

# The English Achievements Of The Students With Different Reading Activities

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## ABSTRACT

*The activity of communicating and delivering information both oral and written are important to use English effectively. To convey the idea, concept, or mind through oral and written skills, we have to be fully concentrated to produce all of the knowledge that we have in our mind. The activity of reading is one of the most effective ways to develop the need of concepts and knowledge. This article is a research report that the purpose is to find out if there is a significant different between the English achievements of the students with different reading activities. This is a quantitative ex-post facto research. The population is the whole fourth semester students of EED, TTEF UMK in the Academic Year 2011/2012. This research involved four students to help and guide them in writing their skripsi. The four students investigated the different four English language achievements: Listening, Speaking, Reading, and Writing.*

*The result shows that on the level of significance of  $\alpha = 0.05$  and degree of freedom (df) of 59, the research hypotheses are confirmed that there are significant differences in the English achievements (Listening, Speaking, Reading, and Writing) of the fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012 with different reading activities. And the students with high reading activity are better than the students with low reading activity in the English achievements.*

*Key Words : English Achievements and Reading Activity*

## ABSTRAK

Kegiatan komunikasi baik lisan maupun tertulis dalam bahasa Inggris perlu dilakukan secara efektif. Untuk menyampaikan ide, konsep, atau pikiran melalui keterampilan lisan dan tertulis, kita perlu berkonsentrasi penuh untuk menghasilkan informasi sesuai dengan pengetahuan yang kita miliki. Aktivitas membaca adalah salah satu cara yang sangat efektif untuk mengembangkan kebutuhan konsep dan pengetahuan. Artikel ini merupakan laporan penelitian yang bertujuan untuk mengetahui apakah ada perbedaan yang signifikan antara prestasi bahasa Inggris mahasiswa yang memiliki aktivitas membaca yang berbeda. Penelitian ini merupakan penelitian ex-post facto. Populasi penelitiannya adalah mahasiswa semester IV seluruh EED, TTEF UMK di Tahun Akademik 2011/2012. Penelitian ini melibatkan empat mahasiswa untuk membantu dan membimbing mereka dalam menulis skripsi. Keempat mahasiswa meneliti empat keterampilan bahasa Inggris yang berbeda : Menyimak, Berbicara, Membaca, dan Menulis.

Hasil penelitian menunjukkan terdapat perbedaan yang signifikan antara prestasi Bahasa Inggris (*Listening, Speaking, Reading, dan Writing*) mahasiswa semester IV Program Studi Pendidikan Bahasa Inggris Universitas Muria Kudus pada tahun ajaran 2011/2012 dengan kegiatan membaca yang berbeda. Dan mahasiswa dengan aktivitas membaca yang tinggi memiliki prestasi bahasa Inggris lebih baik daripada mereka dengan aktivitas membaca rendah.

Kata Kunci: Prestasi Bahasa Inggris dan Aktivitas membaca.

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## BACKGROUND

English is a foreign language studied by the students of Elementary School up to University. The students study English not only in oral but also in written. It is used to help them communicating with others in this world.

English Education Department is one of university major in which English is used often and compulsory for the students. The activities of communicating and delivering information among others both oral and written are important to use English effectively. Four skills of learning language, especially English, are important to be mastered by the English Education Department students. The skills include listening, speaking, reading, and writing.

Listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. And Listening comprehension is an activity to contribute knowledge actively from both linguistic and non linguistic sources. While speaking is one of the most used skills by the students of this department. It leads them to focus on learning speaking intensively instead of the other three skills. Presentations and discussion like as seminar, speeches, and debates are in the teaching and learning process of speaking. They also must develop a theme to be a good topic in debate. Reading ability is essential also for the students to get information or knowledge to support their achievement when they read some literatures such as journal, articles, magazines, books, etc. As we know that there are many kinds of media of information which are written in English, so it is very useful for them. For that matter, the students should be able to read the text efficiently in order to avoid wasting time in reading to get some information. Being able to read well in English seems to be a must for them. In writing ability, the students have to be able to write articles which have communicative purposes in well-punctuated and acceptable English paragraphs. They need to comprehend the theme or topic of the article and they also need more information to be delivered to the readers as a new knowledge.

