

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Nowadays, the existence of technology is becoming increasingly widespread and its use has been adopted in various fields, such as in the education field. The technology has been integrated into various teaching and learning practices as a significant change in recent years (Bates, 2019). This transition from conventional to technological education has led to the emergence of diverse digital tools. Digital tools are designed as media in the learning process to strengthen the creation of widespread learning spaces, personalized learning and fostering students' creativity (Haleem et al., 2022; Lu et al., 2022). These innovations make technology a valuable component of modern pedagogy which is offering flexibility in learning. However, Martoredjo (2023), stated the use of digital tools in learning must also be done carefully and thoroughly, since it can be a source of distraction (e.g. social media). In response, researchers such as Halawa (2021), if digital tools are properly used, it will increase in quality and creativity as the result of their project assignments. Consequently, the use of educational technology, when applied effectively, provides numerous advantages in supporting language learning (Toma et al., 2021).

In the context of language learning, technology has also played an essential role in the teaching of reading. Khasawneh & Belton (2025), argued that technology offers potential solutions and innovation on reading problems (e.g. reading motivation, reading anxiety, etc.). Furthermore, this digital media has transformed how learners engage with texts in which they can personalize the learning to reduce burdens and enhance motivation. The capability of technology in personalization can make the experience of learning more relevant and less frustrating which potentially enhance motivation (Hoang, 2024; Taskiran & Goksel, 2022) Such tools encourage active engagement with content, enabling students to monitor their comprehension and share their interpretations. For example, technology's

automatic feedback could help learners quickly identify and rectify misunderstandings, it reinforces accurate processing and promotes the use of effective cognitive strategies (Li & Kim, 2024). Hence, integrating technology into reading instruction not only facilitates comprehension but also promotes motivation and collaboration among learners.

More specifically, in Extensive Reading (ER) which is an approach where learners read large amounts of material for general understanding and enjoyment. Extensive Reading refers to activity for the purpose of enjoyment, but at some points it allows the students to obtain essential information when they have finished the reading (Damayanti, 2019; Delfi et al., 2018). Furthermore, in this digital era the implementation of ER has to be tailored to the needs of learners (Khusniyah, 2021). Technology has opened new possibilities for promoting learner independence and reflection. Online reading platforms, digital journals, and blogs allow students to track their reading progress and respond to texts in creative ways. Al Aghar et al. (2023), found that 38% teachers often find it difficult to monitor whether students actually read or not. Thus, a platform or technique should be conducted to help educators in teaching ER in class. Yu (2014), suggested that in Extensive Reading, blogs can serve as personalized spaces for recording reading experiences, interacting with peers, and fostering learner autonomy. Such in an Extensive Reading course, blogs utilized for creating reading logs which the students can personalize and explain their experience of reading. In this regard, technology provides a platform for content delivery and a meaningful space for students to express and construct knowledge collaboratively.

One of the digital tools that has gained particular recognition in Extensive Reading classes is blogging. A blog functions as a web-based platform that allows users to publish and organize written posts in reverse chronological order (Davis & McGrail, 2009). In educational contexts, blogs serve multiple purposes: they enable students to write freely, share their reflections, and receive feedback from peers and instructors. Researchers found that blogging enhances students' communication, reflection, and analytical skills which are key aspects in language learning (Fattah, 2016). Chew & Lee (2013), also found out that the result of using blogging in ER

has gained positive attitude from the learners. In addition, it indicates that blogs could be one of the suitable tools for facilitating Extensive Reading courses.

The context of this study emerged from the implementation of blogging as a learning platform in an Extensive Reading course at one Indonesian university. In this course, students were required to read a large amount of reading and various topic of text regularly, including novels, short stories, biographies, and news. The blogs functioned as reading logs in which students summarized their readings and reflected on the content weekly throughout the semester. Since blogging became an integral part of completing course requirements rather than an optional learning tool, it is essential to consider how students perceive blogging as a learning tool. The interaction between the students and blog is repeatedly happened in learning situations. Therefore, there is limited understanding of how students perceive this process as an intuitive tool, which may explain why blogging is not always seen as useful in supporting reading activities.

Several studies have highlighted the pedagogical advantages of blogging. For example, Bakla (2020) found that blogging provided students with freedom to express creativity, while Akhmad & Shchukina, (2022), observed that blogging activities improved students' reading skills and strategies. These findings confirm that blogging has become a familiar and beneficial activity within Extensive Reading courses. However, despite these positive outcomes, limited attention has been paid to how learners perceive the intuitive aspect of blogging. Moradi et al., (2021), argued that investigating the intuitiveness of learning technologies is crucial, as it contributes to the development of more effective educational tools. This suggests that students' perceptions of blogging as an intuitive learning medium are critical to its successful integration and impact on learning outcomes.

