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# EFL Students' Acceptance of LINGA: Perceptions, Relevance, and Challenges in Practicing Extensive Reading

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**Abstract**

Extensive reading is one of the promising approaches for students to enhance their language skills. Among the existing studies, mobile reading apps have become a trend to support students in extensive reading. This study aims to investigate how LINGA supports student learning in college and adopts the Technology Acceptance Model (TAM) proposed by Davis (1989) to determine the students' perceptions, the relevance of LINGA to students' extensive reading, and its challenges. Data were obtained from semi-structured interviews and confirmed with questionnaire results as part of the triangulation technique. The results showed that students positively perceived the ease of use and usefulness of LINGA as a learning medium. Students intend to use and recommend LINGA to others because LINGA has successfully supported independent learning. LINGA has fewer issues related to internet connection, internal memory, and errors in sharing accounts. Students can choose interesting and diverse books, fostering their motivation and engagement in reading. The features of LINGA help support the student's academic needs. In this study, the integrated translation feature is one of the most appreciated tools, as it improves reading concentration, reading comprehension, vocabulary development, reading speed, pronunciation, and spelling. Therefore, this study recommends using LINGA as a supporting medium for Extensive Reading in an educational context.

***Keywords:*** *mobile reading; extensive reading; LINGA*

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## INTRODUCTION

Reading skills play a crucial role in English proficiency, particularly in English language learning at the tertiary level, which EFL learners must master to achieve academic success. Unfortunately, in the case of Indonesian students, reading for language learning is often perceived as an unpleasant activity. They are accustomed to processing large amounts of academic texts daily, which usually does not align with their interests. This negatively impacts their perception of reading, making it seem tedious. To address this issue, Extensive Reading is a promising solution to make students feel more comfortable and engaged in reading activities. This method aims to improve language skills enjoyably and naturally (Davis, 1995; Renandya, 2007). According to Day & Bamford (1998), ER encourages students to read large quantities of appropriate material that matches their interests and language proficiency levels. By allowing self-selected books, ER promotes reading for pleasure, fosters students' interest in reading, and helps them develop a consistent reading habit.

Krashen (2004) highlighted that ER is one of the most effective ways to enhance language skills, including vocabulary improvement, reading fluency, spelling accuracy, and grammar knowledge. However, despite its benefits, ER presents challenges, particularly because it requires critical thinking, extensive reading time, and an adequate vocabulary size. These factors make ER more difficult for students with low motivation, limited reading experience, and vocabulary struggles. Consequently, these students may experience difficulties in reading fluency and comprehension. Additionally, external factors such as time constraints, the lack of relevant reading materials, and the long duration required to see ER's impact are significant challenges in implementing this method (Renandya et al., 2021).

Integrating mobile learning has significant pedagogical implications (Jie & Sunze, 2023), particularly in supporting self-directed and autonomous learning, enabling students to learn at their own pace and convenience (Kukulska-Hulme & Shield, 2008). However, since mobile learning is online-based, it enables all elements of mobile learning to be interconnected, allowing teachers to implement various teaching strategies that foster collaboration without geographical limitations (Lin et al., 2023). Reading activities can be further supported by mobile applications, which provide multiple features and interactive functions to facilitate students. Existing studies have explored a variety of platforms for extensive reading,

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such as Kindle, Beelinguapp, Let's Read, Padlet, Wattpad, Webtoon, Bingklist, Xreading, and M-reader (Ali & Emirawati, 2021; Alajaili & Barella, 2023; Başoğul, 2021; Ermerawati, 2019; Gedhe & Prastya, 2019; Hidayah & Trisusana, 2021; Kim, 2023; Nurviyani, 2020; Nurdiana et al., 2023; Permatasari et al., 2020; Prahastiwi & Kamil, 2023; Rajabpour, 2020; Riyani & Wardah, 2023; Saeftu et al., 2023; Samsudin & Rahmawati, 2023; Silfani & Ro'ifah, 2023). The findings showed that implementing reading apps and their features helps teachers build a conducive learning environment and makes students more engaged and enthusiastic during the learning process. In this case, combining mobile learning with interactive reading apps significantly improves student engagement and motivation, leading to better learning outcomes, such as enhanced vocabulary acquisition, reading comprehension, and stronger reading habits (Prihartono et al., 2021).

