



**THE CORRELATION BETWEEN LEARNING DISCIPLINE AND
STUDENTS' ACHIEVEMENT IN LEARNING ENGLISH
OF VIII GRADE STUDENTS SMP NEGERI 1 BATANG TORU**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidimpuan as a Partial
Fulfillment of the Requirement for the Degree of Islamic Educational Scholar
(S.Pd.I) in English*

Written By:

AZAN ZUHRI

Reg. No. 09 340 0074

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

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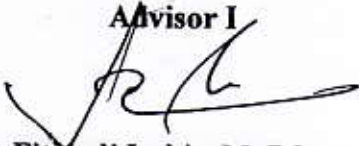
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After reading, studying and giving advice for necessary revision on thesis belongs to AZAN ZUHRI, entitled "**THE CORRELATION BETWEEN LEARNING DISCIPLINE TO THE STUDENTS' ACHIEVEMENT IN LEARNING ENGLISH (A STUDY TO THE EIGHT GRADE STUDENTS OF SMP NEGERI 1 BATANG TORU)**", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Islamic Educational (S. Pd. I) in English.

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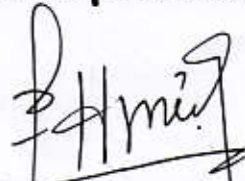
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ABSTRACT

This research discussed about the correlation between learning discipline and students' achievement in learning English at eight grade students of SMP Negeri 1 Batang Toru. Students' learning discipline influence to their achievement in learning English. This study aims to show whether there are or not correlation between learning discipline and students' achievement in learning English. The objective of this study is to find out the correlation and solve the problem.

The researcher conducted correlation research. The method of this research is quantitative. The researcher has taken 32 students from 215 populations with simple random sampling as sample. The researcher used questionnaire to know the students learning discipline with 20 statements. Then, to know the students' achievement the researcher asked from school's documentation (DKN). The data that collected analyzed with product moment formula.

After calculating the data, there is the different result both of students' learning discipline and students' achievement in learning English. It can be seen from the calculating the data, the score of learning discipline is higher than students' achievement in learning English score. From count From count, $\alpha = 0.05$ and $n = 32 - 2 = 30$ so can find $t_{table} = 2.180$. Actually t_{count} is bigger than t_{table} or $2.180 \geq 1.697$. So, alternative hypothesis received, it means there is significant correlation between learning discipline and English achievement.

ACKNOWLEDMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All Praise to be Allah SWT, Lord of the World, because of only His blessing and His merciful I able to finish my Thesis. Pease be upon the Holy Prophet Muhammad SAW, the last messenger of Allah who brought complete teaching Islam and save the human life from destruction into safety that is right path of Allah.

Relating to the completion of this thesis, I would like to express my sincere gratitude to:

1. Drs. Fitriadi Lubis, M.Pd., as my Advisor I and Mrs. Fitri Rayani Siregar, M.Hum., as my Advisor II who had given researcher suggestions, ideas, criticism, and guidance in writing this Thesis.
2. Dr. H. Ibrahim Siregar, MCL., as a Rektor State Institute of Islamic Studies (IAIN) Padangsidempuan.
3. Hj. Zulhimma, S.Ag, M.Pd., as a Dean Faculty of Tarbiyah and Teacher Training (IAIN) Padangsidempuan.
4. Thanks to Mrs. Rayendriani Fahmei Lubis, M.Ag., the Leader of English Department (IAIN) Padangsidempuan.
5. Yusri Fahmi Lubis, S.Ag., S.S., as a Chief of Library (IAIN) Padangsidempuan and his staff who have helped to give the books related to the researcher.
6. All Lecturers who have given me their valuable through in teaching English for researcher during the process of Academic years in TBI (IAIN) Padangsimpunan.

7. My beloved parent (Ibnu Hajar and Nurilam) for your supporting, praying, motivating, attention and give me spirit to complete this Thesis and always help to solve my problems, thank you so much my parent.
8. My beloved older sisters (Fitri, Nikmah, Reni Andriani, Enni Aprida) and my older brother (Damhuri, Basri, Bangun, Anwar, Akhir) who have given support, helping and motivation during studying in IAIN Padangsidempuan.
9. Thanks to all of my best friends Surya Rahma, Robiah, Mahda Sari Bulan, Arpah Yannur, Anugrah, Imam and Zahrona thank you so much for their helping supported and motivated me to finish this thesis.
10. Thanks to all my friends in TBI-3 who have supported and motivated me to finish this thesis.

Last but not least, researcher just wants to say thank you very much for their helping, Allah bless them and IAIN Padangsidempuan.

Padangsidempuan, 15th May 2015

Researcher



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CHAPTER 1

INTRODUCTION

A. Background of the Problem

English is an international language. It is an important language which is studied by students at schools, collages, and universities. So they can communicate by using English. It is used by many people in the world. They use is not only for trade association but also for scientific terminologies. English has mushroomed in every part of the world and become a universal language because it is used by almost all countries, even in some countries have become the primary language or has become the standard language used in everyday life whether in government, social, and other formal institution.

In Indonesia, English as a foreign language. Students in the school must know and understand English well. So, English become a compulsory subject in the school. In the English curriculum 2007, there are the special objectives why English as a 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 regions that are relevant their needs and interests and also the surrounding community.
3. For students demonstrate their attitude and behavior that exhibit their culture values, preserve, and develop these value to support national development.¹

¹ Siti jamilah,2007, *English in Indonesia Primary School, Bagian Kurikulum* (Online) ([http :
/// re – searchengines. Com/Siti.html](http://re-searchengines.Com/Siti.html). Accessed on September.10.2014

The purpose of teaching English is to enable students to develop the four skills of English they are writing, speaking, listening and reading, and to use English in daily communication.

The effort to increase English achievement: (1) To develop the curriculum, it means that school need consider students current knowledge and development level learning difficulties, ages, learning resources and learning strategy. (2) Teacher should be conducted many various efforts and endeavors to be able to upgrade the quality of the students ability in English. Such as workshop, applying various method and strategy in teaching, completing the facilities of study.

The condition of students' English achievement in SMP Negeri 1 Batang Toru. English as language of course has many items in it that should be learned, but many of items sometimes cannot be mastered that caused many of causes. Four skills of English that should be mastered by the students. It can be seeing by using the test and result of the report, there are many factors that influences the successfulness of the learners self. It means that the external and internal factors may affect to their English achievement. Based on the fact and reality above the students got in that school is still low categories.

The factors of English achievement: 1) Internal Factors: Physical, Psychological: motivation, interest, and learning discipline. 2) External Factors: Physical: Condition of place learning, supply and medium learn, lesson items, Condition of Environment learn.

Discipline is the human behavior in acting to regulate his action to be good. In discipline the human can manage the planning what he will do in the future, so the result what he did in the future is consonant what he has hoped before. Every human hoped to get successful in the future. So discipline is the way to get the success especially in the study. Discipline is the important thing in every life. When someone wants to be success, he has to train to work disciplinary. Conversely, when someone is indisciplinarian in his life, he will get the failure. So, discipline must be educated as younger as possible to people, in hope something happening can be better in the future. Such in education world, discipline can be one alternative to make students successful in all of their studies. Because of discipline provides for students to be regularly making schedule, when or what he will learn, planning how to understand the study, studying continually, going to school in time and everything to support their attitude to be good in the school. Thus the student who is discipline will be more successful than undisciplined student. That is why parents or teachers have to intend the discipline as the habitual attitude to students must have.

Based on the explanation above, the researcher had done a research about English achievement. This research entitled “The correlation between learning discipline and students’ achievement in learning English of VIII grade students SMP Negeri 1 Batang Toru”.

B. Identification of the Problem

Achievement is gain or reaches something by effort and get something done.

Achievement is activity result and assessment / effort which have been by which is expressed in the form of letter or number and can express reached result of certain someone within.

There are many factors of English achievement such as: Discipline, Motivation, Intelligence, Aptitude, Interest, Dream, Family, Cognate Ability, Society, and School.

C. Limitation of the Problem

As mentioned above there are many factors that can influence the students' English achievement such as: Discipline, Motivation, Intelligence, Aptitude, Interest, Dream, Family, Cognate Ability, Society, and School.

