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Utilization of E-Books and Online Articles to Improve Students' Reading Skills

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ABSTRACT

This study explores the use of e-books and online articles to improve university students' reading skills, particularly focusing on comprehension, reading frequency, and intrinsic motivation. Conducted through a Classroom Action Research (CAR) approach involving two intervention cycles, the study involved 24 students from the English Education Department at Universitas Muhammadiyah Pringsewu. Data were gathered via reading comprehension tests, questionnaires, and classroom observations to assess both cognitive and affective changes during the intervention. The results show notable improvements in students' reading comprehension, as seen in the consistent rise in test scores from the pre-test to Cycle II. Furthermore, students exhibited greater reading interest, higher reading frequency, and a clear shift from lecturer-led to self-motivated learning. These findings suggest that digital reading materials serve as an effective and engaging tool for developing academic literacy, endorsing the inclusion of technology-based resources in higher education reading programmes.

Keywords: E-books, Online Articles, Reading Comprehension, Digital Reading, Student Motivation.

INTRODUCTION

The rapid development of digital technology has transformed various aspects of human life, including how students obtain and process academic information in higher education. Traditional printed materials that once dominated academic reading have gradually been replaced by digital formats such as e-books, online articles, and interactive web-based readings. These changes follow global educational trends that emphasize efficiency, accessibility, and technological integration in the learning process (Blummer & Kenton, 2020). Digital platforms provide students with abundant resources that can be accessed without spatial or temporal limitations, offering a more flexible mode of learning compared to conventional printed texts. For Indonesian university students, who frequently balance academic responsibilities with work and family commitments, the accessibility of digital reading materials becomes even more essential. Thus, digital reading technologies continue to redefine how reading skills are cultivated in modern academic settings.

The shift to digital reading is further reinforced by the increasing availability of online academic databases and institutional e-library systems that allow students to access scholarly materials easily. The flexibility of digital texts enables learners to personalize their reading experience through tools such as zooming, highlighting, bookmarking, and integrated dictionaries (Park & Lee, 2021). These features support comprehension processes, particularly for students who engage in English as a Foreign Language (EFL) learning. Research indicates that e-books and digital articles can enhance reading fluency, as learners may read at their own pace while receiving immediate access to supplementary information (Lin et al., 2019). Students also benefit from up-to-date content because digital resources are frequently revised and republished in line with current academic developments. Consequently, the rise of digital reading formats presents substantial opportunities for improving reading comprehension in Indonesian higher education.

The advancement of digital literacy aligns with national education goals that promote the integration of technology in university classrooms. As Indonesia continues its transformation into a digitally oriented society, universities are expected to equip students with the skills needed for academic competition at global and regional levels. Prior studies emphasize that digital reading environments cultivate learners' ability to analyze texts critically and independently (Chen et al.,

2023). These skills are crucial as students engage in coursework, research writing, and professional development. Furthermore, the digitalization of reading materials is particularly relevant for EFL learners, whose reading proficiency strongly influences their academic success across disciplines (Medjahed & Yahiaoui, 2023). Therefore, understanding the role of digital reading technologies in Indonesian universities becomes an important academic inquiry.

In higher education institutions such as Universitas Muhammadiyah Pringsewu, students are expected to develop strong reading comprehension skills to succeed academically. Reading plays a central role in supporting students' understanding of theoretical frameworks, empirical studies, and scientific concepts. However, many students still face challenges in maintaining consistent reading engagement, especially when exposed to dense academic texts written in English. This issue becomes more pronounced in courses requiring extensive literature reviews and critical analysis. Students often report difficulties in sustaining motivation when using only printed materials. As a result, alternative instructional approaches—such as incorporating e-books and online articles—are increasingly necessary to enhance reading outcomes.

Preliminary observations among university students in Indonesia show that traditional reading habits are declining, replaced by more digital consumption behaviors. Many learners prefer reading through smartphones or laptops because these devices offer convenience and portability (Martins et al., 2018). However, shifting to digital environments also requires adequate digital literacy competencies, including the ability to navigate online platforms and evaluate credible sources. Research has found that students who lack these skills may struggle to optimize the benefits of online reading (Ragan et al., 2019). In the context of Indonesian universities, this challenge is often compounded by limited reading culture and inconsistent academic motivation. These issues highlight the importance of providing structured digital reading activities to maximize learning outcomes.

