

**THE EFFECT OF GIVING NON - VERBAL REINFORCEMENT ON
READING COMPREHENSION ACHIEVEMENT OF THE EIGHTH GRADE
STUDENTS OF SMP MUHAMMADIYAH 1 JEMBER**

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2010**



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THESIS

Presented to fulfill one of the requirements to obtain S1 degree at the English Education Program of the Language and Arts Education Department of the Faculty of Teacher Training and Education
Jember University

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CONSULTANT APPROVAL SHEET

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THESIS

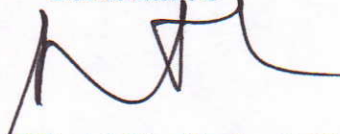
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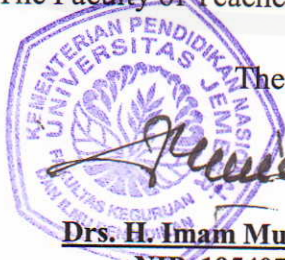
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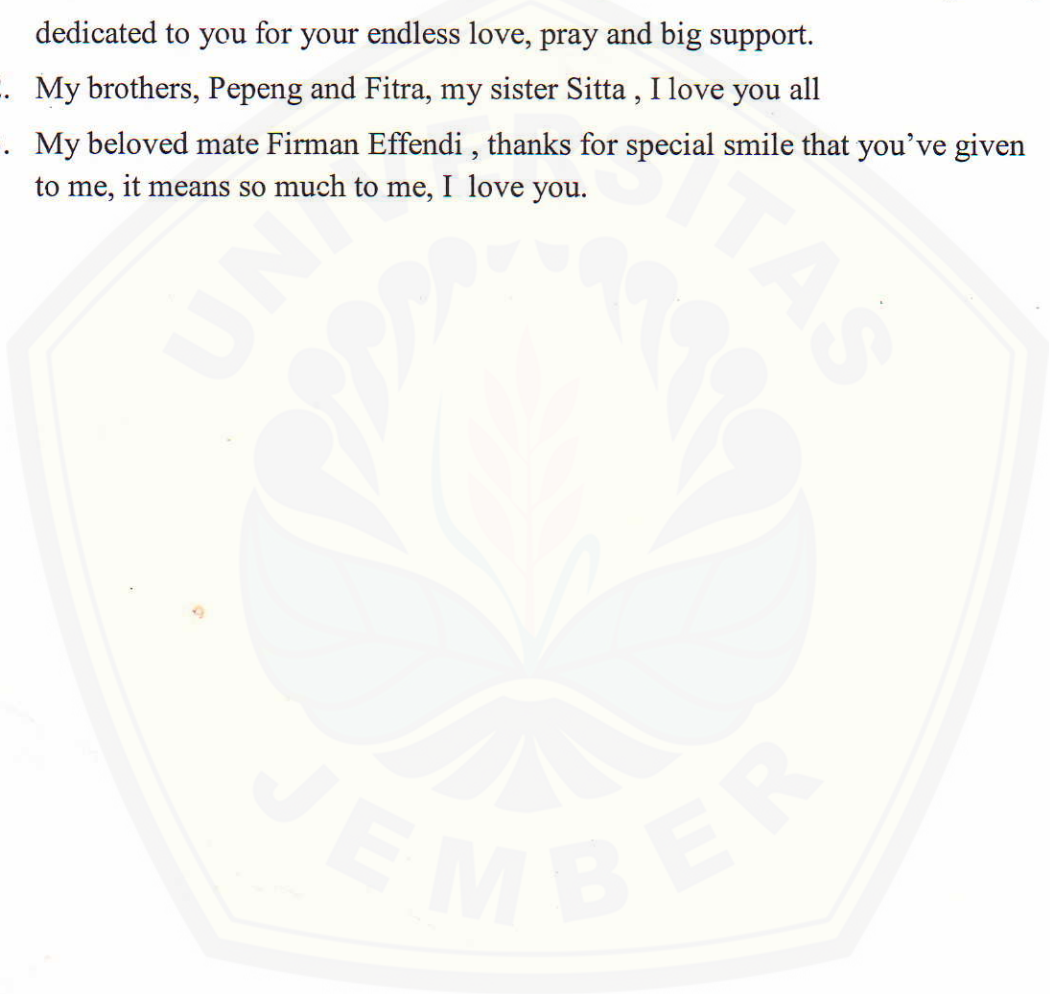


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DEDICATION

This thesis is dedicated to:

1. My beloved parents; Imam Thohari ,S.Pd and Usdatus Sholihah. Nothing can be compared for everything that you have given to me. This thesis is proudly dedicated to you for your endless love, pray and big support.
2. My brothers, Pepeng and Fitra, my sister Sitta , I love you all
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8. All of my fellows in the 2005 level , especially Non Regular class , keep fighting friends , we can do it.
9. My Almamater

I believe that this thesis might have some weaknesses. Therefore, I really hope there will be some suggestions from the readers to make this thesis well improved. Beside I also hope that thesis will be useful for the readers.

Jember, 25 June 2010

The writer.



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SUMMARY

The Effect of Giving Non-Verbal Reinforcement on Reading Comprehension Achievement of the Eighth Grade Students of SMP Muhammadiyah 1 Jember in the 2009/2010 academic year; Nian Cahya Nirmala , 050210491092;34 pages;2010 English Education Program, Language and Arts Department, Faculty of Teaching Training and Education, Jember University.

The Experimental research was intended to know whether or not there was a significant effect of giving non verbal reinforcement the eighth grade students' reading comprehension achievement. The subjects of this research were VIII D as the experimental group and VIII C as the control group. Those classes were chosen by cluster random sampling by lottery. The total number of the respondents was 68 students, divided into experimental and control group. The experiment group consisted of 33 students who were taught reading by giving non verbal reinforcement. The control group consisted of 35 students were taught reading comprehension without giving non verbal reinforcement.

The primary data of this research were collected from students' score of reading comprehension test. The supporting data were gained from interview and documentation. The primary data were analyzed by using t – test formula. The result indicated that the value of t – statistic was 2, 74, while the critical value of t- table was 2, 00 with the degree of freedom 66 on the 5 % significant level. It means that the statistical value was higher than that of the t- table or $2, 74 > 2, 00$. Thus, the alternative hypothesis (h_a) formulated “there is a significant effect of giving non-verbal reinforcement on reading comprehension achievement of the second year students at SMP Muhammadiyah 1 Jember in the 2009/2010 academic year” was accepted.

In addition, the degree of relative effectiveness was 10 %. This means that giving non verbal reinforcement was 10 % more effective to increase the students' reading comprehension achievement than without giving non verbal reinforcement for the eighth grade students of SMP Muhammadiyah 1 Jember in the 2009/2010 academic year. In conclusion, giving non verbal reinforcement is effective to increase students' reading comprehension achievement. Based on the result of this research, the English teacher is recommended to give non verbal reinforcement as an alternative extrinsic motivation in teaching English, especially reading comprehension in the classroom.





1. INTRODUCTION

This chapter presents some issues dealing with the topic of the research. They are background of the research, problem of the research, objective of the research, operational definition of the research, and significance of the research.