From a short interview with the fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012, some of the students are still confused in getting fresh idea and interesting concept to improve their achievement in English (*Listening, Speaking, Reading, and Writing*). To convey the idea, concept, or mind through oral and written skills, they have to be fully concentrated to produce all of the knowledge that they have in their mind. Developing knowledge is essential as the solution of the problem. The activity of reading is one of the most effective ways to develop the need of concepts and knowledge. When the students read more English texts, it will help them more to get more knowledge well. By reading the text, they will get more new information and they also can imitate the style of the text. They may also find the unfamiliar words to increase more vocabularies. Reading is an activity of the students in reading various kinds of text, novel, short story, article, fable, etc.

### **Teaching English in English Education Department of Teaching Training and Education Faculty of Muria Kudus University**

In English Education Department of Muria Kudus University, English is the point of teaching and learning process. All of subjects such as language skill (listening, speaking, reading, and writing) and other components of English (grammar, vocabulary, language testing and etc) use English in the teaching learning process. The English Education Department use KBK (Kurikulum Berbasis Kompetensi) or Competence Base Curriculum), says that KBK is directed to improve the knowledge, comprehension, competence, value, attitude and interest of the students so that doing something in skillfulness, accuracy and success by full of responsibility<sup>1</sup>. Furthermore, the students have to join some subjects to be a professional English teacher, such as; the way to make syllabus, lesson plan, teaching program, and how to manage the class in teaching learning process. After that, they also have to practice all of the material that they got. They have to practice it in teaching practice program.

Listening is the first process to the students in acquiring the language. To make listening understandable, the way of teaching listening

should be appropriate to the students involving their competence and culture. states in the teaching of listening, listening is an interactive process in which the listener plays important or very active role in constructing the message receive<sup>2</sup>. In addition, we can make listening easier by applying what we know about activating prior knowledge, helping students organize their learning by thinking about their purposes for listening, and motivating the students<sup>2</sup>.

there are five considerations in teaching listening. First of all, teacher provides task variety and develops task awareness. Teacher needs to make a variation on his listening materials, so the students will listen to any purposes; second, teacher ensures the text variety<sup>2</sup>. Teacher must ensure to have different kinds of texts such as advertisement, conversation lecture, announcement, song and more. Third, listening focus on meaning, then go back and does acquisition work. Teacher keeps the students focusing on the meaning, not the language. Then, he goes back and has students focus on the forms that convey that meaning. The next consideration is teacher does a warm-up for schema activation. Before doing the listening and its task, it's better for students to do warm-up as an important way to get thinking about the topic and what they already know. Finally, the last consideration is practice, practice, practice. It means that listening that listening is not done only once, to learn to listen needs a lot of practice.

Teaching listening in English Education Department especially is listen to the audio as the listening lesson of the fourth semester students, the lecturer tries to make the student more active and understand the material by them self by doing presentation. In this class the lecturer operate the audio player so it will be very helpful to get students focus on the listening. The lecturer prepares the students to be ready to listen and also do activities and exercise. The lecturer also does warm-up activities to activate the students' prior knowledge. Finally, to know the listening ability of the students, the lecturer asks the students to present their work in front of the class.

Teaching Speaking in English Education Department leads the students to focus on learning speaking intensively instead of the other

three skills. The process of teaching speaking is presentations and discussion like as seminar, speeches, and debates. The students should also be able to make small project based on learning, discusses, and then assessment. And they must develop MC-script to be a speaker, moderator, and also a notulen in a debate. They also must improve a theme to be a good topic in debate.

Teaching Reading in English Education Department is intended to provide students with a brief knowledge of understanding any reference of English, either in written or spoken text. In English Education Department, the fourth semester students get the subject of Academic Reading. Concerning with RPKPS, teaching reading in English Department of Muria Kudus University is expected to improve the students' reading ability especially the ability to understand many kinds of English written text. They also are expected to develop their vocabulary and critical thinking skill. Further, the students can get knowledge related to education field or another one that can support their study.

