artificial glow upon the darkened streets, Lily ventured to the rooftop of her apartment building, her heart filled with an insatiable longing for the celestial spectacle that awaited her. As she emerged onto the rooftop, her gaze was immediately drawn to the vast expanse of the night sky, a mesmerizing tapestry of twinkling stars stretching infinitely above.

The sight of the starry night filled Lily with an overwhelming sense of awe and wonder. She felt a deep connection to the cosmos, a sense of belonging to something far greater than herself. The stars, like distant beacons of light, seemed to whisper tales of ancient times and uncharted galaxies, igniting her imagination and stirring her creative spirit.

Inspired by the celestial spectacle before her, Lily reached for her paintbrush and canvas, her hands trembling with anticipation. With each stroke of her brush, she captured the essence of the starry night, transforming the canvas into a reflection of her own inner world. The vibrant hues of the stars danced across the canvas, their brilliance mirroring the passion that ignited her soul.

As Lily painted, she lost herself in the rhythm of her brushstrokes, the world around her fading into a blur. The city's cacophony was replaced by the gentle symphony of the night, the rustling of leaves and the chirping of crickets providing a soothing backdrop to her artistic creation.

Hours passed unnoticed as Lily poured her heart and soul into her masterpiece. The night sky, once a distant spectacle, now seemed to reside within her very being, its celestial beauty reflected in the strokes of her brush. When finally, she stepped back to admire her work, a sense of profound satisfaction washed over her.

The starry night painting, a testament to Lily's artistic talent and her deep connection to the natural world, became a cherished symbol of her journey of self-discovery. It served as a reminder of the power of art to transcend the boundaries of the ordinary and connect us to the extraordinary beauty of the universe.

As Lily gazed upon her creation, she felt a renewed sense of purpose and determination. The starry night, once a source of distant fascination, now served as a guiding light, illuminating her path towards pursuing her artistic dreams. Inspired by the celestial wonders above, she vowed to continue exploring the boundless depths of her creativity, sharing her unique vision with the world

**Indicator 1: Understanding Factual Information**

1. Where did Lily live?

(a) In a SMKll, rural town (b) In a quiet suburban neighborhood (c) In a bustling metropolis (d) In a remote island village

1. What was Lily's profession?

(a) Astronomer (b) Writer (c) Artist (d) Musician

1. What was the setting of the story?

(a) A clear, moonless night (b) A stormy night with heavy rain (c) A sunny afternoon in the park (d) A snowy winter evening

1. What inspired Lily to paint the starry night?

(a) The beauty of the city lights (b) The stories told by her grandparents (c) The tranquility of nature (d) The vibrant colors of the sunset

1. What was the significance of the starry night painting to Lily?

(a) It was a reminder of her childhood home. (b) It represented her connection to the natural world. (c) It was a gift for her best friend's birthday. (d) It was a way to earn money for her family.

**Indicator 2: Understanding Implicit Meaning**

1. What is the symbolic significance of the starry night in the story?

(a) It represents the vastness and mystery of the universe. (b) It symbolizes Lily's dreams and aspirations for the future. (c) It represents the power of art to transcend boundaries. (d) All of the above

1. What is the author's tone in describing Lily's relationship with the night sky?

(a) Critical and disapproving (b) Humorous and lighthearted (c) Objective and neutral (d) Sympathetic and understanding

1. What is the underlying message or theme of the story?

(a) The importance of pursuing one's passions (b) The power of nature to inspire creativity (c) The beauty of the night sky and its ability to connect us to something greater than ourselves (d) All of the above

1. What does the city's cacophony and the gentle symphony of the night represent in the story?

(a) The contrast between the artificial world and the natural world (b) The distractions of modern life and the peace of solitude (c) The limitations of urban living and the freedom of the open sky (d) All of the above

1. What is the significance of Lily's loss of self as she paints?

(a) It represents her escape from the pressures of everyday life. (b) It symbolizes her deep connection to the creative process. (c) It represents her desire to merge with the universe. (d) All of the above

**Indicator 3: Drawing Conclusions**

1. What can you infer about Lily's personality based on the story?

(a) She is outgoing and sociable. (b) She is introspective and thoughtful. (c) She is adventurous and risk-taking. (d) She is materialistic and self-absorbed.

1. What can you conclude about the relationship between Lily and the city?

(a) She feels a sense of belonging and connection to the city. (b) She feels overwhelmed and suffocated by the city's noise and pollution. (c) She views the city as a source of inspiration and opportunity. (d) She feels indifferent to the city and its surroundings.

1. What can you infer about the author's attitudes or beliefs based on the story?

(a) They value the importance of art and its ability to connect us to the world around us. (b) They believe in the power of nature to inspire creativity and self-discovery. (c) They appreciate the beauty of the night sky and its ability to spark imagination. (d) All of the above

1. What can you conclude about the overall tone or mood of the story?

(a) It is dark and ominous, filled with suspense and tension. (b) It is hopeful and optimistic, conveying a sense of wonder and possibility. (c) It is melancholic and introspective, exploring themes of loss and regret. (d) It is humorous and lighthearted, providing a sense of escapism and entertainment.

1. What can you infer about the impact of Lily's painting on her own life?

(a) It reinforced her sense of identity and purpose. (b) It strengthened her connection to the natural world. (c) It motivated her to pursue her artistic dreams with greater determination. (d) All of the above

**Indicator 4: Responding and Reflecting on Information**

1. How did the story's plot and characters relate to your own experiences or life?

(a) I could identify with Lily's longing for connection and her desire to express herself creatively. (b) The story reminded me of times when I have felt inspired by the beauty of nature. (c) The story made me think about the importance of pursuing my own passions and dreams. (d) I had no personal connection to the story's events or characters.