1.1 Background of the Research

The objectives of teaching English for secondary schools as stated in the Institutional Level Curriculum (KTSP) are as follows: 1) to develop the communication competency, both spoken and written form, to reach the level of functional literacy; 2). to raise awareness of the nature and the importance of English as one of the efforts in the global competition era and 3) to develop comprehension about the relation between the language and its culture. (Depdiknas, 2006)

From the objectives it can be understood that the students at secondary schools should learn English as a target language (TL) not only for reading, but also for speaking, listening, and writing. This research will investigate only on the reading skill because reading is a way of gaining knowledge and information needed by learning all activities. Through reading, the students are able to get some important information from texts and learn other language skills such as writing or language components such as vocabulary.

Dealing with reading activity, according to Reinking and Scheiner, as quoted by Kustaryo(1988:2) that reading is a cognitive process of interacting with printed materials and their meaning. In line with this, Wood (1997:186) states that reading is the process of understanding reading texts. In other words, we can say that reading is a process that let the readers search or find the meaning and understand the message or information that is stated in the text. Reading with understanding means reading for comprehension. Thurner (1989:159) says that reading comprehension involves

taking meaning from a text in order to obtain meaning from the text. It means that reading is not only reading the text from the first word until the last words, but also understanding what the text tells about, whether the information is implicitly stated or explicitly stated.

Many students have difficulties in learning English, especially in reading. It is because the students must study about the vocabularies, grammar and sentence structure when reading a text (Byrnes, 2008). In other words, reading is a complicated skill to learn. Prior to this research, the researcher did a preliminary study which was done by interviewing the English Teacher of SMP Muhammadiyah 1 Jember and done an observation. This preliminary study intended to know the problems and the teaching learning process in that school. Based on the interview the students are still lack of motivation and easily give up, they also lack of vocabulary. Considering the students' difficulties in learning reading, the English teacher has to be sensitive about that problem because the condition above can affect the students' motivation. As we know that motivation is one of the important factors in learning as it can affect the students' achievement. Related to the students' motivation, the teacher is suggested to stimulate and reinforce students' positive behavior, especially in learning reading. The teacher can apply one of teaching skills, such as by giving reinforcement in teaching and learning process.

Reinforcement is needed in order to motivate the students. Allen (2000:73) states that reinforcement is a powerful and motivational tool. If we can use it effectively, it can get students involved and interested, so they can be motivated and will be activated. Skinner in Lefrancois (1975:50) states that reinforcement is any stimulus that increases the probability of a response occurred. Whenever the teacher smiles to the students, says something pleasant to them, comments them for their homework, assigns them for the high grade, and selects them for special project or tells to their mother how clever they are, the teacher is using reinforcement, especially positive reinforcement (Lefrancois, 1975:52).

Reinforcement is the application or removal of a stimulus to increase the strength of a behavior (Baron, 1995:190). There are two kinds of reinforcement, positive reinforcement and negative reinforcement. The positive reinforcement is stimuli that strengthen responses that precede them (Baron, 1995:190). Positive reinforcement itself has two kinds, verbal reinforcement and non-verbal reinforcement. When the teacher Says something pleasant to the students, gives comments for their homework, tells to the parents how clever they are can be categorized as a verbal reinforcement. The non-verbal reinforcement is such as smiling to the students, tapping their shoulder, giving star or candy to them. Negative reinforcement is stimuli that strengthen responses that permit an organism to avoid or escape from their presence (Baron, 1995:190).

This research was focused on non-verbal reinforcement. Based on the preliminary study at SMP Muhammadiyah 1 Jember the English teacher seldom use the non-verbal reinforcement, she gave information that she only use the verbal reinforcement because she claims that she does not have much time to make a symbol such as a star . Sometimes she gives a question in a hurry and reluctant to apply non-verbal reinforcement, because in applying that teaching skill, she has to buy presents and to create symbols such as gold star, emblem, and sticker. In fact, she does not have much time to do those activities; she is also busy with their works. On the contrary Kindsvatter et, al (1998:58) say that many studies of non verbal behavior have substantiated that non verbal communication “speaks” louder than verbal. The student will acknowledge message from the teacher’s facial expression over any spoken message. Beside those reasons, there are some advantages of giving non-verbal reinforcement ,such as they are applied to increase the students ‘ attention in learning, to build up a good relation between the teacher and the students, and to strengthen the students ‘response.

The use of non-verbal reinforcement is needed. Chappell (2005:14) states that most students respond much to non- verbal reinforcement than to verbal

reinforcement. We know that students like to get a reward such as a gold star, a candy, a chocolate, or a sticker. Beside that the students also feel comfortable if they get non-verbal reinforcement with gesture and physical contact such as nodding, shaking hands to the students who win the game, tapping shoulder when they can answer correctly. That moment will always be remembered by them. So that it can encourage the students to give positive responses during the teaching and learning process. By giving non-verbal reinforcement, it is expected that the students can be motivated to study better. Puspitasari (2007) also reported in her research at SMP Negeri 10 that there was a significant effect of giving non verbal reinforcement to the students' tense achievement. From that we know if giving non verbal reinforcement can affect the students' achievement in learning English.

Based on the ideas above, a research entitled " **The Effect of Giving Non-Verbal Reinforcement on Reading Comprehension Achievement of the Eighth Grade Students of SMP Muhammadiyah 1 Jember in the 2009/2010 academic year**" was conducted.

1.1. Problem of the Research

According to the background, the research problem that should be answered in this research is: Is there a significant effect of giving non verbal reinforcement on the students' reading comprehension achievement at SMP Muhammadiyah 1 Jember?

1.2. Objective of the Research

Based on the research background and the research problem, the objective of this research is: to know whether or not there is a significant effect of giving non verbal reinforcement on Students' reading comprehension Achievement at SMP Muhammadiyah 1 Jember in the 2009 – 2010 academic year.

1.3. Operational Definition of the Research

In order to avoid misunderstanding between the researcher and the readers about the meaning of the terms used in this title, it is important to define the terms operationally. They are as follows:

1.4.1 Non verbal Reinforcement

Non verbal reinforcement in this research was a pleasant stimulus in the form of body movement or gesture physical contact, facial expression, symbol and present, which were given to the students in the teaching learning process. Gestures were be given in the form of nodding or shaking the head, smiling, pointing thumbed upward (to indicate approval, agreement, and good quality), showing bright face, and showing friendly look of eyes. Physical contacts were done by tapping students' shoulder repeatedly, shaking their hands, and raising the hands of the students' who won the competition. Symbols or things here were given in the form of golden star, badge (emblem), written comment in students' workbook, and in the forms of things, such as candy, chocolate, snack, and book.

1.4.2 Reading Comprehension Achievement

Reading comprehension achievement in this research referred to the students' achievement in mastering or in comprehending texts by finding the general information and specific information done by the eighth grade students of SMP Muhammadiyah 1 Jember in the 2009/2010 academic year. It was indicated by the scores of a reading comprehension achievement test.

1.5 The Significance of the Research

The result of the research is expected to be useful for the English teacher, the students and the other researchers.

1.5.1 The English Teachers

The finding of the research can be used as an input and information to encourage the English teachers to apply non verbal reinforcement in teaching learning process in order to motivate the students to participate in the teaching learning process more actively.