Teaching writing in English Education Department especially is Essay writing. The students have to look for some texts based on English Education, like a text about teaching language skills and they to analyze their text by several points, such as: Basic genre (Communicative purpose, Text structure, and Linguistic feature), Cohesion, Coherence, and Registers (Field, Mode, Tenor). In the writing class the students have to have knowledge about the topic, and have idea to make a good text effectively. Parera (1983: V) says that the effective text is the text which is informative and communicative. It explains that text is not only a text, but the students have to have much information and knowledge to be drawn in a text in order to the text has the purpose and meaning. Besides, the students also have to pay attention in good writing about cohesion, coherence, diction, and grammar, as they learned in analyzing text.

### **Reading Activity**

Reading is one of English skills (Listening, Speaking, Reading, and Writing). Reading is the skill which should be mastered by the learners in English education. To be able to interpret the information effectively from the text, they should master the elements which are served in studying reading. reading is both a physical and mental process. The movement of your eyes across a line of print is a physical activity. Understanding and

getting meaning out of what your eyes see is a mental activity<sup>3</sup>.

Reading is not only read the word, sentence, text, story, etc. In reading, someone needs to understand the content of the text. Reading can be reputed fare well, if the reader can understand which is read. Sometimes, once reading is not enough to understand the meaning of the text. We need twice even three times or more to read in understanding the text, especially English text. Although reading is difficult, but by reading we will get many information and advantages<sup>4</sup>. : Reading is one important way to improve you general language skills in English. Reading helps you learn to think in English. It can enlarge your English vocabulary. By Reading it can help you improve your writing. And reading may be a good way to practice your English if you live in a non-English-speaking country. Reading also can help you prepare for study in an English-speaking country. We also know that reading is a good way to find out about new ideas, facts, and experiences. However, Reading can be also an activity. Reading is an activity in understanding the written language<sup>5</sup>. Santos et. al. (2009:6.3) has some idea that reading activity consists of two parts, thereadingasa processrefers to the physical and mental activity, while readinga s aproductrefers to theconsequences of activities under take nat the time ofreading. We also know that reading is a process that related to eyes and mind in understanding content of the text. Then reading as a product is a result that we get from reading. Such as: getting information, knowledge, something new, etc. It depends on our purpose in doing reading activity. From our purpose in reading, it will be our interest in doing reading activity.

However, not all people are interested in reading. Some people think that reading is a hard work even they judge that reading is a boring activity. It may cause that to do reading; it needs a free time and place. But some people enjoy and feel happy in reading even make it to be their hobby. They think that reading is something special to do even they judge that reading is an obligated work. Even, in a busy day they do reading activity. Murniet. Al. (2005: viii) describe that reading for enjoyment is presented for stir the emotions and at the same time to stir the mind of the readers. They will get relaxation when they read with their own desire. They read in any

place they can. They do not think in where they could do a reading. Generally, they read an up to date information, story, novel, etc. they think that by reading, they could explore the world. if someone whois not so good start to read for pleasure, then good things will happen. Understanding of there ading will be improved and they will be easierto understand difficult academic text<sup>4</sup>.

Reading activity is one of variables of this research. Reading activity of the fourth semester students of English Education Department of Muria Kudus University is the reading activity that is done by the students in school and reading for personal interest. Classifications of reading activity of the students are high reading activity and low reading activity. To know the reading activity of the student, the researcher used questionnaire of Reading Activity Inventory (RAI) developed. The Reading Activity Inventory (RAI) is to measure of the amount and breadth of students' reading in and out of school. There are three aspects of this questionnaire. describes that<sup>6</sup>:

*The RAI covers three areas: social activities, school reading and personal reading. Because it obtains information about students' activities, there is not likely to be a social desirability factor. The questions in the inventory are such that students tend to be honest in their responses.*

Social activities in this questionnaire are about activity in the students' life, such as: how often the students listen to music, watch television, play outside, go to the movies, and chore at home. Then, the points of school reading of the students are about the kinds of books that they read for their study, such as: literature, fiction, science and history books. For the last aspects is personal reading. Personal reading is about reading for students' own enjoyment.