Previous studies from different educational contexts demonstrate that digital reading materials contribute significantly to improving reading comprehension. For instance, online articles provide updated information that encourages students to think critically, while e-books offer multimodal features that support visual and auditory learners (Lim et al., 2021). In Indonesia, the importance of this transformation is reflected in research focusing on students' reading performance in digital settings (Sari et al., 2022). E-books have been found to influence not only reading skills but also learners' attitudes toward learning, especially in science and language education. These findings suggest that integrating digital reading into language classrooms can address various academic barriers faced by university students. Thus, digital reading should be regarded as both a pedagogical tool and a strategy for enhancing learning motivation.

Research on reading skills among Indonesian students also emphasizes the role of individual differences such as intellectual intelligence and personal characteristics. One study highlights the effect of intellectual intelligence on reading performance, showing that students with higher cognitive abilities tend to achieve better personal literacy outcomes (Noviarini, 2024). This aligns with findings that personality traits influence reading comprehension in EFL contexts, where students' openness and conscientiousness correlate with better reading results (Noviarini, 2021). These individual factors interact with reading strategies and instructional media, making it essential to provide diverse and adaptive reading resources. Digital reading environments may offer the flexibility needed to accommodate these differences. Therefore, incorporating e-books and online articles supports more inclusive and personalized learning.

The COVID-19 pandemic further accelerated the shift toward digital learning in Indonesia, significantly affecting students' reading habits. During remote learning, students relied heavily on digital platforms to access materials, complete assignments, and communicate with lecturers. Studies show that the pandemic influenced students' attitudes toward language learning, pushing them to adapt to new forms of digital engagement (Noviarini, 2021a). Although challenging, this period also demonstrated that digital reading practices can foster independence and resilience in learners. As universities continue to adopt blended learning models, digital reading materials remain vital. They allow students to transition smoothly between online and face-to-face learning.

Instructional strategies also play an important role in shaping students' reading comprehension, especially when combined with digital resources. Research on reading strategies indicates that methods such as guided reading, graphic organizers, and vocabulary-focused activities improve comprehension outcomes (Anggrainy et al., 2016). These strategies can be effectively integrated into digital reading activities, providing structured guidance while students engage with e-books and online texts. Additionally, reading aloud and the use of flashcards have been shown to positively impact comprehension by enhancing focus and vocabulary recall (Sugandi & Asih, 2019; Rahman et al., 2023). The integration of these approaches with digital reading platforms may produce even more significant improvements. This synergy further demonstrates the potential value of digital reading innovations in Indonesian tertiary education.

E-books and online articles have become particularly influential in EFL education, where reading is a major component of language development. E-books provide interactive options such as audio narration, embedded glossaries, and clickable examples that help learners understand complex linguistic structures (Park & Lee, 2021). Meanwhile, online articles expose students to a wide range of authentic English texts that present real-world language use. A study documented how e-book usage enhances learners' reading strategies, enabling them to approach texts more analytically and with greater confidence (Medjahed & Yahiaoui, 2023). These findings highlight the potential of digital reading materials to support students' comprehension and academic literacy. As Indonesian EFL learners frequently struggle with vocabulary and grammar, these tools offer valuable scaffolding.

Studies exploring reading behavior also indicate that digital reading can increase reading frequency because students feel more comfortable accessing materials from devices they use daily. Indonesian students typically rely on mobile phones for communication, entertainment, and academic tasks, making digital reading a natural extension of their technological habits. Digital formats also reduce the physical burden of carrying multiple printed books, allowing students to manage reading tasks more efficiently. Research shows that such convenience encourages learners to read more consistently and independently (Martins et al., 2018). This habit-building effect is especially beneficial in contexts where reading culture is still developing. Therefore, promoting digital reading among university students may help strengthen national literacy goals.

Despite the many benefits, some students may initially struggle to adjust to digital reading environments due to unfamiliarity with technology or preference for printed texts. Studies report that learners sometimes experience eye strain, distraction from notifications, and difficulty concentrating when reading on screens (Lim et al., 2021). However, these challenges can be mitigated through proper training in digital literacy, structured reading tasks, and the selection of user-friendly digital platforms. Educational institutions must guide students in balancing the cognitive demands of digital reading with effective reading strategies. As digitalization continues to shape academic practices worldwide, universities must ensure that students acquire the skills necessary to navigate online texts effectively.

