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The Enhancement of High School Students' Reading Comprehension in Exploring Textual Idea Using Assessment Approach

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ABSTRACT

Reading comprehension is a fundamental skill that enables high school students to explore and understand ideas in Indonesian. It plays a crucial role in shaping students' academic success, critical thinking, and communication skills. The present study examines the effectiveness of assessment approaches, including critical reading and summary-making techniques, in enhancing students' reading comprehension of Indonesian texts. In spite of the increasing emphasis on reading comprehension in education, limited research has explored the combined effects of these strategies in Indonesian language learning. This quasi-experimental study involved 64 eleventh-grade students from a high school in Bandar Lampung, divided into two groups: one utilizing critical reading and the other employing summary-making techniques. A reading test consisting of five Indonesian texts, validated for reliability, was used as the primary instrument. Data analysis included N-gain calculations, paired-sample t-tests, and independent-sample t-tests to assess the enhancement of students' reading comprehension. Results showed that both the critical reading technique and summary-making technique significantly enhanced students' reading comprehension in exploring the textual ideas, particularly in evaluating text language and style, analyzing text structure and perspective, evaluating text content and relevance, drawing conclusion and recommendations, and identifying sources and references, with the critical reading showing slightly greater effectiveness

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than summary-making technique. Educators can apply these approaches to enhance students' reading comprehension skills, while curriculum developers can incorporate them into national education frameworks.

Keywords: Critical Reading; Assessment Approach; Reading Comprehension; Summary Making; Textual Idea

1. Introduction

Reading comprehension is a fundamental skill that enables high school students to explore and understand textual ideas in Indonesian. It plays a crucial role in shaping students' academic success, critical thinking, and communication skills. Through effective reading comprehension, students can interpret, analyze, and evaluate information, allowing them to develop a deeper understanding of various texts^[1]. However, many students struggle to grasp the intended meaning of textual texts, leading to challenges in their studies and daily interactions^[2]. Poor comprehension skills hinder students' ability to construct meaning, make inferences, and form logical conclusions^[3]. Given the significant role that reading comprehension plays in students' educational journeys, addressing the issue of poor reading comprehension in Indonesian is essential for enhancing overall literacy and cognitive abilities. Without strong comprehension skills, students may find it difficult to excel in their academic subjects. Additionally, poor reading skills can impact their ability to engage in meaningful discussions^[4-6]. Therefore, improving reading comprehension among high school students should be a priority in Indonesian education.

Despite its importance, a significant number of high school students in Indonesia continue to exhibit poor reading comprehension when exploring ideas in Indonesian texts. This problem has become increasingly evident in classroom discussions, standardized tests, and written assignments, where students struggle to extract and interpret key information^[5,7,8]. Several factors contribute to this issue, including limited vocabulary, lack of reading interest, ineffective teaching methods, and insufficient exposure to diverse texts. Particularly, limited vocabulary restricts students' ability to understand complex texts, while a lack of reading interest discourages them from engaging with various literary works. Furthermore, traditional rote-learning methods often fail to foster critical thinking and analytical skills. Additionally, the absence of diverse reading materials prevents students from encountering different writing styles and perspec-

tives^[9-12]. These factors collectively contribute to students' poor comprehension, making it imperative to adopt alternative approaches that promote deeper engagement with texts. Without intervention, students may continue to struggle with academic success, highlighting the need for strategic educational reforms.

One promising alternative for enhancing students' reading comprehension in Indonesian is the assessment approach, which consists of critical reading technique and the summary-making technique. Critical reading encourages students to question, analyze, and interpret texts, helping them develop a deeper understanding of textual ideas. By engaging in critical reading, students actively interact with texts rather than passively absorbing information^[13-15]. On the other hand, summary-making enhances comprehension by requiring students to identify main ideas, organize information, and synthesize key points^[16,17]. These techniques foster analytical and reflective thinking, enabling students to process information more effectively. Furthermore, they help students retain essential concepts and improve their ability to articulate ideas coherently^[18,19]. Given these advantages, incorporating the assessment approach in Indonesian language education can significantly enhance students' reading comprehension and overall literacy skills. The integration of these strategies ensures that students develop structured thinking habits. Over time, this approach can transform students into more proficient readers.

