**ABSTRACT**

This study aims to improve the eleventh grade students’ reading comprehension achievement and reading interest through the implementation of students’ self-reading assessment 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-reading 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-reading assessment strategy improve student engagement, motivation, and enthusiasm for reading. The use of self-reading 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-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*** *: Self-Reading Assessment, Reading Comprehension, Student Engagement, Reading Interest, Action Research*