




Self-Assessments in EFL Reading Context: A Technology-Based Approach

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Abstract. This study aims to develop self-assessment tools that facilitate reflective practices during reading instruction along with the implementation of LMS-enhanced in English as a Foreign Language (EFL) reading classes. The creation of these instruments was informed by a needs analysis conducted within the English Education Department at Universitas Pancasakti Tegal during the even semester of the 2023/2024 academic year. The study involved 60 learners and 2 lecturers from the EFL reading class. Data were gathered through interviews and classroom observations, and similar studies were also reviewed. The findings led to the development of three self-assessment instruments for EFL reading. Furthermore, these instruments serve as an alternative approach in EFL reading instruction by revealing both learners' cognitive and metacognitive strategies for learning. This research contributes valuable insights into the design and implementation of Elsakti, self-assessment instruments, offering practical recommendations for educators and policymakers in the field of EFL education. Ultimately, the study highlights the potential of Elsakti to transform self-assessment practices, fostering a more personalized and effective learning environment for EFL learners.

Keywords: EFL, Elsakti, instruments, reading, instruction

1 Introduction

1.1 Background

In the field of English as a Foreign Language (EFL) education, there is a growing recognition of the importance of learner autonomy (Hsieh & Hsieh, 2019; Liu, 2016; Rahman, 2018; Bedoya, 2014; Yosintha & Yuniarti, 2021). Self-assessment, which involves learners evaluating their own performance and progress, has been identified as a key strategy in fostering these qualities. Self-assessment is also an increasingly recognized component in language learning. Research demonstrates that self-assessment can have several positive effects on learners, including enhancing learning outcomes (Panadero, Jonsson, & Botella, 2017) increasing awareness to improve the quality of their work (Khabbazbashi, 2017), supporting the development of self-regulation

skills (Andrade, 2019), and promoting independent learning to bolster learner autonomy (Taufiqulloh, Yuvita, & Sulistianingsih, 2018). Furthermore, Masruria (2021) noted that self-assessment helps learners understand the importance of effort and commitment to achieve learning goals, find effective learning strategies, and apply them successfully.

The concept of self-assessment has been well-established in educational research, highlighting its benefits for enhancing learner autonomy and motivation (Taufiqulloh, Wardhani, & Sulistyawati, 2018). In language learning, self-assessment has been shown to improve learners' ability to monitor their own progress and make informed decisions about their learning strategies (Andrade, 2019). Developing self-assessment instruments specifically for EFL reading classes is crucial for several reasons. First, it can provide valuable insights into learners' reading habits, comprehension strategies, and areas needing improvement. Second, well-designed self-assessment tools can enhance learner autonomy and motivation by allowing learners to monitor their progress and set personalized learning goals. Finally, effective self-assessment can support teachers by providing additional data to inform instruction and identify areas where learners may need further support.

In the context of EFL, reading ability is one of the most important skills. Effective reading in English not only supports academic understanding but also global communication skills (Namsaeng & Sukying, 2021; Kim, 2022; Sheikh & Mirhashem). To achieve proficiency in reading, students need to receive constructive and reflective feedback on their progress. One approach used for this is self-assessment, where students evaluate their own abilities (Papajoanu, Vonkova, & Stipek, 2015; Stefanova, Bobkina, & Sánchez-Verdejo Pérez, 2017). Self-assessment can provide significant benefits for learning, including increasing students' awareness of their strengths and weaknesses in reading. Research shows that self-assessment can motivate students to improve weak areas (Panadero, Jonsson, & Botella, 2017; Kalykbayeva, et al., 2021; Wei, Cheong, Zhu, & Lu, 2024). However, the process of self-assessment may be influenced by student subjectivity, which can lead to inaccurate and inconsistent evaluations.

