

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Description of Extensive Reading

Extensive Reading (ER) is an approach that encourages learners to read large quantities of texts for general understanding, pleasure, and language development rather than intensive linguistic analysis. The principles of Extensive Reading knowingly stated by Bamford and Day (1997), which follows:

- a. The reading material is easy;
- b. A variety of reading material on a wide range topics is available;
- c. Learners choose what they want to read;
- d. Learners read as much as possible;
- e. Reading speed is usually faster rather than slow;
- f. The purpose of reading is usually related to pleasure, information, and general understanding;
- g. Reading is individual and silent;
- h. Reading is its own reward;
- i. The teacher orients and guides the students;
- j. The teacher is the role model of a reader.

First, a reading material is considered easy if students familiar at least 98% of the words, the numbers indicates the students' ability in comprehending the overall meaning of a literary work without assistance. Second, learners should be provided to a variety of topics, genres, and its difficulty in reading materials. Third, learners have freedom to choose what topic, genre, and level to read as in principle number two. In addition, they can choose what reading material they expect to enjoy and to understand. Fourth, learners read as much as possible so they will be familiar with reading and find it s pleasure. Furthermore, the more they read, the more benefits they

can achieve. Fifth, the reading is temporally faster as it suits their linguistic ability, interest, and for general, not academic. These made them likely become encouragement for reading fluency. Fluency leads learners to read fast, read more, and understand more.

Sixth, the goal of ER is not on comprehension achieved or knowledge gained, but more on the readers' personal experience. Seventh, should individual and silent because it gave opportunities for learners to have a personal interaction with the text and to have reading experience through their reading responsibility,. Eighth, ER class is designed to emphasize students' excitement of reading rather than reading for comprehension. Ninth, the teacher orients the students about what and how to do in ER, and also the benefits of ER in language learning. Besides orientation, teacher should be able to provide guidance for students so that they can share their reading experiences. Tenth, the teacher should commit to read what the students may read.

ER promotes vocabulary acquisition, reading fluency, and learner autonomy through wide exposure to meaningful texts. Since ER emphasizes independent reading and reflection, technology can play a key role in supporting these aspects. Digital tools used to support adolescents' reading in school and support students to engage more in reading activities (Chen & MacLeod, 2021).

2.1.2 Blogging in ER

Dancsa et al. (2023) explained that digital tools are software, applications, technologies, plug-ins, add-ons, or websites that can be accessed using the internet and enhances learners' ability to conduct a thorough literature review and to comprehend the knowledge they learned according to their needs. Digital learning tools and e-learning environments have shown a positive interest in academic research which is promoting reading performances in higher education (Kuhn et al., 2024). In the context of ER, such tools make it possible for teachers to guide and monitor reading activities while students develop self-regulated learning habits (Fatimah et

al., 2020). Therefore, integrating technology into ER is not only a response to technological advancement but also a pedagogical necessity.

The relevance of this to the present study lies in how technology can sustain extensive reading practices through reflective and interactive activities. Since ER requires a variety of reading material, students are allowed to choose the texts which suit them in an efficient way (Chew & Lee, 2013). Thus, the use of digital tools becomes central to this study's focus on technology-supported ER learning.

Digital tools have been widely implemented in ER classrooms to facilitate learners' interaction with reading materials. These include online reading platforms, digital journals, discussion forums, and blogging sites. Among these, blogging has been recognized as one of the most effective digital tools to enhance the core principles of ER (Janah et al., 2022). A blog functions as a personal and interactive online space where students are allowed to have many resources on the internet, which occasionally can suit their interest (Fatimah et al., 2020). Furthermore, blogs are often used to produce a content of reflection about what students have read, like the title of the book and its explanation within sentences (Tomei et al., 2012). Those make the blogs as a digital tool that is capable of facilitating the requirement in ER courses.

2.1.3 Intuitive Use

Despite its pedagogical advantages, the success of blogging depends greatly on how intuitively students can use it. If the blogging platform is difficult to navigate or cognitively demanding, it can reduce motivation and interrupt the flow of learning. Therefore, beyond assessing blogging's usefulness, it is necessary to examine how easily students can engage with it and whether they perceive its interaction as intuitive. Blogging in the ER context is not only viewed as a medium for reflection but also as a digital interface whose intuitiveness affects students' engagement and productivity. The focus on intuitive use bridges the pedagogical benefits of ER with the technological aspect of user experience. Ferguson & Bargh (2004), found

that students' perception of technologies was one of the most critical factors influencing how technologies are used in classrooms. This alignment informs the study's design: data are collected from students who have used blogs in ER classes to understand how they perceive and experience the intuitiveness of this learning tool.

The theoretical foundation of this study draws from the concept of intuitive use developed by Blackler (2006; 2019) and elaborated by Reinhardt & Hurtienne (2024). This framework defines intuitive use as interaction with a system or product that relies on users' prior experience and proceeds efficiently and unconsciously, making it difficult for them to articulate the exact reasoning behind their actions. It views intuitiveness as a continuum rather than a fixed attribute which is allowing users' familiarity and efficiency to vary according to their past technological exposure.