Here, the researcher does not discuss all factors. The researcher discusses one factor only that is discipline in learning. It is the important role in gain the students success in English achievement. That is why the researcher limits the problem about the correlation between learning discipline and English achievement.

D. Formulation of the Problem

Based on the background of the problem above, the researcher will formulate as follow:

1. To what extent was learning discipline of grade VIII students SMP Negeri 1 Batang Toru?
2. To what extent was English achievement of grade VIII students SMP Negeri 1 Batang Toru?
3. Is there any significant correlation between learning discipline and English achievement of grade VIII students SMP Negeri 1 Batang Toru?

E. The Aims of the Research

Based on the formulation of the problem above, the aims of the research are expected:

1. To find out the extend of the students learning discipline of SMP Negeri 1 Batang Toru .
2. To find out extend of English achievement of SMP Negeri 1 Batang Toru.
3. To know how the correlation between learning discipline and English achievement of SMP Negeri 1 Batang Toru.

F. The Significant of the Research

Here, the researcher hopefully states that the researcher would be significant for:

1. For the headmaster of SMP Negeri 1 Batang Toru to give direction to the English teacher about the teaching English Method that suitable to the students' situation and materials of the study that can improve the students discipline in learning English.

2. For the English teacher of SMP Negeri 1 Batang Toru the study can help and improve the quality of teaching .and at moment learning process give learning discipline to the students.
3. For the researchers wants to research the some problem for to increasing their knowledge.

G. The Thesis Outline

The systematic of this thesis were divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

The first chapter introduction consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, significances of the research. All reasons why writer really interest in finding phenomena or realities of students' learning discipline and English achievement. And the last is thesis out line; explain all elements in each chapter.

The second chapter consists of theoretical description which explain about learning discipline (definition of learning discipline, purpose of learning discipline, functions of learning discipline, factors of learning discipline, build of learning discipline, characteristic of students who has learning discipline), And English achievement (definition of English achievement, purpose of English achievement, factors to influence of English achievement, skill of English achievement) and also review of related finding, framework of thinking, hypothesis.

The third chapter is research methodology, and it consists of place and time of the research, method of research, population and sample, instrument of the research, technique of collecting data, and the last technique of data analysis.

The fourth chapter consists of the result of the research. The result of the research consist of the description of the data. The result of the research talking about the analysis of data. This chapter consist of description of data, hypothesis testing, discussion and the threats of research.

Finally, five chapters consist of conclusion and suggestion. The conclusion is talking about the summary of the result this research. The last is suggestion that talking about the suggestion to the reader of this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Learning Discipline

a. Definition of Learning Discipline

Discipline is a word formed from ‘disciple’ who has meaning someone learn sincerely to follow or going by the book of a leader.¹ So, discipline is the process to learn the rules and norm that was made.

According to Kadir that Discipline is compliance to regulation or obedient to observation. Discipline aims to develop character to be behavior and efficient.² So, discipline is the way to develop character to be behavior and efficient.

Djamarah in addition says that Discipline is the norm who can manage someone’s life or group. Discipline has an essential part in achieving of education aims. Qualified or not a student being regarded by main factor who is discipline, beside environmental factor, family, school, and students’ talent.³

In other book Sardiman says: Discipline is a part of individual character to observe all of the roles in doing activity, so it can be appropriate with the

¹ Elizabeth B. Hurlock, *Perkembangan Anak* (Jakarta : Erlangga, 1978) p.82.

² Kadir, *Penuntun Belajar PKKN*, (Bandung: Ganeca Exact, 1994) p.

³ Syaiful Bahri Djamarah, *Prestasi Belajar dan Kompetensi Guru* (Surabaya: Usaha Nasional, 2002)p.

norm and with the positive awareness to do or follow the role without compulsion or scare.⁴

From the quotations above the researcher get a conclusion that discipline is someone learn sincerely to follow or obedient to observation and norm who can manage someone's life or group without compulsion and scare.

Discipline is an organized regulated orderly way of life. It means helping the child to become a happy, expressive, cooperative individual helping him recognize his feelings and expressing them in acceptable ways. He must learn to conform to the expected patterns of behavior and customs in an acceptable manner, use freedom wisely & distinguish between 'safe' and 'unsafe' actions.

Learning is term used in education field. In dictionary we can see that the learning is from "learn" which is meant gain knowledge of or skill in, by study, practice or being taught.⁵ Every activity to know about something can say as learning. Learning not also do in formal field or school but it can do in informal field or out of school. So, everything that we do or practice to know something is learning.

Learning is a hypothetical construct and, as such, cannot be measured directly. How much or how little learning has actually taken place can only be inferred from the performance of the individual. If a child points to the object

⁴ Sardiman, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta : Raja Grafindo Persada, 1990) p. 88

⁵ Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1974), p. 481

the teacher has just named or spells a word correctly, we assume that learning has not occurred. Since learning can only be measured indirectly, we must be cautious in interpreting performance levels as direct indicators of the child's learning.⁶

So, learning is gain knowledge of or skill in, by study and practice cannot be measure directly. In learning there are many achievements that students must get. To get the achievement the students must have discipline in learning. It is one of many factors in learning that has effect to the students' achievement in learning.

Based on explanations above, learning discipline is learn sincerely to follow or obedient to observation and norm to get the gain knowledge or skill in learning.

b. Purpose of Learning Discipline

Discipline has a purpose to form character until appropriate to the role and norm that was made and teach the students to be a good character not in school only but in social life too. It is only purpose to increase students' achievement in learning, without discipline impossible the students success in learning.

⁶ James S. Payne and James R. Patton, *Mental Retardation* (Columbus: Bell and Howell Company, 1981), p. 126

The purposes of discipline are:

1. Discipline give the students safety feeling by inform what will be do or not will.
2. Helping students to avoid guilty feeling because of their mistaken.
3. Teach the students the way to get the reward.
4. As a motivation for students to get the learning aim.
5. Helping students to be a wise in action.⁷

In addition Tulus says about the purpose of discipline are:"

1. The students with discipline will success in their learning and generally the students without discipline will file in their learning.
2. Without discipline the school and class will not condusive for learning process.
3. The students' parents always hope to accustomed the students with norm, rules life and discipline to make them as individual discipline.
4. Discipline is the way for students to success in learning."⁸

Based on quotation above the purposes of learning discipline are:

1. Help students to success in learning.
2. Makes the school, class and learning process condusive.
3. As a motivation to get the learning aims.

⁷ Elizabeth, *Ibid* p. 83

⁸ Tulus Tuu, *Peran Disiplin Pada Perilaku dan Prestasi Siswa*, (Jakarta: Grasindo,2004)p.36

4. Discipline give the students safety feeling by inform what will be do or not will.
5. Helping students to be an individual discipline and wise in actions.
6. Helping students to avoid guilty feeling because of their mistaken.

c. Principles of Learning Discipline

Discipline expected can teach and form the students to be good character. It has four main principles:

1. Rule

Rule is a pattern that was made by the parent, teacher or society. It is help students to know what will be do and not will be do.

The functions of rule:

- a) Rule have learning value because it helps student to know the behavior that was made in their environment.
- b) Rule helps students rein undesirable behavior.

2. Punishment

Punishment is something that will give to the students because their mistaken.

The functions of punishment:

- a) Obstruction to do the same mistaken.
- b) To teach the students that they will get punishment if they do the mistaken.

3. Reward

Reward is a appreciation for a good result.

The functions of reward:

- a) To teach the students that the right way will get the right result.
- b) As a motivation to do the right way.

4. Consistency

Consistency is permanence or consistence in making a rule.⁹

So, a good learning discipline must have the four principles above to make students have a good discipline in learning. The four principles are relate with the other principle. If one of them can not apply is impossible to make the good learning discipline.

d. Build of Learning Discipline

Disciplines are expected to educate their students to behave in accordance with standards established by their social group, he should have four principal elements, regardless of how discipline is used, namely: Rule as a guide behavior, consistency in these rules in ways that are used to teach and enforce, penalties for violation of rules, and rewards for good behavior that is consistent with applicable regulations.