Given these developments, integrating e-books and online articles into reading instruction becomes highly relevant for Indonesian tertiary education. Digital reading materials align with contemporary learning needs by supporting comprehension, motivation, and independent learning. They also accommodate diverse learning styles, allowing students to adjust reading settings according to their preferences. Research consistently demonstrates that digital tools can improve EFL learners' reading comprehension through interactive and multimodal features (Chen et al., 2023). Moreover, exposure to a wide range of online texts broadens students' academic vocabulary and critical thinking abilities. Thus, a pedagogical focus on digital reading is essential to improving reading proficiency among Indonesian university students.

Based on the growing body of evidence, the present study aims to investigate the utilization of e-books and online articles to improve students' reading skills at Universitas Muhammadiyah Pringsewu. The study focuses specifically on reading comprehension, reading frequency, and internal motivation as key indicators of reading development. This approach aligns with previous findings that emphasize the relationship between instructional media, reading strategies, and learner characteristics (Noviarini, 2021). By examining students' responses to digital reading activities, the research seeks to provide insights into how digital materials can be optimized in

university classrooms. The study also aims to highlight practical benefits of digital resources for enhancing academic literacy. Ultimately, the findings are expected to contribute to the development of more effective digital reading pedagogies in Indonesian higher education.

METHOD

The present study employed Classroom Action Research (CAR) consisting of two cycles, each comprising the stages of planning, action, observation, and reflection. This design was selected because CAR enables researchers to systematically improve teaching practices while simultaneously addressing learning difficulties observed in the classroom. Following the CAR framework used in Mahardika, Adhista, & Wirdiyana's study, the model allows iterative refinement of instructional strategies through continuous evaluation of student responses and learning outcomes (Wirdiyana et al., 2024). In each cycle, the lecturer and researcher collaborated to design learning activities involving e-books and online articles as digital reading materials. The procedural structure ensured that interventions were applied consistently while accommodating necessary adjustments between cycles. By using CAR, the study aimed to document measurable improvements in reading comprehension, reading frequency, and student motivation in digital learning environments.

The participants of this study consisted of 24 students enrolled in the English Education Department at Universitas Muhammadiyah Pringsewu. The selection of participants was based on purposive sampling, considering that these students were taking reading-related courses and therefore required strong academic reading skills. The group represented a typical cohort of Indonesian EFL learners who frequently encounter challenges in processing academic texts, especially those written in English. Prior findings indicate that students' reading performance may vary depending on individual characteristics and the types of instructional media used (Noviarini, 2021). Therefore, including students with diverse reading abilities strengthened the validity of observations related to digital reading engagement. Participation was voluntary, and students received an explanation of the study procedures before data collection began.

The instruments used in this research included a reading comprehension test, a questionnaire, and an observation sheet to examine changes in students' reading skills and motivation. The reading comprehension tests, administered as pre-test, cycle I test, and cycle II test, assessed students' ability to interpret academic texts delivered in digital format. Questionnaires were designed to measure reading interest, digital reading frequency, and self-motivation for reading e-books and online articles. Observations focused on students' engagement behaviors, such as note-taking, highlighting, on-task reading, and interactions with the digital materials. The learning materials consisted of selected academic e-books and curated online articles aligned with course objectives and students' reading proficiency levels. As supported by previous studies, the strategic use of digital materials has been shown to enhance students' reading comprehension and learning autonomy in EFL contexts (Medjahed & Yahiaoui, 2023). These methodological components collectively enabled a comprehensive evaluation of how digital reading resources influence students' reading development.

FINDINGS AND DISCUSSION

Findings

Initial Observation

Before implementing digital reading activities, the researcher carried out an initial diagnostic observation to assess students' reading habits, motivation, and baseline comprehension levels. The data showed that only 5 out of 24 students (21%) frequently engaged with academic reading materials, indicating a relatively low reading culture among university learners. Most students reported difficulty maintaining focus when reading printed texts, often citing monotony, lack of visual appeal, and limited accessibility as main barriers. Several students admitted they only read when required for assignments, demonstrating a reliance on external motivation rather than intrinsic interest. Additionally, the pre-test average score of 63 indicated that reading comprehension was below the expected standard. These findings highlighted a strong need for a

more interactive, accessible, and student-centred reading medium—such as e-books and online articles—to boost both motivation and learning outcomes.

