

**THE CORRELATION BETWEEN LEARNING DISCIPLINE
AND ENGLISH LEARNING ACHIEVEMENT AT THE XI
GRADE STUDENTS OF SMA NEGERI 1
KOTANOPAN**



Thesis

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd.) in English*

Written By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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PADANGSIDIMPUAN**

2024

LETTER OF AGREEMENT

Term : Thesis
a.n. Khalipah Ayu Rahmawati

Padangsidempuan, 10 January 2024
To: Dean of Tarbiyah and Teacher
Training Faculty
In-

Padangsidempuan

Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to **Khalipah Ayu Rahmawati**, entitled "*The Correlation Between Learning Discipline and English Learning Achievement At The XI Grade Students of SMA Negeri 1 Kotanopan* ", we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu'alaikum warahmatullah wabarakatuh

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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuann in article 14 verse 2.

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EXAMINERS

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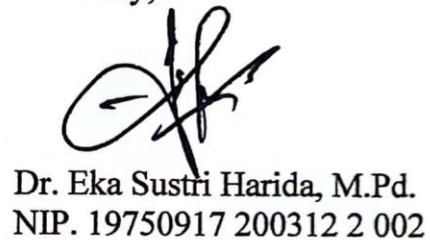
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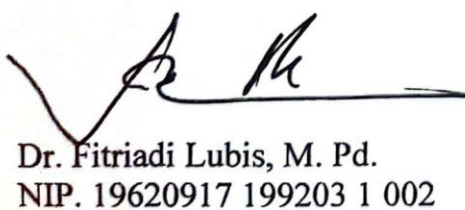
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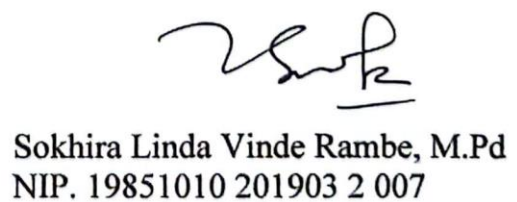
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ABSTRACT

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Title of Thesis : The Correlation Between Learning Discipline and English Learning Achievement at the XI Grade Students of SMA Negeri 1 Kotanopan

This research is about the correlation between learning discipline and English learning achievement at the XI grade students of SMA Negeri 1 Kotanopan. It is known that there are students who have difficulty in achieving grades above KKM. Difficulties were experienced by students in achieving English learning achievement at school as well related to the discipline possessed by the students themselves. And also there are still some students who have not been able to comply with the rules and regulations imposed in the school environment. This research aims to describe learning discipline and English learning achievement and to examine the significant correlation between learning discipline and English achievement at the grade XI students of SMA Negeri 1 Kotanopan. This kind of research is quantitative research where the method is descriptive method. The population of this research is all the XI grade students of SMA Negeri 1 Kotanopan in academic year 2022/2023. This school consisted of two classes which counted in total 52 students. The sample of this research is 34 students taken by using random sampling technique. Further the instrument of this research used for collecting the data is by using questionnaire for learning discipline consisted of 35 items and documentation of students' English achievement. The data was analysed by using pearson product moment and calculated statistically by using SPSS 26 version. Based on the results of data analysis, this research found that the average learning discipline score was 91.20 and the average English learning achievement score was 85.20. Apart from that, related to the results of data analysis, it was found that there was a significant correlation between learning discipline and English learning achievement with the t-count value (4.921) being higher than the t-table significance value (4.921>2.036). so, the significant correlation was 0.353> 0.349 (r-count>r-table). This means that learning discipline has a correlation with English learning achievement in class XI of SMA Negeri 1 Kotanopan in low category.

Keywords: *Correlation, Learning Discipline, and English Learning Achievement*

ABSTRAK

Nama : Khalipah Ayu Rahmawati
NIM : 19 203 00107
Judul : Hubungan antara Disiplin Belajar dan Prestasi Belajar Bahasa Inggris pada Siswa Kelas XI SMA Negeri 1 Kotanopan

Penelitian ini tentang hubungan disiplin belajar dengan prestasi belajar bahasa Inggris pada siswa kelas XI SMA Negeri 1 Kotanopan. Diketahui terdapat siswa yang kesulitan mencapai nilai diatas KKM. Kesulitan yang dialami siswa dalam mencapai prestasi belajar Bahasa Inggris di sekolah berkaitan dengan kedisiplinan yang dimiliki oleh siswa itu sendiri. Dan juga masih terdapat beberapa siswa yang belum mampu menaati peraturan dan ketentuan yang berlaku di lingkungan sekolah. Penelitian ini bertujuan untuk mendeskripsikan disiplin belajar dan prestasi belajar bahasa Inggris serta menguji hubungan yang signifikan antara disiplin belajar dengan prestasi belajar bahasa Inggris pada siswa kelas XI SMA Negeri 1 Kotanopan. Jenis penelitian ini adalah penelitian kuantitatif dimana metode yang digunakan adalah metode deskriptif. Populasi penelitian ini adalah seluruh siswa kelas XI SMA Negeri 1 Kotanopan tahun ajaran 2022/2023. Sekolah ini terdiri dari dua kelas yang berjumlah 52 siswa. Sampel penelitian ini berjumlah 34 siswa yang diambil dengan menggunakan teknik random sampling. Selanjutnya instrumen penelitian yang digunakan untuk mengumpulkan data adalah dengan menggunakan kuesioner untuk disiplin belajar yang terdiri dari 35 item dan dokumentasi pencapaian bahasa Inggris siswa. Data dianalisis dengan menggunakan person product moment dan proses penghitungannya menggunakan SPSS versi 26. Berdasarkan hasil analisis data, penelitian ini menemukan skor rata-rata disiplin belajar adalah 91.20 dan skor rata-rata prestasi belajar Bahasa Inggris adalah 85.20. Selain itu, terkait dengan hasil analisis data, ditemukan bahwa terdapat korelasi yang signifikan antara disiplin belajar dan prestasi belajar Bahasa Inggris dengan nilai t-hitung adalah (4.921) lebih tinggi dari nilai signifikansi t-table (4.921>2.036). Jadi, signifikansi korelasinya adalah $0.353 > 0.349$ ($r\text{-count} > r\text{-table}$). Artinya disiplin belajar mempunyai korelasi terhadap prestasi belajar Bahasa Inggris pada kelas XI SMA Negeri 1 Kotanopan dalam kategori rendah.

Kata kunci: *Hubungan, Disiplin Belajar, dan Prestasi Belajar Bahasa Inggris*

ملخص البحث

اسم	خليفة أبو رحماواتي
رقم التسجيل	١٩٢٠٣٠٠١٠٧:
عنوان البحث	العلاقة بين الانضباط التعليمي والتحصيل في تعلم اللغة الإنجليزية لدى طلاب الصف الحادي عشر في مدرسة ثانوية عليا ١ كونانويان

يدور هذا البحث حول العلاقة بين انضباط التعلم والتحصيل في تعلم اللغة الإنجليزية لدى طلاب الصف الحادي عشر في مدرسة ثانوية عليا ١ كونانويان .ومن المعروف أن هناك طلاباً يجدون صعوبة في الحصول على درجات أعلى من الحد الأدنى لمعايير الاكتمال. ترتبط الصعوبات التي يواجهها الطلاب في تحقيق الإنجاز في تعلم اللغة الإنجليزية في المدرسة أيضاً بانضباط الطلاب أنفسهم. ولا يزال هناك بعض الطلاب غير قادرين على الالتزام بالقواعد واللوائح المطبقة في البيئة المدرسية. يهدف هذا البحث إلى وصف انضباط التعلم والتحصيل في تعلم اللغة الإنجليزية ودراسة العلاقة المهمة بين انضباط التعلم والتحصيل في تعلم اللغة الإنجليزية لدى طلاب الصف الحادي عشر في مدرسة ثانوية عليا ١ كونانويان .هذا النوع من البحث هو بحث كمي حيث الطريقة المستخدمة هي الطريقة الوصفية. مجتمع هذا البحث هو جميع طلاب الصف الحادي عشر في مدرسة ثانوية عليا ١ كونانويان للعام الدراسي ٢٠٢٢/٢٠٢٣. تتكون هذه المدرسة من فصلين يبلغ مجموعهما ٥٢ طالبا. تكونت عينة هذا البحث من ٣٤ طالبا تم أخذهم باستخدام تقنيات أخذ العينات العشوائية. علاوة على ذلك، كانت أداة البحث المستخدمة لجمع البيانات عبارة عن استبيان لتخصص التعلم يتكون من ٣٥ فقرة وتوثيق إنجازات الطلاب في اللغة الإنجليزية. تم تحليل البيانات باستخدام لحظة منتج بيرسون وحسابها إحصائيا باستخدام الحزمة الإحصائية للعلوم الاجتماعية الإصدار ٢٦. وبناء على نتائج تحليل البيانات، وجدت هذه الدراسة أن متوسط درجة الانضباط التعليمي كان ٩١,٢٠ ومتوسط درجة التحصيل في تعلم اللغة الإنجليزية تصل إلى ٩١,٢٠ . ٨٥,٢٠. وبصرف النظر عن ذلك، وفيما يتعلق بنتائج تحليل البيانات، فقد وجد أن هناك علاقة ذات دلالة إحصائية بين الانضباط في التعلم والتحصيل في تعلم اللغة الإنجليزية بقيمة (٤,٩٢١) أعلى من قيمة الدلالة (٤,٩٢١ < ٢,٠٣٦). لذا فإن أهمية الارتباط هي ٠,٣٥٣ < ٠,٣٤٩. وهذا يعني أن انضباط التعلم له علاقة بتحصيل تعلم اللغة الإنجليزية في الصف الحادي عشر من مدرسة ثانوية عليا ١ كونانويان في الفئة المنخفضة.

الكلمات المفتاحية: الارتباط، انضباط التعلم، والتحصيل في تعلم اللغة الإنجليزية

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I realized this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan, 10 January 2024
Researcher

KHALIPAH AYU RAHMAWATI
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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of international language that is used by many people in the world and most practice in every aspect of human life, such as: education, society, technology, politics, economies, and culture. In Indonesia, English is a foreign language which begun to learn since the nether land colonialist period. Now the government decided that English is one of the foreign language that should be thought at schools in Indonesia. That is why English becomes compulsory subject from junior high school up to university.

In the school, there are many subjects that have to be learnt by students based on the curriculum. Students have to master all the lessons to achieve competency standard that have been explained by teacher in the beginning of learning process. English as one of compulsory subjects should be learnt in many schools in Indonesia begins from primary school, junior high school, senior high school, even in university. In the English Curriculum, there are the special objectives why English as compulsory subject, they are:

1. For the students become more familiar with their environment and also their socio-culture background.
2. For students to have knowledge, ability and skill about their region that are relevant with their and interest and also the community around.

3. Or students, demonstrative their attitude behaviour that exhibit their culture values, preserve and develop these value to support national development.¹

From the above quotation that students have knowledge, abilities and skills. Students also have known their social environment and understand their cultural values in English curriculum, there are four language skills that should be mastered by students English, they are listening, speaking, reading and writing. The first is listening which shows the ability to make sense of what the students heard and connect it to other information already known. Listening is the first skill that is gotten by human in their lives. After that speaking is the ability to communicate orally and to express idea and feeling. The third is reading, it is reading, it is the ability to get messages or information that comes from the author that can be understood and comprehended by reader easily. The last is writing, which express the ideas to the printed material.

