



**THE EFFECT OF GIVING NON VERBAL REINFORCEMENT ON
READING COMPREHENSION ACHIEVEMENT OF GRADE SEVEN
STUDENTS AT SMPN 1 MUMBULSARI JEMBER**

THESIS

By

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

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Date : June 27th 2013

DEDICATION

This thesis is dedicated to:

1. My beloved father, Askar and my beloved mother, Marni.
2. My sister, Hartatik

MOTTO

Reading is one way to nurture our mind in which all crystallized knowledge and lived experience enrich our understanding of the world

-Handoyo Puji Widodo-

CONSULTANTS' APPROVAL

THE EFFECT OF GIVING NON VERBAL REINFORCEMENT ON READING COMPREHENSION ACHIEVEMENT OF GRADE SEVEN STUDENTS AT SMPN 1 MUMBULSARI JEMBER

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I believe that this thesis still has some weaknesses. Therefore, I really hope that there will be criticism and suggestions from the readers to make this thesis better. I also hope that this thesis will be useful for the readers.

Jember, June 2013

Writer

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SUMMARY

The Effect of Giving Non Verbal Reinforcement on Reading Comprehension Achievement of Grade Seven Students at SMPN 1 Mumbulsari in the 2012/2013 Academic Year;

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The experimental research was intended to know whether or not there was a significant effect of giving non verbal reinforcement on reading comprehension achievement of grade seven students at SMP Negeri 1 Mumbulsari in the 2012/2013 academic year. In this research, the researcher applied Reinforcement in teaching Reading as it is believed to be a good way because of their advantages in teaching learning process. In this research, the researcher used Non Verbal Reinforcement in teaching reading. it was used as treatments for the experimental group, while verbal reinforcement was used for the control group.

This research was conducted to investigate the effect of giving non verbal reinforcement on reading comprehension achievement of grade seven students at SMPN 1 Mumbulsari in the 2012/2013 academic year. The population of this research was all of grade seven students of SMP Negeri 1 Mumbulsari in the 2012/2013 academic year. The research respondents were determined by using cluster random sampling by administering a homogeneity test. Then, it was analyzed by using ANOVA. Based on the result of ANOVA, the population of the research was homogeneous. Then the two classes were determined as the experimental and the control groups randomly by using lottery. Those two classes were VII D as the experimental group and VII B as the control group.

The number of the respondents was 74 students, consisting of 38 students of grade VII-D (whose the mean score was 72630.25) as the experimental group taught by giving non verbal reinforcement, while the control group consisted of 36 students of grade VII-B (whose the main score was 69233.79) taught by Giving Verbal Reinforcement.

The primary data of this research were collected from the students' scores of reading test. The primary data were collected from the post-test to compare the reading' achievement of the two groups after the treatment, and then the result was analyzed by using Independent sample t-test formula. Based on the calculation, the result of this research showed that there was a significant effect of giving non verbal reinforcement on the seventh grade students' reading achievement. It was proved by the value of t-test which was 2, while the value of t- table with the significant level of 5% and the degree of freedom 72 was 1.99. It indicated that the value of t-test was higher than that of t-table ($2 > 1.99$). Consequently, the formulated null hypothesis (H_0): "There is no a significant effect of giving non verbal reinforcement on reading comprehension achievement of grade seven students at SMPN 1 Mumbulsari in the 2012/2013 academic year" was rejected. On the other hand, the formulated alternate hypothesis: "There is a significant effect of giving non verbal reinforcement on reading comprehension achievement of grade seven students at SMPN 1 Mumbulsari in the 2012/2013 academic year" was accepted.

The research results proved that there was a significant effect of giving non verbal reinforcement on reading comprehension achievement of grade seven students at SMPN 1 Mumbulsari in the 2012/2013 academic year. Therefore, it is recommended for the English teacher to give non verbal reinforcement as an alternative skill in teaching reading.