**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