

## **Exploring the Efficiency of Students' Self-Made Reading Assessment Devices in Enhancing Reading Comprehension and Interest: A Classroom Action Research**

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**Abstract:** This study investigates the effectiveness of a self-made reading assessment strategy in enhancing the reading comprehension skills and reading interest of eleventh-grade students at SMA Negeri 20 Palembang. The research follows an action research design, with two implementation cycles. In the first cycle, the strategy is integrated into reading instruction, and learning objectives are established. The second cycle focuses on implementing the strategy and guiding students in using self-made assessment tools. The results show a positive impact on students' reading comprehension achievement, with a significant increase in the percentage of students meeting the passing grade from the first cycle to the second cycle. Additionally, the study reveals a noteworthy improvement in students' reading interests. The implementation of the self-made reading assessment strategy enhances student engagement, motivation, and enthusiasm for reading. The use of self-made assessment tools encourages students to explore additional reading materials, leading to increased reading interest and knowledge acquisition. These findings contribute to the field of education by highlighting the effectiveness of the self-made reading assessment strategy in improving students' reading abilities and fostering their interest in reading. The study emphasizes the importance of ongoing reflection and refinement in instructional approaches to sustain and enhance students' reading skills.

**Keywords:** Action Research, Reading Comprehension, Reading Interest, Self-Made Reading Assessment, Student Engagement

### **A. Introduction**

The background of this study is rooted in the 2013 curriculum implemented in Indonesia, which aims to equip individuals with the necessary skills to become loyal, productive, creative, innovative, and influential citizens who can contribute to society, the nation, the country, and world civilization (Kemendikbud, 2013). In line with this objective, English language teaching in Indonesia focuses on producing high school graduates who possess knowledge, skills, and positive attitudes toward the English language. English plays a crucial role in various fields, given its significance in international communication (Geubrina & Mulia, 2021). Simaibang (2016) emphasized

that reading is one of the four language skills and falls under the category of a receptive skill, involving the ability to understand the meaning of written or printed material. Reading is an essential skill that enhances individuals' knowledge and contributes to information-seeking. Proficiency in reading is vital for comprehending written information in the English language, particularly for supporting written communication (Saputro, et al., 2021).

However, reading without comprehension does not yield significant benefits. Reading is an endeavor to explore the meanings embedded in written text. It is an activity or process of capturing and comprehending a variety of messages (information) presented in written form (Peter et al, 2023). Moreover, reading serves the purpose of developing reading skills to acquire information and internal satisfaction. To achieve the goal of reading, it is not only necessary to possess explicit reading comprehension skills but also an understanding of implicit meaning within the text (Anjani et al 2019). In order to cultivate a habit of reading, students' reading interest is an essential aspect.

Reading interest is a feeling that accompanies or causes special attention to reading. The students may actively read if they are interested in reading. Reading interest can make them consider the reading activity as a habitual activity for them. Generally speaking, interest is a motivational variable that involves not only the emotions but also the intellect, making it a powerful energizer indeed (Hidi, et al., 2004). Reading interest is a powerful force that motivates readers to pay attention, feel interested, and derive pleasure from the activity of reading, leading them to willingly engage in reading activities of their own accord (Handayani & Koeswanti, 2020). Fostering reading interest is crucial for language development, motivation, and engagement. It promotes active reading experiences and exposes students to diverse ideas, enhancing critical thinking skills. Despite the importance of reading comprehension and reading interest. One of the schools experiencing problems with reading comprehension ability and interest in reading comprehension is State Senior High School 20 Palembang. Based on the results of the researcher's interview with the English teacher at the school, students' reading ability and interest in reading are still relatively low. Many students struggle in these areas, resulting in low achievement levels and a lack of interest in reading English texts. Students often lack effective reading strategies and encounter difficulties with time management during reading activities and assessments. Addressing these challenges requires innovative approaches to enhance reading comprehension and reading interest among students.

Therefore, there is a need to explore effective instructional approaches and strategies that can enhance students' reading comprehension abilities and foster their interest in reading. One approach that has gained attention is the use of self-made reading assessment tools, which involve students actively participating in the assessment process and taking ownership of their learning. Brumfit (1993) stressed the importance

of reader self-assessment, which is built upon the ability to keep the reading process open for further text exploration. It can be further implied that by actively engaging in self-assessment, readers become proactive participants in their learning, monitoring their understanding, reflecting on their responses to the text, and seeking meaningful engagement with the material. This self-driven approach promotes autonomy and intrinsic motivation, ultimately leading to enhanced reading comprehension and a more enjoyable reading experience.

