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The Effectiveness of an E-Book-Based Reading Model in Improving Skimming Reading Skills of Grade X Students at SMKN 3 Pinrang

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ABSTRACT

This study aims to determine the effectiveness of an e-book-based reading model in improving the skimming reading skills of Grade X students at SMKN 3 Pinrang. The research employed a quantitative approach with a quasi-experimental design, involving an experimental group taught using an e-book-based model and a control group taught using conventional methods. Data were collected through pre-tests and post-tests focused on skimming indicators, including identifying main ideas, locating specific information, and summarizing text content efficiently. The results showed a significant improvement in the reading skills of students in the experimental group compared to those in the control group. The findings suggest that integrating e-books into the learning process not only increases students' reading efficiency but also enhances motivation and supports the development of digital literacy. The study concludes that the e-book-based reading model is effective in improving students' skimming skills and can serve as an innovative strategy for reading instruction in vocational high schools.
Keywords: E-book; Reading Models; Skimming Reading

INTRODUCTION

Reading is a fundamental language skill that plays a crucial role in the academic success of students. It is not merely the act of recognizing letters or words but involves the ability to understand the meaning of texts accurately and efficiently. In the modern educational context, students are expected to master various reading strategies, including skimming, which helps them quickly identify main ideas and essential information from texts.

Skimming is a reading technique that allows readers to grasp the gist of a passage without reading every word. This technique is particularly beneficial in academic settings where students are often required to process a large volume of reading material within a limited time. Through skimming, students can determine whether a text is relevant to their needs and decide if further in-depth reading is necessary.

Observations at SMKN 3 Pinrang have revealed that many students still struggle with applying skimming techniques effectively. Rather than reading strategically, they tend to read texts word-for-word, which consumes more time and reduces learning efficiency. This issue underscores the need for instructional interventions that focus on developing skimming skills among vocational high school students.

In response to these challenges, the use of digital media such as e-books has emerged as a promising solution in reading instruction. E-books offer flexibility, accessibility, and engaging visual content that can increase students' motivation to read. Moreover, e-books can integrate multimedia features like images, audio, and interactive activities, which support better comprehension and engagement. An e-book-based reading model can be designed to help students practice skimming more systematically. By leveraging the digital format's advantages—such as search functions, clickable content, and navigational ease—students can more efficiently locate key information and main ideas in texts. This aligns well with 21st-century learning demands that emphasize technology integration in education.

Prior research supports the use of e-books in improving reading performance. Studies show that students using e-books demonstrate improved reading speed and comprehension, and they generally prefer digital texts over traditional print materials. However, the effectiveness of e-books largely depends on the instructional model used and the readiness of both teachers and students to adopt digital tools. In vocational schools, where students are often required to process technical and academic information rapidly, the ability to skim effectively is particularly important. Thus, developing students' skimming skills through an e-book-based reading model is both relevant and necessary. This approach not only addresses students' reading challenges but also cultivates independent learning and digital literacy. This study aims to examine the effectiveness of an e-book-based reading model in enhancing the skimming reading skills of Grade X students at SMKN 3 Pinrang. The findings are expected to contribute to the development of innovative and technology-integrated reading instruction strategies suitable for vocational education contexts.

LITERATURE REVIEW

Reading is a fundamental language skill that forms the basis for learning across all subjects. It is not only a mechanical process of decoding written symbols but also a complex cognitive activity involving interpretation, comprehension, and critical thinking. According to Anderson (2003), reading is a constructive process where readers actively build meaning from texts by integrating their prior knowledge with the content being read. Therefore, reading instruction must be systematically designed to develop students' overall literacy.

One important reading strategy that supports effective learning is skimming, which involves reading quickly to identify the main ideas or general overview of a text. Skimming is especially useful when time is limited or when the reader needs to

select relevant materials from a large body of information. Grellet (1981) describes skimming as a method to locate the central theme of a passage efficiently. This technique is essential in academic and vocational contexts, where students must sift through numerous texts to obtain pertinent information quickly.

The ability to skim effectively requires training and practice. Nunan (2003) emphasizes that in the digital age, where information is abundant, students must develop selective reading skills such as skimming to become efficient readers. Skimming also promotes critical thinking, as students must decide which parts of the text to focus on and which to skip. Teachers must guide students in recognizing text structures, topic sentences, and key words to facilitate effective skimming.