### **Review of Previous Research**

The previous research the researcher got firstly is the article from maria anang@yahoo.com. The title is The Jigsaw Drill for Reading Activity of Students SMPN 1 Pasuruhan by Maria Taselin. This research explains about jigsaw drill for reading activity is an activity to develop students reading skills by dealing with different text of the same genre. The result is the reading activity in

the class can be fun and effective when it is done creatively. The activity increases the students' involvement and independence as well as their cooperativeness.

The other previous research is entitled *The Correlation between English Reading Interest and Achievement of Writing III of the Fourth Semester Students of English Education Department of Muria Kudus University in academic year 2003/2004*<sup>7</sup>. The result of her research is there is a significant correlation between reading interest and writing III achievement of the fourth semester students of English Education Department of Muria Kudus University in the academic year 2003/2004.

The next is the research conducted by **LeylaTercanlioglu (2001)** with the title *The Nature of Turkish Students' Motivation for Reading and Its Relation to Their Reading Frequency*. In her research, she used *Motivation for Reading Questionnaire (MRQ)* to measure students' reading motivation. For measuring reading frequency of the students, she uses *Reading Activity Inventory (RAI)*.

In this research the researcher wants to compare the English Achievement of the fourth semester of English Education Department of Muria Kudus University in academic year 2011/2012 students with different reading activities.

### **The English Achievements with Different Activities of Reading**

English Education Department of Teacher Training and Education Faculty of Muria Kudus University in academic year 2011/2012 uses curriculum of KBK (Kurikulum Berbasis Kompetensi) that is a curriculum which considers competence development of the students by using practice and practice. To determine a good material, mastery and competence development, 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 themesis needed by the students to improve their English achievement. Akhdiah et.al. (1988:2) has some idea 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 attend the structure 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. By reading, we will get more information, knowledge, new vocabulary, and also writing style. It can help us to produce fresh idea<sup>5</sup>. In writing, people who read well, write well too because they unconsciously get a good writing style<sup>4</sup>. 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*<sup>8</sup>.

All of the references above can be assumed that when the students have differences in reading activities, they also will have differences in English achievement. So, the researcher assumes 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.

### **RESEARCH METHOD**

This research is a quantitative descriptive ex-post facto research. The English achievements the fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012 is the dependent variable and the reading activity is the independent variable.

The population of the research is the fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012. Population of this research consists of 234 students divided into 6 classes, and the sample was taken by using proportional random sampling technique. The

researcher took representatives from each group in the population. And the researcher at last got 60 students to be the sample of the research.

For collecting data, the researcher takes some following steps, Preparing the questionnaire to get the data about the students' Reading Activity. Asking the students to answer the questionnaire. And Asking the lecturers about the score of the final tests of *Listening, Speaking, Reading, and Writing*.

For analyzing the data, the researcher used statistical formula of T-test and tested the hypothesis through the statistical hypothesizes as follows:

1.  $H_{01}$  : LHR = LLR
2.  $H_{02}$  : SHR = SLR
3.  $H_{03}$  : RHR = RLR
4.  $H_{04}$  : WHR = WLR

Note:

$H_{01}$  : There is no significant difference between the listening achievements of the fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012 with defferent reading activities.

$H_{02}$  : There is no significant difference between the speaking achievements of the fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012 with different reading activities.

$H_{03}$  : There is no significant difference between the reading achievements of the fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012 with different reading activities.

$H_{04}$  : There is no significant difference between the writing achievements of the fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012 with different reading activities.

## FINDING

As mentioned previously, this research is to find out the English achievements of the fourth semester students of English Education Department, TTEF UMK with different reading

activities. The following is the description of the data of the four English achievements (listening, speaking, reading and writing) with their different activities of reading.

