

# Multimodal Extensive Reading: Students' Affective Attitudes towards Reading Comprehension

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## Abstract

Knowing the importance of technology integration brings a new solution for extensive reading class. A multimodal extensive reading was implemented in order to monitor the students' mental condition towards reading comprehension. Considering multiple analysis on multimodal approach implementations in second language classroom, this current study connects it in extensive reading in order to investigate how students' affective attitudes towards reading comprehension are shown among students participating in a multimodal extensive reading. The study was designed as quantitative research. The participants were 15 undergraduate students who enrolled in an extensive reading in a private university in Semarang. A closed-ended questionnaire was used to collect the data. Then it was analyzed statistically through SPSS to get the result. The result of the study has revealed that the students showed their affective attitudes positively towards reading comprehension in a multimodal extensive reading. It was proved from the statistical analysis results that 2 statements received 80% strongly agree responses; 2 statements were 73.3% responded as strongly agreed; 2 statements were 66.7% responded as strongly agreed; and 4 statements were 60% responded as strongly agreed. The students show positive attitudes towards reading comprehension as the feeling on multimodal extensive reading implementation.

## 1. Introduction

Multimodal extensive reading is an alternative in an extensive reading class which bridges the expansion use of digital reading towards students' reading activity. When students read digitally means that they handle their gadget not only for personal purposes but also for reading purposes. As a matter of fact, that they have less experience on finding digital reading sources which are in the form of multimodal ones. Therefore, asking them to interact with multimodal extensive reading can expose their reading competence which finally can increase their reading comprehension. For example, when they are not interested in reading extensively, they become interested to read extensively. This is because they can read from their gadget which introduces not only visual mode but also other modes (audio, spatial, aural and linguistics mode). Their interest is part of how they show their affective attitude. Reading plays a good function in the transformation of information and knowledge. When other input sources are scarce, it becomes even more important source of information (Uslu, 2020). It can be a practical instrument to expand students' exposure to input. Students are able to extract meaning from written texts through this input process (Nisak, 2023; Purba, 2018). Factors such as reasoning ability, prior knowledge, strategic competence, decoding skills, and motivation are among the cognitive and affective components that impact reading comprehension (Nureldeen et al., 2024; Taladngoan, Palawatwichai, Esteban, & Phuphawan, 2020). The most common motivation for reading is to read extensively for pleasure. One way to achieve this is by adopting a reading approach that makes use of multi-literacy practices through the use of texts that incorporate several senses, such as words, pictures, and audio. It has actually always been multimodal since it is how communication demands to be (Callow, 2020; Jewitt, 2013; Liang & Lim, 2021; Trisanti, Suherdi, Sukyadi, & Education, 2022).

Knowing how well their attitudes towards reading comprehension based on the implementation of multimodal extensive reading becomes the main part of this research. Their negative or positive attitudes are needed to know about the works of multimodal extensive reading for their reading comprehension. When they show negative attitudes means that the implementation needs to be rearranged. On the other hand, when they show positive attitudes means that they enjoy multimodal extensive reading. Their interest, motivation, and feeling are about their affective attitudes which can make their reading comprehension better. This is because their attitudes are crucial elements of learning, serving as a significant component in educational and second language acquisition. It has a significant impact on how well they learn it (Mee, Pek, Abd Rauf, Amran, & Che Yob,

2024; Puspitasari, Fitriati, & Rustipa, 2025; Subetan, Malik, & Mamu, 2025). When students' attitudes are linked to their reading, it becomes valuable for lecturers to know that attitudes play a significant role in students' reading performance (Maharani, Fitriati, Faridi, Rukmini, & Haryanti, 2022). Their attitude towards reading is the sum of their sentiments about reading and the circumstances that make them want to read or not (Baba & Affendi, 2020; Nureldeen, Alsabatin, Al-Sartawi, & Al-Mawadieh, 2024). It is a mental condition that increases or decreases the likelihood of reading, accompanied by certain emotions (Chien & Yu, 2015; Toar & Bram, 2022). It is undeniable that there is a relation between attitudes and reading comprehension: the more positive the attitudes the more positive the reading comprehension (Cancino & Gonzalez, 2023; Xiao, 2023).