Some steps to help build the discipline of students in classroom learning:

⁹ Elizabeth, *Ibid* p. 84

1. Includes decision about rules and procedures, as well as determination of compliance or the consequences for breaking the rules.
2. Respond appropriately and constructively when problems arise.¹⁰

In build learning discipline there are some indicators that must have, they are:

a. Discipline in learning time

In this case, the students follow the class on time, and can use time based on schedule regularly. A student must can divide his time for learning and help parent.

b. Discipline in learning place

A student must take care to the learning room, such as: keep clean the learning environment, wall, chair, table, bathroom and the other place in the school environment. The student must throw the rubbish on the place and keep clean the learning place at home too.

c. Discipline to the norm and rule

A student who has discipline to the norm and rule will bowing to the rule that was made, such as: come to school on time, coming to the class on time, do not smoking in the class, doing homework, and all of the rule that was made.¹¹

¹⁰ Anita E. Woolfolk and Lorraine McCune-Nicolich, *Mendidik Anak-Anak Bermasalah* (Jakarta: Inisiasi Press, 2004), p. 453-454

¹¹ Nn. learning-discipline.com/aspects-of-discipline. html, accessed at Monday, 23-09-2014, 01.13 am

So, in build discipline in learning the students must have discipline in time, discipline in learning place and discipline to the norm and rules.

e. Characteristics of Students Who Has Discipline in Learning

A student has good discipline in learning if he has the characteristics of learning discipline that can found in his actions in learning and habitual actions.

According to Prijodarminto the characteristics of student who has learning discipline are:

1. Has obedience value, it is means every individual student must bow to the environment's rules.
2. Has regularity value, it means the student must do his habitual as a rule regularly.
3. Has good understanding about behavior rule in society.¹²

Sofchah Sulistiyowati says: The student who has learning discipline has eight characteristics, they are:

1. Use energy to learn continuously.
2. Learning seriously and not wasting unoccupied time.
3. Obedient to the classroom's rule in learning time.
4. Obedient to the school's rule.
5. Learning enthusiastically.
6. Join the class and teaching learning process with spirit.

¹² Soegeng Prijodarminto, *Disiplin Kiat Menuju Sukses*, Jakarta: Pradnya Paramita, 1993 p.

7. Doing task that teacher gave seriously.
8. Did not do the rule that teacher forbid in learning and teaching process such as, hooky and fighting.¹³

From the quotation above, we can conclude that the characteristics of student who has discipline in learning are:

1. Obedience values: Obedient to the classroom's rule in learning time, obedient to the school's rule, join the class and teaching learning process with spirit, doing task that teacher gave seriously.
2. Regularity values: Use energy to learn continuously, learning seriously and not wasting unoccupied time, learning enthusiastically.
3. Understanding to the society's rules: Did not do the rule that teacher forbid in learning and teaching process such as: hooky and fighting.

2. English Achievement

a. Definition of English Achievement

Achievement is gain or reach something by effort and get something done.¹⁴ Achievement in other word we can say a skill or ability. So, achievement is the result from something that we done.

¹³ Sofchah Sulistiyowati, *Cara Belajar Yang Efektif dan Efisien*, Pekalongan:Cinta Ilmu Pekalongan, 2001, p.52

¹⁴ A. S. Hornby, *Oxford Advanced Learners Dictionary*, (New York : Oxford University Press, 2000) , p. 1344.

According to Nana Sudjana: Achievement is activity result and assessment/ effort which have been by which is expressed in the form of letter or number and can express reached result of certain someone within.¹⁵

So, achievement is result or gain something by effort which is expressed in the form of letter or number and can express reached result of certain someone within.

According to W. S. Winkel: “English Achievement is ability of someone to activity learn, that ability is obtained because in the beginning that ability there is no”.¹⁶

According to M. Atia: “English achievement is reached of someone to something that studying. English achievement language of English is ability of actual having the character of measured in consequence of process learn to teach language subject English”.¹⁷

So, English achievement is ability that gotten as a gain or result in learning English.

b. Purpose of English Achievement

English achievement is ability that find by someone, well knowledge, attitude and skilful after she or he to accompany teaching learning process. In attempt to reach purpose English achievement necessary learn million

¹⁵Nana Sudjana, *Pembinaan Dan Pengembangan Kurikulum Disekolah*, (Bandung : Sinar Alge sindo, 1996), p. 48.

¹⁶W. S. Winkel, *Op. Cit*, p. 50.

¹⁷M. Atia, *Bimbingan Pendidikandan Pembelajaran*, (Jakarta : BulanBintang, 1978), p. 53.

conduces, knowledge, attitude, and skillful. So, purpose English achievement is to get knowledge, skilful. To reach purpose learning it means, will to achieve learning.

The purposes of English achievement:

1. Stimulate interest and individual develop
2. To measure advancement English achievement embrace in a rapor.
3. English achievement use as peed back to the teacher, later will to correct teaching and learning process appropriate with ability, aptitude, and interest.¹⁸

Based on the quotation above we can see there are three purpose of English achievement, they are to stimulate interest, to measure advancement and as peed back to the teacher.

c. The Factors to Influence English Achievement

According to Muhibbin Syah: Success or failure of someone in learning to be caused by some factors influence attainment of result learning. Under this will be told factors influence achievement learn the following students.

1. Internal Factors is the factors that come from students' selves.
 - a. Physical factors
 - 1) Bodies' tonus is the equipment of parts of body.
 - 2) Eyes and ears.

¹⁸Sardiman A. M. *Ibid.* p. 26.

b. Psychological factors

- 1) Intelligence is phsyco-physic ability to adapt with the environment rightly.
- 2) Attitude is response tendency relatively to people or things positively or negatively.
- 3) Interest is aspired to something.
- 4) Talent is someone's potency to reach the successful in the future.
- 5) Motivation is internal situation that motivate to do something.

2. Externals Factors is the factors that come from out side of students.

- a. Social environment is the condition of social of the students such as : family, teachers, society, and friends.
- b. Non social environment is the condition about students' environment such as: house, school, tools, and nature.¹⁹

In addition Sumadi says: The factors of students' achievement are:

a. External factors

- 1) Non social: The situation of place, weather, and time of learning.
- 2) Social: Human factors.

b. Internal factors

- 1) Physical: Body tonus and the function of parts of the body.
- 2) Psychological: Students' motivation in learning.²⁰

¹⁹Muhibbin Syah, *Psikologi Belajar*, (Jakarta: Raja Grafindo Persada, 2003) p.144-155

From the quotation above the researcher concluded that the factors of students' achievement are internal factors and external factors. The internal factors are the factors that come from student's selves such as physical and psychological factors. And the external factors are the factors that come from outside of students such as social environment or human factors.

c. The Skills of English Learning

English achievement reached of someone to something that studying. Achievement is result which have been reached or result of which have been and done. According to curriculum of English junior high school, there are many subject or materials are taught during in this level. The material such as: vocabulary, grammar, reading, writing, speaking and listening²¹.

In addition, the purpose of learning English in junior high school itself is order to be enabled to communicate in that language both orally and writing. Therefore, English is taught in junior high school or SMP Negeri 1 Batang Toru, in which the purpose of teaching learning is to enable students to develop the four skill English they are writing, speaking, listening, and reading, and to use English in daily communication. English as language of course has many items in it that should be learned.

238 ²⁰ Sumadi Suryabrata, *Psikologi Pendidikan*, (Jakarta: Raja Grafindo Persada, 2002) p.233-

²¹ Siti Jamilah *Ibid*

For achieve English achievement the students must mastery four skill, and according to Wikipedia, there are four skills of English: they are listening, speaking, reading and writing.

1. Listening

Listening is the act of hearing attentively.²²

Generally students will absorb listening and speaking before coming to the reading and writing. But in real situation, the process may change, especially in foreign language teaching.

In learning listening material the students SMP Negeri 1 Batang Toru still less categories it can be seen by using the result of their tests. Beside that SMP Negeri 1 Batang Toru in facilities and media still less. Concordant with curriculum/syllabus learning material in listening is text functional short, short message, vocabulary, grammar, saying basic, and standard competence in listening is students able comprehend meaning in conversation transactional and interpersonal simple for to interaction with around area.

And also For to support the students get English achievement in listening or four skill to develop the quality of the students in English make extracurricular (English course). Further, the teacher applying various method and strategy in teaching, completing the facilities of studying.