Recent research has suggested that self-assessment in reading can lead to greater self-awareness and improved reading strategies (Sheikh & Mirhashem). Nevertheless, effective self-assessment tools for reading must be tailored to the unique challenges of EFL learners, such as varying levels of language proficiency and diverse reading backgrounds. However, in the specific context of EFL reading classes, there is a notable gap in literature regarding the design and effectiveness of self-assessment instruments tailored to this skill. While studies have explored self-assessment in writing and speaking, the application to reading comprehension and fluency is less well-documented. There is a lack of comprehensive tools designed for EFL reading that align with the specific cognitive and metacognitive processes involved in reading comprehension and fluency. Additionally, the cultural and contextual factors influencing the effectiveness of these instruments in diverse EFL classrooms remain under-researched.

However, the process of self-assessment may be influenced by student subjectivity, which can lead to inaccurate and inconsistent evaluations. To address this issue, Learn-

ing Management System (LMS) offers great potential to enhance self-assessment instruments. AI can be used to develop self-assessment tools that are more objective and accurate by providing data-driven feedback (Ali, Choy, Divaharan, Tay, & Chen, 2023). This technology is capable of analysing students' reading patterns and providing more detailed recommendations for improving their reading skills (Anggoro & Pratiwi, 2023)

One of the main advantages of using LMS in self-assessment is its ability to provide feedback tailored to individual students' needs. AI can process data from various sources, such as the texts read and exam performance, to offer more relevant and targeted feedback (Laupichler, Aster, Perschewski, & Schleiss, 2023). This contrasts with traditional feedback, which is often general and less specific (Ratminingsih, Marhaeni, & Vigayanti, 2018). However, the implementation of LMS in self-assessment within the EFL context still faces several challenges. One of the main challenges is how to effectively integrate LMS into existing curricula and teaching practices. Research indicates that many AI-based tools are still in development stages and have not been thoroughly tested in EFL classroom environments (Ali, Choy, Divaharan, Tay, & Chen, 2023; Anggoro & Pratiwi, 2023)

Despite its potential benefits, the development and implementation of effective self-assessment tools for reading skills remain underexplored in many EFL settings. Research on self-assessment in language learning suggests that it can enhance learners' metacognitive awareness and improve learning outcomes (Andrade, 2019; Yan Z. , 2022). The primary objective of this study is to develop self-assessment instruments which enable learners to do reflective practices during reading class so that they not only gain better performance in reading but also become autonomous. Specifically, this research aims to develop self-assessment instruments that align with key reading skills and competencies in EFL contexts. This process of assessment integrates the use of LMS, namely *Elsakti*, which has been developed by Universitas Pancasakti Tegal in order to get maximum benefits of it. Furthermore, the integration of *Elsakti* in the reading instruction has been also proven to give several merits both for learners and lecturers (Taufiqulloh, Nindya, & Rosdiana, 2023).

Developing and implementing self-assessment instruments specifically for EFL reading classes holds significant potential for enhancing language learning outcomes. Such tools can help learners better understand their reading strengths and weaknesses, set personalized goals, and engage more actively with reading materials. Additionally, self-assessment can provide valuable feedback for teachers, enabling them to tailor instruction to better meet individual learner needs and track progress over time. By creating and evaluating self-assessment tools designed for EFL reading, this study aims to fill a critical gap in the literature and practice. The findings could inform best practices for integrating self-assessment into reading instruction and contribute to the development of more effective and learner-centred assessment strategies.

1.2 Review of Related Literature

1.2.1 The Conceptualization of Reading Assessment

Assessment can occur at any moment during a lesson and may be either planned or spontaneous. Effective teaching often involves leveraging unexpected occurrences as additional assessment opportunities, provided the teacher or coach understands the lesson's objectives. Evaluating reading skills typically extends beyond merely measuring comprehension. (Brown, 2005) notes that strategic approaches to achieving full comprehension are crucial in assessments, especially in formative assessments commonly used in classrooms. Difficulty in understanding may indicate a need to improve the learner's strategies for complete comprehension. For instance, a technical report might be understandable at the sentence level, but if the learner has not applied the appropriate strategies for interpreting the genre's discourse conventions, misunderstandings may arise.