1.5.2 The Students

The treatment that had been given to the students in this research are expected to give the students learning experience by receiving the non-verbal reinforcement in order to improve their reading comprehension achievement.

1.5.3 The Other Researchers

The finding of this research can be used as a reference to conduct a further research dealing with giving non-verbal reinforcement in other language skills. For example, the effect of giving non - verbal reinforcement on the students' listening comprehension achievement.

II. REVIEW OF RELATED LITERATURE

It is important to know the meaning of reinforcement, the types of reinforcement, then how to apply that technique in the classroom before the teacher applies it in teaching and learning process. This chapter presents the review of related literature of the research. They are the meaning of reinforcement in the teaching learning process, the classification of reinforcement, the application of giving reinforcement in teaching and learning process of reading comprehension, Reading comprehension achievement, the effect of giving non-verbal reinforcement and the hypothesis.

2.1. The Meaning of Reinforcement in Teaching Learning Process

Motivation is important in teaching and learning process. When students have difficulties, feel bored, sleepy or tired in classroom the teacher needs to motivate them. It is in line with Haycraft(1990:6) that teacher has to involve and maintain the students' interest to learn English. Motivation becomes an important aspect to encourage the students to work hard, pay attention and so on. In conclusions the students' motivation is needed to encourage the students to study better and pay attention in classroom.

Sardiman (1996:73) states that motivation is a power that encourages someone to do something. He adds that the result of learning will be optimum if there is motivation. In teaching and learning process, motivation can be given through reinforcement. In this case, reinforcement is a kind of extrinsic motivation. Extrinsic motivation is important when a student is compelled to do something or act in a certain way because of internal factor to him or her. Frandsen in Sardiman (1990:46) claims that some factors that encourage an individual to learn are want to know more (curiosity), want to process, want to get sympathy from others, want to correct his mistakes, and want to receive reinforcement.

Reinforcement is very important in the teaching and learning process. Philip and Barbara (1983:195) state that reinforcement is any stimulus that increases the likelihood of a response to be repeated. Once a response is followed by a reinforcement that response is more likely to occur again. Moreover, Lefrancois (1982:50) adds that reinforcement is any stimulus that increases the probability of response occurring. Kindsvatter, et.al (1996:55) add that reinforcement is the rewarding of desired students' performance.

Based on the statements above, it can be concluded that reinforcement is any kind of events, can be actions, utterances, symbols, and presents which follow a response and enables it to occur again.

2.2 The Classification of Reinforcement

There are two major classifications of reinforcement. They are positive reinforcement and negative reinforcement (Baron, 1975:121; Lefrancois, 1975:50). The following section will discuss about them further.

2.2.1 Negative Reinforcement

According to Cooper (1999:235), negative reinforcement is the removal of undesirable or aversive stimulus (punishment) after a behavior, and it causes the frequency of the behavior increased. Negative reinforcement involves removing an unpleasant stimulus. For example, if the students can not answer correctly the question, the teacher say "you are so stupid", in the future the students will be less confident and lazy to answer the question again (Hasibuan et.al (1991 : 56)

2.2.2 Positive Reinforcement

Lefrancois (1975:50) defines that positive reinforcement is a stimulus that increases the probability of a responds occurring when it is added to a situation. Baron (1994:190) states that positive reinforcement is stimulus events or

consequences that strengthen the responses preceding them. It can be said if a consequence of some action increases the probability that the action will occur again in the future, that consequence is functioning as a positive reinforcement. The examples of positive reinforcement in the classroom are Whenever a teacher smiles at a student, says something pleasant to him, commends him for his work, assigns him a high grade, selects him for a special project, or tells his mother how clever he is, the teacher is using positive reinforcement (Lefrancois, 1975:51).

Positive reinforcement is presented in order to make a greater possibility of the reoccurrence of a response after a pleasant or estimable consequence provided. These reinforcements are provided after the intended behavior aroused. Comprehending the theory of reinforcement is essential for the teachers. So that they are able to apply it in their instructional activities with their students. In this study, the effect of giving positive reinforcement, especially non-verbal reinforcement can be seen in the result of the students' reading comprehension test later. Talking about positive reinforcement, it is divided into two types of reinforcement. They are verbal reinforcement and non-verbal reinforcement.

A. Verbal Reinforcement

Brown (1975:122) gives the examples of verbal reinforcement such as "That's splendid", "Fantastic"! In this situation the teacher gives verbal reinforcement, which is directed to all students or the class to encourage them to be active in learning process. The teacher does it after correcting or knowing the result of the students' response or test. Verbal reinforcement can also be expressed by using praised, rewarded, and agreement words. For example, "Good", "Very Good", "Clever", "Yes", and "100 for you" (Microteaching Team, FKIP UNEJ 2007:10). The teacher gives verbal reinforcement, which is directed to all students or the class to encourage them in learning process.

From the explanation above, it can be said that verbal reinforcement is reinforcement given in the form of words or sentences in the spoken form.

B. Non-verbal Reinforcement

Based on the previous discussion, this study will focus on giving non-verbal reinforcement. Microteaching Team, FKIP UNEJ (2007:11) states that there are various kinds of non-verbal reinforcement. They are as follows:

1. Reinforcement with Gesture

Gesture refers to our body movement or our facial expression. The examples are nodding or shaking the head, smiling, knitting of someone's brow, pointing thumb up (to indicate approval, agreement, good quality), showing a bright face, and showing friendly look of eyes.

2. Reinforcement with Approach

The teacher approaches the students to give attention and pleasure about the lesson, behavior or performance. For example, the teacher stands beside the students, walks to the students, or sits near one student or a group of students to do the exercises. This reinforcement has function to strengthen verbal reinforcement.

3. Physical Contact Reinforcement

The teacher can express an agreement and application to the students' effort and performance by tapping their shoulder repeatedly, shaking their hand, and raising the students' hand who wins in a competition. The use of this type of reinforcement must be considered carefully, so that it is appropriate with the students' age, sex, and cultural background.

4. Reinforcement by Giving Pleasurable activities

The teacher can use activities or assignments which make the students happy. For example, the student who shows the improvement in a music class is pointed as a leader of the school choir.

5. Reinforcement with Symbols or Things

This reinforcement is done by giving some kinds of symbol, such as a picture card, golden star, badges (emblems), and even written comment in students' workbook. The teacher can also give reinforcement in the form of things, such as candy, chocolate, snack, books, etc.

From the explanation above the teacher can choose which of the non verbal reinforcement that can be given to the students in order to motivate them to study better.

In this study, non-verbal reinforcement was restricted in the teaching and learning process of English reading, that is, reinforcement with gestures, physical contact reinforcement, and symbols or things. For symbols or things, gold stars, candy, chocolate as rewards and written comments on students' workbook were given by the teacher. It is because giving such kinds of symbol and things were very appropriate for Junior High School students. In addition, those types of non-verbal reinforcement are easy to be administered in the classroom.

2.3 The Application of Positive Reinforcement in Teaching and Learning Process

In applying positive reinforcement in teaching and learning process, the teachers have to know the principles, the schedules, the advantages and disadvantages. They are described as follows:

2.3.1 The Principles of Using the Positive Reinforcement

In applying the reinforcement in teaching and learning process the teacher should know and follow some principles below:

- 1) Warmness and sincerity

Teacher's attitude, style, voice, appearance, and body movement will show a warmness and sincerity in giving reinforcement.

