

Exploring attitudes towards reading through a multimodal approach: Students' conative attitudes perspective

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Abstract

There has to be a new way of thinking about reading in this technological age. This approach is called a multimodal approach. It is an approach that contributes to several modes in the reading sources. To explore students' attitudes towards reading through a multimodal approach in terms of their conative attitudes' perception, this study employs this approach. This study used a descriptive quantitative method to fulfill the purpose. Fifteen students were purposively selected as the sample. They had the same characteristics, such as having completed the previous reading class. Ten steps were involved in conducting the study. The data were collected using a closed-ended questionnaire. A statistical analysis using SPSS was performed on the collected data. According to the numbers, four out of the eight categories are significantly high, accounting for 46.7%. It can be concluded that students have a pleasant impression. The statements made by the students demonstrate that they remained focused on reading through the channel informed by the teacher, participated in class, avoided procrastination with classmates, and engaged in reading. It can be concluded that based on the quantitative data, the students' conative attitude perception towards the implementation of the multimodal approach in their reading class is positive.

Keywords: conative attitudes; multimodal approach; multimodal texts; reading comprehension

INTRODUCTION

The ability to read, which is crucial for modern academic performance, is one of the many talents that students should work on developing in reading class. To read is to take in written words by the senses, process them, and then understand what the words mean (Ulu, 2022). It is the process of transforming information cognitively and performing it in a conative way by combining an affective way. It is a series of interactions among the reader, the text, and the environment (Maharani et al., 2022). Those interactions affect students' reading

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attitudes. Correspondingly, the reading attitudes emerge both during the acquisition period of the reading process and in making it a habit.

The seeming popularity of e-books has expanded the reading material available to modern readers beyond printed texts. Even students who might not have been interested in reading printed books now find e-books fascinating. Electronic books pique the interest of students who might not have been interested in reading traditional books (Eutsler & Trotter, 2020). It is available in the internet; therefore, students find it appeals them. In addition, it is argued that it inspires and involves students in engaging learning experiences (Al-Jarf, 2024) like taking part in novel and exciting global connections (Liao & Wang, 2018) and in participating in digital reading (Yapp et al., 2023). It is believed as a problem-solving way since it treats students to be able to engage in a critical proses such as identify information, locate it and critically evaluate it (Beege et al., 2020). It can be said that the source of reading can be in the form of multimodal text.

Multimodal text is a text which consists of several modes. The students do not understand a multimodal text from the text but also from the picture, sound, music, and gestures presented through these modes (Thuy, 2020). That text is usually implemented in a multimodal approach (Kress, 2000). This approach has several benefits (Rahmanu & Molnár, 2024). It is believed that this approach piques students' interest and holds their attention due to its captivating presentation (Wei & Ma, 2017). The emergence of multimodality can be attributed to the shifting social and semiotic contexts (Jewitt, 2013). There is mounting evidence in favour of using a multimodal strategy, as the majority of modern forms of communication are multimodal (Hendrawaty et al., 2022; Maharani et al., 2022). It has the potential to be a useful approach to support learning. This is in line with the research done by Ruck (2022) which reported that multimodal modes supported students in their meaning-making process. To infer, meanings are constructed through the placed configurations across modes, which is the fundamental premise of the multimodal approach.

In practice, the undergraduate students in a certain university in Semarang still face challenges when it comes to reading multimodal texts. Some factors were affected it, for examples, a narrow vocabulary, lack of lexical and syntactic expertise, poor reading comprehension, and lack of interest in reading. Those issues were also found in (Eutsler & Trotter, 2020; Oyama-Mercer, 2019). In their studies, they stated that around those factors, the dominant factors were a narrow vocabulary and lack of interest in reading. By considering those factors, therefore, the researchers tried to connect the study about multimodal text implementation towards the students' reading attitudes. This was based on the reason that when thinking about multimodal reading, attitude is crucial because it is a determining factor. It may develop a dislike of reading (Bussert-Webb & Zhang, 2016). Whether a reading practice, behaviour, or action is carried out, committed, or realized is likely to be determined by it. Therefore, the students' attitude towards reading impacts their ability to read. It can be concluded that knowing the students' reading ability can be based on the students' attitudes towards reading itself.