In mastering the fourth English skill, the students get the result as it called English achievement. English achievement is the result as the students what the student have learnt in English. There are some essential of English achievements. The first is to measure student mastery in learning English. The second, as the feedback for students of what they have learnt in English. The third, teacher can group the students based on their ability. The last, is to know about English

¹ Siti Jamliah, "English in Indonesia Primary School Curriculum," 2019. (<http://researchegines.com/siti.html>).

learning strategy that is used suitable or not. Many efforts have teacher to increase students English achievement, the classroom be comfortable so students can be focus in learning English, grouping the students to make them get more interaction with others, until use the various strategy in teaching English for fun English class.

Sometime English learning process cannot do successfully. Students' English achievement in SMA N 1 Kotanopan is low. It is based on private interview and information from the teacher and one of students. Maulana said that score in English is low. He just gain 79, meanwhile the passing grade in senior high school is 78 for English subject.² From the interview with the English teacher researcher describes that student English achievement is low because of some problems below:

According to Herlina as an English teacher in SMAN 1 Kotanopan, it is known that there are students who have difficulty achieving in grades above the KKM. Apart from that, the number of students who take remedial training after the exam is also one of the factors evidence that there are still students who experience this difficulty in achieving satisfactory learning achievements and there are students have lack reading, writing vocabulary and grammar mastery. Difficulties experienced by students in achieving learning achievement at school as well related to the discipline possessed by the students

themselves. There are still some students who have not been able to comply with the rules and regulations imposed in the school environment. Student learning discipline is also low in the learning process, where students lack discipline shows an indifferent attitude in paying attention to the material presented by the teacher when the learning process is carried out, there are students who stand in front of the class because not doing the assigned tasks.³

Furthermore, according to Tu'u learning achievement in English lesson influenced by several things including internal factors that come from within the students themselves which include health factors, discipline, interest, and talent and external factors.⁴ Among the student factors above, learning discipline is one of the factors that influence student success and plays a very important role in learning achievement.

Discipline is the key to success and success in learning. As is discipline then this will be able to make a student believe that his obedience will bring benefits that will be proven by his actions in learning process, this is where the importance of this research is carried out. However, for being able to implement a disciplined learning attitude in students is not an easy matter, in this case, involvement from

³ Herlina Sitorus, English Teacher SMA Negeri 1 Kotanopan, *Private Interview July 10th 2023*

⁴ Tulus Tu'u, *Peran Disiplin Pada Perilaku Dan Prestasi Siswa* (Jakarta: Gramedia Grasindo, 2008).

parties who have influence is required students' lives, such as parents, teachers and society.

The more disciplined a person is, the better that person will be in the learning process. However, on the contrary, low learning discipline causes students to be irregular in studying, lazy to do assignments or homework given by the teacher, often copying friends' work, not paying attention to the teacher when explaining lessons, not submitting assignments on time, going in and out of class when the teacher is not there, lazy in studying, and so on.

Based on the explanation above it is interesting to do a research entitled "The Correlation between Learning Discipline and English Learning Achievement at the XI Grade Students of SMA Negeri 1 Kotanopan".

B. Identification of the Problem

Learning English achievement is the result of what students have learnt in English in the form of letter, number, or score and expresses reached result of certain someone within.

Based on background of the problem there are some factors that influence students learning English achievement. Those learning discipline and family environment.

C. Limitation of Problem

As mentioned above, there are some factors that influence students learning English achievement such as discipline and family environment.

The problem of this research can be a very large discussion. Based on the above identification, the researcher limits the discussion into one factor only that is learning Discipline. Because, learning discipline is able to create individuals who are able to understand as well can distinguish things that must done, must be done, or things that should be forbidden to do. Among the internal factors on students, learning discipline is one of the factors that influence student success.

D. Formulations of the Problem

Formulations of the problem are:

1. How is the learning Discipline at the grade XI students of SMA Negeri 1 Kotanopan?
2. How is the English achievement at the grade XI students of SMA Negeri 1 Kotanopan?
3. Is there any significant correlation between learning discipline and English achievement at the grade XI students of SMA Negeri 1 Kotanopan?

E. Objectives of Research

The objectives of the research are:

1. To describe the learning discipline at the grade XI students of SMA Negeri 1 Kotanopan.
2. To describe the English learning achievement at the grade XI students of SMA Negeri 1 Kotanopan.
3. To examine whether there is a significant correlation between learning discipline and English achievement at the grade XI students of SMA Negeri 1 Kotanopan or not.

F. Significances of the Research

The significance of the research are:

1. For headmaster of the school, to encourage English teachers to do the best in teaching process.
2. For teachers, to add insight and input to teachers in improving and developing the application of student learning discipline as well as teacher creativity in their guidance according to student character.
3. For another researcher, to be a reference, source of information and reference material for further research so that it can be developed in understanding the learning process especially in terms of learning discipline.

G. Outline the Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

In the chapter one, it is consist of background of problem, identification of problem, limitation of problem, formulation of problem, purpose of research, significances of research, definition of operational variable and outline the thesis. In chapter two, it is consist of literature review, review of related finding, framework of thinking, and hypothesis.

In chapter three, it is consist of research methodology. Research methodology consist of time and place of research, research design, population and sample, instrument, technique of collecting the data, and technique of data analysis. In chapter four, it is consist of data analysis. It consist of description of data, hypothesis testing, discussion, and the treat of research.

The last chapter, it is chapter five. Consists of closing; it is consisting of conclusion, implication and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. English Learning Achievement

a. Definition of English Learning Achievement

Achievement is important thing to measure how far our effort and skill can be reach. It is as a result of our activity which research have done, especially in learning. Hornby said “achievement is thing done successfully, especially with an effort and skill”.¹ Achievement is the act of achieving or performing, an obtaining by exertion, effort and skill successfully. Cited by Barry and King Achievement is considered as the drive and energy students bring to school work in desire to make progress in their learning and achievement.² Collins and O’brian stated that achievement is the attainment of knowledge, competencies and higher level status, as may be reflected in grades, degrees and other from certification or public acknowledgement.³ So, achievement is a prove reached by someone about the ability in students’ learning activities.

¹ As Hornby, *Oxford Learner Dictionary* (Oxford: University Press, 1995).

² Kecin Barry and Len King, *Beginning Teach and Beyond*, 3rd ed. (Sydney: Thomson Social Science Press, 2008).

³ John W. Collins and Nancy Patricia O’Brien, *The Greenwood Dictionary of Education* (130 Cremona Drive, P.O. Box 1911 Santa Barbara, California 93116-1911, 2011), <https://zlibrary-id.se/fulltext/Dictionary/type/phrase>.

According to Smith learning is viewed as a change in behavior. In other words, learning is approach as an outcome – the end product of some processes.⁴ According to Gestalt in Rasyidin and Nur's book, learning is a process of insight development. Insight is an understanding toward connection with a part in a situation of problem.⁵ Then, Whittaker in Djamarah's book, he organizes learning as process where behaviour has appeared and has changed through trainings or experiences.⁶ Thus, it can be conclude that that learning can be seen as a change in behavior, a process of developing insight, and a process where behavior is formed through practice or experience.

Based on the quotation above, it can be concluded that learning achievement in English is the result of learning that indicate by a changing of students' behaviour in their knowledge, skill and attitude as may be reflected in grades, degrees and other from certification or public acknowledgement.

b. Purposes of English Learning Achievement

There are some purposes of English learning achievement.

According to Sardiman, the purposes as follows:

- a. Stimulate interest and individual develop.
- b. To measure advancement English achievement include in a report cards.

⁴ M. K. Smith, Learning Theory, an article in www.infed.org/biblio/b-learn.htm (2003), p. 2. Accessed on January 16th 2024

⁵ Al Rasyidin and wahyuddin Nur Nasution, *Learning Theory and Learning* (Medan: Perdana Publishing, 2016).

⁶ Syaiful Bahri Djamarah, *Learning Psychology* (Jakarta: Rineka Cipta, 2008).

- c. English achievement use as feed back to the teacher, as correction or teaching learning process appropriate with ability, attitude and interest.⁷

Cited by Arifin, learning achievement can be reflected mastery of subjects that have been determined through grades or numbers given by the teacher with the aim of:

1. Knowing the level of student mastery of the subject matter that has been taught be delivered.
2. Knowing students' skills, motivation, talents, interests and attitudes learning program.
3. Knowing the level of progress and suitability of student learning outcomes or learning achievements with existing competency standards and basic competencies arrange.
4. Diagnose students' strengths and weaknesses in participating in activities learning.
5. Selection, namely selecting and determining students according to their type certain education.
6. Determine class promotion.
7. Place students according to their potential.⁸

Based on the opinions purpose of English learning achievement above it can be conclude that English learning achievement that aims to measure the success of student learning

⁷ Sardiman, *Interaksi Dan Motivasi Belajar Mengajar* (Jakarta: Raja Grafindo Persada, 2018).

⁸ Zainal Arifin, *Evaluasi Instruksional: Prinsip-Teknik-Prosedur* (Bandung: Remaja Rosadakarya, 2011).

outcomes and knowing the skills, motivation, talents and interest that students have in learning program. Usually this is summarized in the form of report cards and then given to the guardians of students.

c. Functions of English Learning Achievement

According to Arifin, learning achievement has several functions while as follows:

1. As an indicator of the quality and quantity of knowledge that students have mastered.
2. As a symbol of satisfying the desire to know.
3. As information material in educational innovation
4. As an internal and external indicator of an educational institution.
5. Can be used as an indicator of students' absorption capacity.⁹

Meanwhile, Purwanto argued that the function of achievement student learning, namely:¹⁰

1. Student learning achievement as an indicator of the quantity of students' knowledge.¹¹ The students' learning achievements are visible the extent to which students are able to understand and master open material or material that has been presented by the teacher. by seeing these learning achievements can then be immediately evaluated which causes students to lack understanding or mastery open materials or learning materials.

⁹ Zainal Arifin.

¹⁰ Purwanto, *Evaluasi Hasil Belajar* (Yogyakarta: Pustaka Pelajar, 2014).

¹¹ Purwanto.

2. Learning achievement as a symbol for satisfying the desire to know.¹² psychologists usually refer to this as curiosity and is a general human need, including in it is a student who achieves satisfaction in the way get good learning.
3. Student learning achievement as a discussion of information and innovation education.¹³ The assumption is that learning achievement can be a driving force for students in improving science and technology as well acts as an evaluation material in order to improve quality education.

So, based on explanation above it can be concluded, the function of learning English achievement for students has the same function namely as an indicator of the quality and quantity of knowledge that has been mastered by students. Because, English learning achievement is the result of the learning process.

d. Factors of English Learning Achievement

A good learning achievement is not easy to gain because learning achievement can be influenced by many factors. Slameto divided the factors into two factors, they are external and internal factors:

1. Internal factors
 - a. Physical factors: Health factors, Disability.
 - b. Psychological factors: Intelligence, Caution, Interest, Talent, Motives, Maturity, Readiness, Melt factors.

¹² Purwanto.

¹³ Purwanto.