Reading assessment is crucial for understanding literacy development and shaping effective teaching practices. Over the last decade, numerous studies have highlighted the significance of varied assessment methods for evaluating reading comprehension, fluency, and overall proficiency. These assessments are important for pinpointing students' strengths and weaknesses, informing instruction, and monitoring progress. According to Ritonga, Tazik, Omar, and Saberi Dehkordi (2022) effective reading assessments yield vital information that allows educators to customize their teaching approaches to meet individual learner needs, thereby creating a more personalized learning experience.

Reading assessments are typically divided into formative and summative categories. Formative assessments, such as informal observations and continuous feedback, enable teachers to modify their instruction based on student progress (Kim, 2022). In contrast, summative assessments, including standardized tests, provide a holistic view of student performance at particular intervals (Taras, 2001) Self-assessment has become an influential strategy for improving reading comprehension and promoting learner independence. Kalykbayeva et al (2021) emphasize that self-assessment encourages students to take charge of their own learning, which enhances their awareness of their capabilities. By integrating self-assessment tools into reading instruction, educators can foster reflective practices that allow students to set personal objectives and effectively track their progress (Fan, Song, & Guan, 2021; K. Ahmed Abdel-Al Ibrahim, 2023; Kao & Wu, 2022)

Ultimately, reading assessment is a vital aspect of effective literacy instruction. By employing diverse assessment methods and leveraging technology, educators can create responsive learning environments that address individual student needs. The incorporation of self-assessment practices further empowers learners to take control of their reading development. As research in this field continues to evolve, it is crucial for educators to remain informed about effective strategies that can improve student outcomes in reading. O'Malley and Pierce (1996) emphasize that authentic reading assessments require careful planning and organization. This process begins with defining the assessment's objectives and aligning instructional activities with these goals. Subsequent steps include scheduling assessment times, involving learners in self- and peer-

assessment, developing rubrics or scoring methods, setting standards, selecting assessment activities, and documenting teacher observations.

1.2.2 The Conceptualization of Self-Assessment

There are various definitions of self-assessment. According to Brown (2020) the theoretical basis for self-assessment in second language acquisition is grounded in several established principles. One of the most crucial principles is autonomy, which is fundamental for effective learning. Autonomy involves setting personal goals both within and outside the formal curriculum, pursuing these goals without external prompts, and independently monitoring one's progress. Cultivating intrinsic motivation, driven by a personal desire to succeed, is essential for mastering any skill. On the other hand, Oscarson (2009) highlights that accurate self-assessment is essential for learner autonomy. Learners must be able to evaluate their performance accurately to understand their learning needs without relying excessively on their teachers. Self-assessment thus aims to make learners aware of their achievements at different stages, enhancing their learning over time.

Self-assessment fosters learner autonomy, where learners become independent language users capable of problem-solving and decision-making in real-time. Although the focus is often on language use rather than learning, aspects of control related to specific learner goals, such as finding resources for a presentation or investigating a grammatical or lexical issue, are important. However, autonomy should not include responsibilities that require pedagogical expertise and have long-term consequences. The concept of capacity is key here; it allows learners to utilize available linguistic and other resources creatively for their needs. By tackling problems that lack straightforward solutions, learners activate their problem-solving skills and develop independent thinking. Thus, autonomy in this context is not a goal in itself but a by-product of effective language use.

1.2.3 Self-Assessment of Reading

Self-assessment is a valuable tool for both teachers and learners in EFL reading classes, promoting reflective practices that help learners identify and address challenges they encounter during lessons. O'Malley and Pierce (1996, p. 100) emphasize the importance of modelling self-assessment techniques in the classroom. Teachers or lecturers can demonstrate various self-assessment instruments related to learners' reading activities, strategies, or other cognitive and metacognitive aspects of learning. According to Brown (2020) self-assessment is a highly effective form of formative assessment that can be particularly rewarding when implemented correctly. To maximize its effectiveness, teachers should follow these four guidelines:

1. **Clarify the Purpose of the Assessment:** Many learners, especially those accustomed to traditional educational methods, may initially feel uncomfortable with self-assessment. It is crucial to explain the benefits of self- and peer-assessment clearly, addressing how these practices will meet their needs.
2. **Provide Clear Instructions:** Ensure that learners understand exactly what is expected of them. For tasks like rating sheets or questionnaires, the instructions might be

straightforward, but open-ended tasks such as journal entries may require additional guidance. Providing clear guidelines and examples can help avoid confusion.

