

PREFACE

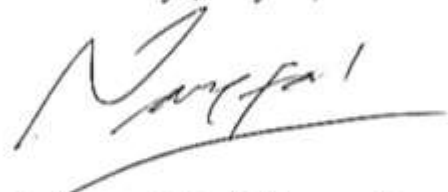
This study, entitled “Exploring Students’ Perceptions of the Intuitive Use of Blogging in an Extensive Reading Class”, presents my investigation into how students experience blogging as a digital learning tool. This topic was considered important because blogging has been widely used in Extensive Reading course, yet students’ perceptions of its intuitiveness have received limited attention. Understanding this issue was crucial for improving TELL and ensuring that digital tools positively support students’ reading engagement.

This study adopted a theoretical framework that has been widely discussed in the field of Human-Computer Interaction (HCI). Although the framework has rarely been applied in educational technology, especially in language learning, this study demonstrated its relevance in examining students’ interaction with learning technologies. The researcher believed that applying this framework in an educational context provided meaningful insights into how students experience and interact with blogging as part of their academic routines.

This thesis was organized into several main sections. Chapter One presented the background, research questions, operational definition, and significance of the study. Chapter Two reviewed relevant theories and previous studies related to ER, blogging, and intuitive use. Chapter Three explained the research methodology, including design, setting, collection, and analysis. Chapter Four showed the findings and discussions which address the research aim. Finally, the conclusion and what further research should do.

The researcher hoped that this study would contribute to the development of effective digital learning practices in English language education and provide useful insights for educators and researchers interested in educational technology.

Tasikmalaya, May 12, 2026



Muhammad Naufal Lazuardi