2. External factors
 - a. Family factors: How parents educate, Relation between families, Home atmosphere, the economic situation of family, Understanding parents, Cultural background.
 - b. School factor: teacher, material, curriculum, the teacher' relationship with students, student relationship, school discipline, study tool, school time, state of the building, learning methods, homework.
 - c. Community factors: student activities in society, mass media, and friends get along forms of community life.¹⁴

Furthermore, Tu'u stated that there are two factors influencing learning achievement:

1. Internal factors
 - a. Health factor
 - b. Discipline
 - c. Interest
 - d. Talent
2. External factors
 - a. Family environment
 - b. School environment
 - c. Community environment
 - d. Organizational activities.¹⁵

Based on the description above, it can be concluded that the factors that influence English learning achievement are factors internal factors that come from within the student himself such as physical factor, psychological factors etc. Meanwhile, external factors are factors that influence learning achievement such as family factors, school factors, community factors and organizational activities.

¹⁴ Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya* (Jakarta: PT. Rineka Cipta, 2015).

¹⁵ Tu'u, *Peran Disiplin Pada Perilaku Dan Prestasi Siswa*.

e. The Materials of Teaching English

In the material of teaching English at XI Grade SMA Negeri 1 Kotanopan they use the “*Curriculum 2013*” in the English book entitled *Bahasa Inggris untuk SMA/MA/SMK/MAK published by Kementrian Pendidikan dan Kebudayaan*. In the curriculum students are taught about skill or the explicit curriculum and components or the implicit curriculum such as pronunciation, structure, grammar and vocabulary. But in this book students only learn skills or explicit section such as reading, writing, speaking and listening with the topics taught in the book. Meanwhile, in the implicit part or component parts students only learn about vocabulary from the topic or material of the four skills in the book. As mentioned above there are four skills in learning English. They are reading, writing, listening and speaking. Each part of them has the own material based on the curriculum that has to be learnt by students in grade XI of senior high school.

1. Listening in curriculum purposes is a person's process of understanding carefully to obtain objective information from the person they are talking to, in listening the students have to comprehend simple transactional and interpersonal conversation

for interaction with the environment.¹⁶ The *topics are responding to and creating News item (from Newspaper/CD/Audio)*.¹⁷

2. Speaking, the aim of learning speaking in the curriculum for students is a person's ability to convey their thoughts to anyone orally, in speaking, students are expected to be able to express the meaning of short transactional and interpersonal verbal conversations to interact with other people.¹⁸ The topics are *how to suggest and offer, give opinions, agree and disagree, express hopes and how to say congratulations, express accepting and rejecting invitations, expressing gratitude, giving advice, asking for help and apologizing*.¹⁹
3. Reading, in high school level English lesson, in line with the learning objectives of the curriculum, learning to read aims to ensure that students have a passion and reading skills and increase knowledge to be applied in everyday life, with the aim that students can understand written texts in form of Narrative and Report text related to the environment.²⁰ The topics are fluency in *reading short texts, identifying information in text and identifying text functions such as invitation messages*.²¹

¹⁶ Syllabus

¹⁷ Mohammad Nuh, *Bahasa Inggris* (Indonesia. Kementerian Pendidikan dan Kebudayaan. Bahasa Inggris. Jakarta, 2014).

¹⁸ Syllabus

¹⁹ Nuh, *Bahasa Inggris*.

²⁰ Syllabus at grade eleventh senior high school in curriculum 2013

²¹ Nuh, *Bahasa Inggris*.

4. Writing, based on the syllabus of English lesson grade eleventh in high school, in the curriculum learning objectives is the skill of expressing ideas and feelings in the form of written language so that other people who read can understand the contents of the writing well, in writing the students have to utter the meaning of short oral transactions and interpersonal conversations in descriptive and recount text.²² The topic is *completing the text, arranging the words become functional text, writing the text such as invitation, announcement, letter, passive voice and short message*.²³

Based on explanation above researcher conclude that the student material of teaching English based on curriculum they are listening, speaking, reading and writing.

2. Learning Discipline

a. Definitions of Learning Discipline

Discipline in Collins and O'Brien stated that discipline is a system of positive guidance, affirmation, and redirection that encourages the child to regulate his or her own behaviour, minimizing the occurrence of culturally unacceptable or harmful activities. In the classroom environment, the control the teacher has over students' behaviour.²⁴ According to Bear the meaning of

²² Syllabus

²³ Nuh, *Bahasa Inggris*.

²⁴ Collins and O'Brien, *The Greenwood Dictionary of Education*.

discipline as the use of a wide range of techniques to manage, govern, control, or correct student behaviour. In practice, this translates into the use of teacher centred strategies; rules, behavioural expectations, and the consequences of misbehaviour, either punitive or positive, receive primary, if not exclusive, attention.²⁵ So, it indicated that discipline involves the use of a variety of techniques by teachers to manage and control student behavior, with a focus on rules, expectations, and consequences.

Meanwhile, McClellan in Bear's book argued that the term discipline refers to developing self- discipline— developing within students the cognitions, emotions, and behaviours associated with self- control, self- regulation, character, autonomy, and social and moral responsibility. Although it often has been overshadowed by the more immediate aim of using discipline to manage students, most educators have viewed the long-term aim of developing self- discipline.²⁶ Sumantri stated that, learning discipline is compliance of all students to carry out learning obligations consciously so that changes can be achieved in oneself, whether in the form of knowledge, actions or attitudes, whether studying at home or at school.²⁷ Thus, it indicated Students are required to fulfill their

²⁵ George G. Bear, *School Discipline and Self Discipline* (New York London: A Division of Guilford Publications, Inc. 72 Spring Street, New York, NY 10012, 2010), [https://zlibrary-id.se/fulltext/School Discipline and Self Discipline/type/phrase](https://zlibrary-id.se/fulltext/School%20Discipline%20and%20Self%20Discipline/type/phrase).

²⁶ Bear.

²⁷ Bambang Sumantri, "Pengaruh Disiplin Belajar Terhadap Prestasi Belajar Siswa Kelas XI SMK PGRI 4 Ngawi Tahun Pelajaran 2009/2010" IV (2010).

learning obligations to bring about personal changes in knowledge, actions and attitudes in order to have character, responsibility and morals in students.

According to Imran, learning discipline is an attitude of obeying a rule that applies while following it teaching and learning process. Without regulations, discipline will not be achieved, having regulations will train a person to be discipline in all things.²⁸ Learning discipline is a condition that is created and formed through the process of a series of behaviours demonstrated by the values of obedience, loyalty, order and peace in learning.²⁹ So, learning discipline is an obedient attitude to achieve carry out obligations at school.

Based on the definitions above, it can be concluded that learning discipline is to manage mental attitudes to obey the rules and at the same time controlling students' self-control in the activities of receiving, responding to and analysing learning material as a change in students behaviour.

b. Functions of Learning Discipline

Discipline become a prerequisite for the formation of attitudes, behaviour and governance a disciplined life that will lead a student

²⁸ Ali Imran, *Manajemen Peserta Didik Berbasis Sekolah* (Jakarta: Bumi Aksara, 2011).

²⁹ Djarot Adri Wibisono, "Pengaruh Kedisiplinan Belajar Terhadap Prestasi Belajar Pendidikan Agama Islam Siswa SD Negeri Ngajaran 03 Kecamatan Tuntang," *E-Jurnal Program Sarjana Sekolah Tinggi Agama Islam Negeri Salatiga*, 2010.

to success in studying and later when working. According to Tu'u below are some of the function of discipline:

1. Organizing a life together

The function of this discipline, places humans as social creatures and is concerned with the relationships between one individual and another.³⁰ In this relationship, norms values and regulation are needed to regulate life in society so that it can run well.

2. Building personality

Each person's personality has different characteristics, behaviour and lifestyle patterns which are reflected in their appearance and words.³¹ A student who has good discipline in obeying, adhering to and complying with rules can form a good personality in himself.

3. Train personality

Good and disciplined attitudes, behaviour and lifestyle patterns are not formed in a short time.³² But it is formed through a process that takes a long time. One of the processes of personality formation is carried out through exercise.

³⁰ Tu'u, *Peran Disiplin Pada Perilaku Dan Prestasi Siswa*.

³¹ Azyumardi Azra, *Paradigma Baru Pendidikan Nasional* (Jakarta: Kompas Media Nusantara, 2012).

³² Tu'u, *Peran Disiplin Pada Perilaku Dan Prestasi Siswa*.

4. Coercion

Discipline here is interpreted as occurring due to external coercion, the increasing development of all aspects of life requires a person to be able to adapt himself to all these changes.³³ So, this condition also affects discipline which must continue to be improved in order to become a person who is no less competitive in all things, especially education.

5. Punishment

Punishment is a reward given to someone who makes a mistake, violation or something that is contrary to the rules that have been made and agreed upon. For example, school rules contain things that a student or teacher should and should not do.³⁴ Therefore, without punishment or sanctions, the motivation to follow rules or discipline will become weak, making it difficult to implement optimally.

6. Creating a conducive environment

School discipline functions to support the implementation of this process educational activities can run smoothly this was achieved by designing school regulations, namely regulations for teachers and students and other regulations deemed necessary.³⁵

So, if the disciplinary conditions in the school run smoothly and

³³ Azra, *Paradigma Baru Pendidikan Nasional*.

³⁴ Tu'u, *Peran Disiplin Pada Perilaku Dan Prestasi Siswa*.

³⁵ Azra, *Paradigma Baru Pendidikan Nasional*.

are consistently good and are consistent with students, an educational environment that is conducive to the teaching and learning process will be created.

Based on the opinion above, it can be concluded that the function of learning discipline is to teach students self-control to comply with the rules that have been set both written and unwritten in the learning process so as to create a conducive learning environment.

c. Purposes of Learning Discipline

The goal of discipline is to discipline children to behave according with the rules that apply and expected applied in the community. Child must start to be taught to behave starting from routine things and easy for parents to monitor.

Mulyasa argued that, student discipline aims to help find one self, overcome and prevent the emergence of disciplinary problems, and try to create a safe atmosphere, comfortable, and enjoyable for learning activities, so that they comply with all established regulations.³⁶ So the teacher must be able to help students develop their behaviour patterns, raising standards behaviour and implementing rules as a means of enforcing their discipline.

Apart from that Sulistyorini stated, the purpose of student discipline in learning is educate students to be able to organize and

³⁶ E Mulyasa, *Manajemen Pendidikan Karakter* (Jakarta: Bumi Aksara, 2013).

control himself in his behaviour and can make the best use of his time.³⁷ According to Rachmawati and Daryanto in journal Akmaluddin and Haqqi explained that the purpose of school discipline namely as follows:

- a) Provide support so that students do not have deviations
- b) Encouraging students to do things that good and true and do not violate the rules or established norms.
- c) Helping students to understand as well adapt to the school environment as well stay away from things that are prohibited by the school.
- d) Students are taught to live with habituation and habits that are good and useful for himself and the environment around him.³⁸

Based on several theories above, it can be concluded that the purpose learning discipline is teaching obedience to students and provide comfort to students in creating a comfortable environment, conducive to learning and the development of one's own development and self-direction without outside influence.

d. Kinds of Learning Discipline

In applying discipline to students there are many kinds that must be done by a teacher in the classroom as well as outside the

³⁷ Sulistyorini, *Manajemen Pendidikan Islam* (Surabaya: Elkaf, 2014).

