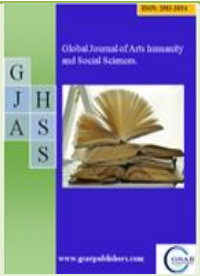


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The Effectiveness of an E-Book-Based Reading Model to Enhance Students' Skimming Skills: A Quasi-Experimental Study at SMKN 3 Pinrang

By

Nur Asmah¹, Rustam Efendi¹, Nuraeni Kasman¹, Yusmah¹, Andi Sadapotto²

¹Student, Department of Indonesian Language Education, SMKN 3 Pinrang, Indonesia

²Lecturer of Indonesian and English Linguistics, Universitas Muhammadiyah Sidenreng Rappang, Sidrap, Indonesia



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Corresponding author

Nur Asmah

Abstract

This study investigates the effectiveness of an e-book-based reading model in improving students' skimming skills at SMKN 3 Pinrang. Employing a quasi-experimental design with non-equivalent control groups, the research involved 65 tenth-grade students divided into an experimental group (n = 33) and a control group (n = 32). Data were collected through pre-test and post-test assessments using validated instruments. The normalized gain (N-Gain) analysis revealed that the experimental group achieved a mean N-Gain score of 0.78 (78.26%), categorized as "high," whereas the control group achieved only 0.24 (24.19%), categorized as "low." These findings indicate that the e-book-based reading model significantly enhances students' skimming skills by integrating interactive features and promoting autonomous learning. The study concludes that e-book media can serve as an effective pedagogical tool for improving reading efficiency and digital literacy in vocational high schools.

Keywords: E-book learning model, skimming skills, digital literacy, reading comprehension, quasi-experiment

1. Introduction

Reading proficiency is a crucial academic skill, enabling learners to comprehend information efficiently (Tarigan, 2008). Among the various reading techniques, skimming—rapidly identifying main ideas and key information—plays an essential role in processing large volumes of text in academic and vocational contexts (Dalman, 2013). However, observations at SMKN 3 Pinrang revealed that many students struggle to apply effective skimming strategies. They often read texts thoroughly, consuming excessive time and reducing comprehension efficiency (Rahim, 2011).

In today's digital era, educational practices must adapt to technological advancements. The integration of digital media, particularly e-books, has been shown to enhance students' motivation and engagement in reading (Nugroho, 2015; Lestari, 2020). E-books offer interactive content—hyperlinks, images, and annotations—that stimulate comprehension and promote flexible learning (Kurniawan, 2016). Prior studies (Safitri, 2018; Amalia, 2023) also confirmed that e-books facilitate faster reading speed

and improve comprehension by allowing interactive engagement with texts.

Despite these advantages, effective outcomes depend on structured instructional models that guide learners in applying reading strategies purposefully (Siregar, 2019). Therefore, this study aims to examine the effectiveness of an e-book-based reading model in enhancing skimming skills among vocational students, aligning with the digital literacy framework advocated by Yunus (2017) and Redecker et al. (2012).

2. Methodology

This study adopted a quasi-experimental design with a non-equivalent control group. Two intact classes were assigned as the experimental and control groups without randomization (Creswell, 2014). The experimental group received instruction through an e-book-based reading model, while the control group received conventional text-based instruction.

The population comprised 215 tenth-grade students of SMKN 3 Pinrang (2024/2025 academic year). Using purposive sampling,



two classes were selected: one as the experimental group ($n = 33$) and one as the control group ($n = 32$). The inclusion criteria required students to possess basic digital skills and access to electronic devices.

Reading skill tests (pre-test and post-test) were developed to assess students' ability to identify main ideas, key terms, and paragraph topics through skimming. The tests consisted of 25 multiple-choice items validated by experts (Arikunto, 2019). Reliability was measured using Cronbach's Alpha, yielding 0.86, indicating high consistency.

The experiment lasted four sessions: pre-test, treatment, post-test, and data analysis. The N-Gain was calculated to determine the improvement rate, interpreted as High (≥ 0.7), Moderate (0.3–0.7), or Low (< 0.3) following Hake (1999).

3. Results

The analysis shows that the experimental group achieved a mean N-Gain score of 0.7826, categorized as "high," while the control group achieved 0.2419, categorized as "low." Students in the experimental group demonstrated significant improvement in skimming speed and comprehension accuracy compared to the control group.

Group	N	Min	Max	Mean	Category
Experimental	33	0.66	0.83	0.78	High
Control	32	0.05	0.50	0.24	Low

4. Discussion

The findings reveal that implementing an e-book-based reading model significantly enhances students' skimming proficiency. The high N-Gain score confirms its effectiveness. This aligns with Safitri (2018) and Sari (2020), who reported that digital media facilitates efficient information processing and fosters motivation. E-books promote interactive learning, self-regulation, and

engagement—key elements in 21st-century education (Trilling & Fadel, 2009).

5. Conclusion

The e-book-based reading model is highly effective in improving skimming skills among vocational students. The mean N-Gain score (0.78) demonstrates substantial improvement in reading efficiency and comprehension. Teachers should incorporate e-books to promote autonomous and technology-integrated learning. Future studies are encouraged to explore multimedia-enhanced e-books or hybrid reading environments to further enhance literacy outcomes.

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