3. **Promote Objective Evaluation:** One challenge of self-assessment is the potential for subjectivity. To address this, encourage learners to provide honest and objective assessments of their performance. Similarly, peer assessments can be inconsistent, so clear assessment criteria are essential to foster objectivity.
4. **Facilitate Beneficial Follow-Up:** Simply giving learners a self-checklist is not sufficient. Follow-up can include additional self-analysis, journal reflections, written feedback from the teacher, learner-teacher conferences, and goal-setting. These steps ensure that the self-assessment process leads to meaningful improvement.

1.2.4 The Integration of LMS Elsakti in Language Assessment

There is a growing number of research which explored the integration of LMS in the language learning, particularly in language assessment. Some research showed that LMS technologies can analyze big amounts of data to provide personalized, objective feedback, thus improving the self-assessment process (Kiryakova & Angelova, 2023; Pande, Moon, & Haque, 2024). For example, LMS-driven tools can monitor reading habits and comprehension levels, enabling the creation of customized assessments that cater to specific learner profiles (Tanjung, 2020/ 2021). This customization is critical in EFL contexts, where learners often come with diverse backgrounds and varying levels of proficiency.

One of the most compelling advantages of employing LMS in self-assessment is its ability to deliver immediate, relevant feedback to individual students' needs. This feedback loop can enhance the learning experience by allowing students to adjust their strategies based on real-time data (Ali, Choy, Divaharan, Tay, & Chen, 2023). Traditional feedback mechanisms often lack the specificity required for students to make meaningful improvements, whereas LMS can pinpoint exact areas for growth, thereby fostering a culture of continuous improvement. Despite these benefits, the integration of LMS in self-assessment instruments is not without challenges. One primary hurdle is the effective incorporation of LMS into existing curricula and pedagogical practices.

The increasing number of studies focused on integrating technology, like Learning Management Systems (LMS), into language learning and teaching has sparked greater interest in using technology for language assessment in classroom settings (Taufiqulloh, Nindya, & Rosdiana, 2023; Taufiqulloh, Nindya, & Rosdiana, 2023; Fathi, Mohammaddokht, & Afzali, 2023). Technology can enhance feedback through audio-visual tools, making it more personalized for students (Mubireek, Mahmoud, El-Deen, Moumene, & Younis, 2023). Ariawan, et al. (2023) explored EFL teachers' perceptions of integrating technology into language assessment, finding that tools like Kahoot! and ZipGrade are favored for their benefits, including creating a fun learning environment, practicality, automated scoring, and immediate feedback. Additionally, it is also discovered that using iPads for formative assessments boosts student motivation and contributes to effective learning (Ariawan, et al., 2023).

In support of digitalization in education, Universitas Pancasakti Tegal has developed a web-based Learning Management System called Elsakti. This platform enhances teaching and learning, particularly in online environments. Elsakti allows lecturers to manage attendance, share materials (including files, videos, links, and articles), assign tasks, facilitate discussions, grade work, and provide feedback. It promotes interactive online engagement between university staff and students, accessible anytime and anywhere. Although most classes currently take place in person, Elsakti remains valuable due to its features for course management, calendar creation, administration, and file sharing. Importantly, it also supports assessments, enabling staff to monitor student progress, share knowledge and feedback, issue certifications, and display scores and transcripts, thereby making teaching and assessment more efficient and entirely paperless.

2 Method

2.1 Research Design

The research followed a mixed-methods design to develop self-assessment instruments for EFL reading classes. The process was divided into two main phases: needs analysis and instrument development.

