CHAPTER II

REVIEW OF RELATED LITERATURE

The literature in this chapter gives a brief explanation about some theories that will support this study. It deals with the theories related to students reading attitude, while the researcher decides this research covers three main areas: Explanation of student's perceptions, reading attitude, and academic journal article.

A. Theoretical Foundation

1. Students Perceptions

a. Definition of Perceptions

Kartini Karejo divided perception in the process of organizing and interpreting individual impression received by the five senses (seeing, hearing, feeling and touching) to give meaning to the environment. Meanwhile, according to Jalaluddin Rahmat perception is the experience of objects, events some relations obtained by inferring information and interpret the message.

Some studies also say that there is a relationship between perception and action. Michaels started by defining perception (ecologically) as "the detection of information". While Goodale and Milner comes with a (new) definition of action " a temporally bounded, observable, goal-directed movement (or non -movement) that entails intention, the detection of information, and a lawful relation between that

information and the movement ". This definition binds an action to perception, as it states that there can be no action without detection of information (which is perception) its core contention is that perceived events and planned actions share a common representational domain[1]

From some definitions above, it can be concluded that perception of the students us the process of interpretation, organization of students' stimulation are influenced by a variety of knowledge, desire, and experience, which are relevant to stimulation effected by human behavior in determining the purpose of his life. In addition, perceptions are detection of information, and the perceptions cannot separate by action.

b. Factors that influence perception

There are the factors that influence and contribute to determine the perception. This factor includes functional or personal factors and structural factors. In more detail, the explanation of functional or personal factors consist of the needs, experiences, past, motivations, hopes, desires, attention, emotions, values , memory and mood. Meanwhile, the structural factors which consists of physical stimulus and the neural effects that work in the nervous system[2].

According Sobur, there are factors that influence the selection of perception. These factors consist of (1) internal factors consisting of the

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[1] Smeets, Jeroen. (2001). *Perception and action are inseparable*. Netherlands: Lawrence Erlbaum Associates.

[2] Rakhmat, Jalaludin. (2007). *Psikologi Komunikasi. Bandung*. Remaja Rosdakarya.

need for enhanced psychological, background, experience, personality, attitude and general confidence, and self-acceptance; and (2) external factors consisting of intensity, size, contrast, movement, repetition, familiarity, and something new[3].

In addition, Krech cited in Sobur argues that perception is determined by four factors, those are (1) the physical and social environment, (2) physiological structure, (3) the needs and objectives, and (4) his past experiences[4]. Bimo Walgito also suggests that factors role in perception, they are[5] :

1) The object that is perceived.

Objects stimulus raises the sensing devices or receptors. Stimulus can come from outside the individual who perceive, but can also come from with individuals who are directly concerned about nerve recipients who works as a receptor.

2) Tool senses, nerves and the central nervous system

Sense organ or receptor is a tool to receive stimulus. In addition, there must also be a sensory nerve as a tool to continue the stimulus received receptors to the central nervous system, the brain as the center consciousness.

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[3] Sobur, A. 2003. *Psikologi Umum*. Bandung : CV Pustaka Setia.
[4] Ibid
[5] Bimo Walgito. 2004. *Pengantar Psikologi Umum*. Yogyakarta. Andi Yogyakarta

3) Attention.

To realize or to conduct perception attention is needed, which is a step first as a preparation in order to hold perception. Attention is centralization or concentration of all individual activities shown to something or set of objects.

Other experts states the factors that influence perception are of two kinds, they are internal and external. Among the internal factors the needs and desires of individuals, individual personality, and the experience of people are included[6]. The internal factors are:

1) Needs and Desires

The needs and desires of people play a vital role in perception. People at different levels of needs and desire perceive the same thing differently. Power seekers are more likely to notice power related stimuli. Socially oriented individuals pay attention to interpersonal stimuli. That is to say expectancy, motives or interest also affect people perception.

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[6]Sree,R.A. (2009). *Factors influencing Perceptions.*

2) Personality

Personality is another internal factor that influences the perception of an individual. It need not be mentioned here that optimistic beings perceive the things in favorable terms, whereas pessimistic individual view it in negative terms. Research on the effects of individual personally on perception reveals many facts.