### **The Data of the Listening Comprehension of the Fourth Semester Students of English Education Department of Muria Kudus University in Academic Year 2011/2012 with Different Reading Activities**

From the questionnaire of reading activity, the researcher gets two classifications of reading activities, the highest score (47) and the lowest score (18). The first classification is high criterion of reading activity, and the second is low reading activity criterion. And the researcher decides that the high criterion are the students who have reading activity score around 33-47, and the low criterion are around 18-32. Based on the two groups of classification; the researcher gets 28 students with high reading activity and 32 students with low reading activity.

### **The Data of the Listening Comprehension of the Fourth Semester Students of English Education Department of Muria Kudus University in Academic Year 2011/2012 With High Reading Activity**

The data of the listening comprehension of the students with high reading activity can be seen in the table 4.1. The researcher found that the highest score of the listening comprehension of the students is 78 and the lowest score is 68.

Table 1. The Frequency Distribution of the Listening Comprehension of the fourth Semester Students of EED TTEF of Muria Kudus University in the Academic Year 2011/2012 with High Reading Activity

No.	Interval	F	%
1	78-79	2	7.14
2	76-77	4	14.28
3	74-75	6	21.43
4	72-73	8	28.58
5	70-71	6	21.43
6	68-69	2	7.14
$\Sigma$		28	100

The data of the listening comprehension of the fourth semester students with high reading activity of EED FKIP of Muria Kudus University in the academic year 2011/2012 has the average score (Mean): 73.2, Median: 74.5, Mode: 72.5

and Standard Deviation: 5.05. It can be categorized as good.

**The Data of the Listening Comprehension of the Fourth Semester Students of EED TTEF of Muria Kudus University in the Academic Year 2011/2012 With Low Reading Activity**

From the data, the researcher found that the lowest score of the listening comprehension of the students with low reading activity is 60, and the highest score is 76. The frequency distribution of the data can be seen in table 4.2

Table 2. The Frequency Distribution of the Listening Comprehension of the fourth Semester Students of EED TTEF of Muria Kudus University in the Academic Year 2011/2012 with Low Reading Activity

No.	Interval	F	%
1	75-77	5	15.625
2	72-74	4	12.5
3	69-71	6	18.75
4	66-68	8	25
5	63-65	4	12.5
6	60-62	5	15.625
Σ		32	100

The data is categorized sufficient after the researcher got the average score (Mean): 68.4, Median: 68.12, Mode: 67.5 and Standard Deviation: 10.92.

**Hypothesis Testing**

By using the formula of t-test, it is gained t-observation ( $t_0$ ) = 4.477. Furthermore, on the level of significance 0.05 and degree of freedom (df) 58, the value of t-table ( $t_t$ ) is 2.021. It means t-observation is higher than t-table ( $t_0 = 4.477 > t_t = 2.021$ ). So, the Null Hypothesis ( $H_0$ ) which states that there is no significant difference on the listening comprehension between the fourth semester students with high and low reading activities of English Education Department of Muria Kudus University in academic year 2011/2012 is rejected.

**The Data of the Speaking Ability of the Fourth Semester Students of EED TTEF of Muria**

**Kudus University in the Academic Year 2011/2012 with Different Reading Activities**

Based on the two groups of classification that is the students who have high reading activity and the students who have low reading activity, the researcher describes it below.

**The Data of the Speaking Ability of the Fourth Semester Students of EED TTEF of Muria Kudus University in the Academic Year 2011/2012 with High Reading Activity**

The data of speaking ability of the students with high reading activity has the highest score that is 90 and the lowest score is 70. And the following table of Frequency Distribution is the description of the data.

Table 3. The Frequency Distribution of the Speaking Ability of the Fourth Semester Students of EED TTEF of Muria Kudus University in the Academic Year 2011/2012

No.	Interval	F	%
1	88-90	2	7.14
2	85-87	6	21.42
3	82-84	2	7.14
4	79-81	5	17.85
5	76-78	6	21.42
6	73-75	5	17.85
7	70-72	2	7.14
Σ		28	100

The speaking ability of the fourth semester students with high reading activity has the average score (Mean): 79.78, Median: 80, Mode: 70 and Standard Deviation: 11.428. It can be categorized as good.