2.1.1 Need Analysis

A needs analysis was carried out to identify the essential reading skills and obstacles encountered by EFL learners. The study involved 60 students and 2 instructors from an EFL reading class. It took place at the English Education Department within the Faculty of Teacher Training and Education at Universitas Pancasakti Tegal, from January to March 2024. The participants included 60 fourth-semester EFL students enrolled in the reading class and two lecturers specialized in reading instruction. Data collection utilized a triangulation approach, employing both interviews and classroom observations as instruments. The interview, conducted alongside the classroom observation, sought to identify ways to improve EFL reading classes and enhance learner achievement. The findings are summarized as follows:

1. **Clear Presentation of Objectives:** Instructional goals should be clearly outlined at the start of the course.
2. **Learner-Centered Approach:** Teaching methods should focus on the needs and interests of learners.
3. **Engaging Methods:** The instructional approach should be enjoyable and engaging to encourage regular attendance.
4. **Opportunities for Collaboration:** Learners should have more chances to work together in the classroom to receive feedback from both peers and instructors.
5. **Relevant Course Materials:** Educational materials should be carefully selected to align with learners' needs.
6. **Continuous Motivation:** Learners should be consistently motivated through various means.

The classroom observation took place at the English Education Department, Faculty of Teacher Training and Education, Universitas Pancasakti Tegal, during the odd semester of the 2023/2024 academic year, specifically from April to June 2018. This observation included both lecturers and students in EFL reading classes. The findings from the observation are as follows:

1. **Instructional Objectives:** Objectives were not detailed at the beginning of the class.
2. **Teacher-Centered Method:** The teaching approach was predominantly focused on the instructor.
3. **Assessment Methods:** Assessments were centered around the teacher's perspective.
4. **Material Weight:** The course materials were extensive and burdensome.
5. **Learner Comprehension:** Learners showed weak comprehension of reading texts.
6. **Lack of Motivation:** There was a noticeable lack of learner motivation.
7. **Feedback Interaction:** Learners infrequently received feedback from lecturers regarding issues faced during learning activities.

Based on the findings from the interview and classroom observation, the EFL reading instruction at the English Education Department, Faculty of Teacher Training and Education, Universitas Pancasakti Tegal, has not yielded satisfactory results. The low learner interest and engagement in EFL reading can be attributed to a teacher-centered instructional approach and course materials that do not align with the learners' proficiency levels. Consequently, the learning materials were overly challenging, causing significant difficulties in understanding the provided texts. The reading materials featured complex linguistic elements, including unfamiliar vocabulary and demanding comprehension requirements. Additionally, the grammar and sentence structures in these texts were intricate. Furthermore, learners had limited opportunities to discuss and exchange ideas with their peers, further hindering their learning experience.

2.1.2 Instrument Development

Instrument development based on needs analysis involves creating model of self-assessment to address the specific needs and requirements identified through a systematic analysis, namely interview and classroom observation. Based on the findings from the needs analysis, the model is developed designed to implement self-assessment in EFL reading class. The design process included the determination of the objectives to clearly specify the objectives of the model of self-assessment to achieve in relation to the identified needs. Additionally, it also required the process of deciding on the content that needs to be included and choosing the appropriate format of the model as the result of reviewing related literature.

3 Results

This chapter introduces a model for self-assessment in EFL reading classes. It outlines self-assessment instruments model for EFL reading class and how it is implemented in the EFL classrooms.

3.1 Self-assessment instruments model for EFL reading class

This study provides several alternatives of self-assessment models that may be implemented by EFL teachers or lecturers in reading class including (1) questionnaires of reading interest (QRI), (2) checklist of reading comprehension (CRC), and (3) checklist of reading strategies (CRS) that will be further explained below.

3.1.1 Questionnaire of Reading Interest (QRI)

EFL teachers or lecturers can develop a set of questions and distribute to the learners as self-assessment in order to explore their reading interest. The Questionnaire of Reading Interest (QRI) is designed to assess learners' preferences, attitudes, and behaviors related to reading. The example of questionnaire of reading interest is figured as follows.

