

**THE CORRELATION BETWEEN SELF-DISCIPLINE AND ACADEMIC  
ACHIEVEMENT OF THE UNDERGRADUATE STUDENTS OF  
ENGLISH EDUCATION STUDY PROGRAM OF UIN RADEN FATAH  
PALEMBANG**



**UNDERGRADUATE THESIS**

**This thesis was accepted as one of the requirement to get  
the title of Sarjana Pendidikan (S.Pd.)**

**By:**

**Febri Rusneli**

***NIM. 12 25 0043***

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TARBIYAH  
ISLAMIC STATE UNIVERSITY RADEN FATAH PALEMBANG**

**2017**

Hal : Pengantar Skripsi

Kepada Yth.

Bapak Dekan Fakultas Tarbiyah UIN

Raden Fatah Palembang Di tempat

Assalamualaikum Wr. Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul "The Correlation between Self-Discipline and Academic Achievement of The Undergraduate Students in English Educational Study Program of UIN Raden Fatah Palembang", ditulis oleh saudari Febri Rusneli telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah UIN Raden Fatah Palembang.

Demikianlah terima kasih.

Wassalamu'alaikum Wr. Wb.

Palembang, February 2017

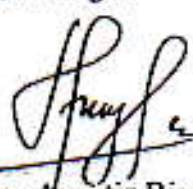
Pembimbing I



Hi Renny Kurnia Sari, M.Pd

NIP. 197906072008012015

Pembimbing II



Winr. Agustia Riznanda, M.Pd

**THE CORRELATION BETWEEN SELF-DISCIPLINE AND ACADEMIC  
ACHIEVEMENT OF THE UNDERGRADUATE STUDENTS OF  
ENGLISH EDUCATION STUDY PROGRAM OF UIN RADEN  
FATAH PALEMBANG**


This thesis was written by **Febri Rusneli**, Student Number: 12250043  
was defended by the writer in the Final Examination and was approved by  
The examination committee on April 26, 2017

*This thesis was accepted as one of the requirements to get  
the title of Sarjana Pendidikan (S.Pd.)*

**Palembang, April 26, 2016**  
**Universitas Islam Negeri Raden Fatah**  
**Fakultas Tarbiyah**

Examination Committee Approval

Chairperson,

  
Hj. Lenny Marzulina, M.Pd  
NIP. 197101312011012001

Secretary,

  
M. Holandiyah, M.Pd  
NIP. 197405072011011001

Member : Dr. Dian Erlina, S.Pd., M.Hum  
NIP. 197301021999032001

  
(.....)

Member : Deta Desvitasari, M.Pd

  
(.....) 13/06/2017

Certified by,  
Dean of Tarbiyah Faculty



Prof. Dr. H. Kasinyo Harto, M.Ag  
NIP. 197109111997031004

## SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi yang berjudul "The Correlation between Self-Discipline and Academic Achievement of The Undergraduate Students of English Education Study Program of UIN Raden Fatah Palembang" adalah karya saya sendiri. Apabila ternyata bukan hasil kerja saya, saya bersedia diberi sanksi sesuai dengan pasal 70, Undang- Undang No. 20 tahun 2003 tentang "Sistem Pendidikan Nasional" yang berbunyi "Lulusan Karya Ilmiah yang digunakan untuk gelar akademik, profesi atau vokasi sebagaimana dimaksud pada ayat 25 (2) terbukti merupakan jiplakan dipidanakan dengan pidana penjara paling lama dua tahun atau pidana denda paling banyak Rp. 200.000.000 (Dua Ratus Juta Rupiah)".

Demikian surat pernyataan ini dibuat dengan sebenarnya.

Palembang, April 2017

  
  
**Febri Rusneli**  
NIM. 12250043

## TABLE OF CONTENTS

ACKNOWLEDGEMENTS .....	i
TABLE OF CONTENTS .....	ii
LIST OF TABLES .....	iii
LIST OF FIGURES.....	vi
LIST OF APPENDICES .....	v
ABSTRACT.....	vi
<b>I. INTRODUCTION</b>	
1.1. Background .....	1
1.2. Problem(s) of the Study .....	8
1.3. Objective(s) of the Study .....	8
1.4. Significance of the Study .....	9
<b>II. LITERATURE REVIEW</b>	
2.1. Correlational Research.....	10
2.2. Self-Discipline Theory.....	12
2.3. Self-Discipline Processes.....	14
2.3.1. The Decision Stage .....	14
2.3.2. The Preparation Stage .....	14
2.3.3. The Action Stage .....	15
2.3.4. The Completion Stage .....	15
2.4. The Principles of Self-Discipline .....	16
2.5. Academic Achievement .....	17
2.5.1. Grade Point Average .....	18
2.5.2. Cumulative GPA .....	19
2.6. The Relationship between SD and AA .....	20
2.7. Previous Studies .....	21
2.8. Hypotheses .....	23