LINGA is one of the reading applications that has remained unexplored, particularly about how LINGA and its features work well in supporting students' learning during extensive reading courses at higher education. Furthermore, using LINGA has also not been widely studied using the technology acceptance model (TAM) by Davis (1989). Thus, the present study aimed to investigate the students' acceptance of its implementation as a learning medium, considering their perceptions of LINGA, its relevance to extensive reading needs, and the challenges during its usage. The valuable insights of findings the students' perspective and experiences on using LINGA would be beneficial for teachers and the developer of reading apps; helping teacher to consider the suitable reading media for extensive reading activities and encouraging developers to innovate reading apps that aligns with the comfort of students' learning as well as in supporting the language skills improvement.

The Technology Acceptance Model (TAM) was developed by Davis (1986), where this research is based on the level of user acceptance of information technology, determined by two main factors: Perceived Usefulness and Perceived Ease of Use. Perceived Usefulness is the level of belief a person has in the use of a particular subject that can benefit the user. The indicators used to assess usefulness are speeding up work, improving performance, increasing productivity, flexibility, being easy to master, and being beneficial. Behavioral Intention (BI) Behavior is carried out because an individual has the intention or desire to act, and behavioral intentions will determine their behavior. Behavioral intention is a person's desire to perform a specific behavior or their tendency to continue using a particular technology. The level of a person's technology use can be predicted from their attention to that technology, such as their motivation to continue using it, motivating others to use it, or adding supporting devices.

## METHODS

The researcher employed a qualitative approach with a case study design in this study. Creswell (2016) asserted that the case study design is commonly used to understand in-depth aspects of a specific case, which can be an individual, a group, an organization, or a phenomenon within its real-life context. Davis (1985) adopted the TAM theory as a fundamental theory to explore the students' perception. The participants in this study were undergraduate students in the class of 2021 who took extensive reading courses in the English Education major at UNNES. Among the eight classes, the researcher selected students from class D as the participants, as they were qualified and had experience using technology as a reading medium for approximately two weeks. To collect data, the researcher conducted semi-structured interviews to gain an in-depth understanding, and the questionnaire was used as supporting data for interview results. The interview session was conducted via Zoom and involved eight participants, while the questionnaire was distributed using Google Forms. After collecting the data, the researcher used thematic analysis to identify patterns and key themes.

## FINDINGS

Students found that LINGA was an easy reading medium for independent learning. While using LINGA, students explained that the ease of access to reading influenced their positive perceptions. The interface of LINGA was convenient, as it has a user-friendly design with well-structured components. In addition, they felt that LINGA was very easy for beginners, especially for those unfamiliar with using digital reading media in their previous experience. Students also responded that the researcher's role in explaining LINGA increased the ease of exploration. In the interview session, students also admitted that LINGA is still easy to use, whether using a laptop or a cellphone. Students reported that they can easily adapt to the LINGA application, especially the vocabulary and translation features. In addition, students' responses showed a positive reaction to LINGA's flexibility. However, besides the positive response to using LINGA, when

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first using LINGA, students expressed a complicated impression. They stated that they needed to make some tries to get used to and become proficient in LINGA. In addition, students also complained about several inconveniences in using LINGA, such as translation inaccuracies, manual page navigation, confusing mini-games, and complicated steps in the vocabulary feature due to the use of multiple users. The results of the interviews with several students above have been reinforced with supporting data from the questionnaire. Looking at the responses from all students who use LINGA, the survey showed that most agree or are in line with the interviewee's answers.

Considering how LINGA and its features work, all interviewee agreed that the app was beneficial in meeting their learning needs during the extensive reading course. The students revealed that they found LINGA an efficient, accessible, practical, convenient, and effective tool in supporting their learning. After using LINGA, students commented that the app can be accessed anytime and anywhere, especially with the offline feature that supports its flexibility. In addition to highlighting the ease of access, students also gave their views on the importance of the features provided by LINGA. Regarding efficiency, LINGA has various features, one of the most appreciated by students is the translation feature. However, one of the students also expressed disagreement regarding the interview results. The student revealed dissatisfaction with the usefulness of the translate feature, which was considered inaccurate and confusing. Although a student showed a negative perception of the accuracy of translation, all the students showed appreciation because LINGA can enhance their productivity in reading and vocabulary acquisition.