²² <http://www.Wikipedia.com>. accessed on Monday 10th February 2015 at 10.24 pm

2. Speaking

Speaking is the kinds of communication tools by use of sound, tone, volume, and speed.²³ Verbal communication is one of the ways to survive in real life communication. Speaking is one way to communicate that is often used and more understandable by people, it also can be defined as an activity in giving and asking information as if dialoguing by two or more people. In speaking, there is a process of communication between speaker and listener.

Based on interview the English teacher of SMP Negeri 1 Batang Toru she said that almost all of the students unwilling to use in communication. It can from the students themselves, they were feeling ashamed and were afraid express their idea. In standard competence speaking at SMP Negeri 1 Batang Toru the students must can able to expression meaning in oral text functional and monologue that form descriptive and recount for to interaction with around area, and learning material in speaking short conversation, grammar, saying basic, vocabulary Concordant with curriculum / syllabus .

From above researcher conclude speaking is a tool of communication, expression opinion, knowledge, feeling, with oral and process of building

²³Bobbi De Porter, *Quantum Teaching: Orchestrating Students Success*, (Boston : Ally and Bacon ,1999). p. 125.

and sharing meaning thorough the use of verbal non verbal symbols, in a variety of contexts.

3. Reading

Reading is knowledge about the word as well as on knowledge of language print.²⁴ Reading is understanding what has been read, it is an active or process that depend not only on comprehension but also the students experience and prior knowledge.²⁵ Reading is one of the important elements in English because English is the component lesson of English language; with reading we know information, add knowledge. In learn material reading students SMP Negeri 1 Batang Toru grade VIII the students was able when the students to command for read the students can to understood meaning in the text.

Concordant with standard competence have done to constant curriculum and for standard competence in reading is must to comprehend meaning in text functional and short essay form recount and narrative for interaction with around area.

Learning material in reading the student must understood such as: spelling, stress, intonation. It is clear that reading help growing knowledge on this world. From explanation above the researcher conclude reading is

²⁴ J. Michael Omalley Vaidez Pierce Wesley, *Authentic assessment for English Language Learners*. (USA: Publishing Company, 1996). P. 94.

²⁵ David Nunan, *Practical English Language Teaching*, (New York : Mc. Grow Hill, 2003), p. 63.

important skill for academic purpose or in life, besides that reading in educational setting for daily activities.

4. Writing

Writing is derived from the word write (verb) + (ing) it means tulisan and writing is one of the elements of skill in language.²⁶ Writing is one of the most important skills in learning English language besides reading, speaking and listening.

The main goal in writing activity are able to expression meaning in write functional text and short essay from descriptive and recount , write idea, expressing their thought clearly, and improve that they have in mind. So the reader is easier to know what the read. Every student who is learning how to write a composition should be ware his main goal, that is good writing.

The value of writers can be seen when the students able to expression meaning in write functional text and short essay from descriptive and recount. In writing the students must understood learn have give teacher based on curriculum / syllabus, for to writing ability students can be seen the test. In SMP Negeri 1 Batang Toru the students have able to understand and learn material in writing based on curriculum / syllabus, in writing the

²⁶Jhon M. Echol and Hasan Sadily, *an English Language Dictionary*, (Jakarta : PT. Gramedia), p. 656.

students to expected able to expression meaning in write text functional and short essay form descriptive and recount for interaction with around area.

Based on interviewed English teacher SMP Negeri 1 Batang Toru the students more superior in writing compare with reading, speaking and listening. So, based statement above the researcher conclude that writing is to expression meaning feeling, ideas, opinion based in write text.

d. The Material of English Subject

English has four skills that be mastered they are listening, speaking, reading and writing. These skills taught at junior high school with different material. The materials for the students eight grade of junior high school in second semester are narrative text and recount text, below will explain:

1. Narrative text

Narrative text is kinds of text tell about world event. To give information and entertain.²⁷

Example:

Buggy Races

Once upon time there lived two best friends, the hare and the tortoise. They liked to race against each other, but the hare always won.

One day, the hare asked the tortoise to race down to the beach. The tortoise refused, he said that he will loose anyway. The hare replied in a kind voice that he felt sorry about it.

But the next day, the hare found a way to race the tortoise that would be fair and lots of fun too. He asked the tortoise to come with him. The tortoise was slowly plodding over the sand hill towards the beach. Now the

²⁷ Ira Wijayanti, *Be Smart in English*, (Solo: PT. Tiga Serangkai Pustaka Mandiri, 2013).

two friends can race against each other all day and something tells me that the tortoise might win this time.²⁸

a. Listening

Listen to the expressions for asking, giving and declining opinions.

You can use these expressions to ask for opinion.

- 1) What do you think of...?
- 2) What are your views.....?
- 3) What are your feelings about....?
- 4) Excuse me, Madam. What do you feel about...?
- 5) I'd be grateful to have your view/opinion on...

You can use these expressions to give an opinion.

- 1) I think...
- 2) In my opinion....
- 3) My own view of the matter of the problem is...

You can use these expressions to decline an opinion.

- 1) Well, I'm thinking the opposite way...
- 2) I don't think so. To my mind...
- 3) If I may say so...

b. Speaking

Express the expressions for asking, giving, and disagreeing with opinions.

To ask for agreement you could use these expressions.

- 1) Do you agree?
- 2) Would you agree with...?
- 3), wouldn't you say?

c. Reading

Read a narrative text and identifying the characteristics.

d. Writing

Write a good narrative text and the characteristics.

2. Recount text

Recount text is the text retell events or experiences in the past.²⁹

Example:

My football experience

When I was in junior high school, I really loved football. Every Saturday afternoon I practiced in school field with my team and my coach. They were strong and smart players. My coach, Mr Sentana was a kind person. But while he was coaching us, he was very discipline. He would grounded anyone who come late and not obeyed the team's rule.

²⁸Antono Wardiman, DKK, *English in Focus*, (Jakarta: Pusat Pembukuan Departemen Pendidikan Nasional, 2008) p. 88

²⁹ <http://www.EnglishBontang.com> accessed in 10th February 2015 on 11.23 pm.

With Mr Sentana, our team won mane tournament in many big cities. Our team named after our school, 67 team (from SMP 67) and we had many fans too, you know. Ohhh, that was so cool. Now, I still love football and have team too. But, my parents warn me to pay attention more to my study, football just for my hobby.

a. Listening

Listen to the expression for starting, extending, and ending a conversation on the phone.

Eric: Hello.

Andre: Hello. May I speak to Eric?

Eric: This is Eric. Who's speaking?

Andre: This is Andre. I just want to tell you that I can't go bookstore with you today.

Eric: Hold on. Tell me what's wrong?

Andre: Well, my brother is being treated in the hospital for dengue fever. So I have to stay in the hospital today.

Eric: I am sorry to hear that. I hope your brother will get well soon.

Andre: Thanks, Eric. I hope so.

b. Speaking

Use the expression for giving attention to the speaker.

These expressions can be used to give attention to someone.

1) Tell me what's wrong?

2) I suggest....

3) It's okay. Let me...(giving help)

4) Don't worry. I ll...(giving help)

5) Would you like any help?

6) You look in trouble, may I help you Sir/Ma'am?

c. Reading

Read aloud the recount text and identify the characteristics.

d. Writing

Writing a recount text.³⁰

B. Review of Related Finding

There are related finding about students' discipline, as follows:

Siti Rahmadhani Siregar did research in her thesis: The correlation between learning discipline and the students' achievement in six grade students of

³⁰ Ibid

SD N 107400 Bandar Khalifah Tembung 2012. Based on this thesis, she concluded that there is a significant correlation between learning discipline to the student achievement in SDN 107400 Bandar Khalifah Tembung.³¹

Then Istrian Setyaningrum on his thesis entitle: The correlation between learning discipline and learning motivation to the students achievement in learning IPA five grade students of SD Negeri Gugus Lokantara kecamatan Temanggung kabupaten Temanggung on first semester at 2011/2012 academic years. Based on her thesis she get the result that there is a correlation between learning discipline and learning motivation to the students achievement in learning.³²

Based on this research the researcher can concluded that there is a significant correlation between learning discipline to the students' achievement in learning English. What extent the significant correlation between both.

C. Framework of Thinking.

Learning discipline is attitude statement and student conduct in perform studying liabilities consciously in school and house environment also.