When reading is connected to the students' attitudes, knowing the importance of attitudes in the success of students' reading becomes valuable for lecturers. Research conducted by Freyn (2017), Habtie (2022), and Kim (2016) indicated that attitudes play a significant role in shaping the development of a situation-specific behavioural success, as reading is more prevalent among students who have a positive outlook on reading. Reading attitude is understood by teachers to encompass three interconnected concepts: the feelings an individual has towards an object based on their experiences with that object, their beliefs about that object, and their behavioural intentions regarding that object (Kim, 2016). In addition, the success of reading multimodal texts is influenced by cognitive/self-regulatory (i.e., question generation), behavioural (i.e., skimming or reading), and affective (i.e., self-efficacy) attitudes. Even, there is some research focusing on moral values (Puspitasari et al., 2025) and cognitive and affective attitudes (Öztürk et al., 2020). On the contrary, this research was not about all of them, but rather the behavioural or conative attitudes. This is because conative attitudes are relevant to understanding the activities of reading multimodal texts done by the students. It can be during or after reading in the implementation of the multimodal approach. Students need to act in specific ways in order to comprehend written material. They are very involved in what they are learning.

The execution of an attitude that is both cognitive and affective is known as a conative attitude. It is about action readiness and behavioral intentions (Safitri & Mardiah, 2023). Festl (2021), in the study, mentioned that conative or behavioral attitudes can be participatory-moral, communicative, and educational. In the study, the most dominant conative or behavior attitudes were both participatory-moral and communicative. The students' reading behaviour is connected to their reading performance (Ives et al., 2020) and affects their reading comprehension (Jeong & Gweon, 2021). When they liked reading, they increased their reading time (Eijansantos et al., 2020). An example of students' conative attitudes, based on a study done by Kim (2016), was students' ability to develop reading skills and read critically to their potential (Varaporn & Sitthitikul, 2019).

The study done by Festl (2021) primarily focused on the students' conative or conduct attitudes as they read online for class. There is no specific information about the type of online reading sources mentioned in the study. However, to distinguish this study from that study, the use of multimodal texts, which were in the form of online reading, was the orientation of this study. In a different study, Freyn & Ed (2017) detected the types of students' attitudes. One of the types could be categorized as a conative or behavioral attitude. By focusing on a specific type which belongs to conative or behavior attitudes, this study remains similar to this study. The difference is that this study connected reading to poetry, whereas this study focused on reading fiction stories. Those studies differed from this study in that the purpose of this study was to explore attitudes towards reading through a multimodal approach from the perspective of conative attitudes.

METHOD

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A research design is the core structure or approach of a study that guides the data collection and analysis. It helps researchers with how to do the research. Without specifying the design, they cannot complete their research. This research design used a quantitative descriptive method to answer the research question. It was aimed at analysing the conative perspective quantitatively.

Respondents

This study employed purposive sampling to select the research respondents, aiming to choose individuals who could provide rich and insightful data regarding the implementation of a multimodal approach to integrate students’ conative attitudes. The respondents in this research were second-semester students from the English department who take the reading subject.

As purposive sampling was employed in this study. The researchers selected one class, specifically the reading class in the 2023/2024 academic year, as the study sample. The class was chosen because it exhibited more homogeneity in terms of its characteristics compared to the other classes. The selected class consisted of 15 students.

