

**DEVELOPING READING COMPREHENSION MATERIALS BASED ON
OUTCOME BASED EDUCATION (OBE) FOR ELEVENTH GRADE
STUDENTS AT SMA AL-WASHLIYAH 12 SEI RAMPAH
IN ACADEMIC YEAR 2023-2024**

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Abstract

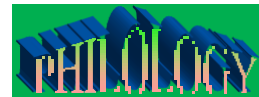
Reading comprehension is crucial for learning English, and teachers need to improve their teaching methods. Outcome-Based Education focuses on essential skills for students to succeed, requiring creativity in delivering learning materials using interesting media and methods. The research focused on the development, validation, and effectiveness of reading comprehension materials using Outcome-Based Education (OBE) for Grade Eleventh students at SMA AL WASHLIYAH 12 SEI RAMPAH. The study involved 15 students and used various techniques, including study literacy, interviews, observation, group discussion, and documentation. The research using quantitative descriptive techniques that described the application of learning media. The results showed successful development with an average increase of 9.13% and a passing rate of 86.66%. The method was also proven valid with an average score of 4.1 and effective with an Ngain percentage score of 81.94%.

Keywords: *RnD, Reading Comprehention, OBE*

Abstract

Pemahaman bacaan sangat penting untuk belajar bahasa Inggris, dan guru perlu meningkatkan metode pengajaran mereka. Pendidikan Berbasis Hasil berfokus pada keterampilan penting bagi siswa untuk berhasil, yang memerlukan kreativitas dalam menyampaikan materi pembelajaran menggunakan media dan metode yang menarik. Penelitian ini berfokus pada pengembangan, validasi, dan efektivitas materi pemahaman bacaan menggunakan Outcome-Based Education (OBE) untuk siswa Kelas Sebelas di SMA AL WASHLIYAH 12 SEI RAMPAH. Studi ini melibatkan 15 siswa dan menggunakan berbagai teknik, termasuk literasi studi, wawancara, observasi, diskusi kelompok, dan dokumentasi. Penelitian menggunakan teknik deskriptif kuantitatif yang menggambarkan penerapan media pembelajaran. Hasilnya menunjukkan perkembangan yang sukses dengan peningkatan rata-rata sebesar 9,13% dan tingkat kelulusan sebesar 86,66%. Metode tersebut juga terbukti valid dengan skor rata-rata 4,1 dan efektif dengan skor persentase Ngain sebesar 81,94%.

Kata kunci: *RnD, Pemahaman Membaca, OBE*

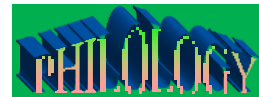


1. INTRODUCTION

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). The ability to read is a vital skill that fosters intellectual development. Man can obtain the most important information that is stored in books, newspapers, journals, and digital texts with its help. It is a fundamental ability required for success in other subject areas. It may also spark a lifetime interest in study, enjoyment, and critical thinking. Thus, being able to read is both a fundamental objective and an essential educational instrument (Vizcarra, 2017).

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).

It promotes the idea that reading comprehension is a flexible, continuing cognitive and constructive process. It is claimed that both conceptually driven (top-down) and data-driven processes (bottom-up) contribute to the formation of a situational (mental) model of text ideas. It is a two-way process that employs inferential processing to integrate information from the text-based model with prior knowledge (Woolley, 2011). Reading comprehension is diverse and complex. The continuing obstacles that children, adolescents, and even adults encounter with reading comprehension necessitate concentrated efforts to develop evaluations that assist in identifying areas of difficulty and designing instructional techniques to prevent or alleviate these difficulties. This necessitates building on existing studies to understand the fundamental components and processes of reading comprehension (Kendeou, 2016). 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.

Based on initial observations made by researchers at SMA 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 outcome-based education, curriculum organization begins with clearly defined learning outcomes. While districts and schools may have philosophy statements and scope and sequence materials, they often lack the necessary structure and guidance for teachers to plan instruction (Burns, 1987). OBE is a system of education that prioritizes ends, purpose, accomplishments, and results (Rao, 2020). Meanwhile, Outcome-based education (OBE) is centering and structuring everything in an educational system around what is needed for all students to be able to achieve successfully at the end of their learning experiences (Spady, 1994)

2. METHODOLOGY

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. R&D is a type of inquiry unique to the instructional design and technology field dedicated to the creation of new knowledge and the validation of existing practice (Richey, 2014). 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 SMA AL WASHLIYAH 12 SEI RAMPAH. R&D cycle from Borg&Gall (1996), the process of developing takes more the presentation of this process. 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 will 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.

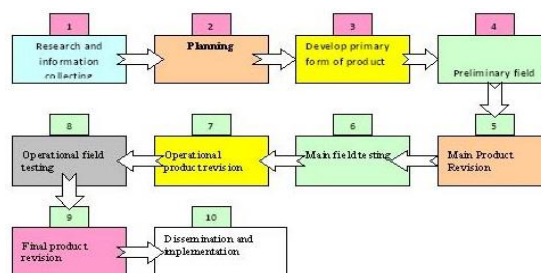


Figure 1.R&D cycle from Borg&Gall

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

- a. 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;
- b. 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;
- c. 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;
- d. 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;

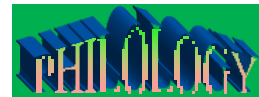


- e. Revision of the main product, namely making improvements to the initial product produced based on the results of the initial trial. It is very possible for this improvement to be carried out more than once, according to the results shown in limited trials, so that a draft of the main product (model) is obtained which is ready to be tested more widely;
- f. Main field trials, main trials involving all students;
- g. 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;
- h. Field operational test, namely the validation test step of the operational model that has been produced;
- i. Revision of the final product, namely making final improvements to the developed model to produce the final product;
- j. Dissemination and implementation, namely steps to disseminate the products/models developed.
- k. 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.

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).

3. FINDINGS AND DISCUSSIONS

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. 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



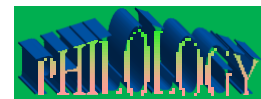
also on the student's learning process. the results and support from previous research, the researcher concluded that the development of reading comprehension materials using the OBE method was proven to be effective. To fulfill this stage, the researcher conducted a pre-test on the 11th-grade students of SMA Al-Washliyah 12 Sei Rampah.

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

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 SMA Al-Wahliyah 12 Sei Rampah.

The developing product (Learning plans) by using OBE method. 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.

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. Revision of the main and operational product. 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. 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. 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 4 below.

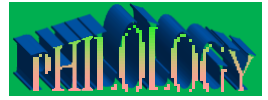
It is known that there has been an increase in the number of students who have passed in the field of reading ability. From the previous data that only showed 2 students who passed or 13.33%, at this stage there have been 8 students who have passed in this phase or around 53.33% of students have passed. 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. The results of the previous observation, an evaluation is needed regarding the use and application of the method.

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.

4. CONCLUSIONS

The development of reading comprehension materials based on outcome-based education (OBE) at SMA AL WASHLIYAH 12 SEI RAMPAH is success with an average increase of 9.13% and a passing rate of 86.66%. 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. The development of reading comprehension materials using the OBE method was proven to be effective with Ngain percentage score was 81,94%.

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