Several studies have investigated students' poor reading comprehension in Indonesian and explored potential solutions to address this issue. Research findings indicate that many high school students struggle with text interpretation due to inadequate reading strategies and ineffective instructional methods^[9-12]. Previous studies have suggested the integration of interactive reading techniques, peer discussions, and contextual learning to enhance comprehension^[20-28]. However, the novel idea of the present study lies in its focus on the assessment approach, which combines critical reading and summary-making techniques as a unified strategy for improving reading comprehension. Unlike traditional meth-

ods, this approach actively engages students in the reading process by encouraging analytical thinking and structured synthesis of information^[15,17]. By emphasizing both critical evaluation and concise summarization, this study introduces an innovative framework for addressing reading comprehension challenges in Indonesian. The findings can help shape future educational policies, providing a fresh perspective on improving reading comprehension.

The present study aimed to examine the effectiveness of the assessment approach in enhancing reading comprehension among high school students in Indonesia. Specifically, it seeks to determine how critical reading and summary-making techniques contribute to students' ability to explore and understand textual ideas in Indonesian. The study holds significant implications for Indonesian language education, as it provides a research-based framework for improving literacy skills. Its findings can inform educators, curriculum developers, and policymakers on effective strategies for fostering deeper engagement with texts. Moreover, by implementing the assessment approach in classrooms, teachers can cultivate a culture of analytical reading and active learning. Ultimately, this study contributes to the broader goal of enhancing students' cognitive abilities, academic performance, and lifelong learning skills. Ensuring students' ability to comprehend complex texts will improve their academic success and help them in their professional lives.

2. Literature Review

2.1. Reading Comprehension

Reading comprehension is defined by experts as the ability to understand, interpret, and analyze texts. According to Rad^[29], reading comprehension involves extracting and constructing meaning through interaction with textual language. Additionally, Peller et al.^[30] emphasize that comprehension requires integrating new information with prior knowledge. Meanwhile, Jago et al.^[31] argue that reading comprehension is an active process that demands critical thinking and engagement with the text. In the context of the Indonesian language, reading comprehension refers to students' ability to explore, interpret, and understand textual ideas effectively. Indonesian language texts often require readers to grasp cultural nuances, contextual meanings, and linguistic structures^[5]. Reading comprehension in Indone-

sian is not only about word recognition but also about evaluating deeper meanings. Synthesizing these perspectives, reading comprehension in Indonesian education should focus on students' ability to analyze, interpret, and critically engage with texts. This skill is essential for academic success and literacy development. Therefore, enhancing reading comprehension is a priority in Indonesian language education.

Several indicators are used to measure students' reading comprehension in Indonesian. One key indicator is evaluating text language and style, which involves understanding word choice, tone, and writing techniques. Another indicator is analyzing text structure, which requires students to identify the organization of ideas within a passage. Evaluating text content ensures that students can determine the accuracy and reliability of the information presented^[32,33]. Additionally, evaluating text relevance helps students connect ideas to real-life contexts or academic discussions^[34]. Analyzing text perspective enables students to recognize the author's viewpoint and underlying messages. Making conclusions and recommendations demonstrates a student's ability to synthesize information and propose logical interpretations. Identifying sources and references ensures that students understand the credibility of information^[5,7]. These indicators collectively assess how well students engage with and understand textual texts. Proper assessment of these skills can provide valuable insights into students' reading comprehension levels. Therefore, using these indicators is crucial for measuring proficiency in Indonesian.

2.2. Assessment Approach

The assessment approach is a method that involves assessing and analyzing information critically to gain a deeper understanding of a text. According to Arievitch^[35], evaluation is the highest level of cognitive processing, requiring readers to make judgments about the quality and meaning of a text. In Indonesian, assessment reading encourages students to actively engage with texts rather than passively consuming information^[5]. The assessment approach used in the present study consists of the critical reading technique and the summary-making technique^[15]. Particularly, the critical reading technique involves questioning, analyzing, and interpreting textual materials to extract key ideas. The summary-making technique requires students to condense information while retaining essential details and meanings^[17].