1. What did you learn or take away from the story that you can apply to your own life?

(a) The importance of finding inspiration in the world around us. (b) The power of art to transform our experiences and emotions. (c) The value of connecting with nature and appreciating its beauty. (d) All of the above

1. How did the story's message or theme affect your perspective on a particular issue or topic?

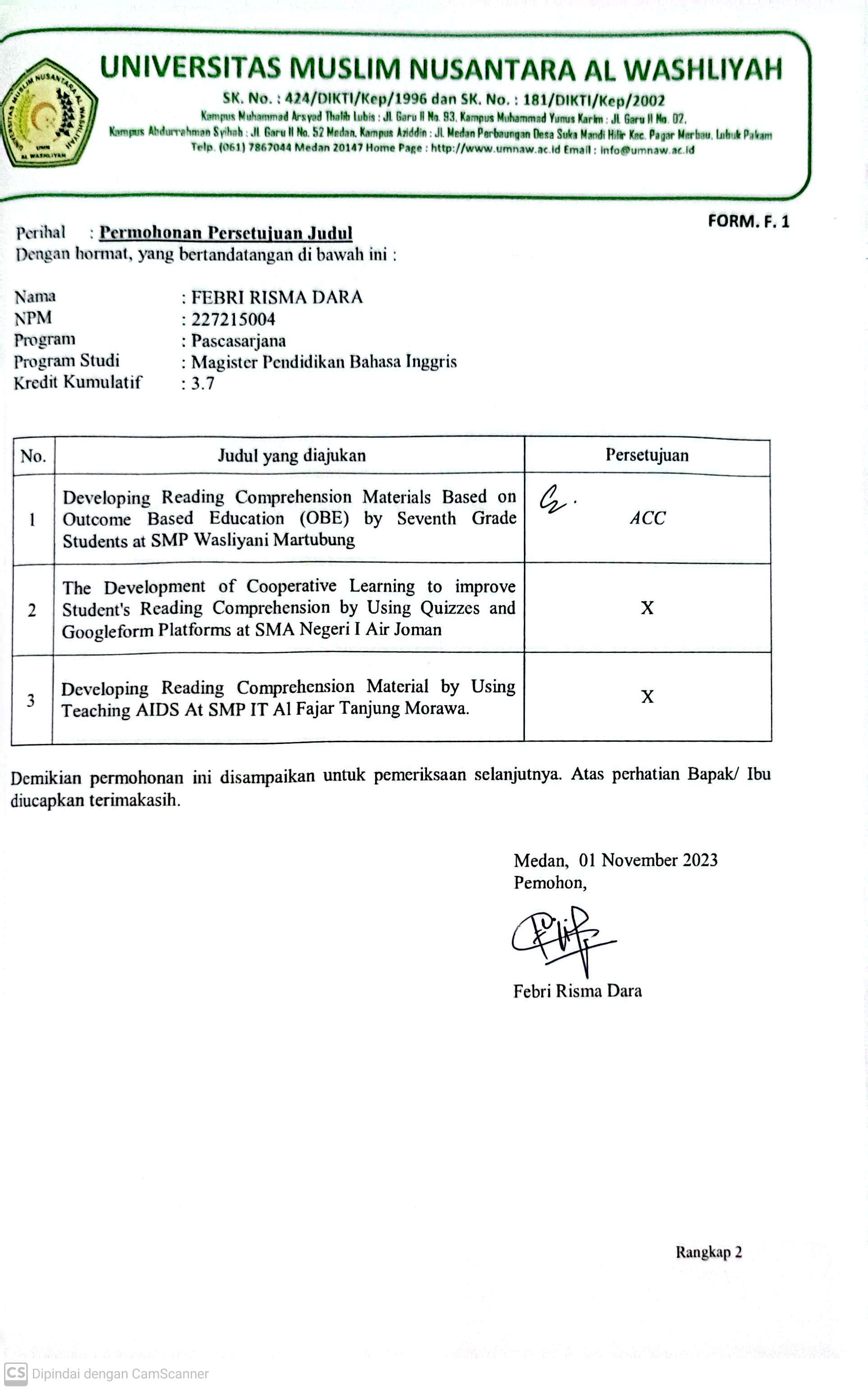
(a) It made me appreciate the importance of art and its ability to enrich our lives. (b) It gave me a new understanding of the connection between humans and the natural world. (c) It inspired me to pursue my own creative endeavors with more confidence. (d) It had no significant impact on my perspective.