2.9. Criteria of Hypotheses .....	24
-----------------------------------	----

### **III. METHODS AND PROCEDURES**

3.1. Research Design.....	25
3.2. Research Variables.....	26
3.3. Operational Definitions.....	27
3.4. Subject of The Study .....	27
3.4.1. Population .....	28
3.4.2. Sample .....	28
3.5. Data Collection .....	30
3.5.1. Questionnaire .....	30
3.5.2. Cumulative GPA .....	30
3.6. Data Instrument Analysis .....	31
3.6.1. Test Validity .....	31
3.6.1.1. Validity of Questionnaire .....	31
3.6.2. Test Reliability .....	32
3.6.2.1. Reliability of Questionnaire .....	32
3.7. Data Analysis.....	32
3.7.1. Instrument Analysis .....	32
3.7.1.1. Questionnaire Analysis .....	33
3.7.1.2. Academic Achievement Analysis .....	35
3.7.1.3. Correlation Analysis .....	35
3.7.1.4. Regression Analysis .....	35

#### **IV. FINDINGS AND INTERPRETATIONS**

4.1. Research Findings.....	36
4.1.1. The Result of Students' Self-Discipline .....	36
4.1.2. The Result of Students' Academic Achievement.....	38
4.2. Statistical Analysis .....	40
4.2.1. Normality Test .....	41
4.2.2. Linearity Test .....	43
4.3. Correlation between Self-Discipline and Academic Achievement .....	44
4.4. Influence of Self-Discipline and Academic Achievement .....	46
4.5. Interpretations.....	48

#### **V. CONCLUSIONS AND SUGGESTIONS**

5.1. Conclusions.....	51
5.2. Suggestions .....	51

#### **REFERENCES**

#### **APPENDICES**

## LIST OF TABLES

Table 1: Correlational Coefficient .....	11
Table 2: Academic AchievementCategory .....	20
Table 3: Population of the Study .....	28
Table 4: Sample of the Study .....	29
Table 5: The Interval of Self-Discipline .....	33
Table 6: Descriptive Statistics of Self-Discipline .....	37
Table 7: Distribution of Self-Discipline .....	38
Table 8: Descriptive Statistics of Academic Achievement.....	39
Table 9: Distribution of Students' Academic Achievement .....	40
Table 10: Tests of Normality .....	41
Table 11: Tests of Linearity .....	44
Table 12: Correlation Result .....	45
Table 13: Regression Analysis .....	47
Table 13: Model Summary .....	48

## LIST OF FIGURES

Figure 1 :Correlation Design .....	26
Figure 2 :Normal Q-Q Plot of Self-Discipline .....	42
Figure 3 : Normal Q-Q Plot of Academic Achievement .....	43

## **LIST OF APPENDICES**

APPENDIX A:	Interview the Students
APPENDIX B:	Interview the Lectures
APPENDIX C:	Academic Self-Discipline Questionnaire
APPENDIX D:	Lembar Validasi Questionnaire
APPENDIX E :	The Result of Self-Discipline
APPENDIX F :	The Academic Achievement Score
APPENDIX G:	Descriptive Statistics of Self-Discipline Questionnaire
APPENDIX H:	Descriptive Statistics of Academic Achievement
APPENDIX I :	Normality Statistics Analysis
APPENDIX J:	Linearity Statistical Analysis
APPENDIX K:	The Correlation Statistical Analysis
APPENDIX L:	The Regression Analysis

# **CHAPTER 1**

## **INTRODUCTION**

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

### **1.1. Background**

There is a special quality that students can develop that will guarantee their greater success, accomplishment and happiness. This quality is very important to develop because without this quality, it is impossible for getting their success, the quality that discussed is self-discipline. According to Duckworth and Seligman (2005), “self-discipline is the ability to make people do things that should be done”. This ability is not an automatic process, but needs the consciousness which involves the control of individual’s behavior, thinking, and emotion. Furthermore, Quick and Lesueur (2004, p. 2) add that only through self-discipline that people can fully enjoy their life and optimally express the creativity. Like learning a foreign language, self-discipline draws upon a set of skills. It takes effort and real-life practice to learn the skill. If the skills were mastered by the students, they could have become enjoyed their daily life in discipline without compulsion.