Both techniques help students engage deeply with texts, improving comprehension and analytical skills. By combining these techniques, the assessment approach fosters an interactive and reflective reading process. It allows students to refine their understanding and enhance their critical thinking abilities. Therefore, the assessment approach is an effective method for improving reading comprehension in Indonesian.

Critical reading is a technique that involves analyzing, questioning, and evaluating texts to understand their deeper meanings. Baki^[36] defines critical reading as the process of actively engaging with a text to assess its arguments and evidence. According to List et al.^[37], critical reading requires readers to think beyond surface meanings and explore underlying assumptions. This technique enhances reading comprehension by encouraging students to question the validity and logic of a text^[38]. In Indonesian, critical reading helps students identify key themes, perspectives, and cultural references. It enables them to distinguish between factual and biased information, improving their interpretive skills^[15]. Additionally, it trains students to recognize persuasive techniques used in writing. By fostering analytical thinking, critical reading promotes deeper engagement with texts^[39]. This technique is essential for developing higher-order cognitive skills. Therefore, critical reading plays a crucial role in enhancing reading comprehension in Indonesian language education.

Summary making is a technique that involves condensing a text into its essential points while preserving its core meaning. Khathayut and Karavi^[40] define summary making as the ability to identify main ideas and eliminate redundant information. Additionally, Saleem et al.^[41] emphasize that summarization improves comprehension by reinforcing key concepts. This technique enhances reading comprehension by helping students organize and retain information^[42]. In Indonesian, summary making enables students to distill complex texts into clear, concise summaries. It encourages them to focus on essential arguments rather than getting lost in details^[43]. Additionally, it develops students' ability to differentiate between primary and secondary information. By practicing summary making, students improve their ability to structure textual ideas effectively^[44]. This skill is particularly useful in academic settings, where clarity and precision are important. Therefore, summary making is an essential technique for enhancing reading comprehension in Indonesian.

2.3. Textual Idea

A textual main idea is the central concept that a text conveys to its readers. According to Crossley et al.^[45], identifying the main idea involves recognizing the most important point within a passage. Additionally, Beauvais et al.^[46] state that main ideas serve as the foundation for understanding and analyzing texts. In Indonesian texts, the main idea is often explicitly stated in the introduction or conclusion but may also be implied within the content. Understanding the main idea is essential for comprehending a text's overall message. It helps students distinguish between significant information and supporting details^[47]. Additionally, identifying the main idea aids in summarization and critical analysis. In Indonesian language education, mastering this skill enables students to engage more deeply with literature and informational texts^[5,15]. Synthesizing expert views, the ability to recognize the main idea is fundamental for effective reading comprehension. Without this skill, students may struggle to grasp the overall meaning of a text. Therefore, identifying the main idea is crucial for understanding textual ideas in Indonesian texts.

3. Materials and Methods

3.1. Research Design

The present study employed a quasi-experimental research design using a quantitative approach. Specifically, the study used a nonequivalent pre-test and post-test control group design. In this design, students were tested before and after being treated with the assessment approach to measure their reading comprehension in exploring textual ideas in Indonesian texts. This research design was chosen because it allows for the examination of causal relationships between the intervention and the improvement in reading comprehension^[48]. By comparing pre-test and post-test scores, the study could determine the effectiveness of the assessment approach. The quasi-experimental design was also appropriate since it permitted the study to be conducted in a natural classroom setting without random assignment, making it more applicable to real educational contexts^[49]. Furthermore, this design minimized external influences by ensuring both groups underwent similar conditions except for the applied intervention. The use of a control group helped in assessing whether any observed

improvement was truly due to the assessment approach^[50]. Therefore, this research design was suitable for measuring the effectiveness of critical reading and summary-making techniques in enhancing students' reading comprehension.

3.2. Participants

The study involved 64 eleventh-grade students from a senior high school in Bandar Lampung as participants. These students were selected using purposive sampling based on specific criteria, such as their level of reading comprehension and their availability for the intervention. The purposive sampling method was chosen because it allowed the researcher to focus on students who were most suitable for evaluating the effectiveness of the intervention^[51,52]. The selected students were then distributed into two groups. Particularly, the first group, consisting of 32 students, was treated using the critical reading technique, while the second group, consisting of 32 students, was treated using the summary-making technique. This distribution was essential to compare the effects of each technique on students' reading comprehension. By having two separate treatment groups, the study ensured a structured comparison between critical reading and summary-making techniques. This selection process provided a representative sample to analyze the impact of the assessment approach. Furthermore, the division into two groups ensured that both techniques could be independently assessed for their effectiveness. Therefore, selecting these participants and distributing them accordingly was crucial for achieving the study's objectives.