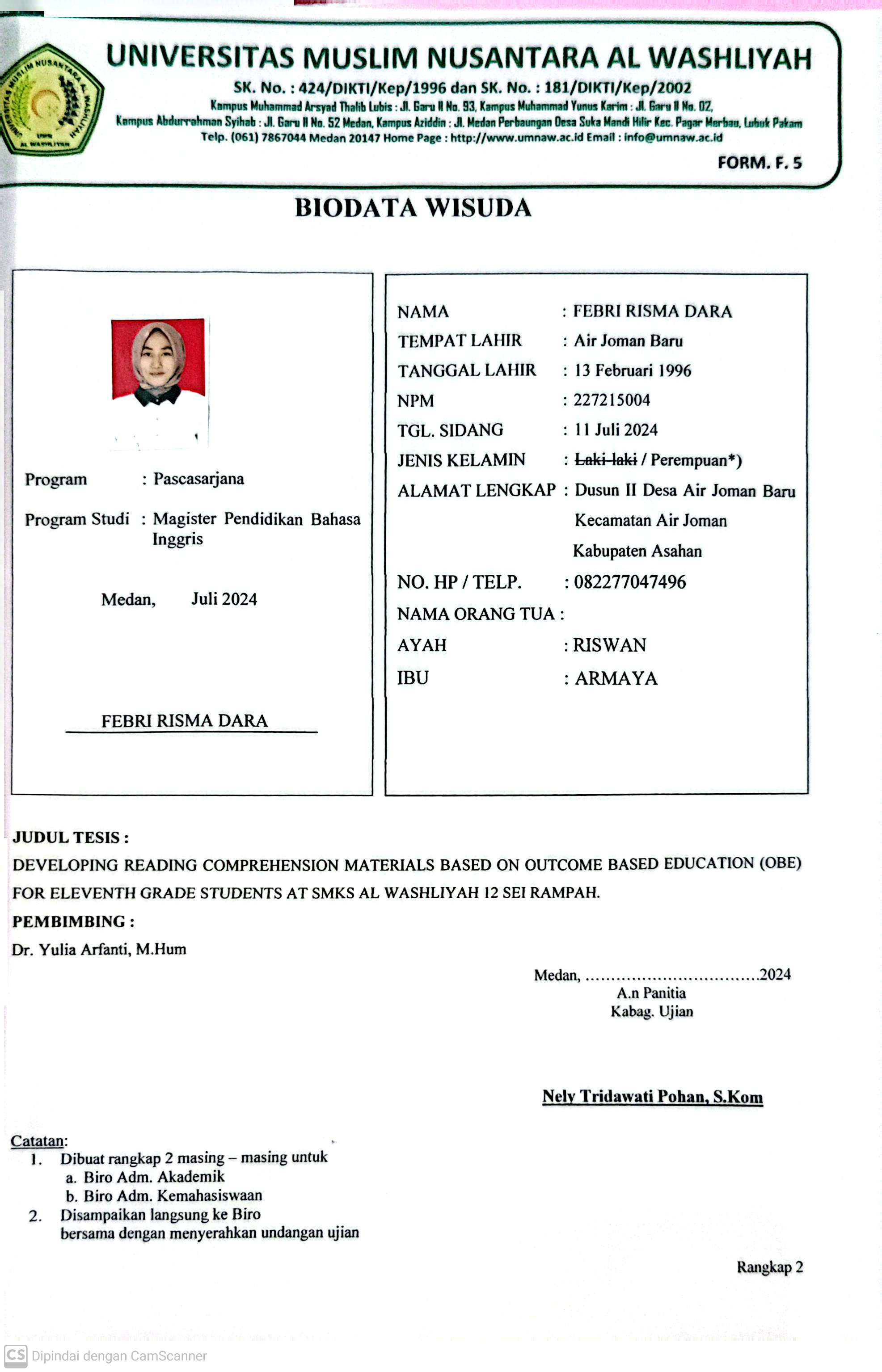
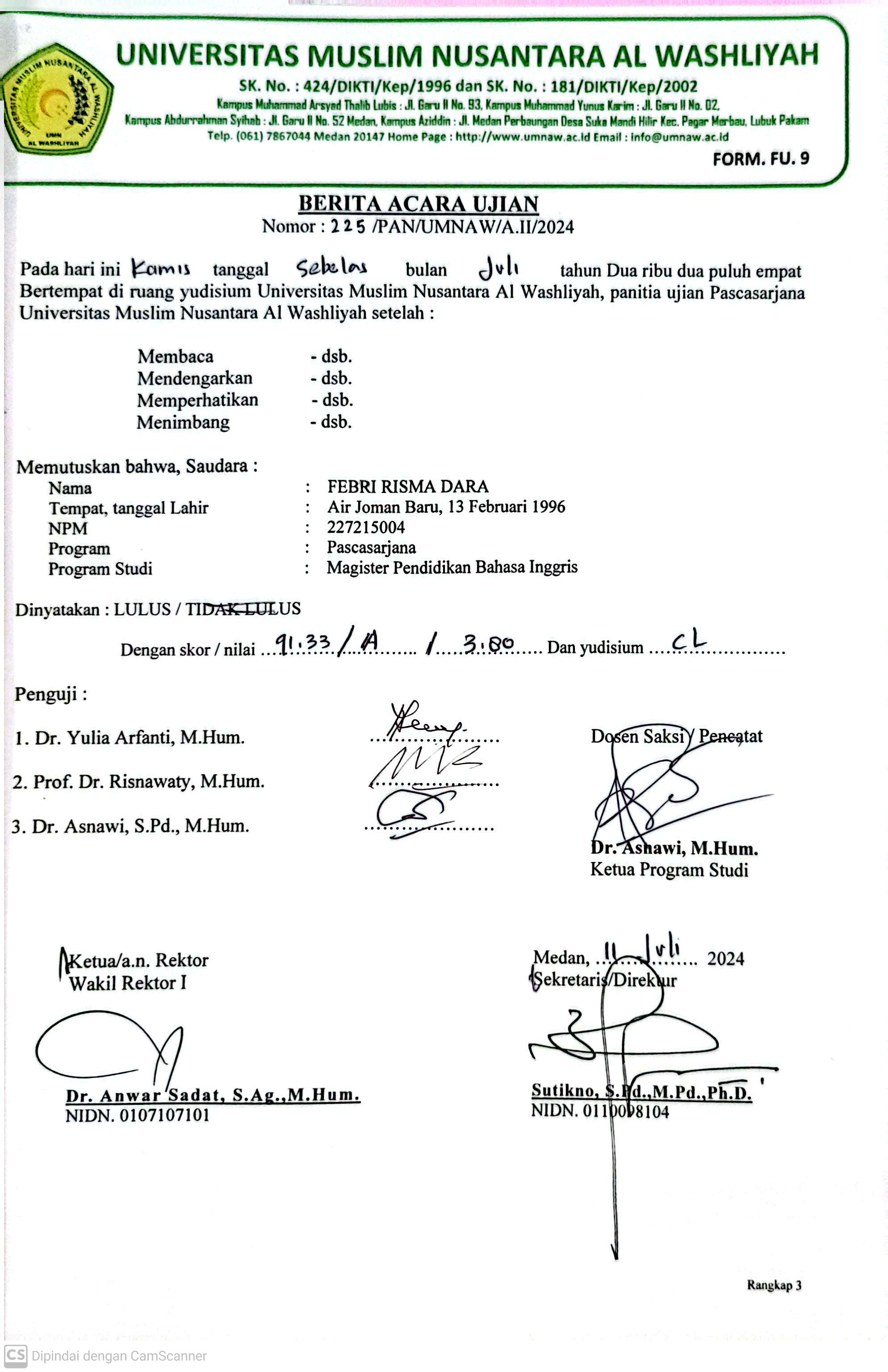