In the beginning, intuitive use is known as a vague concept and defined in human-computer interaction research context (Nauman et al., 2007). Yet intuitive use is in high demand which is fuelled by a need for technology easy to operate (Reinhardt & Hurtienne, 2024). This has shown that the concept of intuitive use itself can be applied in so many contexts, including education. Some studies also emphasized the cruciality of intuition used in education, especially for mathematics (Zaporojets et al., 2021; Saiz-Manzanares et al, 2021). However, the concept of intuitive looks diverse but still has the same concept (Suwanto et al., 2023). The intuitive use proposed Blackler (2019) has a complex and detailed information about the concept of intuitive use which was furthermore elaborated by Reinhard & Hurtienne (2024). They defined that there are three interrelated characteristics of intuitive use proposed by Blackler (2006; 2019). Those characteristics are: (1) application of prior knowledge; (2) efficient (fast) use; (3) lack of verbalisability. Within these characteristics, the concept of intuitive use has been increasingly used in various contexts of research, including education, but still the focus of this concept always refers to technology or interaction between human and computer.

As stated, this study adopts three interrelated characteristics of intuitive use as analytical lenses:

a. Application of Prior Knowledge

This characteristic emphasizes that intuitive interaction is grounded in users' previous experiences. When individuals encounter familiar cues, icons, or layouts, they automatically apply pre-existing knowledge to navigate new systems. In the context of blogging, this means that students can easily operate blog features if they resemble other digital environments they have used before, such as social media or learning management systems. Therefore, the source of prior knowledge does not solely refer to formally acquiring knowledge from education, but encompasses accumulated experiences. Their ability to act without explicit instruction reflects the unconscious transfer of prior knowledge which they developed through repeated interaction with similar systems and environments.

b. Efficient (Fast) Use

The second characteristic focuses on the temporal and cognitive efficiency of use. Intuitive interaction is typically faster, requires less conscious thought, and allows users to complete tasks with minimal effort. In the ER context, students demonstrate efficiency when they can create, edit, and publish blog entries quickly and smoothly without hesitation. Reports of ease, fluency, and minimal frustration indicate that their interaction with the blogging platform is intuitive.

c. Lack of Verbalisability

The final characteristic refers to the difficulty users face in verbalizing how they perform intuitive actions. Since intuitive use operates largely at a subconscious level, users often find it challenging to explain the rationale behind their actions. For example, a student might say, "I just knew what to click," without being able to describe the exact reasoning. This non-verbalizable aspect is a key indicator that interaction occurs through implicit cognition rather than deliberate problem-solving.

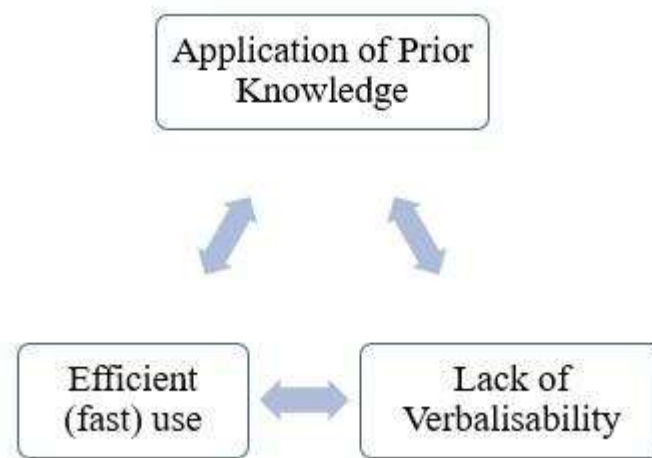


Figure 1. Three Interrelated Characteristics of Intuitive Use

These three characteristics form the analytical lens for exploring students' perceptions of blogging in the ER class. They guide both data collection and data analysis procedures in this study. The semi-structured interview questions are designed to elicit information related to each dimension of intuitive use: (1) prior experience with digital tools, (2) efficient (fast) use, and (3) lack of verbalisability

This theoretical framework thus bridges language learning pedagogy (Extensive Reading and blogging) and human–computer interaction theory (intuitive use). It provides a clear rationale for the research design, offers interpretive categories for analysis, and ensures alignment between the study's objectives and its theoretical grounding. By combining these perspectives, the framework allows for a comprehensive understanding of how intuitiveness shapes learners' experiences with blogging in the Extensive Reading class.

2.2 Study of Relevant Research

Chew and Lee (2013) conducted a study on the use of blogs in facilitating Extensive Reading (ER) and found that blogging activities promote greater motivation and somehow improve reading and writing skills among learners. However, more recent research by Tosun and Gönen (2025), revealed that students' engagement in maintaining virtual reading logs gradually decreased

over time, as they reported limited time and difficulty managing their blog posts. This may suggest that blogging can also become burdensome when the platform's usability or interface design does not support learners' intuitive interaction. Therefore, it becomes necessary to not only evaluate the benefits of blogging but also to examine how intuitive and accessible the tool is from the learners' perspective.

Further research on intuitive technology has been carried out by Chuang (2014), who examined how intuitive interaction within digital learning environments enhances users' cognitive engagement. The study revealed that intuitive interfaces could promote learning efficiency and motivation, yet it did not explore whether users themselves perceived those tools as intuitive. Similarly, Lai et al. (2018) implemented a voice- and gesture-based virtual learning environment (VGVLE) designed for preschool education and found that it improved learning outcomes and reduced performance gaps between high- and low-achieving learners. While the results were positive, the study also assumed that learners naturally adapted to the system without measuring their perceived intuitiveness of the interface. This oversight highlights a methodological gap in studies that focus primarily on outcomes rather than learners' experiential perspectives.

Taken together, these studies demonstrate both the potential and limitations of digital tools in education. Research on blogging emphasizes its effectiveness in supporting extensive reading but lacks exploration of its intuitiveness, while studies on intuitive technology highlight positive learning effects without assessing perceived ease of use. In order to address this phenomenon, the present study seeks to explore students' perceptions of the intuitive use of blogging in an Extensive Reading class. This is bridging the gap between usability and pedagogical effectiveness in technology-enhanced language learning.