- 2) Meaningfulness

Giving positive reinforcement should be appropriate with student's behavior and performance. Thus, the students will understand and feel sure, that the reinforcement is suitable for him

3) Avoiding to use negative responses

Negative responses such as rude comment, ridicule, and humiliation should be avoided because it will break students' spirit to develop them.

(Microteaching Team, FKIP UNEJ, 2007:11)

The principles are intended to avoid the undesirable effects. Therefore, the teacher has to know who, what, how and when to give non-verbal reinforcement in learning process so that successful achievement can be reached.

Related to those principles, Martin & pear in Bahrens, (1997: 2) notes that there are some guidelines of using the positive reinforcement. They will be discussed in detail as follows:

1. Select a behavior that we want to increase. The teacher should select the behavior that can eventually become naturally reinforcing (e.g., students want to be announced when they got the first rank in the class).
2. Select reinforcement. Ensure that the reinforcement is positive to the individual (e.g. smile, candy or positive comment). Make sure if the reinforcement can be given immediately following the desired behavior, and can be repeated often without causing satiation. In addition, we can use more than one reinforcement.
3. Apply positive reinforcement. Apply the reinforcement immediately after the desired behavior. Describe the desired behavior while applying the reinforcement (e.g. "You do a good job of doing exercise!"). Use lots of praise and if appropriate physical contact when applying reinforcement. Use in variety to avoid satiation.

4. Look for natural reinforcement to replace contrived reinforcement once if the behavior has become routine (“Congratulations. I see your speaking test is improving steadily!”).

(Martin & Pear, 1988 in Behrens, 1997 : 2)

2.3.2 Schedules of Reinforcement

The simplest schedule of reinforcement is called continuous reinforcement. Baron (1994:197) clarifies that continuous reinforcement schedule is a schedule of reinforcement in which every occurrence of particular behavior is reinforced. This is very good to apply to the students in the early learning. In line with this idea, Cooper (1999:236) says that continuous reinforcement is particularly effective in the early stage of acquiring a specific behavior. Furthermore, Cooper adds that it is more effective to reinforce it intermittently. In this case, we can use intermittent reinforcement schedule.

Based on Santrock(1991:180) intermittent reinforcement (partial reinforcement) can be classified into four categories as follows:

- 1) Fixed-Ratio

A fixed-ratio (FR) schedule is a schedule of reinforcement in which behavior is reinforced after a set number of responses. For example, a student will get a chocolate if he can answer teacher’s questions three times correctly. He will not get the chocolate if he just answers two questions correctly.

- 2) Variable-Ratio

A variable-ratio (VR) schedule as a schedule of reinforcement in which responses are reinforced an average number of times, but on an unpredictable basis. For example, a student is reinforcing every fifth response on the average. However, sometimes teacher gives reinforcement in the fourth or third response. So, the student cannot predict when

reinforcement will be delivered. It is important so that they will increase their response intensity to get the reinforcement.

3) Fixed-Interval

A fixed-interval (FI) schedule is a schedule of reinforcement in which reinforcement is given for the first appropriate response after a fixed amount of time has elapsed. The example is in paying salaries for work done by a day, a week, or a month. Similarly, the student accepts the result of his study every one semester.

4) Variable-Interval

A variable-interval (VI) schedule is given after a variable amount of time has elapsed. It is an irregular schedule, which cannot be anticipated by the organism. The example, teacher gives reinforcement after ten minutes, then after two minutes, then after eighteen minutes, and so forth. They have to make an appropriate response after an interval was over in order to receive reinforcement again.

In this research, the variable-ratio schedule was applied in learning process by consideration that it produced steady activity results. It also produced the stable behavior (Travels, 2000: 213).

2.3.3 The Advantages and Disadvantages of Giving Non-Verbal Reinforcement

The advantages of giving non-verbal reinforcement in teaching and learning process are:

- a. Raising students' attention in learning.
- b. encouraging students' motivation
- c. building up a good relation between the teacher and students
- d. shape students' conscience and desire to do better
- e. strengthening students' responses

In addition, non verbal reinforcement also arouses disadvantages in the application of the teaching and learning process, they are as follows:

- a. The teacher has to spend much time to give extra attention to the students, to make a symbol or stars; they also spend some money to buy chocolate, candy and so on.
- b. Sometimes the students respond only to get praises from the teacher.

2.4 Reading Comprehension Achievement

There are many definitions of reading comprehension according to some teaching experts. Thurner (1989:159) says that reading comprehension involves taking meaning from the text in order to obtain meaning from the text. Grellet (1996:3) states that reading is the process of understanding reading text. In other words, reading comprehension is the process of understanding or acquiring or deriving meaning from written materials that require readers' ability to associate the understanding of reading text correctly.

In relation to achievement, Rylant (2008) says that achievement is a test of developed skill or knowledge. It can be acquired by giving a test that is appropriate with the reading skill to be assessed. It is aimed at knowing the students' reading skill after finishing the lesson.

Reading comprehension achievement in this research focused on the students' success of comprehending the general information and the specific information of the text in the text they have read. Meanwhile, for the genre of reading text used in this research the texts that will be use are recount texts.

2.4.1 Finding General Information of the Text

In comprehending the general information in a paragraph on a text, the students need to make an inference based on the available information provided in the text. In other word, finding general information refers to understanding the unstated

or implicit information in the text by guessing and predicting the meaning based on the information from text.

2.4.2 Finding Specific Information of the Text

Specific information of the text deals with the supporting details of the text. Further, McWhorter (2001:113) says that supporting details in a paragraph are needed to prove or support the main idea of a paragraph. In other words, finding the specific information of the text means that the students are asked to comprehend the text given and finding the specific information that is stated explicitly in the text.

2.5 The Effect of Giving Non-Verbal Reinforcement on Reading Comprehension Achievement

Reading is a way of gaining knowledge and information that onset all study activities. Through reading, the students are able to get important information from texts by comprehending all of the contents of the texts for every words, phrases, clauses, sentences, and paragraphs. Through reading, students can also learn another skill or component such as vocabulary, grammar or writing.

Many students have difficulties in learning English, especially in reading, it is because students must study about the vocabularies, grammar and sentence structure when reading a text (Byrnes, 2008). Therefore, it makes reading as a complicated skill to learn. The students' difficulties can affect their motivation in learning English, so that a teacher has to be sensitive about the problem. The use of non verbal reinforcement can increase their motivation and attention in learning. Non-verbal reinforcement can be an effective motivation that can be given by the teacher, as stated by Chappell (2005:14) that most students respond much to non- verbal reinforcement than to verbal reinforcement.

A previous research conducted by Puspitasari (2007) at SMP Negeri 10 Jember showed that positive reinforcement could improve the students' tenses ability.

Beside, she concluded that by giving the non-verbal reinforcement could truly effect the students' development in learning English.