Instruments

To fulfill the research objective, the instrument used to collect the data was in the form of a closed-ended questionnaire. A closed questionnaire in which the answers are already provided, and the respondent only needs to choose (Cohen et al., 2007). The closed questionnaire of this study was adapted from Isakson et al., (2016). It is a questionnaire that is used to know the students’ reading attitudes. It is stated in nine statements; however, the researchers adapted it in accordance with the needs of the research. Therefore, to know the students’ conative attitudes, seven statements were used in the study. To respond to the statements, the students chose the best answer of a Likert Scale; whether SD (strongly disagree), D (disagree), A (agree), and SA (strongly agree). The summary of the instrument is written in Table 1.

Table 1. Students’ Conative Attitudes

Conative Attitudes	Statements
	I read multimodal texts through reading channel to enhance what I’m learning in class.
	I find myself reading beyond the minimum requirement for class because I get interested in multimodal texts.
	I participate more in class when I have read the multimodal texts beforehand.
	I usually go to class having completed the multimodal texts reading.
	I usually do not procrastinate my classmate reading multimodal texts.
	I can accomplish the multimodal texts reading efficiently and on time.
	I stay focused and engaged when I do my multimodal texts reading.
	I can retain and recall the important information from the multimodal texts.

The questionnaire was distributed to students in both English and Indonesian, making it easier for students to complete the surveys and avoid misinterpretation of the statements.

Validation of the Instrument

The validation process involves collecting evidence that corroborates the appropriateness of inferences drawn from student responses for specific assessments (Moskal & Leydens, 2019). Validity in a quantitative approach refers to the accuracy of a concept's measurement (Heale & Twycross, 2015). The results of the closed-ended questionnaire validation are presented in Table 2.

Table 2. Questionnaire Validation

		P1.1	P1.2	P1.3	P1.4	P1.5	P1.6	P1.7	P1.8
N	Valid	15	15	15	15	15	15	15	15
	Missing	0	0	0	0	0	0	0	0
	Mean	3.4667	2.8000	3.4667	2.8000	3.4667	3.2000	3.2667	3.3333
	Median	3.0000	3.0000	3.0000	3.0000	3.0000	3.0000	3.0000	3.0000

Based on the validation result, it can be said that all eight questions, which deal with the students' conative attitudes, are valid.

Reliability of the Instrument

The reliability of the closed-ended questionnaire can be seen in Table 3.

Table 3. Questionnaire Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.905	8

Based on the reliability result, it can be said that the closed-ended questionnaire is reliable.

Procedures

To do the research, several procedures are needed. It is because the procedures lead researchers to the accomplishment of a research report. In doing this research, there are ten procedures done by the researchers. The researchers started by identifying the issue of teaching and learning in the reading class. Knowing the issue helped researchers choose the sample. The sample itself is decided based on the criteria needed in the study. The next step was to prepare the lesson plan. It was designed before the implementation of the study. Preparing the instrument was the step after it because it was implemented by using the instrument. After all of them were ready, the research was done. In doing the research, distributing the questionnaire was the step to get the students' perceptions. Their answers were the primary data of the research, which was then analysed quantitatively. Through the data analysis results, the researchers then evaluated them. This evaluation was used to conclude the

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research. Finally, a research report was written. It was the last step of the research.

Data analysis

In research, data analysis is crucial. The analysis shows how the data are measured to get the result. In this study, when the instrument is in the form of closed ended questionnaire, statistical analysis is an obligation since the data are in the form of Likert Scale checklist. Through the choice of Strongly Disagree (SD) which has score 1; Disagree (D) which has score 2; Agree (A) which has score 3; and Strongly Agree with score 4, the calculation of the choices is the data based to get the result. SPSS 24 version was used to analyzed them. From that tool, descriptive statistical analysis is found.

RESULTS AND DISCUSSION

The results and discussion as part of the research arrangement are explained in the different subtopics. This is to make the clarity of the study; therefore, readers can try to understand between them deeply.

RESULTS*Statement 1*

In Statement 1, it is written, *"I read multimodal texts through the reading channel to enhance what I'm learning in class."* The results are presented in Table 4.

