

A B S T R A C T

Many experts have contributed their theories about reinforcement. There are several different definitions of reinforcement suggested by them. But whatever their definitions are, they come to the same conclusion: reinforcement is important in a learning process.

As it is undeniable that reinforcement plays a crucial role in a learning process, an attempt to find out whether reinforcement affects students' achievement was conducted. As a result, seeing how much the effect of reinforcement on the achievement of early language learners becomes the objective of the research.

It was hypothesized that students who were given more reinforcement (they were tested and their results were announced weekly) would show a more important increase in their achievement than those who were delivered less reinforcement (both the tests and the learners' results were not given weekly).

Based on the data taken from the results of students on both Vocabulary I and Kosa Kata I tests and also from the students' results on the "Tes Umum", the t - ratio could be calculated.

As the hypothesis is accepted, two notable conclusions can be drawn. It is concluded that there is a positive and significant relationship between reinforcement and students' achievement and that the frequency and consistency of delivering reinforcement is very important.

Last but not least, there are several notable suggestions presented.

- (1) Reinforcement should be given properly, frequently, regularly and be given in the right time.
- (2) The results of students' tests should be announced as soon as possible.
- (3) Teachers should possess the knowledge of what reinforcement is and how and when it should be delivered.
- (4) Teachers should willingly and carefully deliver their reinforcement whenever it is needed.
- (5) Teachers should always try to find their own ways of reinforcing their students.