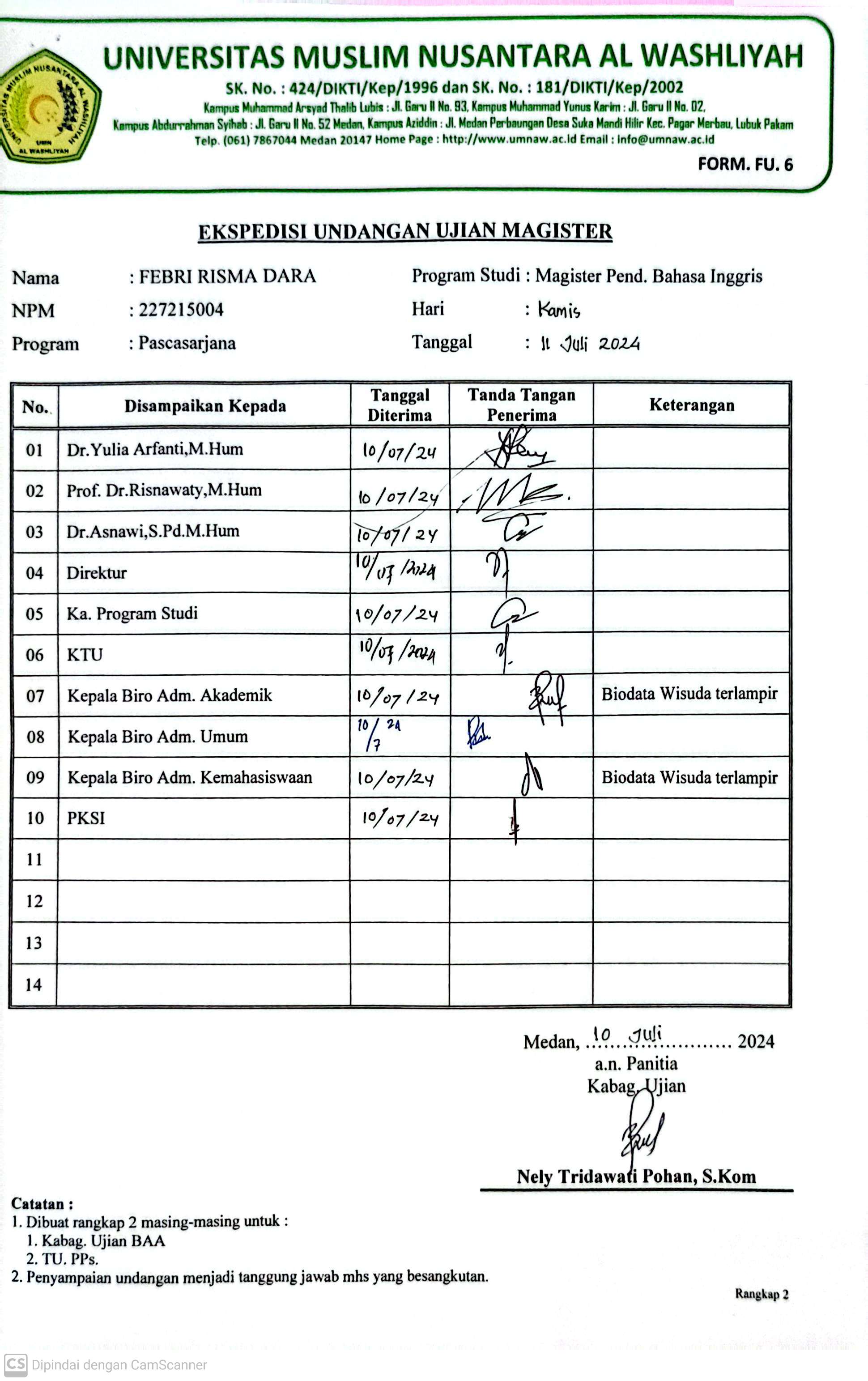
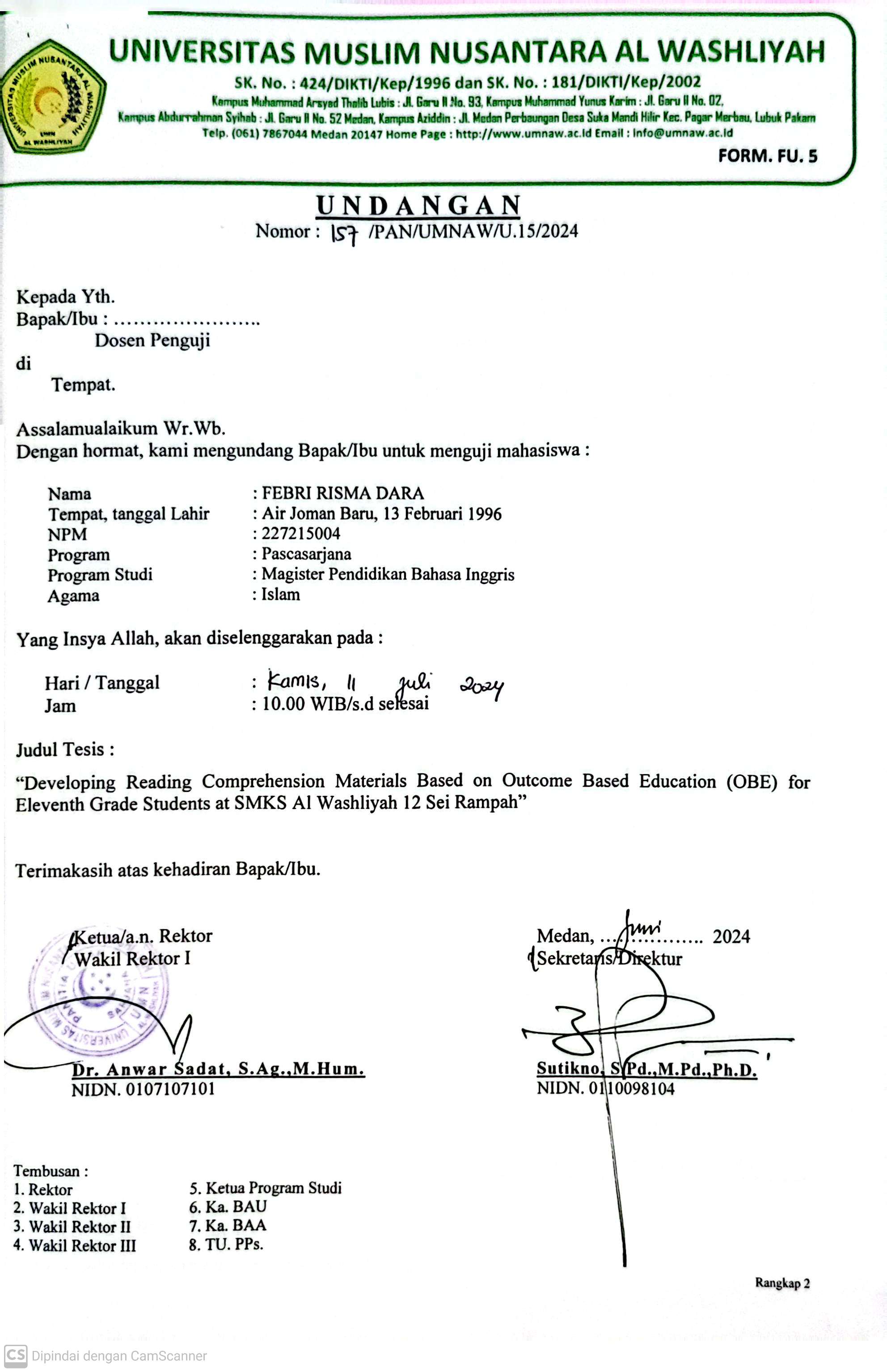
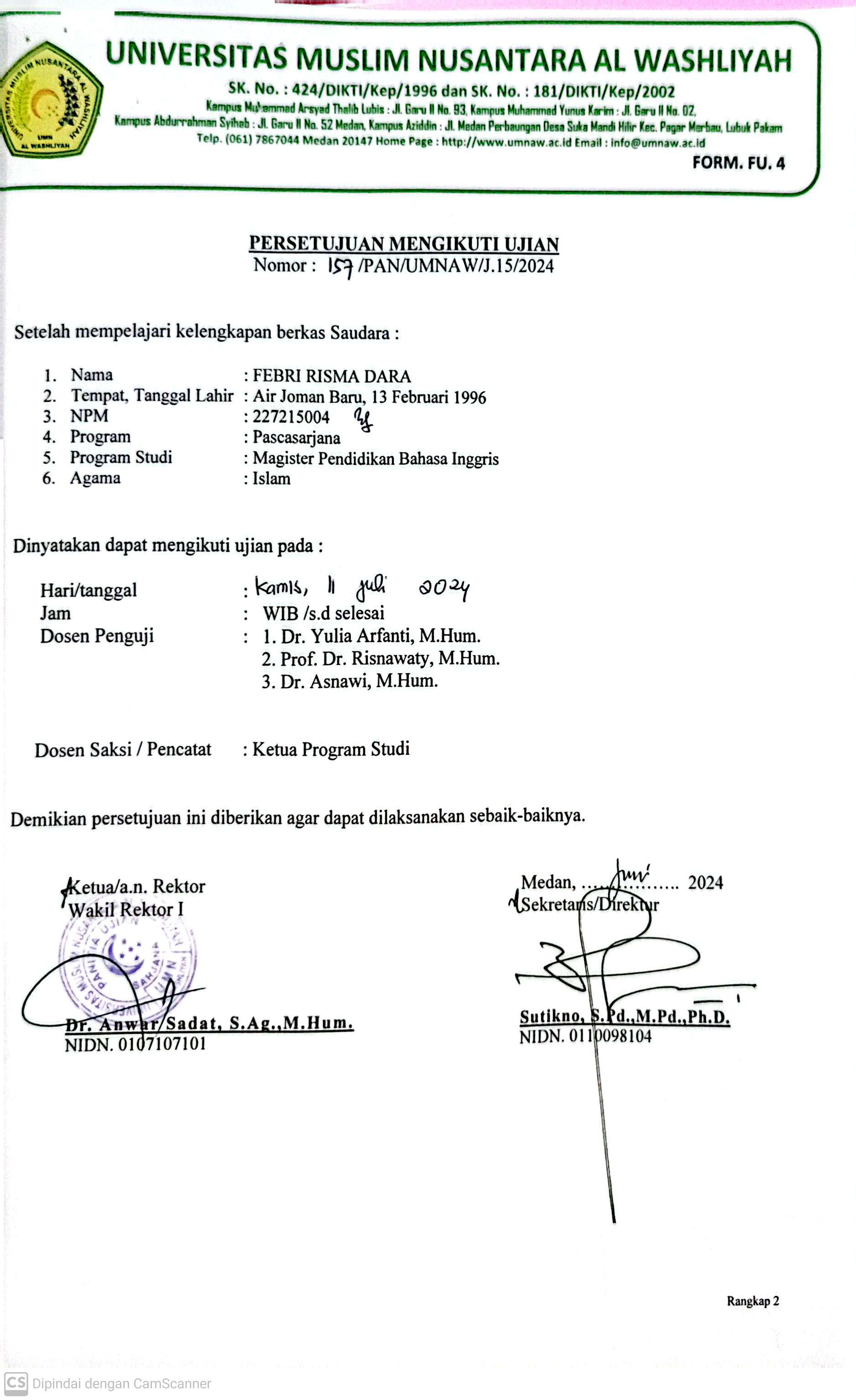