³⁸ Akmaluddin and Boy Haqqi, "Kedisiplinan Belajar Siswa Di Sekolah Dasar (SD) Negeri Cot Keu Eung Kabupaten Aceh Besar (Studi Kasus)" 5, no. 2 (2019): 1–12, <https://jurnal.uui.ac.id/index.php/jes/article/viewFile/467/204>.

classroom. According to Bahri in journal Listari discipline is grouped as follows:

1. Personal discipline, namely self- direction to any desired goals through training and capacity building. Discipline personal is an order that comes from conscience accompanied willingness to exercise discipline.
2. Social discipline, namely the embodiment of the existence of personal discipline that develops through personal obligations in social life. Social discipline begins with the level of ability and willingness to control oneself in practicing the values, rules, regulations and rules that apply in schools, society and the country.
3. National discipline, namely the ability and willingness to comply with all provisions determined by the state.
4. Discipline of knowledge, namely complying with all the provisions that have been determined as a scientist.
5. Discipline of duties, namely complying with all the provisions determined by the superior or principal of the school.³⁹

According to Terry argued that the kinds of creating a discipline that will emerge both from oneself and from orders, which occur from:

³⁹ Umi Listari, "Peranan Guru PPKn Dalam Menerapkan Disiplin Siswa Kelas X SMA," *Jurnal.Untan.Ac.Id*, 2019, 6, <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/35777>.

- a. Self- Imposed discipline, is discipline that arises from oneself based on willingness, awareness and not arising from coercion. So this discipline arises because someone feels their needs are fulfilled and feels they have become part of the organization so that people will be moved to be aware and voluntarily comply with all applicable regulations.
- b. Command discipline, is discipline that arises due to coercion, command and punishment and power. So, this discipline does not arise because feelings of sincerity and awareness will still arise because of it is existence coercion/ threats from others.⁴⁰

From the explanation above it can be concluded that the various one of the disciplines that must be carried out is personal discipline itself, then social disciplines, national disciplines, scientific disciplines and discipline at work.

e. Factors of Learning Discipline

Learning discipline is very important to form habits in learning, so that students are able to implement it in their lives, because they are used to discipline. According to Darmadi, there are many factors that can influence the attitude of learning discipline are:

1. Exemplary

⁴⁰ George R, Terry. Principal of Management Homewood Illinois: Richard D Irwin Inc. 2019

Parental example greatly influences children's disciplinary attitudes.⁴¹ because the attitudes and actions or behaviour of parents are very important influences the child's attitude, what the child will follow which is done by parents, because parents are role models first when he was born.

2. Authority

Authoritative parents can have a positive influence on children; authoritative people display superior attitudes and values to be imitated.⁴² So, that children will imitate him result in children behaving well in discipline.

3. Children

It is highly hoped that there will be awareness of the child himself in coaching discipline.⁴³ So, the benefits and importance of discipline for himself and others, so that it will create he is regular.

4. Punishment and rewards

Punishment and reward are one of the efforts to influence behaviour or attitudes.⁴⁴ So, if a child does something violation or an act that is disgraceful and not if you receive a warning from your parents, it will arise in your child this is a bad habit, but if

⁴¹ Darmadi, *Pengembangan Metode Pembelajaran Dalam Dinamika Belajar Siswa* (Jakarta: Rineka Cipta, 2017).

⁴² Darmadi.

⁴³ Darmadi.

⁴⁴ Darmadi.

the child has been nurtured since childhood and was reprimanded when he made a mistake he would make it he is regular in his actions.

5. Environment

Factors that are no less important and influence discipline are environmental factors.⁴⁵ These environmental factors consist of the environment family, community and peers. where will this neighbourhood be make a child's character or attitude more positive or negative depending on how to filter the environment.

Unaradjan in journal Yuliyantika stated that discipline influenced by two factors, namely internal and external factors:

(1) Internal factors

The factors that come from the students themselves and can be influence his learning discipline.⁴⁶ In this case there are internal factors two, namely physical and psychological conditions, are influencing aspects formation of self-discipline.

(2) External factors

The factors that originate from the external environment and can influence students' learning discipline.⁴⁷ These external

⁴⁵ Darmadi.

⁴⁶ Vista Yuliyantika, "Pengaruh Aktivitas Belajar Terhadap Hasil Belajar Siswa Dalam Pembelajaran Sosiologi Kelas XI IPS MAN 2 Pontianak," *Artikel Penelitian* 5, no. 2 (2018): 1–8.

⁴⁷ Yuliyantika.

factors include family habits, implementation of rules and regulations schools, and community conditions.

Based on the several factors that influence learning discipline, that it consists of internal and external factors which include factors internal, namely that which comes from within oneself which will influence learning disciplines such as interest, self-awareness, authority and so on for example. Meanwhile, external factors come from outside oneself which will influence learning discipline such as example, peer environment peers, society and so on. Internal and external factors are very important dominant in influencing learning discipline.

f. Characteristics of Learning Discipline

According to Darmadi, student discipline is in learning or learning discipline can be seen from:

- a. Students' obedience to the rules (rules and regulations) relating to teaching and learning activities at school.
- b. Which include school entry times
- c. Student compliance dress.
- d. Student compliance in participating in school activities and etc.⁴⁸

⁴⁸ Darmadi, *Pengembangan Metode Pembelajaran Dalam Dinamika Belajar Siswa*.

All student activities are seen for compliance is related to learning activities at school. In line with that, Syarifuddin in journal Kadir argued that student learning discipline can be seen from:

- a. Obedience to time.
- b. Compliance with lesson assignments
- c. Compliance with the use of learning facilities.
- d. Obedience in using arrival and return times.⁴⁹

Meanwhile, Tu'u stated that student learning discipline are:

- a. Organize time at home
- b. Study diligently and regularly
- c. Good attention when studying in class
- d. Self-discipline when studying in class.⁵⁰

Based on the explanation above, it can be concluded that student learning discipline can be seen from student obedience to school rules and regulations which include: Time to enter and leave school, have a study schedule, student compliance in participating in school activities, compliance with lesson assignments, test taking discipline, organize time at home, study diligently and regularly, good attention when studying in class, self-discipline when studying in class, do discussing/ asking to friends about lessons which is poorly understood and do the homework given by the teacher.

⁴⁹ Abd. Kadir A et al., "Hubungan Perhatian Orang Tua Terhadap Disiplin Belajar Siswa Kelas V SD," *JPPSD: Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar* 1, no. 4 (2022): 169, <https://doi.org/10.26858/pjppsd.v2i2.32199>.

⁵⁰ Tu'u, *Peran Disiplin Pada Perilaku Dan Prestasi Siswa*.

B. Review of Related Finding

Research is the study about certain object to find out fact about it. There have been many researchers done regard to thus research problem. They are shown the present related elements with the researcher topic in order that researcher here needs to conduct another researcher to complete an empty side of the researcher focus the related findings.

The result of research from Sulistiana's. it's about classroom management on students' English achievement. This research used descriptive qualitative research. The result of this research show The five components were support the good classroom management in teaching English at SMA Negeri 3 Luwu. There were any influences of teachers' classroom management to the students' English achievement such as students' creativity and students' skills in practicing English. The researcher concludes that the strategy of teacher A in teaching English is more dominant in influencing students' English learning achievement because the strategy shows that it has more influence on student achievement as explained in the previous chapter.⁵¹

Next, Gitawaty's research, it is about students learning motivation on their achievement, this research used a quantitative research. The result of this research, show that the data that has been

⁵¹ Sulistiana, "The Influence Of Classroom Management On Students' English Achievement At SMA Negeri 3 Luwu" (2022), https://digilibadmin.unismuh.ac.id/upload/28770-Full_Text.pdf.

described in the previous chapters, the writer concludes that the null hypothesis is accepted and the alternative hypothesis is accepted and the alternative hypothesis is rejected. It means that the conclusion of this thesis is there is no significant correlation between students' learning motivation and learning achievement in English. The conclusion shows that the students with lower motivation do not always get lower score in English achievement and the students with higher motivation do not guarantee that they will get higher score in English achievement.⁵²

The next researcher is Ray's, and it's about learning motivation on students learning English achievement. This research used ex post facto research type, the result of this research show that the discussion in chapter IV of this thesis research, so can be concluded that the students' mean score of learning motivation is 68,86 where as in learning achievement is 78,92. It means that there is any significant effect of the learning motivation on the students' English learning achievement at the eighth grade of MTs Hifzhil Qur'an Islamic Centre Foundation Medan.⁵³

Then, Mardeni's research, it is about students' discipline and their English achievement. This research used a descriptive quantitative

⁵² D W I Gitawaty, "The Correlation Between The Students' Learning Motivation and Their Achievement In English" (2010), https://repository.uinjkt.ac.id/dspace/bitstream/123456789/21575/1/DWI_GITAWATY-FITK.pdf.

⁵³ Mustafa Kamal Ray, "The Effect Of Learning Motivation On Students' English Learning Achievement at MTs Hifzil Qur'an Islamic Centre Foundation Medan" (State Islamic University of North Sumatera, 2019), <http://repository.uinsu.ac.id/7195/>.

research type, the result of the research show that r ser is lower than t table both in 5% (0.232) and 1% (302) significant level, so can be concluded that the factors that influence the students' discipline in learning are motivation, intelligence, attitude, interest, talent and environment⁵⁴

And The last is Tanjung's research, it is about learning motivation, learning discipline and parents' attention to English learning achievement. This research used a quantitative approach research type, the result of the research show that there is a significant correlation between learning motivation, learning discipline and parental attention to English learning achievement.⁵⁵

Based on the related findings above, the researchers concluded that the similarities that are relevant to the thesis and journal above, both discuss discipline and learning achievement. While the difference is the object of research and there are also some who use different research methods.

C. Framework of Thinking

Learning discipline is to manage mental attitudes to obey the rules and at the same time controlling students' self-control in the

⁵⁴ Gusti Mardeni, "The Correlation Between Students' Discipline in Learning and Their Learning English Achievement at The Second Year of MTS Al- Huda Pekanbaru" (State Islamic University of Sultan Syarif Kasim Riau, 2010).

⁵⁵ Firstsandona Annisa Tanjung, "The Correlation between Learning Motivation, Learning Discipline and Parents Attention to English Learning Achievement in SMP Muhammadiyah PK Kottabarat Surakarta" (Raden Mas Said State Islamic University of Surakarta, 2022).

activities of receiving, responding to and analysing learning material as a change in students behaviour. So, this learning discipline is carried out with the aim that each student has a long-term learning discipline that is embedded in the student as a form a personal maturity.

Learning achievement in English is the result of learning that indicate by a changing of students' behaviour in their knowledge after studying English subject. Many factors can influence English learning achievement weather from inside or outside of students itself. So, English learning achievement is carried out with the aim of showing how students have carried out the English learning process in the form of grades.

Therefore, learning discipline plays an important role in producing high and good English learning achievement. Where students who are able to study in a scheduled, structured and sustainable manner will form positive values in the learning process, because learning discipline is one of the factors that influences learning achievement. It can be said that students who have good learning discipline tend to have high English learning achievements. Meanwhile, students who have low learning discipline tend to have low English learning achievement.

Based on the explanation above it can be assumed that theses a correlation between learning discipline and English learning

achievement. To make it easier, the illustration of variable may be seen on figure below:

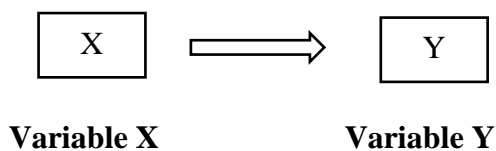


Figure.1 Simple Paradigm Information

X = independent variable (Learning Discipline)

Y = dependent variable (English Achievement)

⇒ = relationship/ influence

D. The Hypothesis

Ha: There is significant correlation Learning discipline and English achievement at grade XI SMA Negeri 1 Kotanopan.