Table 1. The example of *Questionnaire of Reading Interest (QRI)*

No	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I think reading plays important roles in learning English				
2	I am interested in reading English				
3	I find English reading is boring				
4	I participate actively in classroom interactions in English reading class				
5	I am satisfied with my English reading ability				
6	I want my teacher use different ways of teaching reading				
7	I want my teacher use interesting multimedia in reading class				
8	I think the availability of reading source affect my reading interest				
9	It is hard to access interesting reading sources				
10	etc				

In the example above, EFL teachers or lecturers may distribute the questionnaire to learners after several meetings or learning or it can be shared at the end of the semester to collect the learners' responses. Their responses are very important to understand what types of reading materials learners find engaging or motivating, to gather information on learners' reading habits and how often they read in English, to understand motivations and barriers, to discover what motivates learners to read and what challenges they face in doing so, to help teachers select or recommend reading materials that align with learners' interests, to adapt teaching strategies and materials based on learners' reading interests and proficiency levels, to engage learners by incorporating reading materials that match their interests, thereby increasing their motivation to read, and to monitor changes in learners' reading interests and habits over time.

3.1.2 Checklist of Reading Comprehension (CRC)

A Checklist of Reading Comprehension (CRC) is a tool designed to assess various aspects of a learners' understanding and interpretation of a text. It helps evaluate how well learners grasp content, apply reading strategies, and engage with texts. The CRC typically includes a range of items or criteria that cover different elements of reading comprehension. The example of CRC is illustrated as follows.

Table 2. The example of CRC

No	Criteria	Yes	No	Comments
1	Identifies the main idea of the text			
2	Recalls key details from the text			
3	Makes logical inferences from the text			
4	Provides a clear summary of the text			
5	Identifies the text structure			
6	Defines key vocabulary words			
7	Evaluates the author's argument			

Table 2 shows the example of CRC that can be applied in EFL reading class. The responses obtained from the learners is beneficial to evaluate how well learners understand and can recall the information from a text, to pinpoint areas where learners excel or struggle, allowing for targeted instruction, to help teachers adjust lessons and interventions based on learners' specific comprehension needs, and to track improvement over time and measure the effectiveness of teaching strategies. By employing a CRC, educators can gain a comprehensive view of learners' reading comprehension abilities and provide targeted support to improve their skills.

3.1.3 Checklist of Reading Strategies (CRS)

A Checklist of Reading Strategies (CRS) is a tool used to evaluate and ensure that various effective reading strategies are being utilized by learners. This checklist helps both

teachers and learners keep track of the strategies they are using to improve comprehension and engagement with texts. The example of CRS is illustrated as follows.

Table 3. The Example of Checklist of Reading Strategies (CRS)

No	Strategy	Used Effectively	Not Used	Comments
1	Previewing the text			
2	Predicting content			
3	Asking questions			
4	Visualizing content			
5	Summarizing key points			
6	Making connections			
7	Clarifying difficult words/concepts			
8	Taking notes or highlighting			
9	Reflecting on and summarizing text			
10	Rereading for clarity			

Table 3 shows the example of CRS that EFL teachers or lecturers may use in the EFL reading class. There are several purposes of implementing this kind of model of self-assessment in EFL reading class such as to determine which reading strategies learners are using and how effectively they are applying them, to provide teachers with insights on which strategies to emphasize in their teaching, to help learners become more aware of and proficient in using diverse reading strategies, and to track learners' growth in applying reading strategies over time. Moreover, learners can use the checklist to evaluate their own use of reading strategies and set goals for improvement.

3.2 The Implementation of Self-assessment Instruments Model for EFL Reading Class

The integration of self-assessment instruments within the EFL reading class using the LMS Elsakti has proven to be a strategic approach to enhance student engagement and learning outcomes (Taufiqulloh, Nindya, & Rosdiana, 2023). The following steps follow a systematic process that allows for both formative assessment and reflective practices among students.

3.2.1 Conducting Formative Assessment

The initial step in this model involves conducting formative assessments. This approach is critical as it helps to gather ongoing feedback about student performance and understanding before final evaluations. Formative assessments enable educators to identify areas where students may struggle, allowing for timely interventions. By creating a supportive environment where students feel comfortable sharing their challenges, we can foster a culture of continuous improvement.