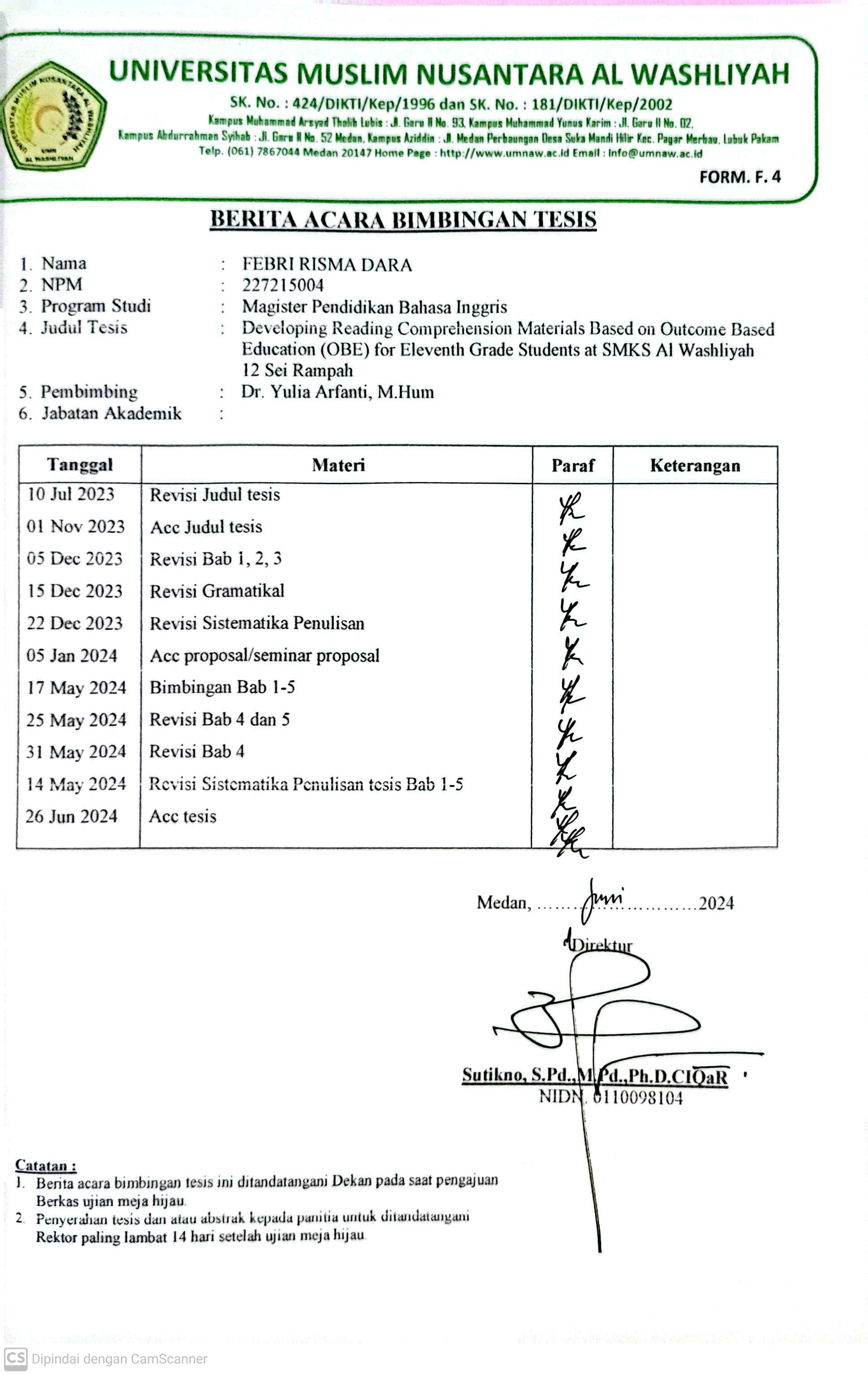
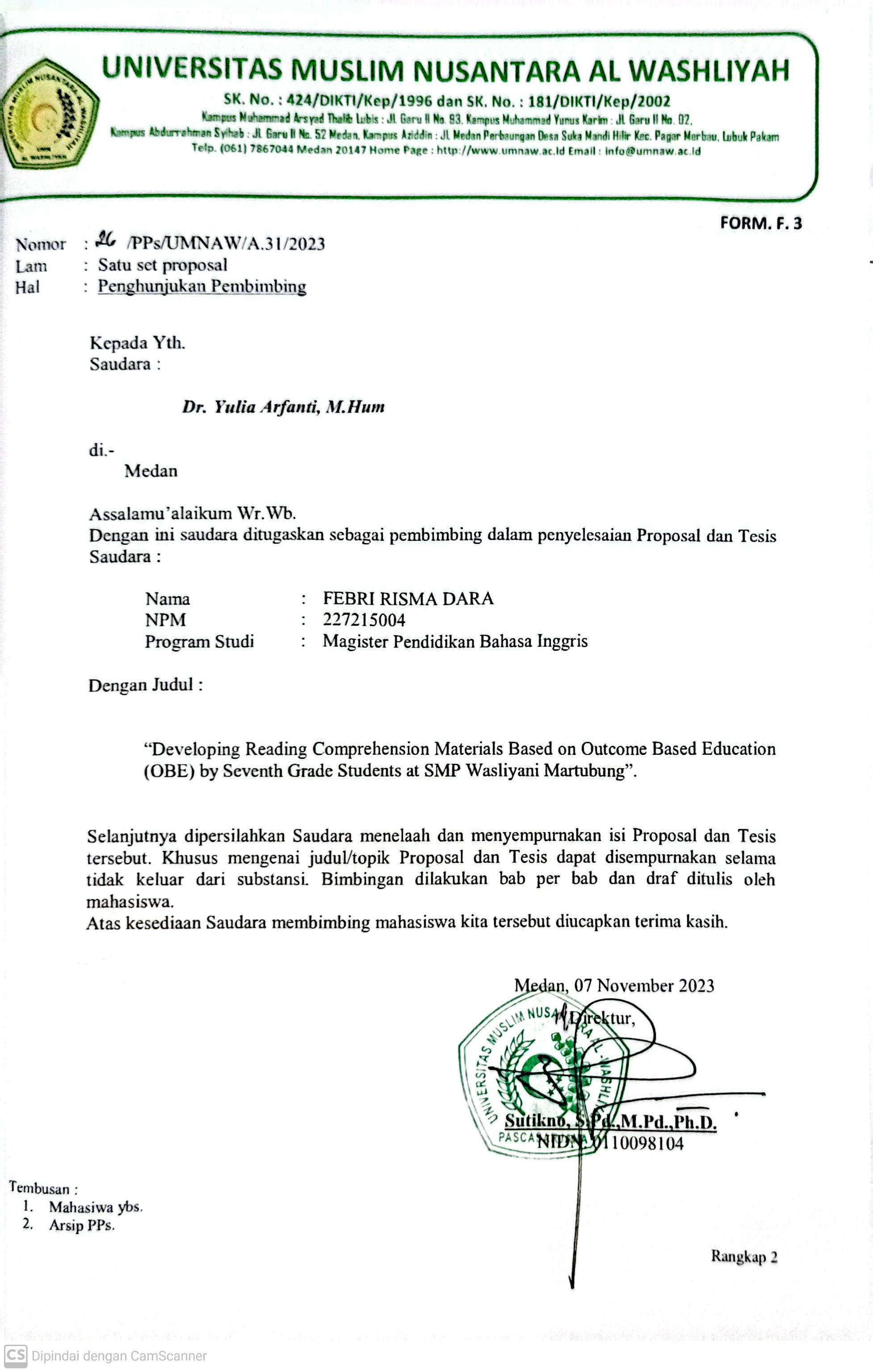