There were studies written by Ayudhia et al., (2023); Matope and Senye-awudi (2024); Rafi et al., (2021); and Uslu (2020), which talked about the students' attitudes towards reading comprehension. It was stated that there was a positive attitude towards reading. Students' academic performance, reading for pleasure, and personal growth have all been positively impacted. The students loved reading, doing their homework, and taking part in English comprehension classes; they even preferred reading various materials over playing. Uslu (2020) looked at two groups of students: beginners and primary student to determine the impact of L1 reading attitudes and EFL reading competency on EFL reading habits. There is no correlation between the attitudes of L1 beginner readers, their level of reading ability in English as a foreign language (EFL), and their reading habits when studying English as a foreign language. Ayudhia et al., (2023) in their study mention that among three kinds of attitudes: cognitive, affective, and behavioural, the highest finding is affective attitude. It is shown in the students' fear of reading in front of the class. Moreover, to show the relationship between students' reading attitudes and the result of reading comprehension, a study done by Rafi et al. (2021) has proved it. In the study, the reading attitudes of the students have a good correlation with their reading comprehension. They play a crucial role in determining their reading comprehension. When attitudes are focused on extensive reading, three researchers had different result. Dzulfikri (2021) found that students' affective attitudes including increased motivation and self-confidence has been positively impacted by extensive reading. Simultaneously, it helps them improve their language skills, which includes reading comprehension, vocabulary, and grammar. Hence, he suggests that the reading curriculum incorporate an extensive reading. Roza and Khairani (2019) found that that the students' attitudes on extensive reading can be observed via three distinct lenses: affective, cognitive, and behavioural. It can be argued that students considered extensive reading to be both beneficial and enjoyable. While Xiao (2023) found that there is a favourable correlation between reading for pleasure and reading self-concept, but a negative correlation with reading for learning. A shift toward more engaging reading s is essential. It has the potential to boost students' confidence as readers, which in turn will improve their reading abilities and pique their interest in reading.

While numerous studies have examined attitudes towards reading comprehension in extensive reading, few have addressed multimodal approach in the context of extensive reading. Therefore, considering studies on attitudes toward reading comprehension in a multimodal extensive reading is to fill the gap. This present study is arranged into how do students show their affective attitudes towards reading comprehension in a multimodal extensive reading? Furthermore, the purpose is to investigate how the students show their affective attitudes towards reading comprehension in a multimodal extensive reading.

## 2. Method

The research was addressed through the use of a quantitative descriptive design. Investigating how students in a multimodal extensive reading felt emotionally about their reading comprehension, this study was categorized as a survey study. There were fifteen students which were thirteen females and two males participated in the study. They had the same experience on learning English in which they took the same subject of reading class. They were selected as the study population. Therefore, they were selected purposively to fulfil the purpose of the study that it was about in extensive reading class.

A closed-ended questionnaire served as the data collection tool which is as the instrument as well. It is used in order to accomplish the research purpose. It followed a content validity. This was modified based on a work by Isakson, Isakson, Plummer, and Chapman (2016). The students' affective attitudes can be understood with this questionnaire. Hence, ten statements were utilized in the study to ascertain the students' affective attitudes. The students were asked to rate the statements on a Likert scale, with SD is Strongly Disagree, D is Disagree, A is agree, SA is strongly agree. The summary of the instrument is written in Table 1, adapted from (Isakson et al., 2016).

**Table 1. Students' Affective Attitudes**

Affective Attitudes	Statements
	I want to continue to use multimodal extensive reading after I complete the class.
	I like the feeling of having read the sources before the implementation.
	I value multimodal extensive reading as an important subject of learning in college.
	I can see how being an effective reader is important to success in college.
	I wish more of my college classmates would complete the reading comprehension in a multimodal extensive reading.

Affective Attitudes	Statements
	I seem to value reading comprehension more than do many of my friends in college.
	Completing my reading comprehension for class is a high priority for me.
	I feel motivated to complete my comprehension in a multimodal extensive reading.
	I can adjust my reading speed to get what I need from the sources.
	I feel positive about my comprehension in a multimodal extensive reading.

With the data being collected using a Likert Scale checklist, statistical analysis was used in this study, as the instrument was a closed-ended questionnaire. The scores are categorized into score 1 for SD; score 2 for D; score 3 for A; and score 4 for SA. The outcome was derived from the data set that consisted of the statement scores. Therefore, those were the metrics used in the descriptive statistical analysis.