3.3. Instrument and Data Collection

A reading test consisting of five Indonesian texts was used to measure students' reading comprehension in exploring textual ideas. The test was designed to evaluate various aspects of comprehension, including identifying main ideas, analyzing text structures, and making inferences^[5]. The validity of the test was confirmed with $r_1 = 0.879$; $r_2 = 0.891$; $r_3 = 0.917$; $r_4 = 0.886$; and $r_5 = 0.926$, indicating strong construct validity^[53,54]. Additionally, the reliability of the test was measured using Cronbach's alpha with $\alpha = 0.896$, ensuring consistent and accurate assessment results^[55,56]. The test was administered to both groups before and after the intervention to evaluate the impact of critical reading

and summary-making techniques. The inclusion of multiple texts in the test ensured a comprehensive assessment of students' reading skills. Furthermore, administering the same test to both groups allowed for direct comparisons between the two techniques. The test results provided quantitative data for analyzing changes in reading comprehension. By using a standardized test with proven validity and reliability, the study ensured objective and credible findings. Therefore, the reading test played a central role in assessing the effectiveness of the assessment approach.

3.4. Data Analysis

The N-gain value was used to describe the enhancement of students' reading comprehension in exploring the textual ideas of Indonesian texts. The N-gain value allowed for the quantification of improvement from pre-test to post-test, consisting of $g < 0.30$ (low), $g < 0.70$ (moderate), and $g \geq 0.70$ (high)^[57]. Additionally, a paired dependent sample t-test was conducted to examine the effectiveness of both the critical reading and summary-making techniques. This statistical test was chosen because it determines whether the difference in students' scores before and after the intervention was significant^[58]. Meanwhile, an independent sample t-test was used to compare the differences in reading comprehension between students who used the critical reading technique and those who used the summary-making technique. This test was crucial for determining which of the two techniques had a greater impact on reading comprehension^[59,60]. By employing both paired and independent t-tests, the study ensured a thorough statistical analysis of the intervention's effectiveness. The combination of these analyses provided a clear understanding of how each technique contributed to students' reading comprehension. Therefore, using these statistical tools was essential for evaluating the outcomes of the study and drawing meaningful conclusions.

4. Results

4.1. N-Gain Value

To describe the enhancement of students' reading comprehension in exploring the textual ideas of Indonesian texts using both the critical reading technique and summary-making technique, the N-gain value was used (see **Table 1**).

Table 1. The results of N-gain calculation.

Indicator of Reading Comprehension	Assessment Approach	
	Critical Reading Technique	Summary Making Technique
Evaluating text language and style	0.16 (Low)	0.15 (Low)
Analyzing text structure	0.23 (Low)	0.18 (Low)
Evaluating text content	0.24 (Low)	0.26 (Low)
Evaluating text relevance	0.31 (Moderate)	0.30 (Moderate)
Analyzing text perspective	0.38 (Moderate)	0.33 (Moderate)
Making Conclusions and Recommendations	0.44 (Moderate)	0.38 (Moderate)
Identifying Sources and References	0.48 (Moderate)	0.45 (Moderate)
Total	0.32 (Moderate)	0.29 (Low)

The N-gain values indicate that both the critical reading and summary-making techniques resulted in low to moderate enhancement in students' reading comprehension. The critical reading technique showed the highest enhancement in identifying sources and references, while the lowest was in evaluating text language and style. Similarly, the summary-making technique showed the highest enhancement in identifying sources and references, and the lowest in evaluating text language and style. Both techniques had moderate gains in evaluating text relevance, analyzing text perspective, and making conclusions and recommendations. However, low gains in evaluating text language and analyzing text structure suggest that these aspects require additional instructional support. The total N-gain for the critical reading technique was slightly higher than that for the summary-making technique. This indicates that critical reading was

slightly more effective in enhancing overall comprehension. Despite the enhancement, the results suggest that neither technique alone is sufficient for fully developing students' comprehension skills. The findings highlight the need for a more integrated approach to strengthen students' reading comprehension. Therefore, further research should explore complementary strategies to enhance reading comprehension in Indonesian language learning.