English Achievement is ability of actual having the character of measured in consequence of process learn to teach language subject of English. Discipline

³¹ Siti Rahmadhani Siregar, *The correlation between learning discipline and the students' achievement in six grade students of SD N 107400 Bandar Khalifah Tembung* (UNIMED Medan: Medan, 2012)

³² Istrian Setyaningrum, *The correlation between learning discipline and learning motivation to the students achievement in learning IPA five grade students of SD Negeri Gugus Lokantara kecamatan Temanggung kabupaten Temanggung on first semester at 2011/2012 academic years* (Universitas Kristen Satya Wacana Salatiga: Salatiga 2011)

in learning has an important role in successfulness of students to get knowledge, information and good quality, especially in achievement.

Learning discipline is very important in teaching learning process because it is one of the factor influence in teaching learning process and students' achievement. So that, it must be erect to reach the goals of teaching learning and students' achievement with decision that has decided in the school.

Based on the explanation above it can be assume that learning discipline have correlation to the students' achievement in learning English.

D. The Hypothesis

In carrying out a research. It is a tentative answer. Therefore, it need testing. It will be accepted if the data can meet the hypothesis relevantly and it will be rejected when the data prove to the otherwise. According to Ari Jacob and Rajawih hypothesis is: "A tentative proposition suggestion to a problem or as an explanation of some phenomenon".³³ Suharsimi Arikunto stated hyphotesis is: "Suatu jawaban yang bersifat sementara terhadap permasalahan penelitian sampai terbukti melalui data yang terkumpul"³⁴. Futhermore Senafiah Faisal explained that: "Suatu hyphotesis dikatakan baik apabila di dalamnya terdapat ciri-ciri yaitu; 1) dapat diterima oleh akal sehat, 2) konsisten dengan teori atau fakta yang diketahui, 3) rumusnya dinyatakan sedemikian rupa sehingga dapat

³³Ari Jacob and Rajawiah, *Introduction to research in education*, (New York: Richart and Wiston Inc, 1979), P. 72.

³⁴Suharsimi Arikunto , *Prosedur Penelitian Suatu pendekatan Praktek*, (Jakarta: Rineka Cipta, 1993), P. 62.

diuji dan ditemukan kebenarannya dan 4) dinyatakan oleh perumusan yang sederhana dan jelas”.³⁵

The researcher has the hypothesis of this research that:

1. There is a significant correlation between discipline and students' achievement in learning English at the SMP Negeri 1 Batang Toru (Alternative Hypothesis).
2. There is no a significant correlation between discipline and students' achievement in learning English at the SMP Negeri 1 Batang Toru (Null Hypothesis).

³⁵Senafiah Faisal, *Methodology Penelitian Pendidikan*, (Surabaya: Usaha Nasional, 1982), P. 62.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

1. Place of the Research

The research has done in SMP Negeri 1 Batang Toru, it is located at Jl. Sibolga Aek Pining, kecamatan Batang Toru, South Tapanuli. The researcher chose this school as the place of the research because the researcher wanted to know situation in this school and has never researched in it.

2. Time of the Research

The process of this research has been done from February 2014 until May 2015.

B. Research Design

This research used correlation research L. R. Gay said that “correlation research attempted to determine whether, and to what degree, a correlation exist between two or more variable. The correlation was quantitative measure of the degree of correspondence between two or more variables.”¹

From the quotation above researcher concluded that the correlation quantitative was a kind of the method in this research which had the aim to know the correlation of two variable .the correlation research required information about at least two variables obtained from a single group people. The researcher

¹L . R. and Peter Airasian, *Education Research*, (New Jersey : Prentice Hall, 2000), p. 12.

want to know the correlation between learning discipline towards English achievement a study to the eight grade VIII at SMP Negeri 1 Batang Toru.

C. Population and Sample

1. The Population of the Research

Suharsimi Arikunto says in this book that "populasi adalah keseluruhan subjek penelitian".² In other word, population is all of the subject element in a study or research. The population of this research is all of the students at the second years of SMP Negeri 1 Batang Toru. That consist of five classrooms as shown in table below:

Table 2.1
The Population of the Research

No.	Class	The Number of Population
1	VIII 1	36
2	VIII 2	34
3	VIII 3	36
4	VIII 4	36
5	VIII 5	37
6	VIII6	36
	Total	215

So, total population of this research is 215 students.

2. The Sample of the Research

As mentioned above that the population of this research is the eight grade students of SMP N1 Batang Toru.

² Suharsimi Arikunto. *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 1995), p. 134.

Further, According to Gay and Airasian, “Sample is a number of individuals for a study in such a way that they represent the larger group from they were selected.”³ Sample is presentative whole of population.

According to SuharsimiArikunto: “Apabila subyeknya kurang dari 100 lebih baik diambil semua hingga penelitiannya merupakan penelitian populasi. Selanjutnya jika subjectnya besar dapat diambil antara 10-15%, atau 20-25% atau lebih.”⁴

It is means when subject less than 100, it is better to take all of the subject, and if the subject is more than 100, the sample can be for about 10% - 15% or 20% - 25% or more appropriate with the researcher ability.

The population of the eight grade students of SMP N 1 Batang Toru more than 100 students. So, the researcher used the proportional random sampling to get the sample for this research. Based on quotation above the researcher has taken 15% from the population for the sample. Total sample for this research is $15\% \times 215 = 32.25$ students rounded 32 students.

In this research, the researcher has taken 32 students from all population as sample being the subject like in the table below:

³ L.R Gay And Peter Airasian, *Educational Research* (New Jersey : Prentice Hall, 2000)

⁴Suharsimi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2000,). p.107

Table 2.2
Sample of the Research

No	Class	Total persons
1	VIII 1	5
2	VIII 2	5
3	VIII 3	5
4	VIII 4	5
5	VIII 5	7
6	VIII 6	5
	Total	32

D. Definition of the Operational Variable

To avoid the miscommunication of researcher and reader in the title of this study, researcher will give the definition of the problems from the background above. The definition of the problem as follows:

1. Learning discipline is learn sincerely to follows or obedient to observation and norm to get the gain knowledge or skill in learning (X variable).
2. English achievement is ability that gotten as a gain or result from learning (Y variable).

E. Instruments of the Research

Researcher needs instrument for quarantine this research to be good and valid data. Instrument is the tools of collecting data. It will help researcher to find the validities data. Researcher hoped that the collecting with this instrument

can give the best helping in finishing the research. Then the researcher take the data with two instruments:

1. Questionnaire is set of statement that used to get the data about discipline. The questionnaire to know the correlation between students' discipline in learning and students' achievement in learning. It is consist of 20 statements in positive questions and negative question that respondents choose live. In this case used statement with five alternative answers in multiple-choices form, namely always (5), often (4), sometimes (3), almost never (2) and never (1) for positive questions and always (1), often (2), sometimes (3), almost never (4) and never (5) for the negative questions.

The indicators of discipline can be shown as table below:

Table 3.1
The Indicators of Students' Learning Discipline

No	Indicators	Sub Indicators	Items Number
1	Obedience values	1.Obedient to the classroom's rule in learning time 2.Obedient to the school's rule 3.Join the class and teaching learning process with spirit 4.Doing task that teacher gave seriously	1,2,3, 4,5,6 7,8,9 10,11
2	Regularity value	5.Use energy to learn continuously 6.Learning seriously and not wasting unoccupied time 7.Learning enthusiastically	12,13 14,15 16,17
3	Understanding rules society	8.Did not do the rule that teacher forbid in learning and teaching process such as: hooky and fighting	18,19,20
Total			20 items

2. The documentation is used to get the data of students' learning achievement.

In this case it has taken from the DKN (Daftar Kumpulan Nilai). The researcher has asked this data from the English teacher to get the data about the students' achievement in English lesson based on their mastery in English lesson.

F. Techniques of Data Collection

The data has collected from the eight grade students of SMP Negeri 1 Batang Toru. In this research the researcher has given the questionnaire to the students. For learning discipline the researcher gives the questionnaires that consist of 20 items. Questionnaires number 1 - 20 to what extent is learning discipline, and English achievement instrument is documentation or result of DKN.