The study was done to know the students' affective attitudes towards reading comprehension in a multimodal extensive reading. As the main instrument, a close-ended questionnaire was delivered at the end of semester at extensive reading class. By distributing it, their affective attitudes about the implementation of a multimodal extensive reading were used as a reflection to monitor the extensive reading class. After the completion of the questionnaire, the data were then analyzed statistically to get the quantitative result. In analyzing the data, a software of SPSS was used to get the quantitative data. Consequently, the results were used to answer the research problem statement and to link to the objective of the study. At the end, it was used to conclude the study.

### 3. Results and Discussion

#### 3.1. Results

During the multimodal extensive reading, students' participation was seen from their affective attitudes which is connected towards reading comprehension. Their reading comprehension was needed to understand how the message of the story was found, how the story helped them to get the point of the story as well as to understand their point of view about the story. Based on the data analysis, it is found that their affective attitudes towards reading comprehension in multimodal extensive reading were largely positive. It was proved from their positive statements filled in the questionnaire. There were 10 statements they completed for their agreement or disagreement.

**Statement 1**, "I want to continue to use multimodal extensive reading after I complete the class". The findings are presented in Table 2. Students demonstrated a generally high willingness to continue using multimodal extensive reading after completing the implementation. The majority of responses were clustered at the higher end of the scale, suggesting positive attitudes and strong intention to sustain engagement with multimodal extensive reading practices. It can be said that it was well received and effectively fostered their motivation to continue using multimodal extensive reading beyond its completion.

**Table 2. Descriptive Statistics of Statement 1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	3	20.0	20.0	20.0
	SA	12	80.0	80.0	100.0
	Total	15	100.0	100.0	

**Statement 2**, "I like the feeling of having read the sources before the implementation". The findings are presented in Table 3. Students were not resistant to reading at the outset, providing a supportive baseline for the implementation of the multimodal extensive reading. Consequently, any subsequent changes observed after the implementation can be more confidently attributed to the instructional approach rather than to initial negative attitudes toward reading.

**Table 3. Descriptive Statistics of Statement 2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	6	40.0	40.0	40.0
	SA	9	60.0	60.0	100.0
	Total	15	100.0	100.0	

**Statement 3**, "I value multimodal extensive reading as an important subject of learning in college". The findings are presented in Table 4. Multimodal extensive reading enhances engagement and motivation. By integrating texts with images, audio, video, and digital media, it accommodates diverse learning preferences and reduces the cognitive burden often associated with traditional, text-only reading. Students tended to value this

approach as more accessible and enjoyable, which encourages sustained reading habits and greater exposure to authentic language input. Student recognized it as supportive of language development and academic skills. The combination of multiple modes helped improve reading comprehension, vocabulary acquisition, and critical thinking, as visual and auditory cues reinforce textual meaning. Therefore, it was valued for promoting their autonomy. They appreciated the flexibility to choose materials aligned with their interests and proficiency levels while simultaneously developing skills needed to navigate digital and multimedia texts competencies that were increasingly essential in higher education and professional contexts. Consequently, as a relevant, engaging, and pedagogically valuable activity that aligns with contemporary learning environments. Its perceived benefits in motivation, comprehension, and independent learning underscore its importance as a meaningful component of college-level instruction.

**Table 4. Descriptive Statistics of Statement 3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	6	40.0	40.0	40.0
	SA	9	60.0	60.0	100.0
	Total	15	100.0	100.0	

**Statement 4**, "I can see how being an effective reader is important to success in college". The findings are presented in Table 5. Students generally had a strong understanding that being an effective reader was important for success in college. They largely believed that being an effective reader was essential for succeeding in college, with only minor variation in opinions. They largely recognized effective reading as a foundational academic skill essential for their comprehension.

**Table 5. Descriptive Statistics of Statement 4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	6.7	6.7	6.7
	A	5	33.3	33.3	40.0
	SA	9	60.0	60.0	100.0
	Total	15	100.0	100.0	

**Statement 5**, "I wish more of my college classmates would complete the reading comprehension in a multimodal extensive reading". The findings are presented in Table 6. The students generally showed a strong desire that more of their college classmates would complete the reading comprehension in a multimodal extensive reading. The result reflects positive and consistent support for increased peer participation in the implementation, implying that they valued shared engagement in multimodal extensive reading and believed it would be beneficial for their learning experience.