3) Experience

Experience and knowledge have a constant bearing on perception. Successful experiences enhance and boost the perceptive abilities and lead to accuracy in perception of a person.

And the external factors are: Also known as exogenous factors, they also influence the perception of a person. Perception is affected by the characteristics of perceived object, an event or a person. These include size, intensity, frequency, status etc.

1) Size.

The bigger the size of the perceived stimulus, the higher is the probability that it will be noticed. Dominance is established by size and it overrides other things and thereby enhances perceptual selection.

For example, a full page advertisement may induce more attention than a small advertisement in some corner of the newspaper.

2) Intensity

While reading a passage, a person comes across a few lines printed in bold letters. He automatically pays more attention to these lines. Underlined sentences and the ones in italics are generally more attentively read. The principle that the higher the intensity of external stimulus, the more likely it will be perceived is not always valid. If intensity is important, why a whisper by a student in a classroom is effective in getting attention by a teacher. Here, the answer lies in the fact that a whisper often contrasts with the rest of the noisy environment, and so gets noticed. Therefore, the intensity factor has to be considered in the light of the situation i.e. frame of reference.

3. Frequency.

Repeated external stimulus is more attentive gaining than a single one, so states the frequency principle. Repetition is one of the most frequently used techniques in advertising and is the most common way of attracting the people's attention. Frequency results in making people aware of the stimulus

4. Status.

The status of the perceived person has also got influence on the perception. Higher status people can exert influence on perception of an employee than low status people. When introduced to two people of different ranks, we tend to remember the person holding the higher rank than the other one.

5. Contrast.

Stimuli that contrast with the surrounding environment are more likely to be selected for getting attention. A contrasting effect can be caused by color, or any unusual factor.

Based on some explanations of the factors that influence the perception, it is understood that although the different stimulus which comes to us on the same problem. What we can take is limited not only to certain times that dependent on the stimulus, but also on the cognitive processes that reflect the goals and expectations of a person at the time..

c. **Principles of perception**

Slameto explains about the principle of perception. Those are[7]:

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[7] Slameto, (2003). *Belajar dan Faktor-faktor Yang Mempengaruhinya.* 103.

1) Perception is relative rather than absolute

   The individual is not a scientific instrument that is able to absorb everything exactly such actual results.

2) Perception is selective

   Individuals just showed some stimulation of many stimuli around him at certain moments. This means that stimuli which arise based on experience or something that has been studied

3) Perceptions that has order

   Individuals receive stimuli from the outside is not arbitrary, as it will selectively receive it in the form of relationships or groups. If stimuli coming incomplete, will equip themselves so that the relationship becomes clear.

4) Perception is influenced by expectations and readiness

   Recipient of the message of hope and readiness will determine which messages will chosen to be accepted, then how the selected message will be similarly laid out and how to serve targeted message will be interpreted.

   Perceptions of individuals or groups can be different from the perceptions of individuals or other groups even if the situation is the same. This difference in perception can traced to the presence of individual differences, personality, attitude and motivation. Of various descriptions above, it is known that in preparing a variety of things in

our minds into an overall picture of the form means. Whatever the perception, it is the whole experience.

b. Perceptions Measurement

Measuring the perception is almost the same as measuring attitudes. Although the measured material is abstract, but the attitude and perception can be measured, where attitude toward an object is translated in number. There are two methods in the measurement of attitudes:

1) Self Report

Self Report is a method in which the answers given can be an indicator of a person's attitude. But the drawback is if the individual does not answer the attitude question, so it cannot detect their attitude or perceptions.

2) Involuntary Behavior

Involuntary Behavior performed if desired, or can be carried out by the respondents; in many situations the measurement accuracy attitudes influenced the willingness of respondents.

From the statement above, in measuring the perceptions is almost the same as measuring the attitude. The attitude scale can be used or modified to uncover perceptions that can be known whether perception of one's positive or negative towards something or object[8].