G. Technique 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 statistic process because this research was a kind of quantitative research. In quantitative research, all the data would be computed by statistic. In this research the researcher wants to relate these variables, so the data of this research will analyze with the formula of product moment as follows:

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

r_{xy} = coefficient correlation

$\sum X$ = the total scores of X

$\sum Y$ = the total scores of Y

$\sum XY$ = the score in X, times the score in Y

N = number of sample⁵

Then, to know how far the correlation between X and Y variable, it would be interpreted from the table below:

Table 3.2
The Criteria Score of Coefficient Correlation of Interpretation
Product Moment

No	Product moment	Interpretation
1	0.80 – 1.000	Very High
2	0.60 – 0.799	High
3	0.40 – 0.599	Enough
4	0.20 – 0.399	Low
5	0.00 – 0.199	Very Low

Then to know the contribution X variable to Y variable the researcher uses the formula:

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

KP = Coefficient Determinan Score

⁵ Ahmad Nizar Rangkuti, *Statistic Untuk Penelitian Pendidikan* (Bandung, Citapustaka Media: 2014) p.92

r = Coefficient Correlation Score

The next test is significant test, this test uses to know the significant correlation between X and Y variable, the formula is:

$$t_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

t = t Score

r = Coefficient Correlation Score

n = Total Sample⁶

⁶Riduwan, *Belajar Mudah Penelitian*, (Bandung: Alfabeta, 2011) P.138

CHAPTER IV

RESULT OF RESEARCH

As has been mentioned in earlier chapter, in order to evaluate the correlation between learning discipline and English achievement of VIII grade students SMP Negeri 1 Batang Toru, the researcher has calculated the data by using descriptive method. Applying the quantitative analysis, the researcher used the formulation of “r” Product Moment. Then, the researcher described the data as follow:

A. The Data Description

1. The Data Description of 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 presents 20 items of questionnaires. For each number, the researcher gives 5 score for each statement. After calculating the scores, it was found the research result as show in the table below:

Table 4.1
The Descriptive of Students’ Learning Discipline at Grade VIII SMP
Negeri 1Batang Toru

No	Category	Score
1	High Result	94
2	Low Result	70
3	Range	24
4	Class(K)	7
5	Interval (i)	4
6	Mean	83.73

7	Median	86.3
8	Modus	84.7

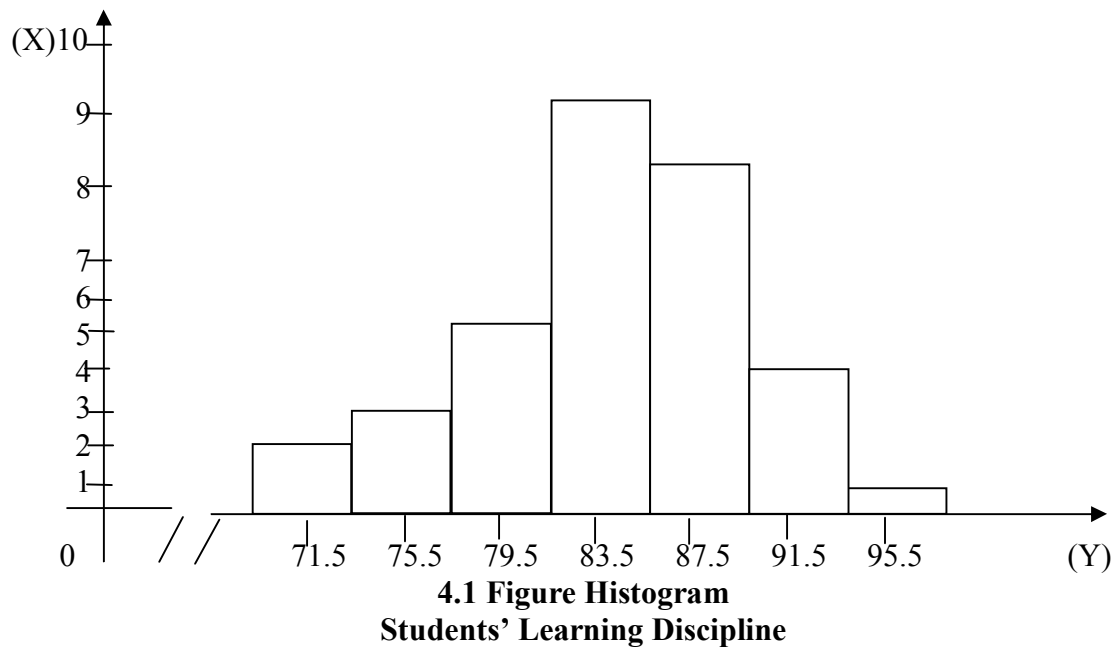
Based on the table above, we can see the high score and low score is 94 and 70, the range and class is 24 and 7, interval is 4, then the mean, median and modus is 83.73, 86.3 and 84.7. The calculation of how to get them, it can be seen in appendix IV.

The score above calculated to know the distribution frequency. The distribution frequency shows in the table below:

Table 4.2
The Distribution Frequency of Learning Discipline Score

Interval	F Absolute	F Relative
70 – 73	2	6.25%
74 – 77	3	9.37%
78 – 81	5	15.62%
82 – 85	9	28.12%
86 – 89	8	25.00%
90 – 93	4	12.50%
94 – 97	1	3.12%
I = 4	32	100%

Based on the table above, we can see that total of frequency absolute are 32, frequency relative are 100%. The students' score from the lowest score to the highest score will be drawn in the histogram below:



From the histogram above we can see the highest frequency is 9 in the mid score 83.5 and the lowest frequency are 1 in mid score 95.5.

2. The Data Description of English Achievement

In this part, students English achievement of SMP Negeri 1 Batang Toru, the researcher calculated the getting data of this research the researcher analysed the dependent variable (English Achievement). The result of English achievement is shown as mean score is 78.75, the median is 82, the mode is 81, (the complete table on the appendix IV) from the above data the researcher found the students' English achievement especially for achievement (Daftar Kumpulan Nilai), the high score that was 90 and the low score 65. So, the specification calculation was described in the below table:

Table 4.3
The Score of Mean, Median and Mode of English achievement
grade VIII at SMP Negeri 1 Batang Toru

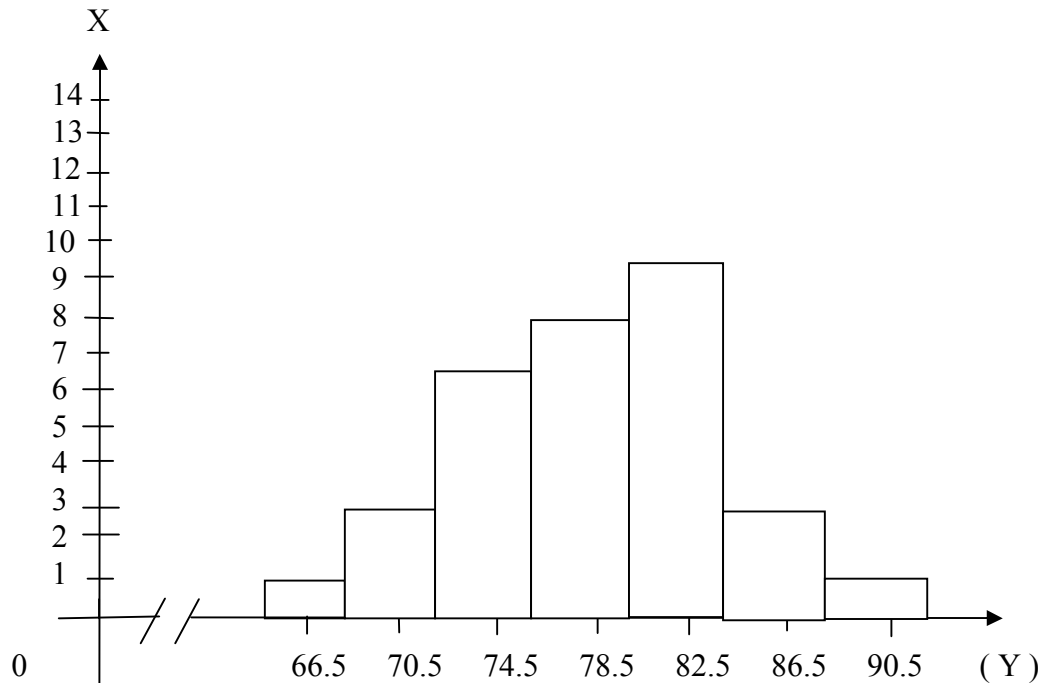
No	Category	Score
1	Mean	78.75
2	Median	82
3	Modus	81
4	High score	90
5	Low score	65

The distribution frequency the score of students' English achievement shown in the table below:

Table 4.4
The Distribution Frequency of Students' English Achievement

Interval	F Absolute	F Relative
65 – 68	1	3.12%
69 – 72	3	9.37%
73 – 76	7	21.87%
77 – 80	8	25.00%
81 – 84	9	28.12%
85 – 88	3	9.37%
89 – 92	1	3.12%
I = 4	32	100%

To make it clear, the table above can be drawn in the histogram below:



4.2 Figure Histogram
The Students' English Achievement of SMP Negeri 1 Batang Toru

From the histogram above, the students' English achievement in SMP Negeri 1 Batang Toru categorized is good. It is can be seen from their score in the histogram above with the mean 78.75.