Questionnaire Results

To measure changes in students' reading interest, digital reading frequency, and motivation, a structured questionnaire was administered before and after the intervention. The results demonstrate substantial improvements across all measured aspects.

Table 1. Student Interest in Reading

Answer	Before	After
Yes	5	20
No	19	4

Following the implementation of digital reading materials, there was a notable increase in reading interest, rising from 21% to 83%, thereby indicating a substantial shift in students' attitudes towards academic reading. This enhancement corroborates findings by Sari et al. (2022), who reported that digital resources stimulate greater curiosity and motivation through multimodal features such as visuals, hyperlinks, and interactive elements. Students remarked that digital reading appeared "less overwhelming" compared to printed texts because the interface was more dynamic and easier to navigate. Furthermore, this rise in interest underscores the role of technology in transforming students' reading behaviours, aligning with research by Martins et al. (2018), who observed that e-reading platforms promote higher engagement owing to their convenience and accessibility.

Table 2. Number of Digital Materials Read per Week

Answer	Before	After
Yes	5	20
No	19	4

The weekly quantity of digital materials read experienced a substantial increase. Prior to the intervention, 15 students did not engage with any academic texts during a typical week, reflecting inadequate reading habits. Nonetheless, following the integration of e-books and online articles into the learning activities, only one student remained non-engaged in weekly reading, representing an almost complete reversal of the previous trend. Furthermore, the number of students reading more than three materials weekly increased from 2 to 8, demonstrating an enhancement in academic autonomy and self-regulated learning. These patterns corroborate the assertion by Ragan et al. (2019) that digital reading environments foster more habitual reading owing to their flexibility and ease of access. Students indicated that the ready availability of academic materials on their phones or laptops facilitated increased spontaneous reading sessions.

Table 3. Motivation Source for Reading

Motivation Source	Before	After
Self-motivation	4	14
Lecturer	16	7
Friends	3	2
Assignments	1	1

The results of the questionnaire demonstrate a discernible transition from external to internal motivation. Prior to the intervention, reading behaviour was predominantly influenced by lecturers, with 16 students admitting to reading only materials assigned by their instructors. This indicates extrinsic motivation rooted in obligation rather than genuine interest. Following the intervention, self-motivation increased from 4 to 14 students, signifying that students began to recognise the personal value of reading. These findings are in accordance with Noviarini (2021), who emphasised that effective reading strategies and engaging materials can substantially

enhance learner autonomy. When learners experience improved comprehension and confidence, they are more inclined to read voluntarily. This shift is significant, as intrinsic motivation is closely associated with long-term academic success and deeper engagement with learning materials.

Reading Comprehension Test Results

Students took a pre-test, followed by Cycle I and Cycle II tests, to assess their progress in reading comprehension during the CAR intervention. The summarised results are provided below.

Table 4. Reading Test Scores

Test Phase	Average Score
Pre-test	63
Cycle I	76
Cycle II	84

The results demonstrate a consistent and significant enhancement in reading comprehension. The mean score increased from 63 in the pre-test to 76 in Cycle I, thereby underscoring the immediate impact of the incorporation of digital reading materials. This positive trajectory persisted into Cycle II, wherein students attained an average score of 84, surpassing the minimum competency standard of 70. The total increase of 21 points signifies that digital reading tools, such as highlighting features, embedded glossaries, and intuitive navigation, have facilitated a more effective understanding of academic language structures among students. These findings corroborate the conclusions of Medjahed & Yahiaoui (2023), who identified that e-books augment strategic reading behaviours by providing multimodal aids that enhance the processing of information.

Integrated Analysis of All Findings

The combined results from observations, questionnaires, and test performance reveal a clear pattern: the integration of e-books and online articles significantly boosted students' reading interest, motivation, and comprehension skills.