2.6 The Teaching of Reading Comprehension at SMP Muhammadiyah 1 Jember

The Teaching of Reading Comprehension at SMP Muhammadiyah 1 Jember in the 2009 / 2010 academic year especially for the eighth grade students done twice in a week. The teacher usually uses the three phase technique, but she must translate the text for the students because most of the students lack of vocabulary and waste time if they look in dictionary. She never uses media because of some reasons, such as lack of time and has another job to do. The assessment is given based on the book Smart Steps from Ganeca and BIMA worksheet. The English teacher also said if she seldom giving reinforcement especially non verbal reinforcement. The reason of the English teacher is she very busy and in classroom she often in a hurry because she needs to translate and manage the class. In conclusion the English teacher very busy and most of her time waste by translate the whole text and manage the classroom.

2.7 Hypothesis

Based on the research problem and the literature reviews the hypothesis of this research is formulated as follows: There was a significant effect of giving the non-verbal reinforcement on students' reading comprehension achievement of the Second Year Students of SMP Muhammadiyah 1 Jember in the 2009/2010 academic year.



III. RESEARCH METHOD

This chapter presents some aspects dealing with the research method that will be applied in this research. They cover (1) research design, (2) area determination method, (3) respondent determination method, (4) data collection method, and (5) data analysis method procedures.

3.1 Research Design

The research design of this study was quasi experimental research by using post-test only control group design. It was suitable with the objective that was to know whether or not there was a significant effect of giving non verbal reinforcement on students' reading comprehension achievement on the eighth grade at SMP Muhammadiyah 1 Jember. It is also supported by Sudjana and Ibrahim (1994:43) that a quasi experiment method is suitable to be applied when the research subjects include a classroom situation where it is impossible to tightly control the variable. The design needed two classes, one as the experiment group who will be given the treatment and the other one as the control group who was not given any special treatment. Then, giving the post – test to both of the groups. The following diagram presents the design:

$$R \begin{array}{l} X \rightarrow O_1 \\ \rightarrow O_2 \end{array}$$

- R : Respondent
X : Treatment
O₁ : Post-test for the experimental group
O₂ : Post test for the control group

In this research treatment was given to the experimental group that is teaching reading comprehension by giving non-verbal reinforcement. On the contrary, the control group received no treatment. Then, both of those groups were given a post test (O_1 and O_2) to find out the mean differences. Finally, the effect of the treatment (X) can be seen from the comparison of the post test scores between the two groups (O_1 and O_2). The research design can be seen in the following diagram

Experimental Group	X (Treatment) Teaching reading comprehension by giving Non-verbal Reinforcement.	O_1 Reading comprehension test
Control Group	No treatment Teaching reading comprehension without giving any non verbal reinforcement	O_2 Reading comprehension test

(Adapted from Bieger and Gerlach, 1996: 54)

The procedures of the research design can be described as follows:

1. Administering pre test to all the existing five classes to know the homogeneity of the population. The pre test result was analyzed statistically by using the ANOVA formula.
2. Determining the experimental group and the control group based on the result of the pre test

3. Giving treatment, that was, teaching reading by giving non verbal reinforcement to the experimental group and no treatment , that was teaching reading without giving any non verbal reinforcement to the control group
4. Administering try out to establish validity, reliability and index difficulty of the teacher made test.
5. Analyzing the result of the pre test to find out the reliability coefficient and the difficulty index of the teacher made test, the result of the pre test to know whether the teacher made test reliable or not.
6. Administering the post test to the experimental and to the control group
7. Analyzing the result of the post test using t-test formula to find out the mean differences of both groups, then comparing the result of the post test to know whether there was an effect of giving non verbal reinforcement on students' reading comprehension achievement.
8. Drawing conclusion
Dealing with the treatment, the experimental group and control group were given the treatment 3 times each.

3.2 Area Determination Method

Purposive method was chosen in this research to determine the area. Arikunto (2002:138) stated that purposive method is a method employed in choosing a research area based on certain purpose or reason. This research was conducted at SMP Muhammadiyah 1 Jember. The reasons were (1) there was no research that had been done in applying the non verbal reinforcement at that school, (2) the headmaster and the English teacher of SMP Muhammadiyah 1 Jember gave permission to conduct this research.

3.3 Respondent Determination Method

It is essential to choose respondents that enabled the researcher to conduct the research. Saslow in Beiger and Gerlach (1996:97) claim that the selection of the

research sample has important sequences for the validity of the research finding. According to Arikunto (2002: 112), if the number of the subjects is more than 100, a researcher can take 10% to 15 %, or 20 to 25 % or more of the population as the samples. The population of this research was the second year students of SMP Muhammadiyah 1 Jember consisting of more than 100 students; therefore the sampling research was applied in this research. Two out of four classes were chosen based on the result of the pre test that had been administered to know the homogeneity of the population. The result of the pre test was not significant, the population is considered homogeneous. As a result, the experimental group and the control group were determined randomly by lottery.

The pre test was given in the first meeting. The number of items in the pre test was 20 items in the form of objective. Dealing with the scoring, each item was scored 5 points so that the total score of the pre test item was 100 points. In this research, the texts were adopted from the English book that is used in SMP or MTs “English on Sky” by Mukarto et .al.

3.4 Data Collection Methods

The data collection methods that were applied in this research include reading comprehension test and, interview and documentation.

3.4.1 Reading comprehension test

Heaton (1991:5) states that a test is a device to reinforce learning and to motivate the students or as a means of assessing the students ‘performing in the language. It is a device to assess the students ‘ability. Hughes (2003:11) classifies test into four kinds, they are: proficiency test, diagnostic test, achievement test and placement test. Achievement test was applied in this experimental research in order to assess the students, reading comprehension achievement. Moreover Hughes (2003: 13) states that achievement test which directly related to language course, the purpose is to establish how successful individual students, or the course themselves in

achieving objectives. He mentions that there are two kinds of test based on the method of scoring namely, objective and subjective test (Hughes, 200:22). If no judgment is required on the part of scorer, then the scoring is objective. Meanwhile, if the judgment is called for, the scoring is said to be subjective. In applying the achievement test, this research used teacher-made test in the form of objective type. The teacher-made test was a test constructed by the teacher with certain procedures. The examiner was constructed the test based on the material in the curriculum used by the teacher for the second year of junior high school and the indicators used in the research.

In addition, Hughes (2003:26) explains that a good test should have validity and reliability. A test is considered to be valid if it measures accurately what is intended to be measured. Meanwhile, a test is considered to be reliable if the test will be looked upon that has likely the same result when it is given in different time.

Content validity was established in this research since the test material was constructed by considering the indicators of the research which conforms to the theme and sub theme stated in the 2006 English curriculum (KTSP). In this case, the students' reading comprehension achievement in finding general and specific information from the text were measured. The reliability of the test in this research was measured by administering try out and then analyzed using Split half odd-even technique (Sudijono, 1996:219). The procedures were as follows:

1. Conducting the tryout of the test material and giving scores to each item achieved by the students.
2. Splitting the scores into two parts according to odd-even numbers.
3. Giving sign (X) for the odd number and (Y) for the even numbers.
4. Analyzing the correlation between X and Y by using product Moment formula.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{(N \sum X^2) - (\sum X)^2\} \{(N \sum Y^2) - (\sum Y)^2\}}}$$

Where

r_{xy} = reliability coefficient

Σ_{xy} = the total number of odd items and even items

Σ_x = the total number of odd items

Σ_y = the total number of even items

N = the number of respondents

5. Estimating the reliability index of the whole test using Spearman-Brown formula

$$r_{11} = \frac{2r \frac{11}{12}}{1 + r \frac{11}{12}}$$

Where:

R_{11} = reliability coefficient for the whole items

$R \frac{11}{12}$ = reliability coefficient for half of the test items

Relating to this idea, Saukah (1997:211) confirms that the reliability coefficient of the teacher made test is believed to be reliable if the reliability is ≥ 0.50 . When there is an appropriate item, it will be revised or discarded.