3.2.2 Posting Instruments on Elsakti

Next, the lecture posted the self-assessment instruments on the Elsakti platform. These instruments included the Questionnaire of Reading Interest (QRI), the Checklist of Reading Comprehension (CRC), and the Checklist of Reading Strategies (CRS). Utilizing Elsakti for this purpose allows for a streamlined and organized way to disseminate assessment tools to students. The digital format not only makes access easier but also enhances the likelihood of student participation, as they can complete the assessments at their convenience.

3.2.3 Student Participation

Once the instruments were made available, students were prompted to fill them out. This step is crucial, as active participation in self-assessment fosters a sense of ownership over their learning process. The instruments are designed to encourage students to reflect on their reading interests, comprehension abilities, and strategies they employ while reading. By engaging with these tools, students gain valuable insights into their reading habits and preferences, which can inform their future reading choices.

3.2.4 Monitoring Student Responses

After students submitted their responses, the lecturer checked and monitored their feedback through the Elsakti platform. This step provides critical data on how students perceive their reading skills and strategies. Analyzing this information enables me to identify trends and patterns in student responses, which can highlight both strengths and areas that may need further development. Moreover, this monitoring process allows for real-time adjustments to instruction, ensuring that it remains responsive to student needs.

3.2.5 Deciding Next Steps

Finally, based on the insights gathered from the self-assessment instruments, I can make informed decisions about the next steps in instruction. This reflective practice not only helps in planning future lessons but also in tailoring interventions for students who may require additional support. Whether it involves revisiting specific reading strategies, providing targeted resources, or facilitating small group discussions, the data collected from the assessments guide the instructional approach effectively. The implementation of self-assessment instruments within the EFL reading class, facilitated by the LMS Elsakti, provides a comprehensive framework for enhancing student learning. By systematically conducting formative assessments, engaging students with self-assessment tools, and utilizing their feedback to inform instruction, this model fosters a more personalized and effective learning environment. As the educational landscape continues to evolve, such innovative practices will be essential for empowering students and improving their literacy skills.

3.2.6 Features of LMS Elsakti

The following pictures figured some features of Elsakti which can be used by students and lecturers in the classrooms. It facilitates various educational activities, such as managing attendance, sharing materials, assigning tasks, and conducting assessments. The platform aims to enhance the learning experience for both students and educators by providing a user-friendly interface for interactive learning.