Table 4. Statement 1 Descriptive Statistics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	8	53.3	53.3	53.3
	4.00	7	46.7	46.7	100.0
	Total	15	100.0	100.0	

During the implementation of the multimodal approach, students were encouraged to use a specific reading channel that features a variety of multimodal texts. They could choose them freely based on their interest. The channel presents many multimodal texts which were all about fiction stories. They had different time duration which can be enjoyed comfortably. From the descriptive statistics presented above, it can be said that there were eight students who agreed and seven students who strongly agreed with the statement. It means that they read multimodal texts through the reading channel to enhance their learning in reading class. Optimizing them to stay tune on the reading channel that they had not had before was not an easy job for reading lecturers. It can be inferred that they followed the lecturers' suggestion to use the provided reading channel during the learning in reading class.

Statement 2

In Statement 2, it is written *"I find myself reading beyond the minimum requirement for class because I get interested in multimodal texts."* The results can be seen in Table 5.

Table 5. Statement 2 Descriptive Statistics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	6	40.0	40.0	40.0
	3.00	6	40.0	40.0	80.0
	4.00	3	20.0	20.0	100.0
	Total	15	100.0	100.0	

During the multimodal approach implementation, reading lecturers should understand the students' activeness to read the multimodal texts. From the statement, researchers want to know whether the students had the willingness to read beyond the minimum requirement for class or not. This was because knowing their consistency to participate in reading the provided multimodal texts should be guaranteed well. Luckily, from the result above, they had that willingness. Making them to be consistent was proved by the students' responses. It can be inferred that they enjoyed reading multimodal texts used in the class.

Statement 3

In Statement 3, it is written, "*I participate more in class when I have read the multimodal texts beforehand.*" The results are presented in Table 6.

Table 6. Statement 3 Descriptive Statistics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	8	53.3	53.3	53.3
	4.00	7	46.7	46.7	100.0
	Total	15	100.0	100.0	

In the implementation of a multimodal approach, students' reading activeness in the class was very needed. The students' participation showed their readiness to read multimodal texts used in the multimodal approach. When they participated it more means they wanted to read more. Attracting them who did not have any experience on reading multimodal texts beforehand, seemed to be hard. However, from the result, it is proved that they participated more in class when they had read the multimodal texts beforehand. It can be said that they really enjoyed reading multimodal texts in the reading class.

Statement 4

In Statement 4, it is written "*I usually go to class having completed the multimodal texts reading.*" The results are presented in Table 7.

Table 7. Statement 4 Descriptive Statistics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	6	40.0	40.0	40.0
	3.00	6	40.0	40.0	80.0
	4.00	3	20.0	20.0	100.0
	Total	15	100.0	100.0	

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When the students had a great participation in the reading class especially when they were reading multimodal texts, they would be really enthusiastic to join the class. From the result above, the students showed their routine to join the class to have a multimodal approach activity by reading multimodal texts. It means that they did not want to miss the class. Accordingly, they went to class to have their multimodal texts reading completely. It can be inferred that they had a responsibility to join the class because they were eager to read multimodal texts by themselves.

Statement 5

In Statement 5, it is written "*I usually do not procrastinate my classmate reading multimodal texts*". The results are presented in Table 8.

Table 8. Statement 5 Descriptive Statistics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	8	53.3	53.3	53.3
	4.00	7	46.7	46.7	100.0
	Total	15	100.0	100.0	

In a reading class, students could be observed based on their seriousness. They who had very good seriousness would show their good contribution rather than they who had less seriousness. That was why guaranteeing their seriousness was important. In the statement 5, researchers wanted to know whether they would disturb their friends by canceling reading the multimodal texts or not. As it was stated, they should not procrastinate their friends rather than focused on their reading time. From the result, it can be said that they really did not procrastinate their classmate reading multimodal texts.

Statement 6

In Statement 6, it is written "*I can accomplish the multimodal texts reading efficiently and on time*". The results are presented in Table 9.