The concept of intuitive use is central to understanding user interaction with technology. Blackler & Popovic (2015), explained that intuitive use involves applying knowledge from prior experiences in a fast and largely unconscious manner which often makes it difficult for users to explain their decision-making processes. In educational contexts, intuitive interfaces can significantly influence learners' engagement and satisfaction (Reinhardt & Hurtienne, 2024). Therefore, in

using blogging for Extensive Reading, it is not enough to measure its usefulness; it is equally important to examine whether students find it intuitive, whether they can use it naturally and efficiently without extensive instruction.

Previous studies on digital learning tools, such as the one conducted by Lai et al. (2018), have explored intuitive interfaces of voice and gestured-based interactive visual learning environments (VGVLE). Yet, these studies often assume that learners naturally adapt to such tools without verifying whether their interaction is genuinely intuitive. Even though Lai et al. (2018) found that their virtual gesture-based learning environment improved students' performance and narrowed the gap between high- and low-achieving learners, they did not examine whether students themselves perceived the system as intuitive. Meanwhile, a study by Hsu & Wang (2010), showed that using blogs does not support the assumption that it will enhance students' reading performance in college context, but at some point it gives a positive impact on students' interaction with peers and strengthened classroom rapport. Despite evidence supporting the effectiveness of blogging in education, there is insufficient understanding of how students perceive blogging as an intuitive tool, especially within the context of Extensive Reading. This gap is critical, as the limited perceived usefulness of blogging may be linked to its lack of intuitive design.

Therefore, understanding students' perceptions of the intuitive use of blogging in Extensive Reading classes is crucial. This research aims to explore how students experience and perceive blogging as an intuitive learning platform. By doing so, the study contributes theoretically to extending current understandings of intuitiveness in educational technology and provides practical insights for developers and instructors to ensure that digital tools used in classrooms are both beneficial and easy to use.

1.2 Formulation of the Problem

This study explores the intuitiveness of products through the lens of user experiences within the Extensive Reading course. Based on the background of the study, the problem of this research is formulated into the following question: "How

are students' perceptions regarding the intuitive use of blogging in an Extensive Reading class?

1.3 Operational Definitions

To give a comprehension about the terms set out in this research. This study provides two definitions related to this study to ensure there is no misunderstanding regarding the context as follows:

1.3.1 Students' Perception

In this study, students' perception refers to the way students reasoning about their experiences when using blogs as a learning medium in an Extensive Reading class. It includes their thoughts and feelings about how easy or difficult the blog is. It is also about how familiar and comfortable they feel when interacting with it, and how far it supports or hinders their reading activities. Students' perception in this context is understood through their subjective experiences of blogging and is revealed through their responses during the interview process.

1.3.2 Intuitive Use

In this study, *intuitive use* refers to the ability of students to operate and interact with a product used which in this study is blogging in an Extensive Reading course. Within this research, intuitive use serves as an indicator of how easily students can adapt to and utilize blogging activities in the Extensive Reading class which is reflecting the degree to which the platform supports effortless and meaningful learning engagement. The indicators of intuitive use are defined through three interrelated characteristics which are, application of prior knowledge, efficient (fast) use, lack of verbalisability.

1.3.3 Blogging in Extensive Reading

Blogging in Extensive Reading in this study refers to the use of online blogs as a digital learning medium through which students record, reflect on, and share their reading experiences as a part of the activities in Extensive Reading course. In this research, blogging is used as a learning activity integrated into Extensive Reading that allows students to show their learning

autonomy and create a personalized space to express their opinion, while also serving as the primary context for exploring their perceptions of intuitive use.

1.4 Aim of the Study

The aim of this study is to explore students' perception of intuitive use of blogging in an Extensive Reading class. This aim is ensuring that the study focuses on the topic being investigated.

1.5 Significance of the Study

1.5.1 Theoretical Significance

This study can be used as the reference for future research in current theoretical framework on the intuitive use of products which are particularly used in educational settings through exploring students' perception of blogging activities in an Extensive Reading class. Furthermore, this study will enrich the discovery in the existing theories of intuitive interaction or intuitive use.

1.5.2 Practical Significance

Practically, this study will give valuable information for educators who used blogging as a tool in reviewing activities in Extensive Reading class. Furthermore, it also will give a helpful consideration for students to use blogs as a tool to record their extensive reading activities. Finally, it also will help developers in designing smart products which are used in educational settings by considering the intuitive use of the tools.

1.5.3 Empirical Significance

This study will be a valuable asset to help in educational technology research context, particularly in English language teaching for reading class. It also will be a helpful document to conduct the same study in measuring the intuitiveness of a product.