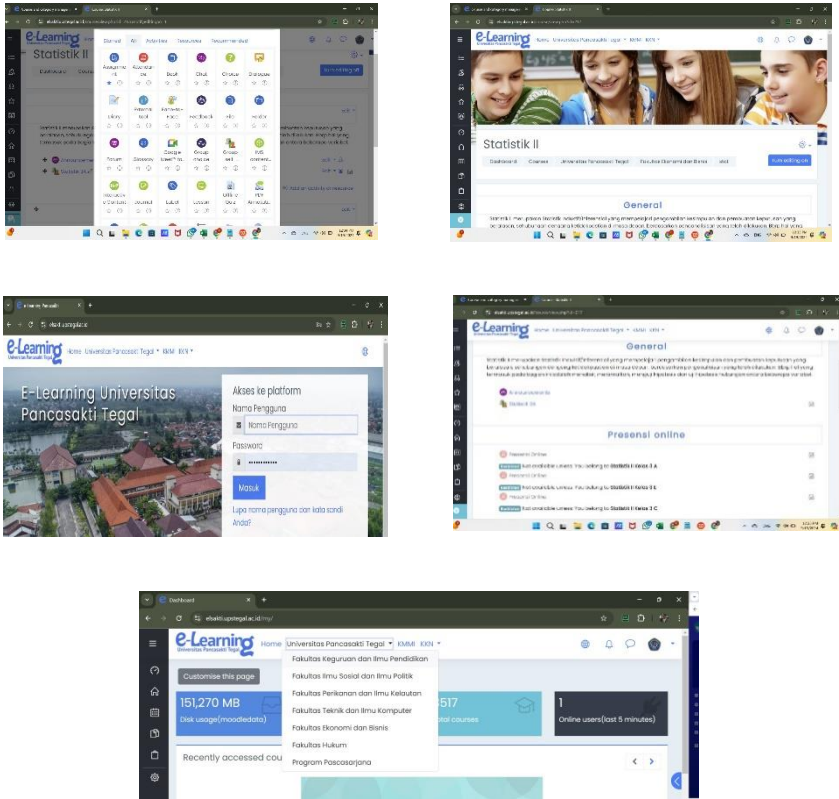


Fig. 1. Some Features of Elsakti

Figure 1 shows that Elsakti offers numerous advantages that significantly enhance the educational experience for both students and educators. One of its key features is streamlined attendance management. The platform allows students to check in digitally, eliminating the need for manual tracking and reducing administrative burdens. Educators benefit from real-time reporting, which enables them to quickly assess attendance trends and patterns, ensuring better classroom management. In addition, Elsakti centralizes resource sharing, making it easier for lecturers to upload lecture notes, videos, and other materials in one accessible location. This not only simplifies the process for

students but also promotes collaborative learning, as students can share their own resources and work together on projects. This fosters a sense of community and encourages peer-to-peer interactions, enhancing the overall learning environment.

Task assignment and tracking is another area where Elsakti excels. Educators can efficiently assign tasks with clear deadlines, streamlining communication about expectations. The ability to monitor student progress on assignments allows teachers to provide timely feedback, which is essential for student growth and development. Furthermore, the platform supports diverse assessment methods, enabling quizzes, polls, and assignments tailored to different learning styles. Instant feedback on these assessments helps students quickly identify areas for improvement. Effective communication is a cornerstone of any successful educational setting, and Elsakti facilitates this through real-time interaction. The platform allows for announcements, messaging, and discussion forums, ensuring that students and educators remain connected and informed. Additionally, parents can access relevant information, promoting a supportive home environment that further aids student success.

The user-friendly interface of Elsakti makes it accessible to individuals with varying levels of tech proficiency. Its intuitive design minimizes the learning curve, allowing users to focus on educational activities rather than grappling with technology. Customizable features also enable users to personalize their dashboards and notifications to better suit their individual needs. Data analytics is another significant advantage of Elsakti. The platform provides valuable insights into learning patterns, allowing educators to understand student performance and engagement levels more comprehensively. This data-driven approach supports informed decision-making, enabling teachers to tailor their strategies to improve educational outcomes.

Moreover, Elsakti promotes flexibility and accessibility in learning. Being cloud-based, it allows students and educators to engage with the platform from any device, facilitating a flexible learning environment that accommodates various schedules and commitments. This adaptability supports inclusive learning by catering to diverse educational backgrounds and abilities. Finally, Elsakti prioritizes security and privacy, ensuring that sensitive information is protected, which is crucial in today's digital landscape. The platform also effectively supports hybrid learning environments, making it an invaluable tool in the evolving educational landscape where both in-person and online learning are increasingly integrated. In summary, Elsakti provides a comprehensive solution that enhances the learning experience by fostering collaboration, engagement, and efficiency, ultimately benefiting students and educators alike.

4 Conclusion

In conclusion, this study successfully developed self-assessment tools aimed at enhancing reflective practices during EFL reading instruction, particularly within the context of LMS integration through Elsakti. The needs analysis conducted at Universitas Pancasila Tegal provided a solid foundation for creating three self-assessment instruments, which reveal important cognitive and metacognitive strategies employed by learners. By incorporating these tools into EFL reading classes, the study not only offers innovative approaches to instruction but also underscores the potential of technology

to facilitate personalized learning experiences. The findings present practical recommendations for educators and policymakers, advocating for the adoption of LMS-enhanced self-assessment strategies to improve educational outcomes in EFL contexts. Ultimately, this research contributes to a deeper understanding of how self-assessment can transform learning environments, fostering greater engagement and effectiveness among EFL learners.

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