Table 9. Statement 6 Descriptive Statistics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	1	6.7	6.7	6.7
	3.00	10	66.7	66.7	73.3
	4.00	4	26.7	26.7	100.0
	Total	15	100.0	100.0	

In the implementation of a multimodal approach, students read several multimodal texts in different reading duration time. Each multimodal text has its time. However, in a reading class, they should cover all activities. In this reading time they should be able to read the multimodal text precisely. Based on the results above, they stated that they could accomplish the reading of multimodal texts efficiently and on time. They could follow the steps well. It can be inferred that they were on the right track.

Statement 7

In Statement 7, it is written “*I stay focused and engaged when I do my multimodal texts reading*”. The results are presented in Table 10.

Table 10. Statement 7 Descriptive Statistics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	3	20.0	20.0	20.0
	3.00	5	33.3	33.3	53.3
	4.00	7	46.7	46.7	100.0
	Total	15	100.0	100.0	

In the implementation of a multimodal approach, the students had attractive activities which engaged them to new reading experience. For example, experience about focusing the modes presented in the multimodal texts to be criticized with the message delivered by them. Accordingly, they had to really take part in the activities. For some of them, this was so challenging and frustrating. For the rest of them, this might be attracting. That was why knowing the attitudes on it was important. Based on the results above, it can be inferred that they stayed focused and engaged when they read the multimodal texts.

Statement 8

In Statement 8, it is written “*I can retain and recall the important information from the multimodal texts*”. The results are presented in Table 11.

Table 11. Statement 8 Descriptive Statistics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	1	6.7	6.7	6.7
	3.00	8	53.3	53.3	60.0
	4.00	6	40.0	40.0	100.0
	Total	15	100.0	100.0	

In the implementation of a multimodal approach, remembering any information was part of the meaning-making process. For some students, remembering information could be hard. This was especially for them who had low capability to stay focus on the multimodal texts. Knowing their participation during the meaning-making process was important. Their responses during the discussion or even the question-and-answer session proved their serious participation. Therefore, in the statement, they were asked about their retaining and recalling ability. As a result, it can be inferred that they could retain and recall the important information from the multimodal texts.

The closed-ended questionnaire above has eight statements answered by fifteen students. Four out of eight statements have high percentage, 46.7%. It indicates that they had positive conative attitudes perspective. This result proves that the study about exploring attitudes towards reading through a multimodal approach which is specifically explore the students’ conative attitudes perspective shows that the students read multimodal texts through the reading channel to enhance what they were learning in class; they participated more in class when they had read the multimodal texts beforehand; they usually did not procrastinate their classmate reading multimodal texts;

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and they stayed focus and engaged when they did their multimodal texts reading. It can be concluded that the students' attitudes were positive towards reading through a multimodal approach.

DISCUSSION

Conative or behavioral attitude refers to the way a reader behaves and reacts during reading activities. It involves the students' solving problems in the reading class. This study focused on the conative or behavioral attitudes shown by students during the implementation of the multimodal approach. There are several studies about conative or behavioral attitudes. They had similar results as this study found.

Students' reading attitudes tend to show positive responses with the implementation of a multimodal approach in EFL contexts. Based on the results, this study was in line with the previous study done by Festl (2021) that students behaved differently in reading class. They joined the reading time to accomplish their reading activities, they participated in a reading class, and they focused during the session. Those findings are shown in the findings of this study, especially in statements 3, 6, and 7. In addition, for the statement 7, the result was in line with (Kaowiwattanakul, 2024) who stated that the students showed a positive attitude to the implementation of multimodal approach by using multimodal literature. It was mentioned that they engaged in learning experiences with that text. The different sources used in the implementation of a multimodal approach between this study and that study prove that the students' attitudes were still positive. It could be argued that the positive perception was because of the approach used in the study. It can be concluded that a multimodal approach gave new experiences for students.