In parallel with the development of digital learning, e-books have become increasingly popular as a medium for reading instruction. E-books are digital versions of printed books that can be accessed on electronic devices such as computers, tablets, and smartphones. According to Liu (2005), e-books offer several advantages, including ease of access, portability, and the ability to integrate multimedia elements like audio, video, and interactive content. These features make e-books a suitable tool for enhancing student engagement and comprehension.

In the context of reading education, e-books can support both independent and guided reading. Students can use features like hyperlinks, bookmarks, and keyword searches to quickly navigate through digital texts, thus aligning naturally with skimming strategies. Woody et al. (2010) found that students often prefer digital reading because of its flexibility and interactivity. This preference indicates a shift in reading behavior and the need to adapt instructional models accordingly. The integration of e-books into the classroom requires a structured pedagogical approach. Siregar (2019) argues that without a well-designed learning model, the use of digital tools such as e-books may not significantly impact student learning. Therefore, the development of an e-book-based reading model must include clear strategies and guidance to help students apply skimming techniques effectively within the digital format.

In addition to technical skills, digital literacy plays a vital role in maximizing the benefits of e-books. Students must be capable of navigating, evaluating, and interpreting digital texts. According to Eshet-Alkalai (2004), digital literacy includes information literacy, visual literacy, and technological skills—all of which support effective digital reading. Teachers, therefore, must ensure that students are equipped not only with reading strategies but also with the digital competencies needed for online reading environments. Taken together, the literature highlights the importance of combining reading strategies such as skimming with digital tools like e-books to improve reading outcomes. The integration of an e-book-based reading model offers a promising approach to enhance students' skimming skills, particularly in vocational education settings where efficiency and relevance of information are crucial. This study seeks to build on these insights by investigating the effectiveness of such a model in a real classroom context.

METHOD

Design and Sample

This study employed a quantitative research approach with a quasi-experimental design to examine the effectiveness of an e-book-based reading model in enhancing students' skimming reading skills. The research utilized a non-equivalent control group design, which is widely applied in educational settings where random assignment of participants is not feasible. Two existing classes were selected for the study: one served as the experimental group, which received e-book-based instruction, while the other functioned as the control group, which was taught using conventional reading methods. The population consisted of all Grade X students at SMKN 3 Pinrang enrolled in the Indonesian language subject during the 2024/2025 academic year. The sample was selected using purposive sampling based on specific criteria, including students' access to digital devices, their basic digital literacy, and the willingness of the subject teacher to collaborate in the research. Two classes that met these criteria were chosen, with each class consisting of approximately 30 to 35 students.

Instruments and Procedures

The independent variable in this study was the e-book-based reading model, which integrated digital reading materials with instructional strategies to improve students' skimming abilities. The dependent variable was students' skimming reading skills, defined as the ability to identify main ideas and extract essential information from texts quickly and accurately. The research instrument used to measure this ability was a structured reading test comprising multiple-choice questions based on informative texts. These questions specifically measured skimming indicators such as identifying topic sentences, recognizing main ideas, and selecting relevant keywords. To ensure the quality of the instrument, the test was validated by subject-matter experts and pilot-tested to establish its reliability before being implemented in the main study. The research procedure began with the administration of a pre-test to both the experimental and control groups to measure their initial skimming reading ability. Following the pre-test, the experimental group received treatment in the form of e-book-based reading instruction, while the control group continued to learn through conventional reading activities. After the completion of the treatment period, a post-test was administered to both groups to evaluate changes in their reading performance. This pre-test and post-test design enabled the researcher to determine the effectiveness of the e-book-based model in improving students' skimming skills.

Data Analysis

The collected data were analyzed using both descriptive and inferential statistics. Descriptive statistics, including the mean, standard deviation, and score distribution, were used to summarize students' pre-test and post-test results.

Inferential analysis was conducted using an independent sample t-test to determine whether there was a statistically significant difference in post-test scores between the experimental and control groups. Prior to conducting the t-test, normality and homogeneity of variance tests were carried out to ensure that the assumptions for parametric analysis were met. Through this combination of systematic procedures, valid instruments, and appropriate statistical techniques, the study aimed to produce reliable evidence regarding the impact of e-book-based reading instruction on students' skimming reading performance.