4.2. Paired Dependent Sample T-Test

To examine the effectiveness of assessment approaches, consisting of critical reading and summary making technique to enhance students' reading comprehension in exploring the textual idea of Indonesian text, paired dependent sample t-test was applied (see **Table 2**).

Table 2. The results of paired dependent sample t-test.

Indicator of Reading Comprehension	Assessment Approach	
	Critical Reading Technique	Summary Making Technique
Evaluating text language and style	14.621*	13.592*
Analyzing text structure	28.256*	20.952*
Evaluating text content	19.016*	21.149*
Evaluating text relevance	31.666*	29.747*
Analyzing text perspective	22.649*	19.193*
Making Conclusions and Recommendations	38.793*	32.525*
Identifying Sources and References	40.071*	36.994*
Total	53.976*	48.450*

Note: * < 0.01.

The paired dependent sample t-test results indicate that both critical reading and summary-making techniques significantly enhanced students' reading comprehension. The analysis confirms that both techniques had a positive effect on all assessed indicators. Among these, the greatest enhancements were observed in identifying sources and references, as well as making conclusions and recommendations, suggesting that students became more proficient in evaluating and syn-

thesizing information. Moderate enhancements were seen in evaluating text relevance and analyzing text perspective, indicating that students developed better skills in assessing the significance and viewpoints within a text. The lowest enhancements were found in evaluating text language and style, highlighting an area where students still faced difficulties even after the intervention. Overall, critical reading demonstrated a slightly stronger effect than summary-making, but

both approaches were effective in enhancing comprehension. These findings suggest that incorporating structured reading strategies can significantly aid students in understanding textual ideas. The results also emphasize the need for further instructional support in linguistic and structural text analysis. Future research could explore how combining these techniques with other learning methods enhances students' overall reading proficiency.

4.3. Independent Sample T-Test

To examine the difference in the enhancement of reading comprehension in exploring the textual ideas of Indonesian texts between students who used critical reading technique and those who used summary making technique, independent sample t-test was applied (see **Table 3**).

The independent sample t-test results indicate that there were significant differences in the enhancement of reading comprehension between students who used the critical reading technique and those who used the summary-making technique for certain indicators. The analysis shows that criti-

cal reading had a significantly greater effect on analyzing text structure, making conclusions and recommendations, and overall reading comprehension, as these indicators had highly significant differences. A moderate difference was also found in analyzing text perspective, suggesting that critical reading helped students better understand viewpoints within a text. However, no significant differences were observed in evaluating text language and style, evaluating text content, evaluating text relevance, or identifying sources and references, indicating that both techniques contributed similarly to these aspects. The overall results suggest that while both approaches were effective, critical reading provided a greater advantage in improving higher-order comprehension skills. The findings emphasize the importance of choosing appropriate strategies to enhance specific aspects of reading comprehension. Educators may consider integrating critical reading techniques more extensively for deeper textual analysis. Further studies could explore complementary strategies to strengthen areas where no significant differences were observed. These results highlight the need for a balanced approach in teaching reading comprehension.

Table 3. The results of independent sample t-test.

Indicator of Reading Comprehension	T-value	df	P-value
Evaluating text language and style	0.659	62	0.512
Analyzing text structure	4.970	62	0.000**
Evaluating text content	-1.462	62	0.149
Evaluating text relevance	1.250	62	0.216
Analyzing text perspective	2.404	62	0.019*
Making Conclusions and Recommendations	3.869	62	0.000**
Identifying Sources and References	1.770	62	0.082
Total	3.852	62	0.000**

Note: ** < 0.01; * < 0.05

5. Discussion

5.1. The Effect of Assessment Approach Toward the Enhancement of High School Students' Reading Comprehension in Exploring Textual Idea