B. Hypothesis Testing

After collecting the data to prove there is a significant correlation learning discipline and English achievement grade VIII at SMP Negeri 1 Batang Toru. It was tested by using product moment correlation.

Table 4.5
The Table of Product Moment Score

No.	Initial	X	Y	X ²	Y ²	XY
1	AH	92	80	8464	6400	7360
2	AF	77	78	5929	6084	6006
3	AW	82	79	6724	7056	6888
4	APM	92	83	8464	6889	7636
5	BM	80	81	6400	6561	6480
6	DS	84	83	7056	6889	6972
7	DN	70	83	4900	6889	5810
8	DP	94	90	8836	8100	8460
9	ES	85	81	7225	6561	6885
10	FN	85	85	7225	7225	7225
11	FY	90	84	8100	7056	7560
12	FZ	73	70	5329	4900	5110
13	HS	79	85	6241	7225	6715
14	KL	86	75	8836	5625	7050
15	KP	76	75	7396	5625	6450
16	KS	81	65	5776	4225	4940
17	LP	82	75	6561	5625	6075
18	ML	79	70	6724	4900	5740
19	MS	86	70	6241	4900	5530
20	MR	87	81	7396	6561	6966
21	MT	89	78	7569	6084	6786
22	NL	86	85	7921	7225	7565
23	NP	86	78	7396	6084	6708
24	RH	84	75	7396	5625	6450
25	RS	88	84	7056	7056	7056
26	SM	82	81	7744	6561	7128
27	SR	77	80	6724	6400	6560
28	TL	89	78	5929	6084	6006
29	WS	84	79	7921	6241	7031
30	YA	90	76	7056	5776	6384
31	RD	84	75	8100	5625	6750
32	DY	81	75	7056	5625	6300
Total		2680	2517	225416	198867	211106

From table above, it can be seen that:

$$\sum X : 2680$$

$$\sum Y : 2517$$

$$\sum X^2 : 225416$$

$$\sum Y^2 : 198867$$

$$\sum XY : 211106$$

$$\begin{aligned} r_{xy} &= \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n.\sum x^2 - (\sum x)^2\}\{n.\sum y^2 - (\sum y)^2\}}} \\ &= \frac{32(211106) - (2680)(2517)}{\sqrt{\{32(225416) - (2680)^2\}\{32(198867) - (2517)^2\}}} \\ &= \frac{6755392 - 6745560}{\sqrt{(7213312 - 7182400)(6363744 - 6335289)}} \\ &= \frac{9832}{\sqrt{(30912)(28455)}} \\ &= \frac{9832}{\sqrt{879600960}} \\ &= \frac{9832}{29658.067} \\ &= 0.332 \end{aligned}$$

From the calculation above, it can be seen that the value of r_{xy} was 0.332.

It means there was a correlation between X Variable to Y variable with extend

score 0.332. The score of r_{xy} would be interpreted to the interpretation table score. So, it is located between 0.20 – 0.399 it means the correlation is low. Then to know the contribution of X variable to Y variable we can use the formula: $KP = r^2 \times 100\%$

$KP = 0.332^2 \times 100\% = 11.02\%$. So, the contribution of learning discipline to the students' achievement in learning English are 11.02%. To know there is significant correlation between learning discipline and English achievement used the formula:

$$t_{\text{count}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} = \frac{0.332\sqrt{32-2}}{\sqrt{1-(0.332)^2}} = \frac{0.332\sqrt{30}}{\sqrt{1-0.1190}} = \frac{0.332 \times 5.477}{\sqrt{0.8898}}$$

$$= \frac{1.8183}{0.9432}$$

$$= 1.927$$

If $t_{\text{count}} \geq t_{\text{table}}$ So, defenit H_0 it means there is significant. Thus, $T_{\text{count}} < t_{\text{table}}$ so, receive H_0 it means there is no significant. From count, $\alpha = 0.05$ and $n = 32 - 2 = 30$ so can find $t_{\text{table}} = 1.697$. Actually t_{count} is bigger than t_{table} or $1.927 \geq 1.697$, So. H_0 was not accepted and H_a was accepted, it means there is significant between learning discipline to English achievement.

C. Discussion

Based on the calculation and some explanations above, it was known that the learning discipline and English achievement is good enough. Moreover, the students skill was good. So, from the calculation above, the researcher

appropriated that the result of this research said that there was a significant correlation between learning discipline and English achievement. Learning discipline had important for the students to achieve English achievement. So, with discipline would make the students better to arrange a good learning . While the students' achievement would make the students know their skill.

So far, this research was not so different with the theory in related findings. Based on their research, the first researcher concluded that there is a significant correlation between learning discipline to the students' achievement in SDN 107400 Bandar Khalifah Tembung 2012. The next researcher has a same concluding also in the result of her research that there is a significant correlation between learning discipline and learning motivation to the students' achievement in learning IPA five grade students' SD Negeri Gugus Lokantara Kecamatan Temanggung on first semester at 2011/2012 academic years. They were accepted in correlating some subjects such learning discipline and English achievement. It was proved from the data result that had been analyzed.

Based on all of these researches the researcher concluded that there is a significant correlation between learning discipline to the students' achievement in learning, not just on English learning but on the other learning too.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research and calculation of the data, the researcher got the conclusion that the alternative hypothesis (H_a) is accepted, there was the different between score of learning discipline by using questionnaires and result of the DKN at VIII Grade SMP Negeri 1 Batang Toru.

1. Learning discipline of grade VIII at SMP Negeri 1 Batang Toru is "good" it can be seen from mean score of students was 83.73.
2. Students' English achievement of grade VIII at SMP Negeri 1 Batang Toru is "good". It is shown that the mean or average score of the students calculately 78.75.
3. There was significant correlation between learning discipline and English achievement of grade VIII at SMP Negeri 1 Batang Toru because t_{count} is bigger than t_{table} or $1.927 \geq 1.697$.

B. Suggestions

Having narrated his conclusions the researcher made his suggestions as follows:

1. To the head master of SMP Negeri 1 Batang Toru must be given the motivation to all English teachers and prepare the facilities which is needed, especially for English subject.

2. The English teachers should be given a wide authority in the selection of teaching methodologies, teaching resources and materials.
3. The reader can improve their knowledge and improving achievement in learning English.

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APPENDIX I

Angket Tentang Kedisiplinan Siswa

Petunjuk pengisian angket:

1. Isilah identitas anda pada kolom yang disediakan.
2. Berilah tanda (√) pada kolom sebelah kanan sesuai pendapat anda.
3. Berikan jawaban yang sesuai dengan keadaan anda.
4. Jawaban yang anda berikan tidak akan berpengaruh dengan nilai anda.