Ho: There is no significant correlation Learning discipline and English achievement at grade XI SMA Negeri 1 Kotanopan

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The research was conducted at SMA N 1 Kotanopan in academic year 2022/2023. It is located in Kotanopan, street Perintis Kemerdekaan No.17, Mandailing Natal, North Sumatra. The subject of the research is the English teacher of SMA N 1 Kotanopan and the grade XI students of SMA N 1 Kotanopan. The time of the research was started from May 2023 until January 2024.

B. Method of the Research

This kind of this research is quantitative research where the method is descriptive method. Descriptive method is carried out to obtain information about the references, attitudes, practices or interest some group of people. Descriptive method is a method which describe condition of the present time naturally. In this research, the researcher conducted descriptive method to know the correlation between learning discipline and English learning achievement.¹

Based on explanation above, this research was aimed to find out the relationship between learning discipline and English learning achievement.

¹ L.R Gay, Geoffrey E.Mills, and Peter W. Airasian, *Educational Research Competencies for Analysis and Application*, 2012.

C. Population and Sample

a. Population

Population is and individual comparison sample. Population is the whole subject of the study, while the sample is part or representative of population studied.² Gay and Airisian said that the population is a sample consisting of individuals, goods or even selected from large groups.³

The population is the whole of students at grade eleventh SMA Negeri1 Kotanopan in academic year 2022/2023. Based on the quotation above, the research will be done for at grade eleventh SMA Negeri 1 Kotanopan. The population of research consist of 2 classes with 52 students. It can be seen from the table follow:

Table III.1.
The condition grade XI at SMA Negeri1 Kotanopan

No	Class	Amount
1	XI IPA1	27
2	XI IPA 2	25
Total Number		52

Source of absence at grade eleventh SMA Negeri 1 Kotanopan

b. Sample

Sample is selected from a larger group which consist of the individuals, items or events and referred to as a population. It means

² Sumadi Suryabrata, *Metodologi Penelitian* (Jakarta: Raja Grafindo Persada, 1998).

³ Gay, E.Mills, and Airasian, *Educational Research Competncies for Analysis and Application*.

that sample is a part of the population that used as the respondent of a researcher.

In this research using Slovin formula to take sample:

$$n = \frac{N}{n + Ne}$$

n = sample size

N = population

e = significant error (5% and 10%).⁴

Based on formula above researcher use significant error 10% and the sample can be decided as follows:

$$n = \frac{52}{1 + 52 \cdot (10\%)^2}$$

$$n = \frac{52}{1.53}$$

$$n = 33.9$$

$$n = 34$$

From the calculation above researcher use 34 students as sample and it has fulfil the criteria o sample in correlation research.

In this research use simple random sampling in taking the sample. Random sampling is the process of selecting a sample in such a way that all individuals in define population have an equal and independent chance of being selected for the sample.⁵

⁴ Aloysius Ranga Aditya Nalendra, *Staititika Seri Dasar Dengan SPSS, Media Sains Indonesia : Bandung*, 2021, <https://repository.bsi.ac.id/index.php/unduh/item/297173/Buku-Digital---STATISTIKA-SERI-DASAR-DENGAN-SPPS.pdf>.

⁵ Nalendra.

So, this research uses simple random sampling technique is because of all the sample has the same chance to be chosen and it is the best single way to obtain a representative sample.

Next, this research using a lottery technique to take the sample. All the members of population are written in a small paper based on members of each classroom. After the researcher select the members randomly from each class. The last researcher finds the sample 21 from XI- IPA 1, and 13 students from XI- IPA 2.

Table III.2.
The sample of Grade XI students of SMA Negeri 1 Kotanopan

No	Class	Amount
1	XI IPA1	21
2	XI IPA2	13
Total		34

D. Definitions of Operational Variables

Avoiding misunderstanding used of the research towards terms, there they are terms explanations:

a. Learning Discipline (X)

Learning discipline is to manage mental attitudes to obey the rules and at the same time controlling students' self-control in the activities of receiving, responding to and analysing learning material as a change in students behaviour.

b. English Learning Achievement (Y)

English achievement is activity result and effort which have been by which is express in the letter or number and can express reached result of certain someone within.

E. Instrument of Collecting Data

The data for this study will be collected by using two instruments. They are questionnaire and documentation study.

1. Questionnaire

The questionnaire is a list of questions given to other people with the intention that those given the questionnaire are filling to respond according to the user's request. The questionnaires consisted of a number 0 questions which should be answered by the respondents to find out about their actions and beliefs. It consists of written questions with items.

The type of questionnaires that used in this research is Likert Scale, in which the scoring of them on divided into based on direction. The positive direction is called favourable, while negative direction is called unfavourable. For given each items, if positive (+) criteria is: always 5, very often 4, often 3, seldom 2, and never 1 score. But for negative statement (-) criteria, is: never 1, seldom 2, often 3, very often 4, and always 5. As for scoring or each the answer is:

Table III. 3
The Likert Scale Rating

No	Optimal	Score	
		Favourable	Unfavourable

1	Always	5	1
2	Very often	4	2
3	Often	3	3
4	Seldom	2	4
5	Never	1	5

The question of questionnaire are taken from characteristics of learning discipline.

As describe on the next table:

Table III. 4 The Indicators of the questionnaires

Variable	Indicator	Sub Indicator	Number of items		Total of items
			Favorable	Unfavorable	
Learning Discipline	Student discipline in entering school	a. Actively attending school b. Punctuality to school and class	1,4,5	2,3,6	6
	Student discipline in following lessons at school	a. Active in following lesson b. Work on practice question given by teacher both individually and in groups	7,8,10,11	9,12	6
	Student discipline in carrying out tasks	a. Consistently and independently carry out assignments given by teacher b. Discipline in taking exam	13,14,16,17,19	15,18,20,21	9

Variable	Indicator	Sub Indicator	Number of items		Total of items
			Favorable	Unfavorable	
		c. Submit assignment on time			
	Student study discipline at home	a. Active and independent study at home	22,24,26	23,25	5
		b. Do the homework given by the teacher c. Spend optimal time studying at home			
	Student discipline in obeying school rules	a. Wear uniforms according to school regulations b. Following the flag ceremony c. Bring school equipment d. Maintain school order and cleanliness e. Carrying out picket duties	27,28,30,31,33	29,32,35	8
		Total	20	15	35

2. Documentation study

The documentation method is used to obtain data regarding learning discipline by using scores for analysis

and the collection of student learning English achievement such as DKN (*Daftar Kumpulan Nilai*) book used by English teachers to determine students learning English achievement in semester 1 academic year 2022/2023.

F. Validity and Reliability of Instrument

1. Validity

Validity in quantitative research relates to a person's ability to draw useful instructive conclusion from the results of a given instrument.⁶ Valid instruments" refers to measuring tools that were used to acquire data (measures). Validity refers to the capability of an instrument to measure what ought to be measured. In other words, a tool is considered valid if it can measure the desired quantity. In other words, a tool is considered valid if it can accurately display the results of the variables it was designed to measure.⁷ The validity was calculated through SPSS version 26.

2. Reliability

Reliability relates to the degree of consistency and stability of data or findings. Kountur, explained "reliability is related to consistency. A research instrument is called reliable if the

⁶ John W. Creswell and J. David Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches, Research Defign: Qualitative, Quantitative, and Mixed M Ethods Approaches*, 2018, <https://repository.bsi.ac.id/index.php/unduh/item/297173/Buku-Digital---Statistika-Seri-Dasar-dengan-SPPS.pdf>.

⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan*, 2013, <https://www.scribd.com/document/391327717/Buku-Metode-Penelitian-Sugiyono>.

instrument is consistent in providing an assessment of what is being measured.⁸ If the results of the assessment given by the instrument consistently provide assurance, that the instrument can be trusted the research is said to be reliable, if the reliability coefficient (r) > 0.6.⁹

In the reliability test of this study uses the "Cronbach Alpha formula that is:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\alpha b^2}{\alpha t^2} \right]$$

Description:

r_{11} = instrument reliability coefficient

K = number of question items

$\Sigma \alpha b^2$ = number of variant items

αt^2 = total variance.¹⁰

Furthermore, the instrument is said to be reliable if it has a reliability coefficient of at least high/strong with a Cronbach alpha value of >0.6 or with a benchmark degree of reliability which can be seen in the following table.

Table III. 5 Classification Coefficient of reliability

r score	Trust level
0.00 – 0.199	Very low
0.20 – 0.399	Low
0.40 – 0.599	Currently
0.60 – 0.799	High
0.80 – 1.00	Very high

⁸ Rony Kountor, *Metode Penelitian Untuk Penulisan Skripsi Dan Tesis* (Jakarta: PPM, 2018).

⁹ Syofian Siregar, *Metode Penelitian Kuantitatif* (Jakarta: Prenada Media Grup, 2017), <https://books.google.co.id/books?id=IjTMDwAAQBAJ&printsec=frontcover#v=onepage&q&f=false> 57.

¹⁰ Syofian Siregar.

Source: Arikunto Suharsimi, *Penelitian Tindakan Kelas*.¹¹

G. Techniques of Data Collection

Collected data is this researcher is through a report cards to measure advancement Learning English achievement and questionnaire School discipline to get the degree or not. The process explained as follows:

1. The researcher entered to the each of classroom for doing research.
2. The researcher introduce herself, explained her aim, and asked permission to the sample.
3. The researcher gives the questionnaire to the students.
4. The researcher gives 60 minutes for answering questionnaire.
5. The researcher controlled the class while students were answering the questionnaire.
6. The researcher collected all of the instrument.
7. The researcher brought it to home and analyse the data.

H. Techniques of Data Analysis

After collecting the data, it needed to be clarified the data by using a technique, the technique of data analysis was done by statistics

¹¹ Arikunto Suharsimi, *Penelitian Tindakan Kelas* (Jakarta: Bumi Aksara, 2015), https://books.google.co.id/books?id=RwmEAAAQBAJ&printsec=copyright&redir_esc=y#v=onepage&q&f=false%0A%0A.

process, because this research was kind of quantitative research. In quantitative research, all the data would be computed by statistic.

The statistical procedure for data analysis in correlational research involves the following steps:

1. Identified and corrected the answer of the instruments given.

Utilised excel software and SPSS version 26 to determine the mean, median, mode in order to organize and classify the variable X and Y scores.

Table III.6
Interpretation of Mean Score

No	Interval	Predicate
1	0-45	Very low
2	46-55	Low
3	56-65	Enough
4	66-79	High
5	80-100	Very high

Source: Sudijono, *Pengantar Statistik Pendidikan*.¹²

2. Identify the Normality Test

The purpose of the normality test is to determine whether or not the study data is normal. The researcher used SPSS version 26 to calculate the normality.

3. To test the Hypothesis

T- test was employed in this study to investigate the hypothesis. With SPSS version 26, paired sample t-test was employed in this study. The mean score indicates the outcome.

¹² Anas Sudijono, *Pengantar Statistik Pen Didikan* (Jakarta: Raja Grafindo Persada, 2018).

4. To examine the significances of variables

To investigate the significance of the correlation between X and Y as determined by SPSS version 26 with Pearson product moment test.