The results of this study show that assessment approaches—specifically the critical reading and summary-making techniques—significantly enhance students' reading comprehension in exploring the textual ideas of Indonesian texts. These findings align with previous research by Aditomo and Hasugian^[5], who found that assessment reading strategies enhanced students' critical understanding of text

content. Similarly, research by Wahid et al.^[15] demonstrated that structured reading techniques increased comprehension scores in Indonesian language classes. However, this study differs from Widyassari et al.^[17], who reported no significant effect of reading strategy instruction in a different school setting, suggesting that context and implementation may influence outcomes. Despite such contrasts, the consistency of enhancements across both techniques in this study reinforces the value of assessment approaches. The significant gains also support the argument that comprehension goes beyond surface-level understanding. Assessment strategies help learners decode, assess, and synthesize information more deeply. These results contribute to a broader educa-

tional discussion on the importance of strategy-based instruction. They emphasize that reading comprehension, particularly in native-language contexts, benefits from structured and critical engagement with texts. Therefore, this study adds to the growing body of evidence promoting assessment reading instruction.

Critical reading technique, as an aspect of the assessment approach, significantly enhances students' ability to explore textual ideas in Indonesian texts. This technique trains students to not only understand what is textual but also to question, analyze, and interpret the text beyond its surface meaning. According to Baki^[36], critical reading encourages intellectual engagement and fosters reflective thinking, which are crucial in processing textual information. Furthermore, List et al.^[37] argue that critical readers evaluate the logic and credibility of a text, which sharpens comprehension. This aligns with the present study's finding that students exposed to critical reading showed better skills in interpreting perspectives and drawing conclusions. In Indonesian context, texts often involve nuanced cultural or contextual meanings, which critical reading helps uncover. By enabling students to interrogate the author's intent and structure, critical reading strengthens their comprehension depth. The skill also cultivates independent thought, encouraging learners to relate ideas to broader societal themes^[38]. Thus, critical reading not only boosts comprehension but also prepares students for analytical thinking in academic and real-world contexts.

Summary making technique, as another key component of the assessment approach, also significantly enhances students' reading comprehension in Indonesian. This method trains students to distill key information and focus on essential ideas within a text. As noted by Saleem et al.^[41], summarizing encourages learners to actively process and consolidate textual information, which enhances recall and understanding. The present study confirms that this technique helps students recognize main points and organize them logically. According to Jony et al.^[44], summarization enhances comprehension by promoting attention to important content while minimizing distractions. In Indonesian language education, where texts may include dense or culturally embedded information, summary making supports clarity. It teaches learners how to filter and rephrase key ideas using their own words, deepening comprehension^[15]. Addi-

tionally, it nurtures concise communication skills, important for academic success. The technique's structured approach allows students to track meaning as they read, reinforcing understanding^[5]. Therefore, summary making is not only beneficial for learning content but also for developing critical literacy habits. High-level reading comprehension skills are vital for students' proficiency in Indonesian language, especially in understanding textual ideas. Comprehending the main idea of a text involves more than recognizing words; it includes analyzing structure, evaluating content, and drawing informed conclusions^[5]. Students with these skills are better prepared to engage with complex academic materials and real-world texts. The ability to explore textual ideas helps learners think critically and express their thoughts clearly. In the Indonesian context, texts often require understanding subtleties, cultural references, and implicit meanings, demanding advanced comprehension^[15]. Without these skills, students may struggle with literature, argumentative texts, or informational sources. Reading comprehension is thus foundational for success in various academic disciplines. Moreover, strong comprehension enhances students' writing abilities by exposing them to diverse styles and logical organization. As the findings show, improving reading skills supports broader language development, essential for educational achievement.

5.2. Implications for Educational Settings of Indonesian Language

The present study offers several theoretical implications regarding reading comprehension in Indonesian language learning. It supports the theory that comprehension is an active, strategic process involving evaluation and synthesis of information. The findings confirm the role of higher-order thinking in reading, emphasizing that strategies like critical reading and summarization are not just supportive but essential. The study aligns with Vygotsky's socio-cultural theory, suggesting that structured guidance enhances students' cognitive development. It also contributes to schema theory, as students actively connect new information with existing knowledge during assessment reading. The study expands the theoretical understanding of how reading strategies affect native language learning. These insights may inform curriculum development and theoretical models for reading instruction. Additionally, the findings encourage

the integration of multiple strategies rather than adopting a one-size-fits-all approach. The results also support the use of mixed techniques to target different comprehension aspects. Thus, this study contributes valuable insights into the theoretical framework of reading education.