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[8] [8] Slameto, (2003). *Belajar dan Faktor-faktor Yang Mempengaruhinya*, 105

2. Reading Attitude

a. Definition of Reading Attitude

Alen and Bruton states that reading as a complex process of making meaning from a text, from variety of purposes and a wide range of context. However, Unal states that reading is not an activity that takes place individually but one that encompasses many events and situations[9]. Carrel states that a large number of reading specialists view reading as an interactive process. This means that the reader's mental processes occur at different levels and he or she engages themselves in an interaction with the print to create meaning[10].

Antonak defines attitudes are refers psychological processes that are nearby in all people and are given expression or form when evoked by specific referents. Yuker emphasizes that attitudes are composed of positive and negative reactions toward an object, accompanied by beliefs that impel individuals to behave in a particular way[11].

After knowing some definitions about "reading" and "attitude", the next is the definition of reading attitude itself. Allport defines attitude as emotional and mental readiness or a preliminary tendency based on experience, knowledge, emotion or motivation on any subject, social topic

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[9] Gokhan. (2012). *Reading attitude of Students: An analysis of different variable*.international journal on new trends in education.p4

[10] Gokhan. (2012). *Reading attitude of students: An analysis of different variable*….. 3

[11] Mihandoos, Zainab. (2011) *A Meta analysis revie: reading attitude with students n learning disability*

or event[12]. Alexander defines reading attitude is a system of feeling related to reading which causes the learner to approach or avoid a reading situation[13]. According to an extensive and in dept review of literature by Reeves, there is considerable agreement among contemporary researcher, reading attitude is defined by three components, there are Cognitive, (personal, evaluate, beliefs), affective (feeling and emotion), conative (action readiness, behavior intention)[14].

From the definition above it can be concluded that reading is not only to understand or derive meaning from the text but reading also influenced the complex interaction between text and reader are established by a previous reader knowledge, experience, attitude, and language community which are culturally and socially situated events and situations. While reading attitude is the attitude or behavior of a person when reading that is influenced by several components including feelings, attitudes, or values that influence the reader feeling system thus affecting their attitudes and habits when reading.

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[12]Gokhan. (2012). *Reading attitude of High School Students: An analysis of different variable*.international journal on new trends in education,5.

[13] Parker,Cintya. (2004). *An evaluation of student reading attitude: does ability effect attitude?*. Univrsity of Nort Carolina. 2.

[14] Yamashita, junko. (2004). *Reading attitude L1 and L2, and their influence on L2 extensive reading*. Reading in a foreign language.

b. The Important of Reading Attitude

Student attitudes toward reading are important for at least two reasons. First, attitude may influence reading proficiency by affecting the amount of reading students engage in. Students who read more typically read better, a finding that has held true for both first as well as second language readers. Second, attitude is important in understanding students who are proficient readers but choose not to read, sometimes known as a literacy[15].

The students' attitude toward reading is a central factor affecting reading performance. Positive attitudes can compensate for relatively weak skills, and negative attitudes can prevent a student from applying existing knowledge or from acquiring new information. Researchers have argued more recently that attitude is distinct from motivation, since students frequently report doing well on academic tasks (including reading) at the same time that they report disliking the activity[16].

Attitude toward reading also fulfills an essential role in the development and use of lifelong reading skills. Richeck states that "the ultimate success of instruction is strongly affected by the reader's

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[15] Mcquillan Jeff. (2013). *Urban Middle students reading attitudes an believes: the large survey.* global journal of human social since and education

[16] Mihandoos, Zainab. (2011) *A Meta analysis revie: reading attitude with students n learning disability.* Journal of basic and applied scientific research.10.

attitude[17]". Lipson and Wixon also conclude that the student's attitude toward reading is a central factor affecting reading performance[18]. Several researchers have postulated that attitudes affect reading achievement by increasing or decreasing the amount of time that learners engage in reading. The researcher concludes that reading attitude is very important to the student. However, having good reading attitude at least can increase the students' motivation in understanding the material contained in the text.

c. **The Factors Influence Reading Attitude**

A number of recent studies have focused on identifying factors that influence the development of positive attitudes toward reading. Walberg and Tsai concluded that factors contributing to a positive attitude toward reading among adolescents included believing that reading is important, enjoying reading, having a high self-concept as a reader, and having a verbally stimulating home environment where verbal interaction takes place regularly[19].