1. Enhanced Reading Motivation
   Students' shift from extrinsic to intrinsic motivation indicates a positive psychological change in their approach to reading. This is crucial for long-term academic literacy growth.
2. Increased Reading Frequency
   The ability to access reading materials via mobile devices greatly encouraged more regular reading. Students no longer saw reading as a burdensome academic duty but as an accessible and engaging activity.
3. Improved Comprehension Performance
   Digital reading resources helped students analyse complex texts, resulting in notable improvements in comprehension test scores.
4. Alignment with Prior Research
   The findings align with national and international studies on digital reading habits, confirming that technology-enhanced reading pedagogy can provide measurable academic benefits.
5. Suitability for Indonesian Higher Education Context
   Given Indonesia's growing reliance on digital learning since the pandemic, incorporating digital reading materials is not only advantageous but also essential for contemporary classroom practice.

Discussion

The results of this study indicate that integrating e-books and online articles significantly improved students' reading comprehension across both intervention cycles. Students consistently achieved higher test scores, showing that digital reading tools effectively supported their understanding of academic texts. Features such as highlighting, embedded glossaries, and adjustable display options helped students process complex information more easily. These

findings align with those of Medjahed and Yahiaoui (2023), who concluded that e-books encourage better strategic reading among EFL learners. The improvement also suggests that students gained more confidence when engaging with academic texts in digital formats. Therefore, digital reading appears to be an effective method for fostering deeper understanding at the university level.

Increased reading frequency further demonstrates the positive impact of digital materials on students' study habits. Students reported that having reading resources readily accessible via smartphones or laptops motivated them to read more regularly throughout the week. This pattern matches Martins et al. (2018), who found that convenience and portability greatly boost students' willingness to read digital texts. The decline in the number of students who did not read at all suggests a reduction in avoidance behaviours related to academic reading. The user-friendly nature of digital texts likely minimised psychological barriers such as fear of difficult vocabulary or a lack of interest. Hence, digital reading supports the development of a healthier and more consistent reading culture among university students.

The shift from extrinsic to intrinsic motivation seen in this study provides valuable insight into students' internal engagement with digital reading. Before the intervention, most students read only when instructed by lecturers, reflecting dependence on external motivators. After using e-books and online articles, self-motivation became the main driver of reading activity, indicating strengthened learner autonomy. This transition supports the findings of Noviarini (2021), who emphasised that engaging materials and suitable reading strategies can enhance intrinsic motivation in EFL learners. Students appeared more personally invested in completing reading tasks when they felt supported by interactive and accessible reading tools. Thus, digital materials not only enhance comprehension but also encourage a more self-directed learning environment.

The rise in students' interest in reading aligns with prior research highlighting the motivational advantages of digital reading formats. Interactive features, integrated multimedia, and flexible access make digital materials more attractive than printed texts, especially for learners who find traditional reading challenging. This trend is consistent with Sari et al. (2022), who reported that e-books boost students' motivation in science education due to their dynamic presentation. Likewise, Park and Lee (2021) observed that e-books support EFL learners' comprehension by lowering cognitive load. In this study, students found reading more enjoyable and manageable when digital tools helped their understanding of vocabulary and sentence structure. As a result, digital reading fosters a more engaging learning environment for students in Indonesian higher education. Overall, the findings demonstrate that digital reading environments can greatly improve academic literacy through enhanced motivation, frequency, and comprehension. These results support broader educational perspectives that stress the importance of integrating technology into university learning. As evidenced in earlier research and reinforced here, technological tools enrich the learning experience by bolstering students' autonomy and accessibility. This indicates that universities should further enhance digital reading initiatives to meet evolving learning preferences. The success of this intervention provides compelling evidence that e-books and online articles are effective teaching tools for developing reading skills. In conclusion, digital reading offers a promising pathway for fostering lifelong literacy and academic proficiency among Indonesian university students.

CONCLUSION

This study shows that e-books and online articles improve students' reading skills, including comprehension, motivation, and reading frequency. Test scores improved across two CAR cycles, illustrating that digital materials offer features like highlighting, dictionaries, and flexible navigation, helping understand complex texts. Intrinsic motivation rose, indicating that digital environments foster independence and engagement. Digital materials are more attractive and manageable than print. The study also found students developed consistent reading habits, read more and more diverse texts weekly, and showed increased interest while relying less on instruction, indicating greater autonomy. These findings confirm that e-books and online articles enhance academic literacy, making them essential tools in modern Indonesian universities.

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