The students reported that they preferred using LINGA over books, e-books, and other applications because of the satisfaction with the diversity of useful features and its accessibility to various books. Students also liked the translation and vocabulary features, mini-game features, offline features, reading availability, and battery information on LINGA. This positive attitude is due to their positive perception of the ease of use and usefulness of LINGA. In addition, the students also intend to use LINGA as an extensive reading medium, and they were willing to recommend it in response to their satisfaction with its use. Most students thought LINGA was one of the mobile reading applications that supported their learning in extensive reading courses, primarily because it provided a wide range of fiction and non-fiction books from popular authors. However, although LINGA effectively improves students' concentration levels, this only works for the translation feature.

Furthermore, another benefit is reading comprehension. The explicit agreement in this statement is related to the translation feature of LINGA, which contains important components that help students gain a better understanding of the context. Then, by avoiding misinterpretation, the students revealed that they felt helped to read at a higher level. They found that they had overcome the biggest challenge, which was vocabulary. In general, the relevance of LINGA to the needs of extensive reading positively increases student engagement and motivation. In addition to the positive feedback on the impact of LINGA on the reading experience, students also stressed that LINGA effectively increased their vocabulary size, improvements related to pronunciation, hearing, spelling, word meaning, and usage. While LINGA provided easy access and offline reading capabilities, some students faced limitations regarding offline access to additional features, occasional technical glitches, and storage issues. Beyond technical issues, students also highlighted design limitations, navigation challenges, and issues with shared accounts.

## DISCUSSION

### *The Students' Perceptions on Ease of Use*

During the use of LINGA in the extensive reading course, students stated that LINGA is an easy-to-use medium for reading and can be applied as a learning tool. LINGA allows students to read much reading material without facing advertising distractions on the website. The navigation system in LINGA directs students to search for new books or the history of the last book read on the front page directly. In this case, they consider LINGA to be very easy to understand. Similarly, a study by Al-Furaih & Al-Awidi (2020) found that when students perceive an educational application as easy to navigate, they are likelier to develop a positive attitude toward its use. These findings indicate that LINGA is suitable for online learning. In this study, the ease of use of LINGA influenced students' impressions and attitudes, which positively impacted their enjoyment and intention to use LINGA in the future. Research by Huang et al. (2021) demonstrated that user-friendly digital learning platforms enhance students' motivation and reduce cognitive load, ultimately fostering a more effective and enjoyable learning experience.

In addition, students also provided positive feedback regarding the ease of learning. Although there are no tutorials or feature introductions for new users, the simple application design and learning

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strategy in LINGA allow students to learn the features quickly without feeling stressed. This is reflected in student comments such as "The application strategy is simple" and "easy to learn for beginners." However, some students stated that it took time to master the complicated features of LINGA and become skilled. This happened because they were still unfamiliar with using reading applications. The ease of use of LINGA is also evident from the students' activity and control over LINGA. This application easily gives students complete control over their learning experience, such as choosing reading material, adding to their book collection, setting reading time anytime and anywhere according to their own pace, and adjusting display settings according to their preferences. With its accessibility, flexibility, and personalized features, LINGA enhances students' comfort and engagement in learning. These findings align with Memon et al. (2022), who found that flexibility and personalization positively impact students' engagement and satisfaction in their learning experience.

***The Students' Perceptions on The Usefulness of LINGA***

The main reason students have a positive perception of using LINGA is related to its usefulness for accessing material quickly, anytime, and anywhere. Compared to using a website, students can access reading materials directly without the distraction of advertisements. The application directs students to reading materials directly, allowing them to search for books of interest. Many studies have also highlighted the benefits of accessible reading materials in similar applications. For example, Nurdiana et al. (2023) investigated the use of Wattpad and found that students expressed satisfaction and enjoyment when they could self-select books from diverse categories and content.