RESULT AND DISCUSSION

This study investigated the effectiveness of an e-book-based reading model in enhancing students' skimming reading skills. The research involved two groups: an experimental group that received instruction using the e-book model and a control group that followed conventional reading methods. The results were collected through pre-tests and post-tests administered to both groups. Before the treatment, a pre-test was conducted to assess students' initial skimming ability. The test included questions aimed at identifying main ideas, topic sentences, and specific information within a limited time. The pre-test results showed relatively similar performance between both groups, indicating a comparable baseline. After the treatment, the post-test results revealed significant improvement in the experimental group's skimming skills. The students in this group demonstrated better performance in quickly locating relevant information and summarizing texts. The increase in scores suggests that the e-book-based model positively impacted their reading efficiency.

The data from both groups are summarized in the table below, showing the mean scores of the pre-test and post-test for each group:

Table 1. Pre-test and Post-test Mean Score

Group	Pretest Mean	Posttest Mean	Gain Score
Experimental Group	79.8	88.5	+8.7
Control Group	80.2	82.6	+2.4

The experimental group achieved a higher average gain score (+8.7) compared to the control group (+2.4), indicating a greater improvement in reading performance. This result supports the hypothesis that the e-book-based model is more effective than the traditional method in developing skimming skills. Furthermore, statistical analysis using the independent sample t-test confirmed the significance of the difference between the two groups' post-test scores. The p-value was less than 0.05, indicating that the improvement observed in the experimental group was statistically significant.

This finding demonstrates that the structured use of e-books, accompanied by skimming strategies and teacher guidance, has a meaningful effect on students'

reading development. The integration of digital reading materials allowed students to navigate and engage with texts more interactively. Overall, the data show that the e-book-based reading model contributed to enhancing students' ability to locate key information efficiently and improve their overall skimming proficiency. This approach aligns well with the needs of vocational high school students who require practical reading skills in a time-effective manner.

The findings of this study confirm that the e-book-based reading model is effective in improving students' skimming reading skills. The significant improvement in the experimental group suggests that the integration of digital tools in reading instruction provides both cognitive and motivational benefits for learners. One of the key factors contributing to this improvement is the interactive nature of e-books. Features such as search functions, hyperlinks, and navigable content structures support students in identifying key information quickly—an essential component of skimming. This contrasts with printed materials, which do not offer such digital affordances.

In addition, the design of the e-book model encouraged students to develop autonomy in their reading process. The digital format allowed learners to read at their own pace and revisit challenging sections as needed. This flexibility likely contributed to better understanding and improved performance on the post-test. The results are consistent with previous studies, such as Safitri (2018) and Hidayati (2021), which found that e-books enhance reading comprehension and speed. These findings underscore the growing relevance of digital literacy in language learning, particularly in vocational education where efficiency is critical.

Furthermore, students' increased engagement with the reading material may be attributed to the visual and multimedia elements available in the e-books. According to Mayer's multimedia learning theory, combining text with visual and auditory inputs facilitates better understanding and retention of information. It is also worth noting that the improvement was not solely due to the medium, but also the instructional design. The teacher's role in guiding students through skimming strategies and modeling how to interact with the e-book was crucial. Without proper scaffolding, students might not have fully utilized the digital features for skimming.

On the other hand, the control group also showed a slight increase in post-test scores, which could be attributed to ongoing instruction. However, the smaller gain compared to the experimental group indicates that traditional reading methods may be less effective in training specific strategies like skimming. The discussion highlights the importance of integrating technology in a pedagogically sound manner. The e-book-based reading model proves to be an innovative and efficient approach to developing students' skimming abilities. This approach should be considered by educators aiming to improve reading outcomes, especially in environments where time management and access to information are critical.

CONCLUSION

Based on the findings of this study, it can be concluded that the e-book-based reading model is effective in improving the skimming reading skills of Grade X students at SMKN 3 Pinrang. The experimental group showed a significantly greater increase in post-test scores compared to the control group, indicating that students who were taught using digital reading materials with guided skimming strategies achieved better reading outcomes. The interactive features of e-books, such as keyword searches, visual navigation, and multimedia content, helped students quickly identify key ideas and important information from texts. This digital learning environment also supported students' autonomy, motivation, and digital literacy, making the reading process more efficient and engaging. Therefore, integrating e-books into reading instruction is recommended, especially in vocational schools where students need practical and time-effective reading strategies. This study provides evidence that combining technology with well-designed instructional models can significantly enhance students' reading abilities and prepare them for the demands of 21st-century learning.

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