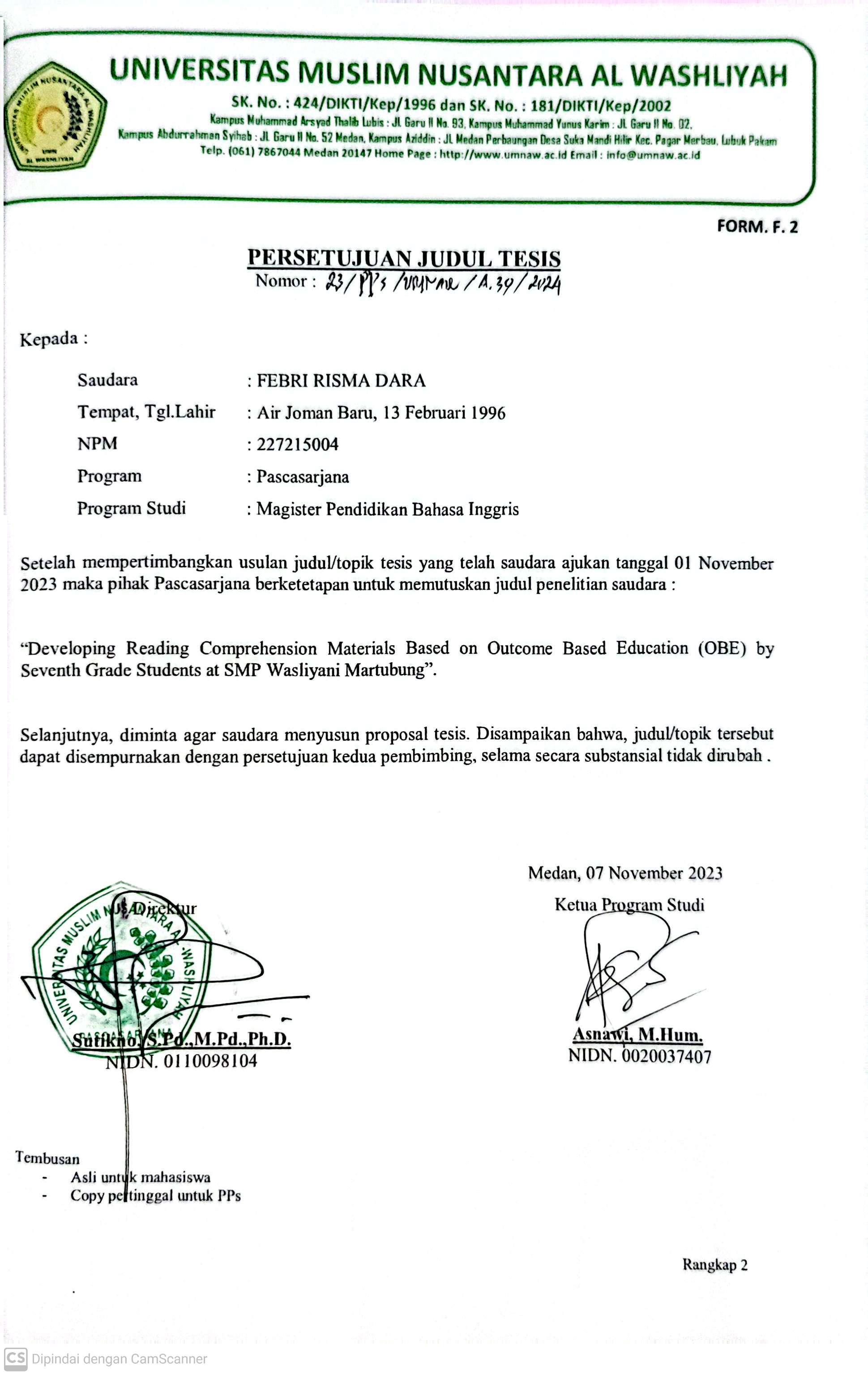
1. Imagine you are Lily, and you are writing a journal entry about your experience of painting the starry night. What would you write?