The findings of this study reported that LINGA successfully helps students meet their learning needs, in line with Kukulska-Hulme & Shield (2008), who stated that the flexibility of mobile applications can support students in achieving learning objectives. The role of the LINGA feature is beneficial for those with limited vocabulary skills. This feature improves learning efficiency compared to other reading media because translating complex vocabulary requires little effort. Students only need to tap selected words to show the meaning and detailed information of the word, so they do not have to waste time switching to a translation application or using a manual dictionary. The students can also save the translated words efficiently while helping them enjoy their time completing reading material. Although one student indicated that this feature was not functioning due to inaccurate translations, all students agreed that LINGA is superior to other reading applications in terms of the availability of valuable features. This finding aligned with Lecailliez et al. (2020), who found that innovative dictionaries integrated into e-books successfully helped students in their reading activities. The study also found valuable features, such as tracking reading progress and translation, improve the students' learning efficiency and productivity. The progress tracking feature effectively monitors their progress and sets goals for the skills they want to achieve. Progress tracking and goal setting simultaneously improve learning performance and ambition to improve reading skills. In addition, this feature dramatically helps students complete their assignments. In this case, LINGA is very relevant to the academic needs of students, especially when completing weekly reading journals. The students appreciate LINGA's efficiency in helping them monitor reading progress, such as reading speed and time spent reading. They find it more efficient than previous manual methods, which required external tools like stopwatches or timers. All students respond positively to this feature, noting its usefulness. This finding aligns with the study by Hidayah & Trisusana (2021), which highlighted that automated progress-tracking tools in digital reading platforms enhance students' motivation and engagement by providing real-time feedback on their learning progress. Similarly, research by Harimurti et al. (2021) found that self-monitoring features in educational applications contribute to better time management and reading efficiency among learners.

***The Students' Acceptance of Using LINGA***

Findings on Behavioral Intent (BI) emphasize the significant influence of Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). The students expressed their preference for using LINGA and their satisfaction with its use. They showed willingness to provide recommendations to students and their future application in extensive reading courses. The students believed that LINGA was tailored to their learning needs because it offered advantages in terms of functionality and accessibility. In the case of LINGA, its practical features—such as the ability to translate and acquire vocabulary efficiently, interactive reading activities, tracking reading progress, and offline functionality—are likely the main reasons students choose LINGA and reinforce the perceived advantages over previous reading methods that rely solely on websites or PDF files. In addition, the finding that students are motivated to recommend LINGA to others indicates their satisfaction with predicting BI or decision-making in educational technology. They also demanded

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that the institution facilitate LINGA for free, as the app requires a subscription to enjoy all its helpful features. They argued that LINGA is a valuable reading medium for improving English skills. Therefore, the students showed their trust in LINGA and highlighted its potential as a learning medium. These results align with the Technology Acceptance Model (TAM) proposed by Davis (1989), which emphasized that PU and PEOU are critical determinants of users' BI when adopting and using a technology. Students' preference for LINGA illustrates the success of this application in addressing these determining factors by offering an intuitive and feature-rich platform tailored to their learning needs. This finding aligns with Revythi and Tselios (2017), who found that self-efficacy and system accessibility significantly influence students' behavioral intentions to use e-learning systems. Thus, combining practical features, such as access to various books and interactive elements, LINGA increases its usability and becomes a better alternative to traditional reading methods. In conclusion, considering the positive results of PU and PEOU, this study shows that LINGA can be accepted as a learning tool during extensive reading courses.