5. To know the contribution coefficient data determination variable.

To ascertain the role played by the correlation coefficient between variables X and Y. The researcher applied the following determinant correlation formula:

$$CD = r^2 \times 100\%$$

Where:

CD = contribution of coefficient determination

r = coefficient correlation.¹³

The result should be interpreted in accordance with the index correlation of the Pearson product moment test; this is shown in table that follows:

Table III. 7 Interpretation Coefficient Correlation of X and Y

Coefficient Interval	Relation Degree
0.00-0.199	Very low
0.20-0.399	Low
0.40-0.599	Average
0.50-0.799	Strong
0.80- 1.000	Very strong

Source: Malik, *Pengantar Statistika Pendidikan*.¹⁴

¹³ Riduwan, *Belajar Mudah Penelitian Untuk Guru, Karyawan, Dan Peneliti Pemuda* (Bandung: Alfabeta, 2019).

¹⁴ Adam Malik, *Pengantar Statistika Pendidikan Edited by Minan Chusni* (Yogyakarta: Deepublish, 2018).

CHAPTER IV

THE RESULT OF RESEARCH

In this chapter, the researcher discussed the result of testing, in order to evaluate the correlation between learning discipline and English learning achievement (at the eleventh grade students of SMA Negeri 1 Kotanopan). The researcher has concluded the data by using descriptive method. Applying the quantitative analysis, the researcher used formulation “r” Product Moment. Then, the researcher described the data as follow:

A. The Description of Data

To facilitate understanding of the result of this study, then the data described by sequence of variables. Description of research result started from variable (X) was learning discipline and variable (Y) was learning achievement.

1. Learning Discipline

In this part, the researcher shows the result of the research that has been done to the dependent variable that is learning discipline. In this research, the researcher present 35 items of questionnaires. For each number, the researcher gives 5 as maximal score for each statement.

After calculating then scores, it was found that the highest score was 100 and the lowest score was 81 (see in appendix III: Variable X Learning Discipline). To complete this research, it was needed for the researcher to calculate the mean score was 91.2, the

median score was 91.5, the mode was 91. Where was the score which represents the general value that was achieved by students’.

Meanwhile, median was the score in the middle or the score which divides a distribution of data into to equal part and mode is a score which has the most frequency. So, the specification calculation was described in the table below:

Table IV.1 The Resume of Variable Score of Learning Discipline

No	Statistic	Variable X
1	High Score	100
2	Low Score	81
3	Range	19
4	Number of Class	7
5	Interval (i)	3
6	Mean Score	91.20
7	Median Score	91.5
8	Mode Score	91
9	Standard Deviation	4.80

Based on the table above, it shows that means that the students’ in learning discipline was in good predicate to know revelation of data was done to grouped the variable score of learning discipline which the total classes 7 and interval 3.

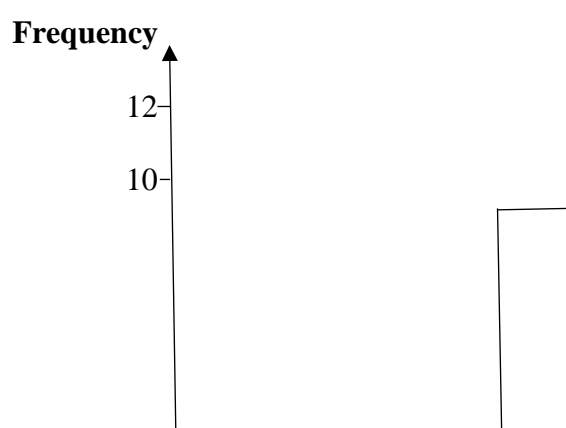
Furthermore, the computed of the frequency distribution of students’ scores of group can be applied in to table frequency distribution as follows:

Table IV. 2 The Frequency Distribution of Learning Discipline

No	Interval	Mid Point	Frequency	Percentage
1	81-83	82	3	8.8%
2	84-86	85	4	11.8%
3	87-89	88	4	11.8%
4	90-92	91	9	26.5%
5	93-95	94	7	20.5%
6	96-98	97	5	14.8%
7	99-101	100	2	5.8%
Total			34	100%

Based on the table above it was known that the variable revolution of learning discipline shown that the respondent an interval 81-83 were 3 students (8.8%), interval 84-86 were 4 students (11.8%), interval 87-89 were 4 students (11.8%), interval 90-92 were 9 students (26.5%), interval 93-95 were 7 students (20.5%), interval 96-98 were 5 students (14.8%), interval 99-101 were 2 students (5.8%).

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:



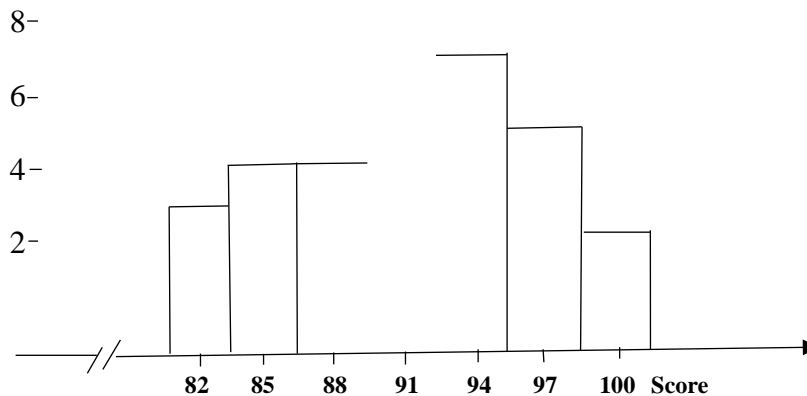


Figure IV.1: The Histogram Data of Learning Discipline at the XI Grade of SMA N 1 Kotanopan

From the chart above can be seen the mean of learning discipline is 91. It indicated of learning discipline categorized is very good these values had been computing by using formulas which is shown in appendix 3.

2. English Learning Achievement

The research took the score about English in final test at the first semester from the English teacher to know the students' achievement the researcher asked to the teacher to copy the students DKN's book.

From the table above, it was known that the high score is 91, low score is 78, range 13, interval (i) was 2, mean score was 85.20, median score was 85.1 and modus score was 84.7. Next, the calculation of how to get it can be seen in the appendix 4.

Meanwhile, median was the score in the middle or the score which divides a distribution of data into equal part and mode is score

which has the most frequency. So, the specification calculation was described in the table below:

Table IV. 3 The Resume of Variable Score of English Learning Achievement

No	Statistic	Variable Y
1	High Score	91
2	Low Score	78
3	Range	13
4	Number of Class	7
5	Interval(i)	2
6	Mean Score	85.20
7	Median Score	85.1
8	Mode Score	84.7
9	Standard Deviation	3.36

Based on the table above, it shows that means the students in English achievement was in good predicate to know revelation of data was done to grouped the variable score of English achievement which the total classes 7 and interval 2.

Then, the computed the frequency distribution of the students score of group can be applied in to table frequency distribution as follows:

Table IV.4 The Frequency Distribution of English Learning Achievement

No	Interval	Mid Point	Frequency	Percentage
1	78-79	78.5	2	6%
2	80-81	80.5	3	9%
3	82-83	82.5	4	12%
4	84-85	84.5	10	29%
5	86-87	86.5	6	12%
6	88-89	88.5	5	15%
7	90-91	90.5	4	12%
Total			34	100%

Based on the table above it was known that the variable revolution of learning discipline shown that the respondent an interval 78-79 were 2 students (5.9%), interval 80-81 were 3 students (8.9%), interval 82-83 were 0 students (0%), interval 84-85 were 14 students (41.1%), interval 86-87 were 4 students (11.8%), interval 88-89 were 7 students (20.5%), interval 90-91 were 4 students (11.8%).

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:

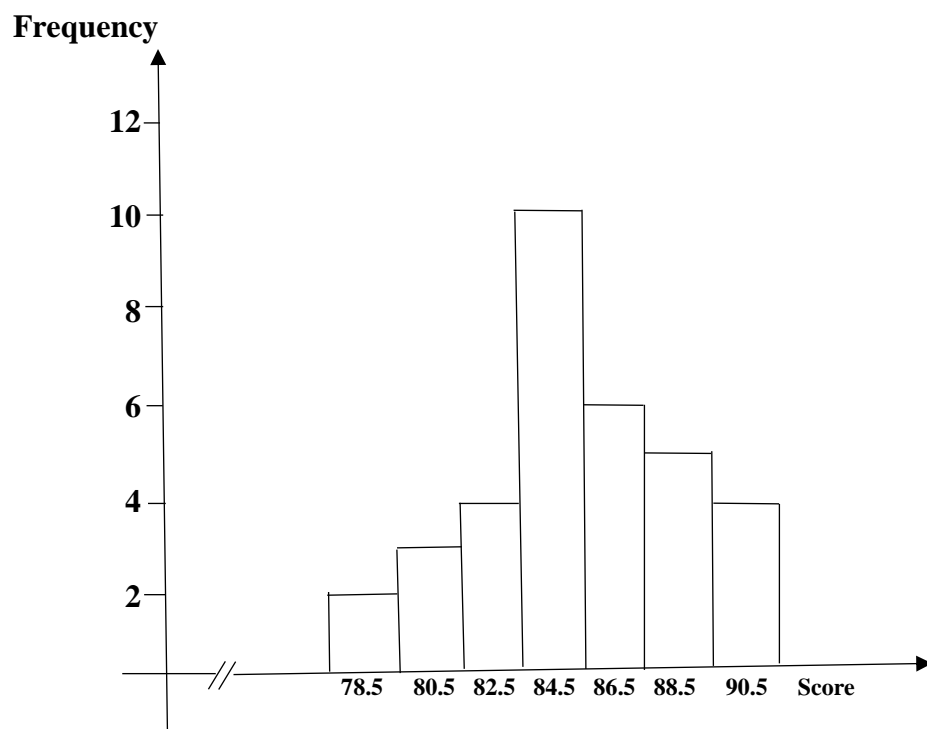


Figure IV.2: The Histogram Data of English Learning Achievement at Grade XI SMA N 1 Kotanopan

From the table above, can be seen the mean of English learning achievement is 84.5. It indicate of English learning achievement of SMA N 1 Kotanopan categorized is Very good these values has been computing by using formulas which shown in appendix 4.

B. Analysis of the Data

1. Normality Test

Normality of the data was calculated using SPSS V.26 Shapiro wilk test because the number of sample in the study was 34 students, the significance level was 5% or 0.05. it indicated that the data X and Y distributed normally.

Table IV.5 Normality test of Data X and Y

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Learning Discipline	.101	34	.200*	.978	34	.695
English Learning Achievement	.128	34	.169	.964	34	.309
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Regarding to the table above, the researcher found that Shapiro Wilk >5% (0.695>0.05) in variable X. It was also found in variable Y, that Shapiro wilk>5% (0.309>0.05). So, the distribution of data X and Y (learning discipline and English learning achievement) is normal.

2. Hypothesis test

The purpose of hypothesis test was to evaluate the relationship between learning discipline and English learning achievement at the XI grade students of SMA N 1 Kotanopan. Based on the findings the researcher performed Pearson product moment analysis SPSS version 26 to analyse the hypothesis.