The result of this study is in line with Mamo Habtie (2022) who found that students attended class to have reading time. The finding is similar to the finding of this study on statement 4. It proves that multimodal approach gave chances for students to join the reading time. It is supported by the study about multimodal literacy in the EFL classroom (Karatza, 2022). In that study, the students could explain the message since they never absent in the activities of multimodal approach used by the teacher. It can be concluded that the students' conative attitudes were getting better because it manifests students to be able to participate in the activities.

Moreover, the result of the study, which is about statement 2, was not similar to the results of the previous study (Akhmetova & Imambayeva, 2022). In that study, it is stated that students read only when they had to read, while in this study, there were students who read more, even though they were not instructed to read. Those different results may be caused by different participants who contributed to both studies. They had young learners in middle school, while this study had university students. On the other hand, the implementation of a multimodal approach has been done differently to determine the students' attitudes toward it. In the study, Freyn (2017), found the students' attitudes as improving students' English reading and participating in vocabulary discussion. Moreover, the result is in line with (Qin & Wang, 2021) that students participated in reading activities. Even though the study employed

a multimodal approach in a poetry reading, it maintained the same focus on English skills, specifically reading. Students tended to focus better and paid closer attention when learning involves multiple sensory modes. It can be concluded that multimodal approach activities encouraged them to be more involved actively, made learning not just cognitive but also behavioral or conative in terms of participation and interaction.

For the statement 1 and 8 were additional statements given to the students. Several previous studies did not focus on those questions. However, for statement 1, this study tried to know more about their basic experience and attitudes about the use of certain reading channel which had not been used by several studies. The other reason is that the reading channel used in the multimodal approach implementation had never been used by students during their reading time in the classroom or outside of the classroom. While for statement 8, it was given to know how the students kept continuing their effort after the implementation of a multimodal approach was over. Whether they stopped reading or found the next sources in order to recall the important information from the different multimodal texts. It can be said that the additional statements given to the students could prove that conative attitudes manifest them to keep using the channel during the reading time and recall the important information.

Knowing the students' conative or behavioral attitudes is the solution to understand the further action taken by students after the implementation of a multimodal approach. Six studies are discussed to differentiate their results and this study's results. Those studies had similar conative or behavioral attitude results to this study's results. They did their studies in a reading class, and one of them connected to the poetry reading. This is not a big problem when the material connected is different. The main point is that during the reading implementation, especially in a multimodal approach, the students showed their actions during the reading class. This is because their actions are called conative or behavioral attitudes. Therefore, it can be inferred that students' conative or behavioral attitudes are displayed during reading class positively.

CONCLUSION

Understanding readers' conative or behavioural attitudes in a multimodal approach is crucial, especially as readers become more accustomed to multimodal text reading due to the spread of technology. This study examined the students' conative or behavioural attitudes. The result demonstrates that there are eight types of attitudes. Four of the eight types have a high percentage, 46.7%. Those attitudes are said to be positive. They stayed focused on reading through the channel informed by the teacher; participated in class; did not procrastinate with classmates; and engaged in reading. To infer, the conative or behavioral attitudes stated by the students reflect their approach to acting more effectively during the implementation of a multimodal approach.

This study is limited to the conative or behaviour attitudes, which means it is far from complete. Therefore, other researchers can have more than conative or behavioural attitudes. It can be broadened into cognitive and affective

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attitudes. In addition, the number of participants can be enlarged to more than 15 students. The instruments can also be in the form of a combination of open and closed-ended questions.

AUTHORS STATEMENTS

The writing of this study cannot be completed without the contribution of some authors. Each author has his/her role of doing this study. **Mega Mulianing Maharani** collected data, analysed data and wrote the findings and discussions. **Sri Wuli Fitriati**, checked the manuscript with the journal template. **Abdurrahman Faridi** proofread the article drafts several times before submission. **Dwi Rukmini** added more information and checked the references.

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