**The relevance of LINGA and its features in the extensive reading context**

The data showed that students found LINGA suitable for extensive reading due to its accessibility to learning content and time efficiency during learning processes. LINGA supported extensive reading principles (Day & Bamford, 2002) by providing several engaging graded reader books from diverse content and genres. Students felt excited and impressed by the available books written by professional authors, including renowned authors like Agatha Christie, Lewis Carroll, etc. LINGA supported reading for pleasure on their self-selected favourite books, fostering reading interest and learning motivation, aligning with the findings of Allred & Cena (2020). LINGA overcomes the issues of limited reading material and an appropriate book. The books have been leveled in A1-C1 to help students choose suitable reading material and foster a healthy reading culture. In addition, LINGA is used extensively for reading. The vocabulary and translation feature in LINGA supported the theory of Krashen (2004) regarding the effectiveness of extensive reading on reading skills and incidental vocabulary. In this study, students reported that LINGA positively impacted their vocabulary size, improving their pronunciation and spelling skills. LINGA helped students overcome common challenges in extensive reading learning, such as limited vocabulary, time constraints, misinterpretation, lack of concentration, knowledge about language structures, and lack of motivation.

One of the most highly appreciated features in overcoming the challenges of extensive reading was the translation tool. Before using LINGA, students often struggled with complex vocabulary, which slowed reading fluency and consumed significant time when looking up word meanings. Then, after using LINGA, they felt that students greatly contributed to their reading speed, aligning with the principle of extensive reading outlined by Day & Bamford (2002). During the use of LINGA, students felt it efficiently saved reading time, and the feature reduced students' cognitive load when manually translating vocabulary. The students do not need to leave their reading page; they tap the vocabulary to see the meaning directly. In this study, students expressed satisfaction with the benefits of this feature. Beyond reducing cognitive load, the translation tool positively enhanced student concentration. Reading a long text requires high concentration, particularly for EFL students who struggle with difficult words. The students needed to process the story's plot, relying on their critical thinking. This finding aligned with Lecailliez et al. (2020), who found that innovative dictionaries integrated into e-books minimized distractions caused by switching between languages. In this case, increased concentration indirectly supported improved reading comprehension, although some studies argued that translation features could cause distraction and negatively impact reading speed and comprehension (Dardjito et al., 2023; Hasanah et al., 2024; Hendriwanto & Kurniati, 2019; Sakurai, 2015)**.**

In mobile-based learning, reading comfort is a crucial aspect to consider to support student engagement. LINGA enhances the reading experience through customization features that allow students to adjust the page layout based on personal preferences. Before using LINGA, students relied on e-books with tightly spaced text that was incompatible with smartphones. Then, after using LINGA, they found it easier to make reading feel more comfortable; text-screen device compatibility significantly impacts reading comfort and is a critical aspect of the reading experience. During utilization, students reported high satisfaction with the flexibility offered by these customization features, demonstrating the correlation between an engaging mobile learning platform and user satisfaction. Through an in-depth investigation, students stated that LINGA's control over several reading settings, such as reading mode (dark or light), font type and size, line spacing, paragraph spacing, and background color, made it more comfortable than other platforms, such as PDF or Google Books. These results support the findings reported by Yu et al.

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(2022), who stated that improving the mobile application's text typography, colors, and contrast is essential to encouraging improved reading experiences and user engagement. Despite these advantages, some students prefer reading physical books or using laptops because of reading habits, screen resolution, and the tactile experience of books. Thus, while LINGA effectively supported students who favored digital reading, those with different preferences still chose traditional books. These findings aligned with Chen & Huang (2024)**,** who found that students who regularly used digital learning platforms tended to be more motivated in academic activities.

Although a few students still used LINGA only as a formality because they preferred reading printed books, this study's data showed that most students agreed that LINGA effectively increased their motivation during independent learning. The researcher identified several primary factors: First, LINGA provided readings relevant to students' interests, consistent with Kurnaz et al. (2020) findings that the freedom to choose interesting reading materials could maintain student motivation and engagement. Second, access that allowed students to read anytime and anywhere, consistent with Ni'mah & Umamah (2020), who showed that mobile technology enabled students to read and increase their reading frequency without time and place constraints. Third, the convenient features of vocabulary played a significant role in making the learning process easy, both in translating and collecting new words. In this case, when students are encouraged to collect more words, they would be more motivated to read. Fourth, the progress tracking feature helped students keep track of their development and positively impacted their motivation, as reported by Balaban et al. (2024), who found that this feature effectively set goals and motivated students to read more texts but did not significantly affect final grades. Finally, peer motivation from sharing accounts connected to the progress of other students encouraged students to improve their learning performance in achieving reading goals. This aligns with Fleur et al. (2023), who noted that social elements in learning applications significantly encouraged students' motivation to achieve their best performance during language learning. The students agreed that they felt more involved, which could be explained through two main aspects, cognitive and emotional, aligning with previous research by Xu et al. (2023).