**The Data of the Speaking Ability of the Fourth Semester Students of EED TTEF of Muria Kudus University in the Academic Year 2011/2012 with Low Reading Activity**

The lowest score of the speaking ability of the students with low reading activity is 44, and the highest score is 82. The data can be seen in the following frequency distribution table.

Table 4. The Frequency Distribution of the Speaking Ability of the Fourth Semester Students of EED TTEF of Muria Kudus University in the

Academic Year 2011/2012 with Low Reading Activity

No.	Interval	F	%
1	80-85	6	18.75
2	74-79	9	28.12
3	68-73	3	9.37
4	62-67	5	15.62
5	56-61	7	21.87
6	50-55	1	3.12
7	44-49	1	3.12
$\Sigma$		32	100

The data is categorized sufficient based on the average score (Mean): 69.562, Median: 82.166, Mode: 76.5 and Standard Deviation: 25.221.

**Hypothesis Testing**

By using the formula of t-test, it is gained the value of t-observation ( $t_0$ ) =4.989. Furthermore, on the level significance 0.05 and degree of freedom (df) 58, the value of t-table ( $t_t$ ) is 2.021. It means t-observation is higher than t-table ( $t_0$  =4.989 >  $t_t$  = 2.021). It can be said that the Null Hypothesis ( $H_0$ ) which states that there is no significant difference in the speaking ability between the fourth semester students with low reading activity is rejected.

**The Data of the Reading Comprehension of the Fourth Semester Students of EED TTEF of Muria Kudus University in the Academic Year 2011/2012 with different Reading Activities**

Based on the two groups of classification, the students with high and low reading activities, the description of the data is below.

**The Data of the Reading Comprehension of the Fourth Semester Students of EED TTEF of Muria Kudus University in the Academic Year 2011/2012 with High Reading Activity**

The data of the reading comprehension of the fourth semester students with high reading activity of English Education Department of Muria

Kudus University in academic year 2011/2012 is described in the following frequency distribution table. And it is found the highest score of the reading comprehension of the students with high reading activity is 95 and the lowest score is 72.

Table 5.The Frequency Distribution of the Reading Comprehension of the fourth Semester Students of EED TTEF of

Muria Kudus University in the Academic Year 2011/2012 with High Reading Activity

No.	Interval	F	%
1	94-97	1	3.57
2	90-93	5	17.86
3	86-89	2	7.14
4	82-85	11	39.29
5	78-81	6	21.43
6	74-77	2	7.14
7	70-73	1	3.57
$\Sigma$		28	100

The data has the average score (Mean): 85.78, Median: 86, Mode: 83.1 and Deviation standard: 9.97. It can be categorized as good.

**The Data of the Reading Comprehension of the Fourth Semester Students of EED TTEF of Muria Kudus University in the Academic Year 2011/2012 with Low Reading Activity**

Table 6.The Frequency Distribution of the Reading Comprehension of the Fourth Semester Students of EED TTEF of Muria Kudus University in the Academic Year 2011/2012 with Low Reading Activity

No.	Interval	F	%
1	90-93	1	3.125
2	86-89	1	3.125
3	82-85	4	12.5
4	78-81	4	12.5
5	74-77	8	25
6	70-73	12	37.5
7	66-69	2	6.25
$\Sigma$		32	100

The data shows that the lowest score of the reading comprehension of the students with low reading activity is 68, and the highest score is 92. Table 4.6 is the description of the frequency distribution of the data. From the data The also found that the reading comprehension of the fourth semester students with low reading activity has the average score (Mean): 75.87, Median: 79.5, Mode: 75.5 and deviation standard: 11.5. It is categorized sufficient.