Kubis research investigated factors influencing attitude development. She concluded that students attribute their positive attitudes

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[17] Mihandoos, Zainab. (2011) *A Meta analysis revie: reading attitude with students n learning disability.* Journal of basic and applied scientific research. P 910

[18] Mihandoos, Zainab. (2011) *A Meta analysis revie: reading attitude with students n learning disability...* P 911

[19] Nicholi, Angela. *Understanding the Relationship Between Attitudes Toward Reading and Home Literary Environment.* Ball state Universiy

toward reading to a significant event or person[20]. According to Kubis, students who were read to as children and who owned personal book collections had more positive attitudes toward reading than those who did not. Also, in her study, families of students with positive attitudes toward reading received more magazines and at an earlier age than the families of those with negative attitudes. One event that influenced positive attitude development was visiting the public library and possessing a library card. Metsala identified a common core of characteristics associated with positive reading outcomes: readily available children's books, frequent reading to and with children, special space and opportunities for reading, positive parental attitudes and models of reading, frequent visits to libraries, and many parent-child conversations.

According to Day and Bamford's, one of the factors influencing reading attitude is first language (L1) reading attitude. They remark, "Assuming that students are already literate in their first language, one source of attitudes toward second language reading is the attitude that students have toward reading in their native language"

From the several explanations above, it can be concluded that there are several factors that affect students reading attitude. The first is the feeling that includes comfort, anxiety, and emotions. The second is the

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[20] Nicholi, Angela. *Understanding the Relationship Between Attitudes Toward Reading and Home Literary Environment.* Ball state Universiy, 34

values and beliefs that is how they believe that reading is important, the third is the difficulties of academic journal article and the last is the environmental factors that affect their reading habits.

d. The Components of Reading Attitude

More recently, According to an extensive and in dept review of literature by Reeves, there is considerable agreement among contemporary researcher that reading attitude is defined by three components, there are Cognitive, (personal, evaluate, beliefs), affective (feeling and emotion), conative (action readiness, behavior intention)[21] .In this research, the researcher focuses on the student's perceptions about reading attitude toward academic journal article by those three components above.

Cognitive is psychological process involved in acquisition and understanding of knowledge, formation of beliefs and attitudes, and decision making and problem solving[22]. However, Gazzaniga states cognitive is the study of mental activity as an information-processing problem, as a set of mental operations that involve internal transformations (computations and manipulations) of multiple representations of stimuli, influenced by attention and information in memory[23].

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[21] Yamashita, junko. (2004). *Reading attitude L1 and L2, and their influence on L2 extensive reading*. Reading in a foreign language.
[22] http://www.ask.com/question/what-is-the-definition-of-cognitive
[23] Kyoro, Paula. (2008). *How The Dialogue Between Cognitive, Cognitive, and Connative Construct in Enterpreniuerial and Interprising Learning Process is Explicated through Concep Mapping?*. Finland: Tallinn, Estonia & Helsinki.

Dutton, Dukerich, and Harquail proposed that when a person's self-concept contains the same attributes as those in the perceived organizational identity. They define this cognitive connection as organizational identification." We suggest that this represents the cognitive process that is part of the individual's self-definition where the personal identity overlaps with the identity of the organization. Thus, cognitive identification can be defined as the thoughts or beliefs regarding the extent to which individuals define themselves on the basis of asocial referent[24].