From a practical standpoint, the findings of this study have clear implications for Indonesian language education. Educators can use assessment approaches to foster deeper comprehension and active engagement with texts. By applying critical reading and summary making in the classroom, teachers can help students move beyond passive reading. The techniques offer a structured method to teach key reading skills such as analysis, synthesis, and evaluation. This is especially important in senior high schools, where students must engage with more complex materials. Practical application of these strategies can be supported through lesson planning, teacher training, and instructional materials. The study also encourages differentiated instruction, allowing teachers to select methods based on students' needs. Additionally, schools may integrate assessment reading strategies into instructional tools to monitor comprehension progress. The positive results of this study show that these techniques are not only effective but adaptable to varied educational contexts. Therefore, the study supports a more strategic and skill-focused approach to reading instruction.

5.3. Limitations and Suggestions

Despite the positive findings, this study has several limitations that should be acknowledged. First, the sample was limited to a single high school in Bandar Lampung, which may affect the generalizability of the results. The study also focused only on eleventh-grade students, limiting its application to other age groups. Furthermore, the research relied on a quasi-experimental design which, while robust, could not fully eliminate the influence of confounding variables. The interventions were conducted over a relatively short period, which may not capture long-term learning effects. Additionally, the study did not control for students' prior knowledge or motivation, which could influence outcomes. The assessment techniques used may also require refinement for broader classroom application. Some students might need more guidance to effectively use critical reading or summarization. The assessment focused on reading comprehension only, excluding other language skills that may be influenced

by these techniques. Finally, future studies should explore the scalability and sustainability of assessment approaches in diverse educational settings. These limitations should guide interpretation and inform future research.

Based on these limitations, several suggestions can be made for future research. First, studies should be conducted in various schools and regions to increase the generalizability of findings. Including different grade levels would help assess the effectiveness of assessment approaches across age groups. Future research should consider a longitudinal design to evaluate the long-term impact of these techniques. Incorporating qualitative data, such as student reflections or teacher observations, could enrich the understanding of how these techniques influence learning. Researchers should also explore how assessment approaches affect other language skills like writing and speaking. Expanding the study to include digital texts or multimedia materials could offer insights into modern literacy practices. Further investigations are needed to determine how these strategies perform in large or heterogeneous classrooms. Adaptive interventions tailored to students' proficiency levels might also yield better outcomes. In addition, future studies could compare assessment approaches with other reading strategies to identify the most effective techniques. These suggestions aim to build on current findings and enhance educational practices.

6. Conclusions

In conclusion, this study confirms that assessment approaches — namely the critical reading and summary-making techniques — are effective in enhancing students' reading comprehension in Indonesian. Both techniques led to significant improvements across multiple indicators of comprehension. Critical reading was particularly effective in deep analysis and interpretation, while summary-making helped with clarity and the retention of main ideas. Together, they provided a balanced approach that strengthened students' ability to explore textual ideas. These findings underscore the value of integrating assessment strategies in language instruction. The study contributes to the field of reading education both theoretically and practically. It supports the need for targeted interventions to improve specific comprehension skills. While limitations exist, the results are promising for educators seeking effective methods. The as-

assessment approach has proven to be a practical and impactful strategy in the classroom. Therefore, it holds strong potential for enhancing literacy outcomes in Indonesian language learning.

Author Contributions

All of authors contribute in writing the article. Particularly, Edi Suyanto creates the concept of this study, design the questionnaire and ensure its validity and reliability, and organize the study participants. Siti Samhati administrate the questionnaire to Islamic students during two months and collect the data. Nenden Lilis Aisyah analyzes the data using smartPLS and interprets it.

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Institutional Review Board Statement

The higher educational authority of University of Lampung has been permitted us to do the survey and involve students as human participant in this study (Letter Number: B-11391/UN40.A4.1/PK.14.08/2024).

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

Data Availability Statement

The data regarding students' reading comprehension in exploring textual ideas can be accessed by contacting the email: edi.suyanto@fkip.unila.ac.id.

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Conflicts of Interest

The authors declare no conflict of interest.

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