

CHAPTER V

DISCUSSION

In this research, the hypothesis of the research states that there is a significant difference between the English achievements (Listening, Speaking, Reading, and Writing) of the fourth semester students with high and low reading activity of English Education Department Teacher Training and Education Faculty of Muria Kudus University in academic year 2011/2012. In this chapter, the researcher discusses the result of the data analysis.

After getting the data of reading activity questionnaire, the researcher classified the reading activity of students into 2 criteria (high and low). And the result of conducting the research to find out whether there is a significant difference of the English achievements (Listening, Speaking, Reading, and Writing) of the fourth semester students with high and low reading activity of English Education Department of Muria Kudus University in academic year 2011/2012 shows that the four hypotheses of the research are confirmed.

The English achievements of the students with high reading activity are categorized good while the students with low reading activity are sufficient. The students who have a lot of activities in reading may influence their achievements. When they read a lot of books, novels, magazines, or others, they can increase their knowledge and get a lot of new ideas, including when they also read the books of teaching material. Their activities will help them in improving their achievements, including English achievements.

In the process of teaching and learning, the lecturer needs to conduct the teaching that is more centered on the students' activities. Lecturer only helps the students when they have some difficulties. In Teaching English in English Education Department, especially in the fourth semester students, the lecturer focus on the increasing ability in oral or written of the students by practice. Based on RPKPS (Rencana Program Kegiatan Pembelajaran Semester)

or Lesson Plan, the students have to be able to develop their ideas which have communicative purposes in acceptable English. Having a lot of up to date and fresh knowledge, ideas, and themes is needed by the students to improve their English achievement. As mentioned previously, Akhdiah et.al. (1988:2) say that the English achievements demand the knowledge and skills. Knowledge helps the students in getting idea and exploring topic of our skills. When the students want to express their ideas in a text orally or in written, they have to master the structures of the text, cohesion, coherence, and vocabulary.

To improve all of them they need some activities of reading. Reading is an activity in understanding the written language. As we know before, reading can help us to improve our English achievement. As also mentioned by Mikulecky and Jeffries (1996:01) that by reading, we will get more information, knowledge, new vocabulary, and also writing style. It can help us to produce fresh idea. In writing, Hernowo (2003:116) also tells that people who read well, write well too because they unconsciously get a good writing style. While Grabe (2003:243), in his book, gives other argument that reading can help students carry out writing tasks. The researcher also assumes it can help the students carry out other tasks, just like *listening, speaking, and reading*. That is why when the students have differences in reading activities, they also will have differences in English achievement. And the result of the research proves that there is a significant difference between the English achievements of the fourth semester of English Education Department of Muria Kudus University in academic year 2011/2012 students with different reading activities.