Ruohotie and Koiranen states the cognitive construct contains declarative and procedural knowledge. The distinction between these is that the former refers to the way we link concepts together and the latter to our abilities to apply this knowledge. Conation is divided into two parts: motivation and volition[25]. The motivational factor includes among other things internal and external goal-orientation, fear of failure, need for achievement, self-esteem, belief in one's own abilities and prospects, all of which are at the core of enterprising learning. Volitional structure entails among others, persistence, the will to learn, Endeavour or effort,

[24] Jhonson, Michael. (2008). *Cognitive and Affective Identification in Organizational Setting*. East Lansting: N475 Business College Complex

[25] Kyoro, Paula. (2008). *How The Dialogue Between Cognitive, Cognitive, and Connative Construct in Enterpreniuerial and Interprising Learning Process is Explicated through Concep Mapping?*. Finland: Tallinn, Estonia & Helsinki

mindfulness in learning, intrinsic regulation and evaluation processes as well as different control strategies[26].

Affective domain contains learning skills that are predominantly related to emotional (affective) processes. The learning processes in the affective domain include being open to experience, engaging in life, cultivating values, managing oneself, and developing oneself[27]. Abert states affective identification, on the other hand, is associated with positive feelings about one's membership, including pride, enthusiasm, and a sense of affiliation or "belongingness" with others.

Affection is divided into temperament and emotion. Temperament is more lasting and hardly dependent on individual situational factors, while an emotion may be strongly linked to a situation. If affection is embedded in all situations and each individual has his or her own temperament, it is hard to see that we can isolate these from a learning situation[28].

But in this research, to measure the students reading attitude, the researcher divided affective in to two elements (comfort and anxiety). Cognitive component is about the value or the self perceptions of the

[26] Kyoro, Paula. (2008). *How The Dialogue Between Cognitive, Cognitive, and Connative Construct in Enterpreniuerial and Interprising Learning Process is Explicated through Concep …* Tallinn, Estonia & Helsinki

[27] Duncan, Wendy. (2008). *Affective Domain*. Alburn: *Bellevue University; and Ann Hall, Sinclair Community College*

[28] Kyoro, Paula. (2008). *How The Dialogue Between Cognitive, Cognitive, and Connative Construct in Enterpreniuerial and Interprising Learning Process is Explicated through Concep Mapping?*. Finland: Tallinn, Estonia & Helsinki

students. And the last conative component is about the action of the readers and behavior intentions.

1) Comfort

The term 'comfort' might be used to describe a feeling of contentment, a sense of cosines, or a state of physical and mental well-being[29]. Iso stated thermal comfort is generally defined as that condition of mind which expresses satisfaction with the thermal environment[30].

2) Anxiety

Anxiety is an emotional and/or physiological response to known and/or unknown causes that may range from a normal reaction to extreme dysfunction (indicative of an anxiety disorder), affect decision-making and adherence to treatment, and impair functioning and/or affect quality of life[31]. Anxiety is a future oriented mood state associated with preparation for possible, upcoming negative events; and fear is an alarm response to present or imminent danger (real or perceived). Anxiety is an emotion that is distressing. Sometimes, it

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[29] Shove, Elizabeth. (2004). *Comfort: A Rivew of Philosophies and Paradigm.*
[30] Hendsen. 2000). *Literature Review on Thermal Comfort in Transient Condition*. The Nederlands: Eindhoven University of Technology Group FAGO HG, 11.
[31] Bush & Griffin-Sobel, (2002). *American Psychiatric Association*. APA

may have no specific cause, unlike fear, the cause of which can be dealt with by fighting or running away[32].

3) Self perception

Self Perception is the way which we see or define our self. Saverson and Hubler states Self perception broadly defined is a person perception of herself. These perceptions are formed through ones experience with and interpretation of one's environments, and are influence especially by reinforcements, evaluation of significant other, and ones attributions others and ones attribution ones our behavior[33].

3. Academic Journal Article

a. Definition of Academic journal Article

There are some definitions about academic journal. The first is a publication which has scholarly information, usually written by professors, researchers, or experts in a subject area[34]. The second is seeing a periodical publication in which researchers report the results of their work to their peer community; compare with magazine[35]. The third is a periodical collection of articles or other material such as reports, proceedings, or transactions issued by a society, an organization, or an

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[32] Author. Stress And Anxiety.
[33] Shavelson. Rechard. *Self Concept: The Interply Theory and Method*. (1981).
[34] library.fandm.edu/glossary.html.(10-3-13)
[35] www.peabody.ehu.edu. Accessed on 10-3-13

institution[36] and the last are peer-reviewed (or refereed), meaning that articles are independently Reviewed by other experts in the field prior to publication (reviewers or referees).