Daryanto (1999:179) confirms that good test items are neither too difficult nor too easy. Therefore, the difficulty index must be done to know how easy or difficult

the particular items provided. The result of that test was analyzed by using the degree of test item difficulties.

$$P = \frac{JJB}{JPT}$$

Note:

JJB = the number of students who answer the questions correctly

JPT = the number of students who answer the questions

P = the difficulty index

The criteria of difficulty index

0.00 – 0.19 = difficult

0.20 – 0.80 = average

0.81 – 1.00 = easy

(Djiwandono, 1996:141)

In this research, the try out was applied to one of the available classes. Thus, the class that was used as a piloting class was not included in these research respondents. The total number of test was 20 items, which covered 20 items. Dealing with the scoring, the total scores of the items was 100, in which the correct item is scored 5 points. The test was administered for 45 minutes.

6. The post test was given in the end of the research after the third meeting or in the forth meeting. The number of items in the post test was 20 items in the form of objective type. Dealing with the scoring, each item is scored 4 points so that the total score of the post test items was 100 points.

3.4.2 Interview

According to Arikunto (2002:202), there are three kinds of interview namely structured interview (an interview that is done by the interviewer using a set of questions), unstructured interview (an interview that is done by the interviewer without using a set of questions) and semi structured interview (an interview that is done by the interviewer in which the interviewer brings a guide or a set of question that function as the main line about the thing to be interviewed). In this research semi constructed interview was used to get the supporting data about the English teaching in the second year classes in order that the data gathered covered the research variable. The questions of the interview were about the techniques used by the English teacher in teaching reading, the students' problems often found in learning reading and whether the teacher once used the non verbal reinforcement to motivate the students in teaching reading or not. The interview was conducted with the English teacher of the second year students by using the interview guide.

3.4.3 Documentation

Documentation was used to find the supporting data in written forms. As Arikunto (2002:135) says that documentation is written document such as books, magazines, documents, rules, etc. Therefore, in this research the data of the document that had been taken were the name of the respondent of the eighth grade students of SMP Muhammadiyah 1 Jember

3.5 Data Analysis Method

The primary data in the form of the result of post test was analyzed statistically by using t-test to know the difference between the experimental group and the control groups. The t- test formula used is as follows:

$$t_{tes} = \frac{(M_x - M_y)}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

M_x = mean of the experimental group

M_y = mean of the control group

$\sum x^2$ = individual score deviation of M_x

$\sum y^2$ = individual score deviation of M_y

N_x = total respondents of the experiment group

N_y = Total respondent of the control group

After analyzing the data, the result was consulted to the t-table of 5 % significance level to know whether the result was significant or not. If the result of t-computation is higher than that of t-table, it means that the null hypothesis is rejected and the result of this research is significant.

The result of data analysis was consulted to the t-table 5% significance level to know whether the result was significant or not. The result of t computation is higher than the t-table, it means that the null hypothesis was rejected and the result of this research is significant. After the result of the analysis was significant, then the degree of relative effectiveness is analyzed by using this formula:

$$DRE = \frac{M_x - M_y}{M_y} \times 100\%$$

Note: DRE : Degree of relative effectiveness

M_x : Mean of experimental Group

M_y : Mean of control Group

(Masyhud, 2006:61)



IV. RESEARCH RESULT AND DISCUSSION

This chapter presents the result of supporting data (documentation), the description of the treatment, the results of the main data, the analysis of the post-test, the hypothesis verification, and discussion.

4.1 The Result of Supporting Data

Documentation was used to get the supporting data about the names of the research respondents. The data were gained on April 26, 2010. The total number of the eighth grade students of SMP Muhammadiyah 1 Jember in the 2009/2010 academic year was 145 consisting of 4 classes (the distribution of the students can be seen In Table 1)

Table 1. The number of the Eighth Grade Students of SMP Muhammadiyah 1 Jember in the 2009/2010 Academic Year

NO	Class	Male	Female	Total
1	VIII A	24	15	39
2	VIII B	25	13	38
3	VIII C	23	12	35
4	VIII D	21	12	33

(Source: SMP Muhammadiyah 1 Jember)

4.2 Pre-Test

The pre-test was administered on May 3, 2010 and May 4, 2010, that schedule was adjusted based on the English schedule of each class. Therefore, the pre-test took two days for four classes. The test was done to know weather the four classes were homogeneous or not. In this study, pre-test was meant as the homogeneity test.

The respondents of the research were the eighth grade students of SMP Muhammadiyah 1 Jember in the 2009/2010 academic year. It consisted of four classes (VIII A, VIII B, VIII C, and VIII D). The results of pre – test were analyzed

statistically by using ANOVA formula. Based on the calculation, the result of statistical computation was 0,19 while the value of F table in the 5% significant level was 2.68. Having been compared, the value of F computation was lower than that of the F table ($0,19 < 2.68$). It means that the result of pre – test was not significant. In other words, there was no significant difference among the four classes or the population was homogeneous. The samples, therefore, could be taken freely from any classes of the population.

As the homogeneity of the population had been proven, therefore the lottery was done in order to determine the experimental group and the control group as the samples of the research. Based on the lottery, VIII D was treated as the experimental group and VIII C was treated as the control group.

4.3 The Description of the Treatments

As described in Chapter III (page 17), the experimental group received a special treatment (X), that is teaching reading comprehension by giving non-verbal reinforcement, while the control group received no treatment that is teaching reading comprehension without giving any non verbal reinforcement. The treatments were conducted from may10, 2010 up to may 18, 2007. The treatments of each group were given three times during the research. It means that they were done in six meetings for both groups.

4.4 The Analysis of the Try out Scores

The analysis of the try out was important since it influenced the validity of the research results later. The analyses included: validity, difficulty index, and coefficient reliability.

4.4.1 The Analysis of Test Validity

Concerning the validity of the test, this research established content validity since it had been arranged based on the reading comprehension material stated in

the Institutional Level Curriculum (KTSP) which covered the specific information and general information of a text. Consequently, the test could be said to meet the requirement of content validity.

4.4.2 The Analysis of Difficulty Index

The try out was conducted on May 7, 2010. It was given to a different group of students who were not the respondents but had the same level as the real respondents (another class of the eighth grade students), that was class VIII A of SMP Muhammadiyah 1 Jember consisting of 39 students. The scores of the difficulty index (P) were analyzed. The result showed that the range was from 0.34 up to 0.78. This means that the researcher did not need to revise some test items because they belonged to average category. Thus, the test items were already good, which were neither too easy nor too difficult. The other cases being concerned with the try out are the instruction and the time allocation. In this case, the instruction was understandable for the students when doing the test. In addition, the time allocation for the try out was enough. It means that the time did not need to be extended or shortened in its length because the students were able to do all the test items within the available time.