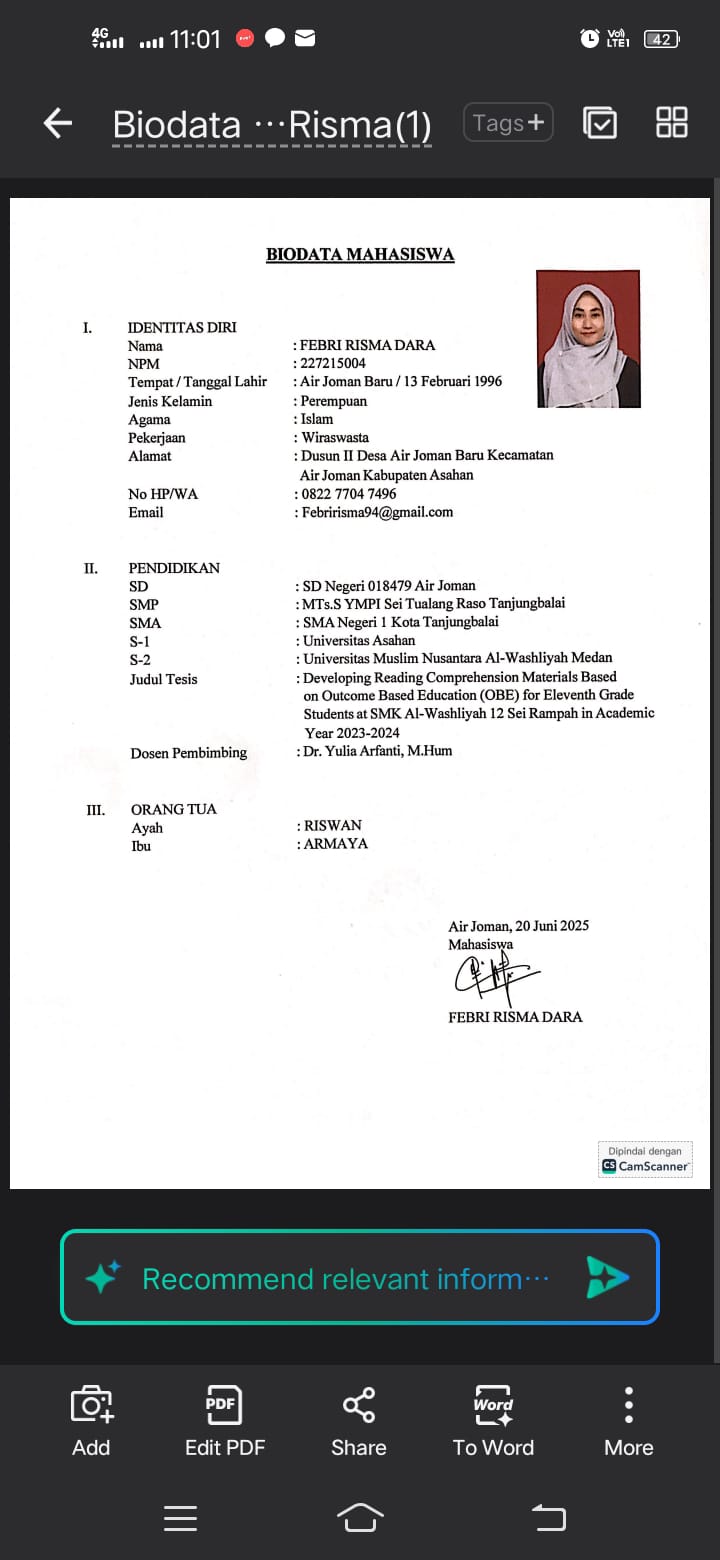
(a) Describe the emotions and thoughts that filled you as you painted. (b) Share the challenges and triumphs you faced during the creative process. (c) Express your gratitude for the inspiration you found in the night sky. (d) All of the above

1. If you were to create a musical piece inspired by the story, what kind of mood or atmosphere would you try to convey?

(a) A sense of awe and wonder at the vastness of the universe. (b) A feeling of tranquility and peace inspired by nature's beauty. (c) A surge of passion and creativity as the artist immerses themselves in their work. (d) All of the above

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