Table IV.6 Product Moment Test

Correlations			
		X	Y
X	Pearson Correlation	1	-.353*
	Sig. (2-tailed)		.040
	N	34	34
Y	Pearson Correlation	-.353*	1
	Sig. (2-tailed)	.040	
	N	34	34
*. Correlation is significant at the 0.05 level (2-tailed).			

Ha: there is significant correlation between learning discipline and English learning achievement at the grade XI of SMA N 1 Kotanopan.

H0: There is no significant correlation between learning discipline and English learning achievement at the grade XI of SMA N 1 Kotanopan.

So, based on the calculation using SPSS above, between variable X and Y r_{xy} . the calculating product moment by getting correlation coefficients $r_{xy} = 0.353$ was higher than $r_t = 0.349$ on 5%.

The result show that there was significant correlation between learning discipline and English learning achievement at the grade XI SMA N 1 Kotanopan in low category. It means that H_a is accepted H_0 is rejected, it had been written in the table of coefficient correlation interpretation.

Table IV.7 The Criteria of Correlation Score

Value or High r	Interpretation
0.00-0.199	Very Low
0.20-0.399	Low
0.40-0.599	Average
0.60-0.799	Strong
0.80-1.000	Very Strong

The result in the table of XY interpretation is “very strong” category. It means when the students have high learning discipline, it will affect to their English learning achievement.

To look for the contribution of variable X to variable Y as follows:

CD = The score of coefficient determinant

r = The score of the coefficient correlation

$$\begin{aligned}
 CD &= r^2 \times 100\% \\
 &= (0.353)^2 \times 100\% \\
 &= 0.124609 \times 100\% \\
 &= 12.46\%
 \end{aligned}$$

Based on calculating above, the contribution variable X (Learning Discipline) toward variable Y (English Learning Achievement) there was 12.46% and 87.54% influenced by other variable. In order to test the validity of substantial correlation, it was calculated using SPSS. The result can be seen on the table below:

Table IV. 8 Hypothesis Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
	X	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1		5.794	6.866	1.177	3.399	8.190	4.921	33	.000

Then, the researcher calculated that t_{count} was 4.921, dk was $(34-2) = 32$ and level significant was 5% (0.05). So, $t_{count} > t_{table}$ ($4.921 > 2.036$). It indicated that a significant correlation existed between two variables in “low” category and the hypothesis was “accepted”.

C. The Discussion of the Result

There some factors of learning achievement in English lesson influenced by several things including Internal factors that come from within the students themselves which include health factors, discipline, interest, and talent and external factors. The theories and differences in relevant findings that the researcher has claimed are examined in this

study. According to Surna if the students can discipline, so they can get good achievement.¹ In this study, there are also similarities with the research by Mardeni.² The result shows that r_{ser} is lower than t table both in 5% (0.232) and 1% (302) significant level. It can be formulated that $0.232 > 0.05 < 0.302$. From those theories the researcher indicated that there is a no significant correlation between students' discipline in learning and students English achievement at the second year students in low correlation.

The next similar research to this study is the research held by Gitawaty's.³ The result of this study is the r_{xy} is smaller than t table r_{xy} is 0.271 and t table is 0.312. It means the researcher concluded that there is a no significant correlation between students' learning motivation and their achievement in English in low correlation.

The last similar research to this study is the research by Nugroho's.⁴ The result of this study is the students' discipline was in high level with the mean score of 55.42 and the students' academic achievement belongs to high level with the mean score 3.28 it indicated that there was a high and positive correlation between students' discipline and students' academic achievement in learning process at EED of UMY.

¹ Nyoman L and Surna P, *Psikologi Pendidikan* (Jakarta: Erlangga, 2014).

² Mardeni, "The Correlation Between Students' Discipline in Learning and Their Learning English Achievement at The Second Year of MTS Al- Huda Pekanbaru."

³ Gitawaty, "The Correlation Between The Students' Learning Motivation and Their Achievement In English."

⁴ Aji Royhan Nugroho, "The Correlation Between Students' Learning Discipline and Students' Academic Achievement in Learning Process at EED of UMY," 2015.

So, from the explanation given above, it was demonstrated that this research generated result consistent with those of earlier studies, which found a significant correlation between learning discipline and English learning achievement. However, there were some differences between two studies' hypothesis. And the similarities with the other studies' methods of data collection.

Based on the research findings, about the correlation between learning discipline and English learning achievement at the XI grade students of SMA N 1 Kotanopan. Based on the result of data analysis, there was a significant correlation between learning discipline and English learning achievement at the grade XI students of SMA N 1 Kotanopan in low correlation. It can be gotten by using the calculating of product moment formula where coefficient correlation level r -count was 0.353 and r -table on 5% significant level was 0.349. So, the significant correlation was $0.353 > 0.339$ (r -count $>$ r -table). Then, on calculating the hypothesis testing has gotten t -count was 4.921 with $df = n - 2$ ($34 - 2 = 32$) and t -table on 5% significant level was 2.036. So, the significant variables were $4.921 > 2.036$ (t -count $>$ t -table) and the hypothesis H_a was accepted.

D. Treats of the Research

The research gave students questionnaire and explained what are the questionnaire for learning discipline, the researcher was in capable of measuring honest aspect of the students answering the questionnaire that

given, until possibility the students cheat. The researcher did not know whether students concentrated or not in answering the questionnaire, and time was limited.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusion

After getting the result of research data, the research came to describe the data as follows:

1. The students' learning discipline of the grade XI students of SMA N 1 Kotanopan has very high by getting mean score was 91.20 (see in chapter III for the criteria score interpretation).
2. The students' English learning achievement of the grade XI students of SMA N 1 Kotanopan has very high by getting mean score was 85.20 (see in chapter III for the criteria score interpretation).
3. The result of this research was $r_{xy}=0.353$ on 5% significant level was 0.349, the comparison between r-count and r-table was $(0.353>0.349)$. Then, on calculating the hypothesis testing has gotten t-count was 4.921 and t-table on 5% significant level was 2.036. The comparison both of value is $t\text{-count}>t\text{-table}$ $(4.921>2.036)$. So, it can be concluded there was a significant correlation between learning discipline and English learning achievement of the grade XI students of SMA N 1 Kotanopan in low category. It means the alternative hypothesis (H_a) was accepted whereas null hypothesis (H_o) was rejected.

B. Implications

Based on the result of this study, this research found implication of the result were:

1. Theoretically, learning discipline has a positive impact on English learning achievement. Study discipline includes habits such as consistency in study time, focus and responsibility for tasks. This theory describes that students who have good study discipline tend to have better learning outcomes because they are able to manage their time and effort effectively.
2. Practically, students who have study discipline tend to be more focused, productive, and have regular study habits which positively influences their academic results.

C. Suggestions

This research has some suggestions as follows:

1. The headmaster of SMA N 1 Kotanopan was hoped to support the English teachers to teach well and provide facilities related to English language learning to support high levels of learning discipline and students learning achievement.
2. The teacher of SMA N 1 Kotanopan was hoped that the teacher would create a classroom that supports learning including the use of interactive teaching methods and provide positive rewards for student English learning achievements.

3. With the result of this research, the author suggests further research with the same theme but replacing the variable X and still using the variable Y, so that it is hoped to find out others factors related to student achievement.

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APPENDIX 1

ANGKET LEARNING DISCIPLINE

Sekolah :

Nama :

Kelas :

Petunjuk Pengerjaan

1. Bacalah dengan cermat setiap pernyataan sebelum memilih respon
2. Berilah tanda (✓) pada salah satu pilihan yang kamu anggap sesuai dengan keadaanmu yang sebenarnya, dan jawablah dengan memilih salah satu dari 5 pilihan jawaban berikut:

Sangat Sering : Ss

Sering : Sr

Kadang- Kadang : Kd

Jarang: Jr

Tidak Pernah : Tp

No	Pertanyaan / Pernyataan	Ss	Sr	Kd	Jr	Tp
1	Saya berangkat sekolah walaupun hujan turun					
2	Saya meninggalkan lokasi sekolah tanpa izin dari guru piket					
3	Saya membolos masuk sekolah, ketika diajak teman					
4	Saya tiba di sekolah tepat waktu					
5	Saya sudah berada dikelas sebelum guru masuk					
6	Saya terlambat masuk kelas setelah jam istirahat karena asyik bermain atau membeli jajan					
7	Saya memperhatikan penjelasan guru dengan sungguh-sungguh					

No	Pertanyaan / Pernyataan	Ss	Sr	Kd	Jr	Tp
8	Saya bertanya kepada guru jika ada materi yang tidak saya pahami					
9	Saya asyik mengobrol dan bermain dengan teman saat guru menjelaskan di depan kelas					
10	Saya mengerjakan sendiri soal latihan yang diberikan oleh guru					
11	Saya mengerjakan tugas kelompok bersama-sama					
12	Saya mengandalkan teman yang pintar saat mengerjakan tugas kelompok					
13	Saya tetap mengerjakan tugas walaupun tidak ada guru dikelas					
14	Saya mengerjakan tugas dengan sungguh-sungguh walaupun tugasnya cukup sulit					
15	Saya mencontek tugas teman, karena jam pelajaran segera berakhir					
16	Saya mengulang pelajaran untuk mempersiapkan ulangan					
17	Saya mengerjakan soal ulangan sendiri					
18	Saya bekerjasama dengan teman saat ulangan					
19	Saya mengumpulkan tugas tepat waktu walaupun belum selesai					
20	Saya mengumpulkan tugas dari guru semau saya					
21	Saya jengkel ditegur guru, karena tidak mengumpulkan tugas					
22	Saya mengulang materi pelajaran dirumah					

No	Pertanyaan / Pernyataan	Ss	Sr	Kd	Jr	Tp
23	Saya memilih bermain dan menonton TV daripada belajar					
24	Ketika saya tidak paham mengerjakan PR dirumah, saya berdiskusi dengan teman saya					
25	Saya mencontek PR teman disekolah					
26	Saya mengoptimalkan waktu untuk belajar di hari libur					
27	Saya memakai seragam sesuai jadwal yang telah ditentukan					
28	Saya berbaris dengan tertib saat mengikuti upacara bendera					
29	Saya menunggu perintah guru untuk berbaris di lapangan saat upacara bendera					
30	Saya membawa peralatan sekolah dan buku dengan lengkap					
31	Saya menjaga ketertiban lingkungan kelas					
32	Saya membuat keributan, ketika tidak ada guru mengajar di kelas					
33	Saya berangkat lebih awal untuk melaksanakan tugas piket					
34	Saya tidak mengerjakan tugas piket kelas karena ingin cepat pulang					
35	Saya tidak peduli ditegur oleh guru, karena tidak melaksanakan tugas piket kelas					

APPENDIX 5**Validation Result**

PERNYATAAN KE	r-hitung	r-table	Keputusan
1	0.314	0,361	Tidak Valid
2	0.425	0.361	Valid
3	0.262	0.361	Tidak Valid
4	0.645	0.361	Valid
5	0.647	0.361	Valid
6	0.630	0.361	Valid
7	0.649	0.361	Valid
8	0.721	0.361	Valid
9	0.588	0.361	Valid
10	0.652	0.361	Valid
11	0.470	0.361	Valid
12	0.672	0.361	Valid
13	0.340	0.361	Tidak Valid
14	0.425	0.361	Valid
15	0.623	0.361	Valid
16	0.603	0.361	Valid
17	0.463	0.361	Valid
18	0,735	0.361	Valid
19	0.711	0.361	Valid
20	0.711	0.361	Valid
21	0.587	0.361	Valid
22	0.460	0.361	Valid
23	0.804	0.361	Valid
24	0.744	0.361	Valid
25	0.486	0.361	Valid
26	0.479	0.361	Valid
27	0.577	0.361	Valid
28	0.723	0.361	Valid
29	0.401	0.361	Valid
30	0.568	0.361	Valid
31	0.767	0.361	Valid
32	0.819	0.361	Valid
33	0.261	0.361	Tidak Valid
34	0.615	0.361	Valid
35	0.622	0.361	Valid
36	0.638	0.361	Valid
37	0.329	0.361	Tidak Valid
38	0.683	0.361	Valid
39	0.693	0.361	Valid
40	0.589	0.361	Valid