4.4.3 The Analysis of Reliability Coefficient

As explained in Chapter III (page 20), split-half odd-even technique using the computation of Microsoft Excel had been applied in estimating the value of reliability coefficient. The value of the full score reliability (r_{11}) was obtained by estimating the correlation of the two halves using the Spearman-Brown formula (Arikunto, 2002:226). r_{xy} could be calculated as follows:

$$r_{xy} = r \frac{11}{12} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$\begin{aligned}
 &= \frac{32(950) - (164)(163)}{\sqrt{\{32(955) - (164)^2\}\{32(1019) - (163)\}}} \\
 &= \frac{30400 - 26732}{(3664)(6039)} \\
 &= \frac{3668}{4703,92} \\
 &= 0,77977
 \end{aligned}$$

Note:

r_{xy} = reliability of coefficient

Σ_{xy} = the total number of odd items and even items

Σ_x = the total number of odds items

Σ_y = the total number of even items

N = the number of respondents

(Adopted from Sudijono, 1990:137)

The result of estimation was the half score of reliability coefficient (0,77977) in order to obtain the full score (r_{11}), the value of r_{xy} was calculated by the following formula:

$$\begin{aligned}
 r_{11} &= \frac{2r^{\frac{11}{12}}}{1+r^{\frac{11}{12}}} \\
 &= \frac{2 \times 0,77977}{1+0,77977} \\
 &= \frac{1,55954}{1,77977} \\
 &= 0,8762
 \end{aligned}$$

Note:

r_{11} = reliability coefficient for the whole items

$r^{\frac{11}{12}}$ = reliability coefficient for half of test items

(adopted from Sudijono, 1990:137)

From the estimation, the result of full score reliability was 0,8762, since the standard reliability coefficient of the teacher made test is $\geq 0,50$ as mentioned by Saukah (1994:210), the value (0,8762) was reliable. Based on the try out test, the test items were not necessarily to be revised. It means that the test items of the post-test administered for the experimental group and control groups were the same with the test items of the try out.

4.5 The Results of Test

The primary data of the research were the students' reading comprehension post test. The scores of the students' reading comprehension post test were analyzed by using t-test to know whether the mean differences of both groups were significant or not. Then, it was consulted with t-table significant level 5% to test the hypothesis.

Table 4: the Students' Scores of Reading Comprehension Post Test of the Experimental Group and the Control Groups

subjects	Experimental Group	Control Group
1	65	55
2	65	45
3	65	50
4	65	55
5	70	50
6	85	60
7	90	75
8	65	75
9	90	80

10	90	60
11	75	70
12	75	60
13	70	55
14	80	65
15	70	75
16	80	55
17	75	60
18	65	70
19	60	65
20	90	85
21	75	80
22	60	70
23	70	65
24	65	80
25	70	55
26	65	70
27	55	75
28	85	70
29	65	80
30	85	65
31	65	65
32	80	75
33	70	60
34	-	70
35	-	70
sum	2400	2315

Data Analysis

From the data above and the tabulation of the students' scores of reading comprehension (post) test for both of the groups, the computation of t-test on the students' reading comprehension achievement is as follows:

1. Calculating the mean score of the experimental group :

$$Ma = \frac{\sum a}{Na} = \frac{2400}{33} = 72,72$$

2. Calculating the mean score of the control group :

$$Mb = \frac{\sum b}{Nb} = \frac{2315}{35} = 66,14$$

3. Calculating the total individual score deviation square of Ma :

$$\begin{aligned} \sum a &= \sum a^2 - \frac{(\sum a)^2}{N} \\ &= 177650 - \frac{(2400)^2}{33} \\ &= 177650 - 174545,45 \\ &= 3104,55 \end{aligned}$$

4. Calculating the total individual score deviation square of Mb :

$$\begin{aligned} \sum b &= \sum b^2 - \frac{(\sum b)^2}{N} \\ &= 156,525 - 153120,7 \\ &= 3404,3 \end{aligned}$$

5. Calculating the t-test of tense ability :

$$\begin{aligned} t\text{-test} &= \frac{Ma - Mb}{\sqrt{\left(\frac{\sum a + \sum b}{Na + Nb - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}} \\ &= \frac{72,72 - 66,14}{\sqrt{\left(\frac{3104,55 + 3404,5}{33 + 35 - 2}\right)\left(\frac{1}{33} + \frac{1}{35}\right)}} \\ &= \frac{0,58}{2,40} \\ &= 2,74 \end{aligned}$$

6. Calculating the degree of freedom

$$\begin{aligned} Df &= N_a + N_b - 2 \\ &= 33 + 35 - 2 \\ &= 66 \end{aligned}$$

Notes:

M_a : Mean of the experimental group

M_b : Mean of the control group

x_a : Individual score deviation of M_a

x_b : Individual score deviation of M_b

n_a : Total respondents of the experimental group

n_b : Total respondents of the control group

(Adopted from Arikunto, 2002:208)

T-table at significant level 5 % with df66 is 2.00 (df 60 was used because it was the nearest range from of66). Based on the result of the analysis that it was significant, and then the degree of relative effectiveness was analyzed by using the following formula:

$$\begin{aligned} DRE &= \frac{M_x - M_y}{M_y} \times 100\% \\ &= \frac{72,72 - 66,14}{66,14} \times 100\% \\ &= 10\% \end{aligned}$$

Note:

DRE : Degree of relative effectiveness

M_x : Mean of experimental Group

M_y : Mean of control Group

(Masyhud, 2006:61)

4.6 The result of Non verbal reinforcement given in Teaching Reading Comprehension

The result of non verbal reinforcement that had given in the teaching reading comprehension is inserted in Table 3.

Table 3. The list of Non Verbal Reinforcement During the Teaching and Learning Process in the First Meeting

no	Students ' Responses	Teacher's Non Verbal Reinforcement	Students' names
1.	Answering first leading question	Nodding the head	Andika
2.	Ask about the topic (recount text)	Giving Star symbol	Anindita
3.	Read the text aloud	Giving heart symbol	Dhimas
4.	Asking or Answer the difficulty word from the text	Giving "o" symbol from teacher's finger for oke!	EkoSaputro
5.	A student can Answer question number 1 in the reading text question	Tapping shoulder	Mohammad Firman
6.	A Student can answer question number 4 in the reading text	Giving sticker	Krisna
7.	A student can answer question number 10 in the reading text	Giving a candy	Anindita
8.	A student can answer	Giving smile symbol	Andika

	question number 13 in the reading text		
9.	A student can answer question number 19 in the reading text	Giving a chocolate	Farida
10.	A student can summarize the topic that has been discussed	Giving a book and applause	Any

Table 4. The list of Non Verbal Reinforcement During the Teaching and Learning Process in the Second Meeting

no	Students ' Responses	Teacher's Non Verbal Reinforcement	Students' names
1.	Answering first leading question	Pointing two thumbs up	Sri Agustina
2.	Ask about the topic (recount text)	Giving a heart symbol	Tri Mardi
3.	Read the text aloud	Giving a star symbol	Anitri
4.	Asking or Answer the difficulty word from the text	Giving smile	Praditya
5.	A student can Answer question number 3 in the reading text question	Giving a pencil	M.FakhrurRozi
6.	A Student can	Giving a sticker	M.Noval

	answer question number 7 in the reading text		
7.	A student can answer question number 15 in the reading text	Giving a candy	Andika
8.	A student can answer question number 19 in the reading text	Giving a smile symbol	Baskoro
10.	A student can summarize the topic that has been discussed	Giving a pin	Anindita

