**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.