Drawing from the effectiveness demonstrated in previous research by Handayani & Setiawan, (2018) where students' self-made reading assessment devices and English language usage guidelines improved reading achievement, while Gunaidi (2012) who conducted the students' reading interest by using an English user manual strategy, this study aims to explore the efficacy of students' self-made reading assessment devices in enhancing eleventh-grade students' reading comprehension achievement and reading interest at SMA Negeri 20 Palembang. The rationale behind this research lies in the necessity to overcome the aforementioned challenges and improve students' reading abilities. By utilizing students' self-made reading assessment devices as a teaching strategy (Muslaini, 2017), the study aims to promote active reading engagement, enhance comprehension skills, and foster a positive attitude towards reading among students. Additionally, this research seeks to contribute to the existing body of knowledge by providing insights into effective instructional strategies for improving reading comprehension and interest among students. To achieve the research objectives, a classroom action research methodology will be employed, enabling an in-depth investigation of the impact of students' self-made reading assessment devices on reading comprehension achievement and reading interest.

The research will consist of multiple cycles, involving planning, implementation, observation, and reflection stages. Through this iterative process, the study aims to refine and optimize the use of students' self-made reading assessment devices to maximize their effectiveness. As mentioned by Nazurty et al. (2019), students can engage in self-assessment while reading through various activities. These include reading each other's work and discussing significant omissions or variations, providing written comments and suggestions on circulated stories, identifying the best sections and reasons for their effectiveness, and sharing personal responses with the author as they progress through the text. In conclusion, this study endeavors to address the challenges students face in reading comprehension by utilizing students' self-made reading assessment devices as a strategy to improve reading achievement and interest. By building upon previous research and incorporating insights from Handayani & Koeswanti (2020) and Brumfit (1993) regarding reader self-assessment and reading interest, this study aims to contribute to the existing knowledge on effective instructional approaches and make a meaningful impact on English language teaching practices.

## **B. Methods**

In order to assess the effectiveness of the reading comprehension strategy in improving students' reading skills, a classroom action research (CAR) design will be utilized. The study will concentrate on eleventh-grade students from the XI IPA 1 class at State Senior High School 20 Palembang during the 2022-2023 academic year, with a total of 35 students comprising 10 males and 25 females. The research process will involve a series of cycles including planning, implementation, observation, and reflection.

**Cycle 1.** The research process will involve a series of cycles including planning, implementation, observation, and reflection. During the planning phase of Cycle 1, the strategy's integration into reading comprehension instruction will be formulated, learning objectives will be established, and necessary steps will be devised. The implementation stage of Cycle 1 will focus on applying the strategy during instruction and guiding students in utilizing self-created reading assessment tools and relevant strategies. Through the observation phase of Cycle 1, close monitoring of student engagement will take place, and data will be collected for evaluation purposes. The reflection stage of Cycle 1 will enable the researcher to analyze the observation outcomes, reflect on them, and identify areas for improvement. This iterative process in Cycle 1 will optimize the strategy's utilization along with the self-made reading assessment tools.

**Cycle 2.** Following the completion of Cycle 1, the research process will move on to Cycle 2, which will build upon the findings and improvements made in the previous cycle. In the planning phase of Cycle 2, the researcher will revisit and refine the strategy and self-made reading assessment tools based on the lessons learned from Cycle 1. Adjustments will be made to enhance their effectiveness and alignment with the learning objectives. The implementation stage of Cycle 2 will focus on further enhancing student engagement and refining instructional activities. The observation phase of Cycle 2 will allow for continued data collection and assessment of student progress, providing insights into the effectiveness of the refined strategy and assessment tools. Finally, the reflection stage of Cycle 2 will facilitate a deeper analysis of the outcomes, comparing them with the results from Cycle 1, and providing valuable insights for future implementation and potential further refinement.

Data collection will involve two primary instruments. Firstly, a multiple-choice reading comprehension test will be administered to assess students' reading comprehension achievement. Secondly, a reading interest questionnaire will be utilized to gather information regarding students' reading preferences and their level of interest following exposure to the strategy. Data analysis will include descriptive analysis and mean score calculations for the reading comprehension test results.

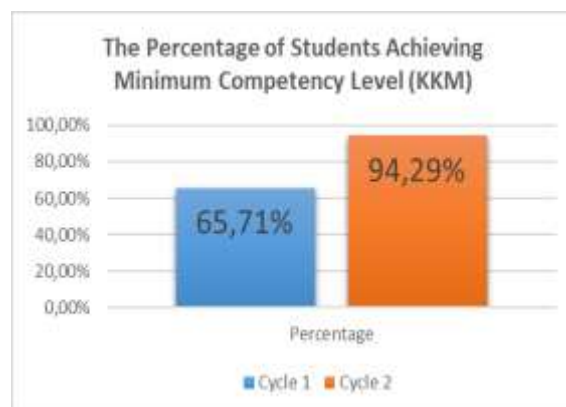
Additionally, qualitative analysis will be employed to summarize common findings and patterns derived from the responses obtained through the reading interest questionnaire.