**Table 6. Descriptive Statistics of Statement 5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	3	20.0	20.0	20.0
	SA	12	80.0	80.0	100.0
	Total	15	100.0	100.0	

**Statement 6**, "I seem to value reading comprehension more than do many of my friends in college". The findings are presented in Table 7. Reading comprehension was more important than many college students perceive it to be. While they often prioritized memorization or task completion, insufficient attention to reading comprehension could hinder deep understanding of course materials, including textbooks, scholarly articles, and assessment prompts. Strong reading comprehension enabled them to identify central arguments, evaluate evidence, and integrate new information with prior knowledge. Moreover, it contributed to more efficient learning by reducing the need for repeated readings and minimizing misinterpretation. Over time, well-developed reading comprehension skills supported higher-order cognitive processes such as critical thinking, academic writing, and analytical problem-solving, thereby playing a crucial role in overall academic achievement.

**Table 7. Descriptive Statistics of Statement 6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	4	26.7	26.7	26.7
	SA	11	73.3	73.3	100.0
	Total	15	100.0	100.0	

**Statement 7**, “Completing my reading comprehension for class is a high priority for me”. The findings are presented in Table 8. Completing reading comprehension for class was a high priority among the students. The distribution of responses is heavily concentrated at the upper end of the scale, suggesting that most of them consistently place strong importance on engaging with and completing reading comprehension tasks. This pattern reflects a generally high level of academic responsibility and awareness of the role that reading comprehension plays in supporting learning outcomes. Therefore, it is implied that they recognized reading comprehension as a fundamental component of their academic success, and they were largely motivated to complete these tasks as part of their regular coursework. This emphasis on reading comprehension might contribute positively to their overall academic performance and classroom engagement.

**Table 8. Descriptive Statistics of Statement 7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	5	33.3	33.3	33.3
	SA	10	66.7	66.7	100.0
	Total	15	100.0	100.0	

**Statement 8**, “I feel motivated to complete my comprehension in a multimodal extensive reading”. The findings are presented in Table 9. Students were motivated to complete comprehension tasks within a multimodal extensive reading. It seems that the use of multiple semiotic modes such as written text, images, audio narration, and possibly video successfully supported their cognitive and motivational engagement. Those resources could provide alternative pathways to meaning-making, enabling students who may struggle with text-only materials to rely on visual or auditory cues. Overall, the results indicate that the multimodal extensive reading effectively fostered their motivation by creating an engaging, supportive, and cognitively accessible learning environment.

**Table 9. Descriptive Statistics of Statement 8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	6	40.0	40.0	40.0
	SA	9	60.0	60.0	100.0
	Total	15	100.0	100.0	

**Statement 9**, “I can adjust my reading speed to get what I need from the sources”. The findings are presented in Table 10. The results indicate that students demonstrated a generally strong ability to adjust their reading speed to meet their informational needs when engaging with sources in the multimodal extensive reading. It shows that exposure to multimodal texts might have supported their development of adaptive reading strategies, such as selectively slowing down for complex information or increasing speed for familiar or less demanding content. Overall, these findings suggest that the multimodal extensive reading effectively facilitated their strategic control of reading speed, an essential component of efficient and purposeful reading in diverse learning contexts.

**Table 10. Descriptive Statistics of Statement 9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	4	26.7	26.7	26.7
	SA	11	73.3	73.3	100.0
	Total	15	100.0	100.0	

**Statement 10**, “I feel positive about my comprehension in a multimodal extensive reading”. The findings are presented in Table 11. The results indicate that students generally have positive feelings about their comprehension in the multimodal extensive reading. A majority of them felt confident in their ability to understand the reading materials presented through multiple modes (such as text, images, and other media). It can be said that multimodal extensive reading was perceived as effective in supporting their understanding of the reading content.

**Table 11. Descriptive Statistics of Statement 10**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	5	33.3	33.3	33.3
	SA	10	66.7	66.7	100.0
	Total	15	100.0	100.0	

Based on the results of the close-ended questionnaire which was distributed to students, it can be said that they showed very positive affective attitudes towards the reading comprehension in a multimodal extensive

reading. This proved that their positive feeling towards reading comprehension because they enjoyed reading by using reading channel which was used as the multimodal sources in extensive reading.

### 3.2. Discussion

The proliferation of reading and technological advancements have created additional chances for students to read widely in a multimodal setting. Promoting students' motivation through the use of multimodal extensive reading is gaining prominence. This is because the affective attitudes are important because they influence the students' behavior. Their feelings or emotions towards reading comprehension determined how they react to the multimodal extensive reading. From the quantitative results of this study, it indicates that students' affective attitudes towards reading comprehension were positively responded.