41	0.335	0.361	Tidak Valid
42	0.366	0.361	Valid
43	0.530	0.361	Valid
44	0.054	0.361	Tidak Valid
45	0.071	0.361	Tidak Valid
46	-0,606	0.361	Valid
47	-0.586	0.361	Valid
48	-0.439	0.361	Valid
49	0.653	0.361	Valid
50	0.548	0.361	Valid
51	0.727	0.361	Valid
52	0.235	0.361	Tidak Valid
53	0.708	0.361	Valid
54	0.486	0.361	Valid
55	0.671	0.361	Valid
56	0.336	0.361	Tidak Valid
57	0.720	0.361	Valid
58	0.753	0.361	Valid
59	0.603	0.361	Valid
60	0.573	0.361	Valid

APPENDIX 6

RELIABILITY LEARNING DISCIPLINE (X)

Reliability test of the Learning Discipline Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.258	35

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X01	88.2647	22.504	.087	.243
X02	88.3824	21.880	.182	.219
X03	88.4706	24.135	-.130	.282
X04	88.6765	23.619	-.065	.281
X05	88.3824	21.213	.306	.191
X06	88.6765	25.377	-.284	.333
X07	88.4706	21.590	.228	.208
X08	88.4118	22.553	.095	.242
X09	88.5000	23.106	.008	.263
X10	88.5000	22.379	.163	.229
X11	88.4706	22.863	.016	.262
X12	88.5294	22.863	.030	.258
X13	88.4412	22.860	.089	.245
X14	88.4118	22.371	.122	.235
X15	88.6765	22.347	.118	.236
X16	88.4412	23.224	.005	.263
X17	88.4118	22.371	.122	.235
X18	88.6176	22.789	.084	.245
X19	88.5000	24.318	-.156	.293
X20	88.5882	20.371	.459	.155
X21	88.7353	23.534	-.028	.268
X22	88.7059	23.062	.051	.252
X23	88.4706	22.135	.186	.223
X24	88.9412	23.451	-.031	.271

X25	88.7059	23.547	-.044	.274
X26	88.8235	26.210	-.414	.350
X27	88.6765	21.801	.180	.219
X28	88.6765	21.498	.223	.207
X29	88.6765	23.983	-.102	.282
X30	89.0294	24.151	-.139	.309
X31	88.7941	21.926	.182	.220
X32	88.8529	21.220	.270	.195
X33	88.8529	25.341	-.325	.321
X34	88.7353	22.322	.180	.226
X35	88.5000	22.439	.208	.226

Calculating the reliability of the Learning Discipline Questionnaire using a formula:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\alpha b^2}{\alpha t^2} \right]$$

$$r_{11} = \left[\frac{35}{35-1} \right] \left[1 - \frac{17.79412}{23.74421} \right]$$

$$r_{11} = \left[\frac{35}{34} \right] [1 - 0.749409]$$

$$r_{11} = 1.02941 \times 0.250591$$

$$r_{11} = 0.258$$

Based on calculation of the reliability test for student learning discipline above, the rcount is obtained. If it is known that the number of statement items is 35 and the significance level is 5%, the rtable is obtained at 0.361. So, that rcount (0.258) > rtable (0.361), then the learning discipline instrument is declared reliable.

APPENDIX 7

Variable X

(Learning Discipline)

1. Maximal and minimum score were gotten by setting the variable score from, low score to high score.

81	83	83	84	86	86	86
87	87	88	89	90	90	91
91	91	91	92	92	92	93
93	94	94	94	95	95	96
96	97	97	98	99	100	

2. High score = 100
3. Low score = 81
4. Range (R) = 100 - 81 = 19
5. The total of classes (BK) = $1 + 3.3 \log N$

$$= 1 + 3.3 \log 34$$

$$= 1 + 3.3 (1.531)$$

$$= 1 + 5.05$$

$$= 6.05$$

$$= 7$$

6. Interval (i) = $I = \frac{R}{BK}$

$$= \frac{19}{7}$$

$$= 2.7$$

$$= 3$$

7. Mean (X) = $\frac{\sum fx}{F}$

No	Interval class	F	X	FX	Percentages
1	81-83	3	82	246	8.8%
2	84-86	4	85	340	11.8%
3	87-89	4	88	352	11.8%
4	90-92	9	91	819	26.5%
5	93-95	7	94	658	20.5%
6	96-98	5	97	485	14.8%
7	99-101	2	100	200	5.8%
Total		N= 34		$\sum fx=3100$	100%

$$\begin{aligned} \text{Mean}(X) &= \left(\frac{\sum fx}{F} \right) \\ &= \frac{3100}{34} \\ &= 91.17 \end{aligned}$$

8. Median

$$\begin{aligned} \text{Me} &= b+p \left(\frac{\frac{1}{2}n-F}{f} \right) \\ &= 89.5+3 \left(\frac{\frac{1}{2}34-11}{9} \right) \\ &= 89.5 + 3 \left(\frac{17-11}{9} \right) \\ &= 89.5 + 3 \left(\frac{6}{9} \right) \\ &= 89.5 + 3 (0.6) \\ &= 89.5 + 1.8 \\ &= 91.3 \end{aligned}$$

9. Modus

$$Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$= 89.5 + 3 \left(\frac{5}{5+2} \right)$$

$$= 89.5 + 3 \left(\frac{5}{7} \right)$$

$$= 89.5 + 3(0.7)$$

$$= 89.5 + 2.1$$

$$= 91.6$$

APPENDIX 8

Variable Y (English Learning Achievement)

1. Maximal and minimum score were gotten by setting the variable score from, low score to high score.

78	79	80	80	81	82	83
83	83	84	84	85	85	85
85	85	85	85	85	86	87
87	87	87	87	88	89	89
89	89	90	90	91	91	

2. High score = 91
3. Low score = 78
4. Range (R) = $91 - 78 = 13$
5. The total of classes (BK) = $1 + 3.3 \log N$
 $= 1 + 3.3 \log 34$
 $= 1 + 3.3 (1.531)$
 $= 1 + 5.05$
 $= 6.05$
 $= 6$
6. Interval (i) = $I = \frac{R}{BK}$
 $= \frac{13}{6}$
 $= 2.1$
 $= 2$

$$7. \text{ Mean (X)} = \frac{\sum fx}{F}$$

No	Interval class	F	X	FX	Percentage
1	78-79	2	78.5	157	5.9%
2	80-81	3	80.5	241.5	8.9%
3	82-83	4	82.5	330	11.8%
4	84-85	10	84.5	845	29.4%
5	86-87	6	86.5	519	17.6%
6	88-89	5	88.5	442.5	14.7%
7	90-91	4	90.5	362	11.8%
Total		N= 34		$\sum fx=2897$	100%

$$\begin{aligned} \text{Mean(X)} &= \left(\frac{\sum fx}{F} \right) \\ &= \frac{2897}{34} \\ &= 85.20 \end{aligned}$$

8. Median

$$\begin{aligned} \text{Me} &= b+p \left(\frac{\frac{1}{2}n-F}{f} \right) \\ &= 83.5+2 \left(\frac{\frac{1}{2}34-9}{10} \right) \\ &= 83.5 + 2 \left(\frac{17-9}{10} \right) \\ &= 83.5 + 2 \left(\frac{8}{10} \right) \\ &= 83.5 + 2 (0.8) \\ &= 83.5 + 1.6 \\ &= 85.1 \end{aligned}$$

9. Modus

$$\text{Mo} = b+p \left(\frac{b_1}{b_1+b_2} \right)$$

$$=83.5+2\left(\frac{6}{6+4}\right)$$

$$=83.5+2\left(\frac{6}{10}\right)$$

$$=83.5+2(0.6)$$

$$=83.5+1.2$$

$$=84.7$$

1. Researcher gives questionnaire to the students



2. The students answering the questionnaires



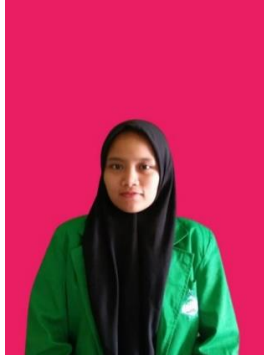
3. The researcher controlled the students were answering questionnaire



4. The researcher collected all of the instrument



CURRICULUM VITAE



A. Identity

Name : Khalipah Ayu Rahmawati
Reg. Number : 19 203 00107
Place / Date of Birth : Manambin, 28 October 2000
Gender : Female
Religion : Islam
Address : Desa Manambin, Kec. Kotanopan
Phone Number : 085761059512
Email : khalifahayurahmawati@gmail.com

B. Parents

Father's Name : Khairul Anwar
Job : Trader
Mother's Name : Suimah
Job : Housewife

C. Educational Background

1. SD Negeri 196 Manambin 2006-2012
2. SMP Negeri 1 Kotanopan 2012-2015
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20 Maret 2023

Tempat : -

Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

Th.

Dr. Fitriadi Lubis, M.Pd.
Sokhira Linda Vinde Rambe, M.Pd.

(Pembimbing I)
(Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi mahasiswa dibawah ini sebagai berikut:

Nama : Khalipah Ayu Rahmawati
NIM : 19 203 00107
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Correlation Between Learning Discipline and English Learning Achievement at The XI Grade Students of SMA Negeri 1 Kotanopan

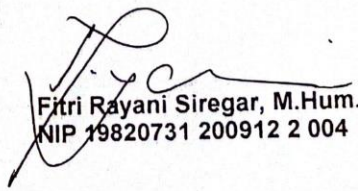
Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut atas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
Dekan
Wakil Dekan Bidang Akademik

Ketua Program Studi
Tadris Bahasa Inggris


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**PEMERINTAH PROVINSI SUMATERA UTARA
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Menerangkan dengan sebenarnya bahwa :

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Program studi : Tadris Bahasa Inggris

Adalah benar mengadakan Penelitian untuk Penyusunan Skripsi Mahasiswa di SMA Negeri 1 Kotanopan dengan judul “**The Correlation Between Learning Discipline and English Learning Achievement at The XI Grade Students of SMA Negeri I Kotanopan**”

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Kotanopan, 08 Desember 2023
Kepala SMA Negeri 1 Kotanopan


SYAFNIL NASUTION, S.Pd
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Penyelesaian Skripsi.

6 Oktober 2023

Yth. Kepala SMA Negeri 1 Kotanopan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Khalipah Ayu Rahmawati
NIM : 1920300107
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Ds. Manambin Kec. Kotanopan Kab. Mandailing Natal

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Correlation Between Learning Discipline and English Achievement at The Grade Students of SMA Negeri 1 Kotanopan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk ~~memberikan~~ memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n Dekan
Wakil Dekan Bidang Akademik

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