The objective of this research is to evaluate the effectiveness of the strategy, examine its impact on students' reading comprehension achievement, and explore their reading interests. Furthermore, qualitative data will be gathered through the utilization of observation forms, ongoing notes, and questionnaires to assess students' levels of interest and provide continuous feedback. Quantitative data will be acquired through evaluation or testing instruments, with the goal of achieving a success rate of 85% among students in terms of improved reading interest and comprehension abilities. It is important to note that the minimum competency level (KKM) criterion set by the school is 70, and this will serve as the benchmark for evaluating the students' achievement in reading comprehension.

### **C. Results and Discussion**

#### **Learning Achievements**

The results of the research demonstrate the effectiveness of the implemented strategy and self-made reading assessment tools in improving students' reading comprehension. The success criteria for each cycle were set at 85% of the total 35 students reaching the minimum passing grade of 70. In Cycle 1, the percentage of students who achieved a passing grade was 65.71%, with a total of 23 students meeting the criteria. However, there were still 34.29% or 12 students who did not reach the passing grade. In Cycle 2, there was a significant improvement in students' performance. A total of 94.29% or 33 students successfully met the passing grade, showing a substantial increase from the previous cycle. Only 5.71% or 2 students remained below the passing grade. The percentage of each cycle will be presented in the following diagram.



**Figure 1. The Percentage of Students Achieving Minimum Competency Level**

Therefore, there was a growth of approximately 28.58% from Cycle 1 to Cycle. In relative terms, this improvement represents an increase of approximately 43.52% from the initial percentage (65.71%). The significant increase in the percentage of students reaching the passing grade demonstrates the effectiveness of the approach. These findings suggest that the continuous reflection, refinement, and adjustment of the strategy and assessment tools throughout the research process have led to notable improvements in students' reading comprehension. The results support the effectiveness of the strategy and self-made reading assessment tools in achieving the research objectives and improving students' reading abilities.

### **Students' Reading Interest**

The research findings indicate a significant change in students' reading interest after implementing the self-made reading assessment strategy. The questionnaire administered to the students consisted of 11 statements that were answered using a Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). In the analysis of the questionnaire, statements related to reading interest in English were the focus of the study. Based on the student's responses, it was found that there was an improvement in reading interest following the implementation of the self-made reading assessment strategy. Specifically, 85% of the students expressed a positive perception of reading as an enjoyable activity (Statement 1). Additionally, 90% of the students demonstrated a high interest in reading in English (Statement 2). More than 80% of the students also stated that they frequently seek additional reading materials beyond school assignments (Statement 3). In terms of motivation, nearly 95% of the students expressed enthusiasm when given the opportunity to read in English (Statement 4). Over 90% of the students also indicated that reading in English enhances their knowledge and comprehension (Statement 5). Furthermore, approximately 85% of the students stated that they would utilize their leisure time to read books in English (Statement 6).

Moreover, more than 90% of the students felt inspired and motivated after reading books in English (Statement 7). Almost all students (98%) expressed their happiness when given the chance to share and discuss the books they read with others (Statement 8). Regarding English language learning, around 90% of the students perceived that reading books in English helps improve their overall language proficiency (Statement 9). Additionally, nearly all students (99%) acknowledged the benefits of the self-made reading assessment strategy in enhancing their reading interest and comprehension (Statement 10). More than 85% of the students also stated that they would recommend the use of self-made reading assessments to their classmates (Statement 11). The table below demonstrates the percentage of students reading interest.

**Table 1. Percentage of Students' Reading Interest**

I find reading to be an enjoyable activity.	85%
I have a high interest in reading in English.	90%
I often seek additional reading materials outside of school assignments.	80%
I feel enthusiastic when given the opportunity to read in English.	95%
I believe reading in English enhances my knowledge and understanding.	90%
I would dedicate my free time to reading books in English.	85%
I feel inspired and motivated after reading books in English.	90%
I feel happy when given the chance to share and discuss the books I read with others.	98%
I believe reading books in English helps me improve my overall English language skills.	90%
I feel supported by the self-made reading assessment strategy in enhancing my reading interest and comprehension.	99%
I would recommend learning with the use of self-made reading assessments to my classmates.	85%

These findings indicate that the implementation of the self-made reading assessment strategy has a positive impact on students' reading interest in English. The high percentage of students expressing positive perceptions and high interest provides evidence of the effectiveness of this strategy in enhancing students' reading motivation. The implications of these findings can serve as a foundation for improving English language instruction in schools and promoting the use of self-made reading assessment strategies in broader learning contexts.