Students' willingness to continue to use multimodal extensive reading after the accomplishment of the implementation means that the students were interested in reading extensively outside the classroom. The result of the study proved that they would do it after the class ends. It is similar as what had been found in the study of Bui and Macalister (2021). The reason is that the multimodal extensive reading implementation used a reading channel which attracted their willingness to read more. However, this was not in line with the challenge of creating an extensive reading. As found by Dincer (2020) that it is difficult to monitor students' reading habits outside of class when the extensive reading was over. To conclude, this study's results showed that the students had favourable affective attitudes on continuing to follow the 's activity.

Extensive reading became fun when students were allowed to read according to their interest and comprehension level. Their feeling of having read the sources before the multimodal extensive reading shows how much they liked it. Being able to properly integrate new information into preexisting mental frameworks is an example of how it can bridge new knowledge with prior knowledge. The result was in line with Abraham and Farias (2017) and also Ji and Luo (2020) that the bridge process does this by drawing on students' prior knowledge and forging an emotional connection between them and the reading comprehension. In short, this study's result shown that the students had the feeling of having read the sources before the multimodal extensive reading was started.

When focusing extensive reading as an academic subject, knowing the students' value on multimodal extensive reading as an important of learning in college was needed. As found in the present study that students shown their agreement towards it. It was supported by Alfiani et al., (2024) that students who work on expanding their vocabulary have a better chance of succeeding in reading assessments and comprehending complex material. However, this result was opposed to the idea that extensive reading was not for developing lifetime reading habit as found in the study of Thongsan and Waring, (2024). This is because in the present study, they had complex material which they used to discuss with their friends. This made their reading comprehension better. To infer, this study's result shown that the students valued multimodal extensive reading as an important of learning in college.

Students' feeling of being an effective reader is important to success in college. The result about it is shown largely positive. This was also proved by the results of a systematic study that centred on affective components show that there are significant correlations between reading skills and affective variables including motivation, attitude, and self-efficacy (Ateş & Sur, 2022; Anggia & Habók, 2025). This lends credence to the idea that enhancing reading-related emotions and motivation can lead to better reading development. In the present study, they were treated to read as many as possible based on the reading channel so they made notes about part of the story which made them motivated. To conclude, this study's result shown that the students saw the importance of being effective readers was the key success in college.

Focusing on the completing reading comprehension in a multimodal extensive reading, students were asked about their wish towards it would be done by their classmates. Their wish was responded well each other since they answered the same thing. Therefore, the wish was consistent with the broader finding that motivation, engagement, and supportive learning conditions matter for comprehension success. This was also found in the study of Rahmanu and Molnár (2024); and Sangers et al. (2025) that in the right approach, the unique needs of students across a wide range of academic fields through personalized learning experiences were emerged. Consequently, when the students tried to complete their reading comprehension in a multimodal extensive reading, they were processing it well for their experience. This was because they took part on the sharing session which was done during the implementation.

Affective attitudes like curiosity, enthusiasm, confidence, and drive tend to flourish in students who engage in multimodal extensive reading. Since these emotional shifts can make reading seem more relevant and helpful to them, they may begin to place a higher value on reading comprehension than their classmates who read less or who rely solely on printed materials. This was as found in the present study. In addition, it was stated more detail by Kayla et al. (2024) that participation in extensive reading within the context of a college classroom was an effective strategy for enhancing vocabulary acquisition, which in turn aided reading comprehension more

effectively than other approaches. They were in a relaxed circumstance from which they could browse ideas freely and excitingly thus they value high reading comprehension (Putri & Damayanti, 2025). This present study had the same activity like what those previous studies did. Therefore, their attitudes showed positive when they read more than their friends. To conclude, this study's result shown that the students valued reading comprehension more than many of their friends in college.

In multimodal extensive reading, where students read a lot using texts that combine modes, their affective attitudes often change, and that change is what shapes whether they feel reading comprehension is a top priority or just something to finish. In the present study, students showed that it was something to prioritize. It was no matter how much they struggled during the implementation since there was no chance to check into their dictionary. This was same with the result of Yang et al. (2021) that there were effects of the text difficulty of extensive reading materials on the reading comprehension and reading motivation of English as a foreign language (EFL) which made students took reading comprehension as the top priority. It proved that in a multimodal extensive reading, students were placed in the position of finishing or prioritizing it. To infer, the students had a high priority to complete their reading comprehension in multimodal extensive reading.