Table 5. The list of Non Verbal Reinforcement During the Teaching and Learning Process in the Third Meeting

no	Students ' Responses	Teacher's Non Verbal Reinforcement	Students' names
1.	Answering first leading question	Giving a thumb up	Wibi
2.	Ask about the topic (recount text)	Giving a star symbol	Weni
3.	Read the text aloud	Giving a smile symbol	Andre
4.	Asking or Answer the difficulty word from the text	Giving "o" symbol with teacher's finger for "oke"!	Dhimas

5.	A student can Answer question number 2 in the reading text question	Giving a candy	Aprilinda
6.	A Student can answer question number 6 in the reading text	Tapping shoulder and smile	Juriska
7.	A student can answer question number 14 in the reading text	Nodding head with showing bright face	Darmawan
8.	A student can answer question number 18 in the reading text	Giving a heart symbol	Andi Reza
10.	A group do the task IV correctly and win the game	Giving books	Anindita , Juriska, Anitri, Aprilinda

Based on the table above some students that received non verbal reinforcement got better score rather than the students who did not received the non verbal reinforcement and also the score better than the pre test' s score.

4.7 Hypothesis Verification

To test the hypothesis, t-test formula was applied. The value of t-test was consulted with the t-table with the significant level of 5% to know whether it was significant or not.

The data analysis of the students' scores of reading comprehension(post) test showed that the value of t-test was 2.74 while the value of t-table with the significant level 5% and degree of freedom 66 was 2.00. It indicated that the value of t-test was higher than that of t-table ($2.74 > 2.00$). It means that the Null Hypothesis (H_0): "There is no significant effect at SMP Muhammadiyah 1 Jember in the 2009/2010 academic year" was rejected. On the contrary, the alternative hypothesis (H_a) that is formulated : "There is a significant effect of giving non-verbal reinforcement on reading comprehension achievement of the second year students at SMP Muhammadiyah 1 Jember in the 2009/2010 academic year" was accepted.

Based on the results above, it could be stated that giving non-verbal reinforcement significantly affected the students' reading comprehension achievement.

4.7 Discussion

In this research, the reading test was applied to get data about the students' reading comprehension achievement. The total number of the test was 20 items of multiple choice of reading comprehension. It consisted of 15 items of finding specific information from the text and 5 items for finding the general information of the test. In this research the items for finding the general information was less than the finding of the specific information because finding general information of the text needs more time and it is also more difficult than the finding of specific information that already stated on the text.

The result of data analysis showed that non-verbal reinforcement positively contributed the students' reading comprehension achievement at SMP Muhammadiyah 1 Jember. Based on the post test analysis, it could be pointed out that generally the experimental group mean's score was higher than the control group's mean score ($72, 72 > 66, 14$). Furthermore giving non verbal reinforcement had an effect on reading comprehension achievement. This could be seen from the acceptance of the alternative hypothesis that implied non-verbal reinforcement gave a positive effect on the students' reading comprehension achievement.

Based on the previous research finding conducted by Puspitasari at SMP Negeri 1 Jember, showed that there was a significant effect of giving non verbal reinforcement on students' tenses ability of the first year students at SMP Negeri 10Jember. From that finding, it can be said that besides verbal reinforcement, non verbal reinforcement can also give positive effect to the students, but in the real teaching the teacher has never used it. Based on this finding, it can be said that non-verbal reinforcement as a part of positive reinforcement has a great effect on students' structure ability which covers tenses.

By giving non-verbal reinforcement in teaching and learning process, the students were motivated and also excited in learning English including reading comprehension. Moreover, they tended to pay attention during the lesson rather than to make noise to distract the class. They were active in giving responses to the teacher in the classroom. These findings are in line with Deese's idea (Deese, 1969:27) that non-verbal reinforcement can be given to improve their ability, to strengthen, and to motivate their participation in learning. This could be seen from the students' involvement. They were actively involved in discussing the exercises during teaching and learning process, responds to the question and instruction given. The student also aware of the question and also more pay attention on the teacher and the instruction was given. In line with this result Lefrancois (1975: 50) states that positive reinforcement is a stimulus that increases the probability of a responds occurring when it is added to a situation. Kindsvatter et.al (1996) addthat many studies of non verbal behavior have substantiated that non verbal communication "speaks" louder than verbal. The student will acknowledge message from the teacher's facial expression over any spoken message.

From the above discussion, it could be concluded that giving non verbal reinforcement affected the students' reading comprehension achievement. The statistical value proved that there was a significant effect of giving non verbal reinforcement on reading comprehension achievement of the eighth grade students of SMP Muhammadiyah 1 Jember in the 2009 / 2010 academic year. In addition, non-

verbal reinforcement was also given to the students as a form of appreciation from the teacher. They felt happy if they got something, such as prize. It is very useful to motivate the students' in learning reading comprehension.

From those ideas, it can be concluded that teaching English by giving non-verbal reinforcement was a good teaching technique, to improve the students' reading comprehension achievement.





V. CONCLUSION AND SUGESSTION

This chapter presents the research conclusions and suggestion. The suggestions are for the English teacher and the other researcher.

5.1 Conclusion

Based on the research result of data analysis that has been discussed and interpreted in the previous chapter, it can be concluded that there is a significant effect of giving non-verbal reinforcement on reading comprehension achievement of the eighth grade students at SMP Muhammadiyah 1 Jember in the 2009/2010 academic year. More detail, it can be said that there is a significant effect of giving non-verbal reinforcement on reading comprehension achievement on 5% level of significant with t-statistic 2.74 and t-table 2.00, especially on general and specific information of the second year students at SMP Muhammadiyah 1 Jember 2009/2010 academic year. In addition, the degree of relative effectiveness was 10%. This means that giving non verbal reinforcement was 10% more effective to increase the students' reading comprehension achievement than without giving non verbal reinforcement for the eighth grade students of SMP Muhammadiyah 1 Jember in the 2009/2010 academic year. The results mean indicate that the students in the experimental group who were taught reading by giving non-verbal reinforcement had better ability than those in the control group who were taught reading without giving non-verbal reinforcement.

5.2 Suggestions

Knowing the significant effect of giving non-verbal reinforcement on the students' reading comprehension achievement, this teaching skill

may be used as a consideration to improve the quality of teaching and learning process of reading comprehension achievement and to improve the students' reading comprehension achievement. Therefore, the researcher proposes some suggestions to the following people:

5.2.1 The English Teacher

Since teaching reading by giving non-verbal reinforcement could motivate the students to learn reading comprehension it is suggested for the English teachers of SMP Muhammadiyah 1 Jember to use non-verbal reinforcement while teaching reading comprehension to make them get interested in learning English reading comprehension.

5.2.2 The Other Researchers

The other researchers are suggested to conduct a further research dealing with similar topic applied in different aspects investigated such as only in non verbal reinforcement in the form of symbol and thing, or for classroom management for teaching skill, different research area and research design, such as conducting a classroom action research to improve the students' reading comprehension achievement by giving non-verbal reinforcement or

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