Nama:

Kelas:

Keterangan:

S: Selalu

SR: sering

KK: Kadang-Kadang

J: Jarang

TP: Tidak Pernah

No	Soal	S	SR	KK	J	TP
1	Saya masuk kelas tepat waktu					
2	Saya mengerjakan tugas piket kelas					
3	Saya membuang sampah sembarangan					
4	Saya makan/minum saat belajar di kelas					
5	Saya berpakaian rapi ke sekolah					
6	Saya hadir di sekolah 15 menit sebelum bel berbunyi					
7	Saya terlambat ke sekolah					
8	Saya memakai seragam lengkap dengan atribut sekolah					
9	Saya pulang sebelum waktunya					
10	Saya belajar dengan semangat					
11	Saya mengganggu teman saat sedang belajar					
12	Saya permissi keluar saat proses belajar mengajar					
13	Saya mengerjakan PR di rumah					
14	Saya menyontek tugas teman					
15	Saya mengumpulkan tugas yang disuruh					
16	Saya mengulang pelajaran di rumah					
17	Saya tidak mencatat materi yang diajarkan					
18	Saya tidak mau diskusi dengan kelompok belajar					

19	Saya bertanya pada guru jika tidak mengerti					
20	Saya tidak membuat tugas karena tidak paham					

Appendix II

The Score of Learning Discipline and English Achievement

No.	Initial	Learning Discipline (X)	Students Achievement (Y)
1	AA	140	79
2	AW	116	80
3	APM	121	82
4	APM	133	83
5	AA	119	77
6	DS	125	83
7	DW	100	76
8	EG	140	85
9	FH	125	85
10	FHH	125	83
11	HP	136	83
12	HNS	110	83
13	IHN	121	83
14	J	122	75
15	KS	127	78
16	LYP	115	88
17	MTP	125	78
18	MT	121	78
19	MR	120	81
20	MS	127	79
21	NMS	129	83
22	NSW	133	83
23	PW	129	81
24	RI	129	83
25	RS	124	90
26	RAS	126	76
27	RH	122	75
28	SG	119	77
29	SM	132	81
30	TAS	128	86
31	WS	130	79
32	YA	123	76
33	DI	125	75
	Total	5217	2666

APPENDIX III

The Score of Questionnaire Learning Discipline (Variable X)

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

100	110	115	116	119	119	120	121	121	121
122	122	123	124	125	125	125	125	125	126
127	127	128	129	129	129	130	132	133	133
136	140								

2. High score = 140
3. Low score = 100
4. Range (R) = $140 - 100 = 40$

$$\begin{aligned}
 \text{Class} &= 1 + 3.3 \log N \\
 &= 1 + 3.3 (1.51) \\
 &= 1 + 4.983 \\
 &= 5.983 \rightarrow 6
 \end{aligned}$$

$$\text{Interval} = \frac{40}{6} = 6.66 \rightarrow 7$$

5. Mean

$$MX = \frac{\sum FX}{N}$$

Interval	F	X	F.X
100 – 106	1	103	103
107 – 113	1	110	110
114 – 120	5	117	585
121 – 127	15	124	1860

128 – 134	8	131	1048
135 – 141	2	138	276
I = 3	32		3982

$$MX = \frac{\sum FX}{N} = \frac{3982}{32} = 124.43$$

6. Median

$$\begin{aligned}
 Me &= B + \frac{\frac{1}{2}n - (\sum f_2) o.c / fMe}{5} \\
 &= 113.5 + \frac{16 - 2}{5} \times 7 \\
 &= 113.5 + \frac{14}{5} \times 7 \\
 &= 113.5 + 19.6 \\
 &= 133.4
 \end{aligned}$$

7. Modus

$$\begin{aligned}
 Mo &= L + \frac{d1}{d1 + d2} \times C \\
 &= 113.5 + \frac{4}{4 + (-10)} \times 3 \\
 &= 113.5 + \frac{4}{-6} \times 3 \\
 &= 113.5 + 0.6 \times 3 \\
 &= 113.5 + 1.8 \\
 &= 115.3
 \end{aligned}$$

8. Deviasi Rata- Rata

Interval	F	X	F.X	x	Fx
	1	103	103	-21.8	-21.8

100 – 106					
107 – 113	1	110	110	-14.8	-14.8
114 – 120	5	117	585	-7.8	+39
121 – 127	15	124	1860	-0.8	+12
128 – 134	8	131	1048	+6.2	+49.6
135 – 141	3	138	414	+13.2	+39.6
I= 3	33		4120		176.8

9. Deviasi Standart

Interval	F	X	F.X	x	Fx	x ²	fx ²
100 – 106	1	103	103	-21.8	-21.8	475.24	475.24
107 – 113	1	110	110	-14.8	-14.8	219.04	219.04
114 – 120	5	117	585	-7.8	+39	60.84	304.2
121 – 127	15	124	1860	-0.8	+12	0.64	9.6
128 – 134	8	131	1048	+6.2	+49.6	38.44	307.52
135 – 141	3	138	414	+13.2	+39.6	174.24	522.72
I= 3	33		4120		176.8		1838.31

$$SD = \sqrt{\frac{\sum FX^2}{N}}$$

$$= \sqrt{\frac{1838.31}{33}}$$

$$= \sqrt{55.70} = 7.46$$

APPENDIX IV

The Score of Students' Achievement (Variable X)

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

75	75	75	76	76	76	77	77	78	78
78	79	79	79	80	81	81	81	82	83
83	83	83	83	83	83	83	83	85	85
86	88	90							

2. High score = 90
3. Low score = 75
4. Range (R) = $90 - 75 = 15$

$$\begin{aligned}
 \text{Class} &= 1 + 3.3 \log N \\
 &= 1 + 3.3 (1.518) \\
 &= 1 + 5.009 \\
 &= 6.009 \rightarrow 6
 \end{aligned}$$

$$\text{Interval} = \frac{15}{6} = 2.5 \rightarrow 3$$

5. Mean

$$MX = \frac{\sum FX}{N}$$

Interval	F	X	F.X
75 – 77	8	76	608
78 – 80	7	79	553
81 – 83	13	82	1066
84 – 86	3	85	255

87 – 89	1	88	88
90 – 92	1	91	91
I = 3	33		2661

$$MX = \frac{\sum FX}{N} = \frac{2661}{33} = 80.63$$

6. Median

Interval	F	X	F.X	Fkb	Fka
75 – 77	8	76	608	33	8
78 – 80	7	79	553	25	15
81 – 83	13	82	1066	18	28
84 – 86	3	85	255	5	31
87 – 89	1	88	88	2	31
90 – 92	1	91	91	2	33
I= 3	33		2661		

$$\begin{aligned}
 Me &= B + \frac{1}{2}n - (\sum f_2) o.c / fMe \\
 &= 80.5 + \frac{16.5 - 15}{13} \times 3 \\
 &= 80.5 + 0.11 \times 3
 \end{aligned}$$

$$= 80.5 + 0.33$$

$$= 80.83$$

7. Modus

$$\begin{aligned} Mo &= L + \frac{d1}{d1 + d2} \times C \\ &= 80.5 + \frac{5}{5 + 10} \times 3 \\ &= 80.5 + \frac{5}{15} \times 3 \\ &= 80.5 + 0.3 \times 3 \\ &= 80.5 + 0.9 \\ &= 81.4 \end{aligned}$$

8. Deviasi rata-rata

Interval	F	X	F.X	X	fx
75 – 77	8	76	608	- 4.72	-37.76
78 – 80	7	79	553	- 1.72	-12.04
81 – 83	13	82	1066	+1.28	+16.64
84 – 86	3	85	255	+4.28	+12.84
87 – 89	1	88	88	+7.28	-
90 – 92	1	91	91	+10.28	+20.56
I = 3	33		2661		99.84

$$AD = \frac{\sum FX}{N}$$

$$= \frac{99.84}{33}$$

$$= 3.02$$

9. Deviasi Standart

Interval	F	X	F.X	x	fx	x ²	fx ²
75 – 77	8	76	608	- 4.72	-37.76	22.27	178.16

78 – 80	7	79	553	- 1.72	-12.04	2.95	20.3
81 – 83	13	82	1066	+1.28	+16.64	1.63	21.19
84 – 86	3	85	255	+4.28	+12.84	18.31	54.93
87 – 89	1	88	88	+7.28	-	52.99	-
90 – 92	1	91	91	+10.28	+20.56	105.67	211.34
I = 3	33		2661		99.84	-	485.92

$$SD = \sqrt{\frac{\sum FX^2}{N}}$$

$$= \sqrt{\frac{485.92}{33}}$$

$$= 3.84$$

CURRICULUM VITAE

A. Identity

Name : Azan Zuhri
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Religion : Muslim
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B. Parent

Father's Name : Ibnu Hajar
Mother's Name : Nurilam

C. Educational Background

1. Elementary School in SD Negeri 142559 Huta Godang Muda 1998-2003
2. Junior High School in MTs Negeri Panyabungan 2003-2006
3. Senior High School in MAS Darul Ikhlas 2006-2009
4. Be University Student in IAIN Padangsidempuan