

Developing Reading Comprehension Materials Based on Outcome Based Education (OBE) For Eleventh Grade Students in the SMK Al-Washliyah 12 Sei Rampah

Febri Risma Dara^{1*)}, Yulia Arfanti², Risnawaty³, Asnawi⁴

^{1,2,3,4} University of Muslim Nusantara Al Washliyah, Medan, Indonesia

Corresponding Authors: febririsma94@gmail.com

Article history: received June 25, 2025; revised July 30, 2025; accepted August 25, 2025

This article is licensed under a Creative Commons Attribution 4.0 International License



Abstract

This research and development (R&D) study aimed to develop, validate, and test the effectiveness of Outcome-Based Education (OBE) based reading comprehension materials for eleventh-grade students. Recognizing that reading comprehension is a critical yet challenging skill, this study addressed the need for more creative and effective teaching methods. OBE, which focuses on organizing the educational system around essential outcomes students must achieve, was employed as the foundational framework. The study followed the Borg & Gall R&D cycle. The population was students of SMK AL WASHLIYAH 12 SEI RAMPAH, with a sample of 15 students from class XI-1 selected as the experimental group. Data were collected through literacy studies, interviews, observations, group discussions, and documentation. Material validation was analyzed using descriptive quantitative techniques, resulting in an average validity score of 4.1, indicating a "good" level of quality. The effectiveness of the developed materials was determined using the N-gain score. The results demonstrated a significant improvement, with an average increase of 9.13% in learning outcomes and a classical passing rate of 86.66%. The N-gain score of 81.94% further confirms the high effectiveness of the OBE-based materials. It was concluded that the developed reading comprehension materials are both valid and effective, making them a viable tool for enhancing English reading instruction and achieving defined learning outcomes.

Keywords: development, learning model, illustrated paper, ability, language

I. 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).

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 (Yuliana, 2019).

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., 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., 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. Based on this phenomena, 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.

II. METHODS

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 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 (Gall. & Borg, 2019).

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.

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

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.

3. 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.

4. 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.

5. 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

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

III. RESULTS AND DISCUSSION

A. Research Result

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. 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.

According to data 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 answered 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 answered 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 answered 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 answered 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 33,33% of students very not agree, 5 students or 33,33% of students answered not agree and 33,33% of students answered 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 answered 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 assignment 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 answered 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 ninth 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 answered 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 answered 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 answered 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 twelfth 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 answered 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 answered 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 answered 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.

B. Teacher & Principal Perceptions

According to teacher interview result, that are several differences between teacher and student answered. It was normal because sometimes what student want was contra with what student want, but there are several point that researcher was so interested.

The interested finding in aspect "learning skill and teaching methods" there were answer that different in teacher answer, that mean the teacher was not believed in the material that their brought to teach the students, so the content of learning skill and teaching methods must be attention and discussion seriously by teacher, students, and the principle.

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 profession, but, if we saw at the other perspective, it was killed the potential of the learning process.

According to the result of interview session to the principle we knew the fact that, the material that delivered 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 modified to suitable to students language ability.

C. Discussion

Based on data, 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.

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

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

Based on data, 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.

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.

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

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.

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.

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.

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 1 below:

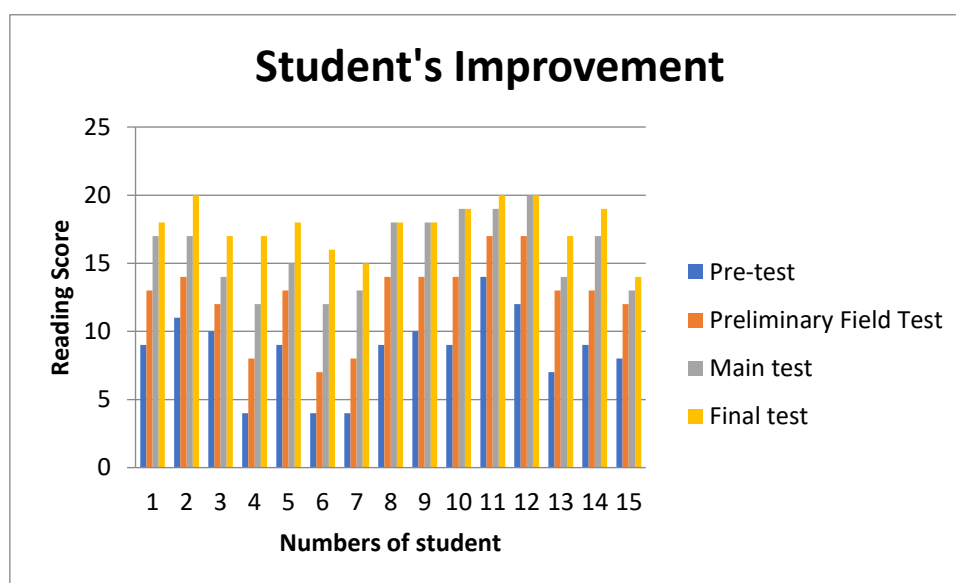


Figure 1. Student's Improvement

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"

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

Table 1. N-Gain 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	

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 2. Status Category of N-Gain Effectivity

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

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 (Yuliana, 2019).

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., 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., 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.

IV. CONCLUSIONS

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%. 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%.

ACKNOWLEDGEMENTS

Author thanks to all people and institution in most cases, sponsor and financial support acknowledgments.

REFERENCES

- S Amin, M. R. (2019). *Developing Reading Skills through Effective Reading Approaches*. *International Journal of Social Sciences & Humanities*, 4(1), 35–40. <https://doi.org/https://doi.org/10.5281/zenodo.2557919>
- Anggraini, D., et al. (2020). *Implementing Outcome-Based Education (OBE) to Improve Students' Reading Skills: A Case Study*. *International Journal of English Language Education and Literature*, 9(2), 39-47.
- Gall., & Borg. (2019). *Educational Research: An Introduction*, 8th Edition. Pearson.
- Ghofur, A. (2021). *Strategy for Developing Learning Materials Oriented to Outcomes Based Education Curriculum*. *International Seminar on of Language, Art, and Literature Education*, 1-9.
- Hidayah, N., et al. (2022). *The Impact of Outcome-Based Education (OBE) on Students' Reading Ability in Indonesian EFL Context*. *Jurnal Ilmiah Bahasa*, 27(2), 237-248 *International Journal of Research in English Education*, 1-7.
- Istiqomah. (2023). *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*. (Skripsi). FKIP,.
- Kementerian Pendidikan, Kebudayaan, Riset, dan T. (2023). *National Reading Assessment (NRA) Indonesia*. <https://bskap.kemdikbud.go.id/berita-detail/21>.
- Kurniawati, R., et al. (2021). *The Effectiveness of Outcome-Based Education (OBE) in Enhancing Students' Reading Comprehension Ability*. *English Language Teaching & Research*, 10(4), 596-604.
- Munjid, M.F., Astiyandha, T. (2021). *Exploring The Students' Reading Strategies on Tenth Grade of Senior High School*. *Lingua Journal Pendidikan Bahasa*, 87-99.
- Purba, B., Rini, M. (2021). *Improving The Students Reading Comprehension by Using Comic Strips at SMK Muhammadiyah-7 Serbelawan Grade XI*. *Bilingual : Jurnal Pendidikan Bahasa Inggris*, 64-74.
- Reza Ahmadi, M., Hairul Nizam ISMKil, A., & Muhammad Kamarul Kabilan Abdullah, A. (2013). *Journal of Education and Practice* www.iiste.org ISSN (Vol. 4, Issue 18). Online.
- Yuliana, E. (2019). *Pengaruh Penerapan Pembelajaran Berbasis Hasil (Outcome Based Education/OBE) Terhadap Penguasaan Membaca Pemahaman Siswa SMP*. *Jurnal Kajian Pendidikan*, 18(1), 71-80.