b. Kinds of Scientific Journal

Scientific Journal is one of the academic journals in which authors published scientific articles. The examples of Scientific Journals that mostly found is education scientific journals, economic scientific journal, biological scientific journal, scholarly journal of informatics engineering, food science journal, scientific journals of accounting, financial accounting, and scientific journals of law. To ensure the scientific quality of the published article, a regular article researched by his colleagues and revised by the author, this is known as peer review (peer evaluation). There are various scholarly journals covering all areas of science, social sciences and humanities as well.

For students and faculty, scientific journal is the primary reference, because scientific journal is the publication of the results of the study / research that is scientifically. But in English teacher education department reading fourth semester mostly used the educational academic journal article as the main material of reading fourth semester.

Educational Research Journal publishes original empirical and theoretical studies and analyses in education that constitute significant

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[36] www.lib.jmu.edu. Accessed on 10-3-13

contributions to the understanding and/or improvement of educational processes and outcomes. The Social and Institutional Analysis section focuses on significant political, cultural, social, economic, and organizational issues in education, and the Teaching, Learning, and Human Development section explores the processes and outcomes of teaching, learning, and human development at all educational levels and in both formal and informal settings. Both sections publish research representing a wide range of academic disciplines and using a wide range of research methods.

c. **The Key Section of Academic Journal Article**

Journal articles are typically divided into key sections[37]:

1) Abstract

Abstract is a summary paragraph that appears at the beginning of a journal article. The abstract describes the primary purpose of the study or what problem is under investigation, the types of subjects or sample used, the experimental method employed, and the key findings that resulted. In the case of review articles which focus on all relevant existing literature, not just one new study, the abstract

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[37] Jordan, C.E. (2004). *Understanding scientific journal articles: Tips for advocates and practitioners*. Lexington, Kentucky: Center for Research on Violence Against Women, University of Kentucky, 61.

also includes the theoretical construct or idea around which studies will be described or organized.

2) Introduction

The earliest section of a journal article states the problem addressed and provides a review of the extant (existing) literature related to the topic being studied. After reviewing related studies, a literature review should highlight the gaps in the literature, and then explain how the current study fills those empirical gaps in knowledge. The section following the literature review should set forth the specific aims or research questions to be asked.

3) Method Section

The methods section of a journal article describes the sample in the study (e.g.: women seeking protective shelter in an urban domestic violence program) and how the subjects were recruited into the study. It should also define key concepts or words (e.g.: for the purpose of this study, stalking is defined as…). Methods sections also spell out the specific experimental design used (e.g.: random assignment of subjects to groups), the methods of data collection (e.g.: type of survey instrument used), and the methods for statistical analysis of the data.

4) Results

The results section of a journal article summarizes the findings of the data collection and the way in which the data were statistically analyzed.

5) Discussion

The discussion section highlights the significance of the findings, particularly in the context about what is already known about the topic being studied (i.e.: the existing literature). This section describes whether the data answered the research questions that were asked. The discussion should also identify limitations of the study. Discussion sections also identify questions which need to be answered by future research.

6) Implications for Policy and Practice

Some journals are now requiring authors to set forth the primary implications of their studies as they relate to policy and practice

7) Conclusion

The closing section of the journal article should restate the purpose of the study and primary empirical questions that were asked, and should restate the most significant findings. The concluding paragraph of a journal article should aid the reader in

understanding the significance of the study in contributing to the base of knowledge about the subject.

d. The important of Academic journal

In addition, Academic journal article is very important not only to increase knowledge but also for an academic career[38]. There are many reasons given for perhaps the more obvious benefits:

1) Journal articles as a seal of approval.

Journal articles are a seal of approval (of sorts). When a journal accepts an article for publication, it is give its support to the essay's "publish ability". This stamp of approval says to the wider community that an essay has a particular importance as judged by the journal and its associates.