**Hypotesis Testing**

By using the formula of t-test, it is gained the value of t-observation ( $t_0$ ) =5.167.Furthermore, on the level significance 0.05 and the degree of

freedom (df) 58, the value of t-table ( $t_t$ ) is 2.021. I means t-observation is higher than t-table ( $t_0 = 5.167 > t_t = 2.021$ ). So, the Null Hypothesis ( $H_0$ ) which states that there is no significant difference in the reading comprehension between the fourth semester students with high and low reading activity of English Education Department of Muria Kudus University in academic year 2011/2012 is rejected.

**The Data of the Writing Ability of the Fourth Semester Students of EED TTEF of Muria Kudus University in the Academic Year 2011/2012 with Different Reading Activities**

Based on the two classifications of the reading activity score, the data of the writing ability can be described below.

**The Data of the Writing Ability of the Fourth Semester Students of EED TTEF of Muria Kudus University in the Academic Year 2011/2012 with High Reading Activity**

The data of the writing ability of the fourth semester students with high reading activity of English Education Department of Muria Kudus University in academic year 2011/2012 is described in the following table in which the highest score is 97 and the lowest score is 70.

Table 7. The Frequency Distribution of the Writing Ability of the Fourth Semester Students with High Reading Activity of EED TTEF of Muria Kudus University in the Academic Year 2011/2012

No.	Interval	F	%
1	94-97	8	28.58
2	90-93	2	7.14
3	86-89	2	7.14
4	82-85	8	28.58
5	78-81	4	14.28
6	74-77	2	7.14
7	70-73	2	7.14
$\Sigma$		28	100

The writing ability of the fourth semester students with high reading activity of English Education Department TTEF of Muria Kudus University in academic year 2011/2012 has the average score (Mean): 85.78, Median: 86.5, Mode: 83.1 and Standard Deviation: 19.15. It can be categorized as good.

**The Data of the Writing Ability of the Fourth Semester Students of EED TTEF of Muria Kudus University in the Academic Year 2011/2012 with Low Reading Activity**

From the data it is found that the lowest score of the writing ability of the students with low reading activity is 65, and the highest score is 97. It is described in the frequency distribution table below.

Table 8. The Frequency Distribution of the Writing Ability of the Fourth Semester Students of EED TTEF of Muria Kudus University in the Academic Year 2011/2012 with Low Reading Activity

No.	Interval	F	%
1	95-99	1	3.125
2	90-94	0	0
3	85-89	4	12.5
4	80-84	7	21.875
5	75-79	6	18.75
6	70-74	13	40.625
7	65-69	1	3.125
$\Sigma$		32	100

The writing ability of the fourth semester students with low reading activity is categorized sufficient. The researcher got the average score (Mean): 77.625, Median: 75.27, Mode: 72.66 and Standard Deviation: 16.46.

**Hypotesis Testing**

By using the formula of t-test, it is gained the value of t-observation ( $t_0$ ) = 4.586. Furthermore, on the level significance 0.05 and degree of freedom (df) 58, the value of t-table ( $t_t$ ) is 2.021. It means t-observation is higher than t-table ( $t_0 = 4.586 > t_t = 2.021$ ). So, the Null Hypothesis ( $H_0$ ) which states that there is no significant difference in the writing ability between the fourth semester students with high and low reading activity of English Education Department of Muria Kudus University in academic year 2011/2012 is rejected.

**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 themesis 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. By reading, we will get more information, knowledge, new vocabulary, and also writing style<sup>5</sup>. It can help us to produce fresh idea. People who read well, write well too because they unconsciously get a good writing style<sup>4</sup>. 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<sup>8</sup>. 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.

## CONCLUSION

The research concludes as the following:

1. There is a significant difference between the Listening achievements of the fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012 with different reading activities ( $t_0 = 4.477 > t_t = 2.021$ ).
2. There is a significant difference between the Speaking achievements of the fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012 with different reading activities ( $t_0 = 4.989 > t_t = 2.021$ ).
3. There is a significant difference between the Reading achievements of the fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012 with different reading activities ( $t_0 = 5.167 > t_t = 2.021$ ).
4. There is a significant difference between the writing achievements of the fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012 with different reading activities ( $t_0 = 4.586 > t_t = 2.021$ ).

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