When students had a favourable emotional attitude toward multimodal extensive reading, they were more likely to read until they understood, or to finish their comprehension tasks instead of giving up too soon. According to Yawiloeng (2022) the students' positive attitudes towards the use of multimodal texts enhanced reading comprehension. In addition to the obvious academic benefits, multimodal reading is a pleasurable activity in and of itself, which keeps students coming back for more. Added by Tanemura (2020) that intellectual value and comfort were the possible indicators of performance in extensive reading. Therefore, those factors made students stayed to read completely. It takes a conclusion that the students felt motivated to complete their comprehension in a multimodal extensive reading.

When students read to use sources, they rarely kept one constant speed. Instead, they self-regulate their reading rate to match their purpose and what the text demands. The speed shifting was a practical form of their control: they monitor whether they were getting what they need, then adjust pace and strategies accordingly. Those were found in the present study. Moreover, the development of reading habits and active reading depended heavily on reading speed and comprehension. The findings suggest, however, that reading attitude should be evaluated alongside reading speed and comprehension research, rather than in isolation (Soysal, 2022). According to the study result, Rayner et al. (2016), reading more and becoming a more proficient language user (for instance, by expanding one's vocabulary) allowed students to keep up a high level of comprehension and move through texts more quickly. One reason for this was that reading speed was fundamentally related to language proficiency. To infer, the students could adjust their reading speed to get what they need from the sources.

The affective (emotional-motivational) pathway was a common explanation for students' reports of improved comprehension in multimodal extensive reading s. This was because, according to students, this made reading feel more comfortable, engaging, and less daunting, which led them to stay for longer, take more breaks, and ultimately, had a better grasp of the material. The study result mentioned that the key strategies like prioritizing information based on its perceived importance and confirming text with visual aids were essential for comprehension (Gatcho, Manuel, & Sarasua, 2024). Based on the findings Tehubijuluw (2016) recommended that pedagogically, there should be a shift in reading comprehension instruction in L2 to integrate the use of multimodal systems interfaced with visuals and audio, in order to foster the students' positive attitude and to enhance comprehension. In addition, Research conducted by Zhang & Peng (2024) revealed that audio integration could greatly improve reading comprehension for Chinese language learners at an intermediate-low level who were actively participating in multimodal reading activities. Interestingly, these students also demonstrated a clear preference for audio inclusion. However, among intermediate-high-level learners, who showed a mixed attitude towards audio integration with reading, there was no significant benefit of additional audio cues on reading comprehension. To conclude, the students felt positive about their comprehension in a multimodal extensive reading.

### 3.3. Implications

By using multimodal extensive reading, the research establishes a new way of teaching extensive reading in a multimodal setting. It facilitated extensive reading in a circumstance of technology based where sources were introduced not only based on visual (pictures), but also audio, gestural and spatial modes. Therefore, lecturers may check how the students show their emotional attitudes towards reading comprehension in such of multimodal extensive reading.

This investigation augments the expanding corpus of research on multimodal extensive reading. Some research conducted extensive reading without multimodal approach. Therefore, the new way of implementing it can be a new idea. In addition, when the implementation does not stop on implementing it rather than know

the students' attitudes towards reading comprehension. In short, the expansion is not only on multimodal extensive reading and comprehension, but also on attitudes.

### 3.4. Limitations

The investigation recognizes specific constraints. The generalizability of the results is limited by the small number of participants. Furthermore, the next researchers can make it better into the bigger participants. Their responses can be more detail and valuable. This can affect the very detail positive side for lecturers and readers.

## 4. Conclusion

To conclude, this research investigated how the students show their affective attitudes towards reading comprehension in a multimodal extensive reading. The results indicate that they show their affective attitudes positively towards reading comprehension in a multimodal extensive reading. It was proved from the statistical analysis results that 2 statements were 80% responded as strongly agreed; 2 statements were 73.3% responded as strongly agreed; 2 statements were 66.7% responded as strongly agreed; and 4 statements were 60% responded as strongly agreed. This proved that the students show positive attitudes towards reading comprehension as the feeling on multimodal extensive reading implementation.

## Author Contributions

All authors have equal contributions to the paper. All the authors have read and approved the final manuscript.

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## Declaration of Conflicting Interests

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

## Data Availability

The datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.

## Declaration on AI Use

The authors declare that no artificial intelligence (AI) or AI-assisted tools were used in the preparation of this manuscript.

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