### **Effective Instructional Management and Teacher-Student Engagement**

The observations during the research cycles revealed that effective instructional management by the teacher and active engagement of both teachers and students were crucial factors in the successful implementation of the strategy and self-made reading assessment tools. The teacher's clear planning, organization, and implementation of reading comprehension instruction, along with the student's active participation and utilization of the assessment tools, contributed to a positive and engaging learning environment.

The research findings indicate a strong positive impact of the implemented strategy and self-made reading assessment tools on students' reading comprehension. The success criteria for each cycle were set at 85% of the total 35 students reaching a minimum passing grade of 70. During Cycle 1, 65.71% of the students (23 out of 35) achieved a passing grade, while 34.29% (12 students) fell short of meeting the criteria. However, Cycle 2 witnessed a significant improvement in student performance, with 94.29% (33 students) successfully reaching the passing grade, indicating a substantial increase compared to the previous cycle. These findings support the efficacy of the strategy and self-made reading assessment tools in accomplishing the research objectives and enhancing students' reading skills. The substantial increase in the percentage of students reaching the passing grade attests to the effectiveness of the approach. It implies that the strategy and assessment tools successfully improved students' reading comprehension.

This notion is supported by Arsyad (2015) who stated that self-assessment promotes student reflection and has a more significant influence on student achievement compared to other techniques. By engaging in honest self-assessment, students view themselves as active participants in their learning journey rather than passive recipients of knowledge and skills. The implications of these findings extend to instructional practices. The research emphasizes the importance of ongoing evaluation and adjustment of instructional strategies and assessment tools to foster students' reading comprehension. It also highlights the significance of providing continuous professional development and support for teachers in implementing the strategy and utilizing self-made reading assessment tools effectively. Further research can delve into the specific components of the strategy and assessment tools that contributed to the observed improvements. Additionally, exploring the impact of the strategy in different educational contexts and with diverse student populations can offer valuable insights for future implementations.

### **Reading Interests of Students**

The study revealed a significant improvement in students' reading interest, with students finding reading enjoyable and recognizing its benefits for knowledge and understanding. The integration of self-made reading assessment strategies added novelty to the learning experience, as students were actively involved in assessing their own progress and engaging in discussions about the books they read. This finding highlights the potential of the approach in promoting students' reading interest and motivation. The findings of this study have important implications for educational practitioners and policymakers. Having a high reading interest is beneficial for improving comprehension and critical thinking skills, as it enables individuals to analyze, evaluate, and reflect on information.

However, the strategies used to develop reading interest, particularly in schools and universities, have not shown optimal results. Therefore, the innovative strategy and self-made reading assessment tools explored in this study offer a novel approach for teachers to enhance reading comprehension instruction and engage students in a meaningful way. Additionally, the study highlights the importance of ongoing professional development for teachers to effectively implement innovative instructional strategies. The positive outcomes of the study also call for further research to investigate the long-term effects and sustainability of this approach in improving students' reading comprehension skills. Overall, this study contributes to addressing the gap in improving students' reading comprehension by introducing a novel approach through the implementation of a strategy and self-made reading assessment tools. The positive outcomes, particularly in terms of learning achievement and students' reading interest, suggest the potential of the approach in transforming instructional practices and promoting effective reading comprehension instruction.

### **Effective Instructional Management and Teacher-Student Engagement**

The innovative use of the strategy and self-made reading assessment tools required careful planning, implementation, and monitoring. The successful implementation by the teacher suggests the novelty of the approach and its potential for improving instructional practices. The active engagement of both teachers and students in the learning process contributed to the positive outcomes. Factors influencing external reading interest consist of the role of teachers, the environment, family, and facilities. Teachers should utilize learning theory or components of learning strategies as the principles of teaching so that the learning process can be well received and easier for students to grasp (Anjani et al 2019). The innovative strategy and assessment tools created a dynamic and interactive learning environment, fostering students' interest and motivation in reading. This engagement indicates the novelty of the approach and its potential for transforming traditional teaching practices (Afriani, 1998).

### **D. Conclusion**

The research findings indicate a strong positive impact of the implemented strategy and self-made reading assessment tools on students' reading comprehension. The success criteria for each cycle were set at 85% of the total 35 students reaching a minimum passing grade of 70. During Cycle 1, 65.71% of the students (23 out of 35) achieved a passing grade, while 34.29% (12 students) fell short of meeting the criteria. However, Cycle 2 witnessed a significant improvement in student performance, with 94.29% (33 students) successfully reaching the passing grade, indicating a substantial increase compared to the previous cycle.

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