Regarding cognition, the translation feature facilitated students in understanding texts quickly, reducing language barriers and positively improving their comprehension of the material. This finding is similar to Xu et al. (2023), who showed that students actively engaged with the content and understood the text were likely to achieve better learning outcomes. Then, emotionally, reading interesting materials and easy-to-access learning materials anytime and anywhere influenced students' emotions, which was the most effective way to increase engagement and improve learning outcomes. Xu et al. (2023) showed that emotionally engaged students invested more effort to achieve the best performance in their fields.

**The students' challenges in using LINGA as an independent learning medium for the extensive reading course**

Commonly, the primary challenge students faced was internet connectivity. However, according to the results of the questionnaire, most students did not consider internet connection a significant issue. Data showed that internet connection was not a significant barrier, likely due to the app's offline feature that allowed users to download reading materials and access them without an active internet connection. This finding is consistent with Ferguson et al. (2024), who found that the availability of both online and offline features for accessing reading materials supported student engagement in mobile learning, especially in areas where students might not always have reliable internet access. Thus, enhancing offline functionality, such as downloadable content or a data-saving mode, could have addressed concerns related to internet use.

Another problem students report is technical glitches, such as system errors and frequent application crashes. Although not experienced by all users, some students reported technical issues that interfered with their reading experience. One possible cause is overload due to simultaneous account usage, which can cause glitches such as blank screens during the data loading process, causing inconvenience for some users. This finding aligns with the study of Lin et al. (2023), who reported that blanked frames and system or application unresponsiveness negatively impacted app UI performance during learning. Although in the case of LINGA, these issues were minor for most users, even small disruptions could have hindered the learning experience and affected students' motivation to use the app consistently.

Internal storage limitations are a minor problem, but it is still a concern for some users. This issue may be due to the relatively small size of the application for installation via smartphones. However, as students increasingly rely on mobile devices for learning, developers must optimise applications to minimize storage usage while maintaining functionality. The previous studies by Ekanayake & Wishart

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(2015) highlighted that storage limitations in mobile devices could have hindered the effectiveness of mobile learning applications, especially when users needed to delete existing files to download necessary learning materials.

## CONCLUSION

In conclusion, this study shows that the students in the fifth semester who took extensive reading courses responded positively to using the LINGA application. By adopting TAM theory by Davis (1989) to find out students' acceptance of LINGA —based on the student's perceptions, the relevance of LINGA to ER, and their challenge of using LINGA— data from both the questionnaire and interviews indicated that the implementation of LINGA in ER courses is well-received by students because of its ease of use and alignment with students' needs, ER principles, and learning goals. LINGA addresses several student needs, such as increasing learning efficiency, monitoring progress, and overcoming challenges in the ER. These challenges include limited vocabulary, too much time in translation processes, difficulty understanding text context, lack of focus, and limited book access. LINGA assists teachers in implementing ER principles by providing access to a wide variety of graded reading materials, enabling students to select texts that meet their needs, monitoring progress for assessment purposes, and saving time for more efficient reading. These features make LINGA a valuable tool for achieving ER objectives and enhancing academic performance in higher education.

Furthermore, as a technology-based reading medium, LINGA facilitates independent learning, allowing students to manage their reading time flexibly. The application supports ER goals, such as fostering enjoyment in reading through engaging materials, motivating students to read for pleasure, broadening their knowledge, improving reading comprehension, expanding vocabulary and pronunciation, increasing reading speed, and building a reading habit. Moreover, despite these advantages, the study also identified several limitations of LINGA, such as connectivity issues, occasional system errors, storage space requirements, and navigation design concerns. Additionally, restrictions on account sharing pose challenges for some users. While these shortcomings did not significantly impact the overall findings, they should be considered for future improvements by developers and practical implementation by teachers.

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