**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.