2) Journal articles as an academic job qualification

In large part due to the fact that journal articles are understood as a seal of approval, journal articles also are often tickets to academic jobs as they are seen as academic job qualifications.

3) Journal articles as academic brand awareness.

The article as seal of approval is a leading reason behind the importance of publishing in academic journals[39].

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[38] Thom. Why Publish Journal Article.
[39] Mabe, Michael. (2012). An *overview of Scientific Scholarly Journal Publishing*. The STM Report, 11.

Academic Journal is scholarly works of high quality resources that will help readers get much information. In addition, Academic journal article also very important for the students of fourth semester English Teacher Education Department UINSA. Because academic journal article used as material in reading 4 semester English teacher education department UINSA. Therefore, the students should have positive reading attitude toward academic journal article.

B. Review of Previous Studies

The researcher has found four previous studies about reading attitude. First research was written by Junko Yamshita by title "reading attitude in L1 and L2, and their influence on extensive reading". There were three research questions from this thesis. First research question was 'what is the relationship between attitude L1 and L2? The second was 'What is the relationship learner L1 and L2 reading attitude and their proficiency?' And the last was "what are the relationship between learners L1 and L2 reading attitude and their performance extensive reading?" This thesis used quantitative technique. The result of the analysis aiming to answer three research questions can be summarized from two points of view. The first, the result suggest that, although reading attitude transfer from L1 to L2, students have not surprisingly, more positive attitudes in L1 reading than L2. Only the degree of values that was described to reading is similar across the two languages. The second was, the present study found that

positive feeling, whether in L1 and L2, motivate students to read more in extensive reading program[40].

The second thesis was written by Cntya Parker at 2004 by title "An Evaluation of Student Reading Attitude: Does Ability Effect Attitude?". There were three research questions that she had written. The first was about What are attitude toward academic and recreational reading in students identify as academically and intellectually gifted?. The second was about do the students express by students diagnosed as academically and intellectually gifted differ from the attitude express in their own indentified press?. The result data is there is no correlation between reading attitude and reading ability, the correlation of 0.2 is very close to 0, which indicate no correlations[41].

The last previous study of reading attitude was an article. The researcher had found an international journal article that had been written by Jeff MC Quillan. The title of this article was "Urban Middle and High School Students Reading Attitude and Believes". This research was about Reading attitudes and beliefs about reading competency are thought to affect reading frequency, and thus exert an indirect influence on reading achievement. This study examines student attitudes and beliefs concerning recreational and academic reading among a large sample (N = 14,315) of urban middle and high school students

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[40] Yamashita, junko. (2004). *Reading attitude L1 and L2, and their influence on L2 extensive reading*. Reading in a foreign language.
[41] Parker,Cintya. (2004). *An evaluation of student reading attitude: does ability effect attitude?*. Univrsity of Nort Carolina. P2

(grades 7 to 12). Contrary to previous findings on elementary age students, the present study found that positive attitudes toward reading do not appear to decline as students get older, nor does the gap in positive attitudes widen between good and poor readers. Consistent with other research, beliefs about reading competence were stable or rising in high school. Girls were found to have more positive attitudes toward reading than boys, and students with higher self-reported English/reading grades had substantially higher levels of reading motivation and reading self-efficacy. Implications for theories of reading attitude formation, reading self-efficacy, and reading instruction are discussed[42].

In this research, the researcher wanted to know the students perception about their reading attitude toward academic journal article in the reading fourth class English education Department UINSA. The researcher also wants to know about the factors which influence student's perceptions about their reading attitude toward academic journal. The difference in this research with the previous research is this research are the first the researcher focus on the students perception about their reading attitude on academic journal, because academic journal is very important to the reading 4 class material, besides that academic journal article also use to learning writing 4. This matter was not presented in the previous research in specific. In order to broader and support the previous

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[42] Mcquillan Jeff. (2013). *Urban Middle and High Scholl Students Reading Attitudes and Believes: The Large Survey:* Global journal of human social since and education, 15.

studies, the researcher will present this matter in this study. Hopefully, this research can give a benefit for the students, teachers, and researcher.