Bryant (2004) notices a process of self-discipline, it is not an inborn personality trait and can help to maintain self-discipline. First is the decision stage that a commitment is a must to build the goal. The students might choose a goal and solidify that choice, because the goal is important to the students, they will

not ambush them at the action stage. The second process is the preparation stage that contains of plan about what and when to do it. When the students decide to make or do something, preparing is a necessary piece to do. The third is the action stage. This stage is important to know what the students need to do. For example doing homework, rehearsal their English, sleep and wake up early. The last is the completion/maintenance stage. This last stage is maintaining the goal, therefore this stage need much attention and effort.

In Islam, self-discipline is also taught in Surah An-nisa verse 103:

فَإِذَا قَضَيْتُمُ الصَّلَاةَ فَادْكُرُوا اللَّهَ قِيَامًا وَقُعُودًا وَعَلَىٰ  
جُنُوبِكُمْ ۖ فَإِذَا اطْمَأْنَنْتُمْ فَأَقِيمُوا الصَّلَاةَ ۚ إِنَّ الصَّلَاةَ كَانَتْ  
عَلَى الْمُؤْمِنِينَ كِتَابًا مَوْفُوتًا (103)

When you have completed the prayer, remember Allah, standing, sitting or lying (down) on your sides; but when you are in safety, keep up the prayer in congregation; surely the prayer is enjoined on believers as fixed hours as an obligation. (Mihr, 2008).

Surah Annisa verse 103 above told that prayer is an obligatory for Muslim and Muslimah in a fixed hour. So, prayer here is an appropriate worship that teaches about self-discipline. Muslim or muslimah who did that obligation has showed their discipliness. Therefore, by having self-discipline, students can help their own self to obtain their best score and improve their English or get their goal; e.g., come on time, do the assignment, practice their English, set up their regular prayers. To get those goals, they need to do the fourth self-discipline processes; those are commitment, preparation, action, and maintenance.

Sasson (2003, p. 17) adds that self-discipline have immense value in all walk of life. It is necessary for almost every act and it is developed, the more control they have over their life. If the students intend to achieve any kind of success in their life, whether big or small, then self-discipline is a must. It helps to focus the mind and preserve while studying. It gives the courage to ask for a raise, refuse to do work that is unfairly delegated and uses time wisely instead of wasting it. For the students, self-discipline is very beneficial to obtain their success. Getting high academic achievement is the example of the importance of their self-discipline.

Because self-discipline is a must and has many benefits, such as getting the students successes, happiness and accomplishments, the students need to build their self-discipline and follow the rules, such as come on time to the class, do the assignment before deadline, etc. In order that they could obtain what they want such getting high score then getting high academic achievement. This ability is not easy to build because this is the recursive cycle ability that needs their disciplines. The problems are they have their own habitual characteristics, such as their laziness, their boredom (less focus to the teacher explanation), and their contravention to the rules (cheating, late, absent in the class).

In order to achieve their goal, students also need high academic achievement besides having self-discipline. Academic achievement is defined as the specifications' level of students' scholastic that is designed by test score at the end of an educational program (Shamshudin, Reddy & Rao, 2007, p. 26). To get

high academic achievement, the students need their self-discipline as self-discipline needs the students' high academic achievement to get the students' goal. Furthermore, academic achievement prepares the students' future signal that could help students' goal such as obtaining the scholarship, job opportunity, and continue their study. High academic achievement is needed from the first semester until the last (graduated). For all that reasons, high academic achievement must be obtained by the students because it gives the beneficial for them.

For instance, if the students need to obtain the scholarship they have to have high academic achievement. Based on the data from International Development Program Education (IDP) in 2016, one of the requirements to obtain the scholarship is having good academic achievement. The minimum requirement score for bachelor's degree is 2.90 and more than 2.90 is better. Here, academic achievement is very important to obtain the students goal such obtaining the scholarship. Furthermore, Panselnas CPNS (2016) stated that the graduated students who had been getting bachelor's degree with Cumulative Grade Point Average (CGPA) in category cumlaude (3,75) will have special space in selection of CPNS.

Self-discipline is necessary to build the students' goals including for having high academic achievement. By having the goal, it means that think about the ambition. According to Quick and Lesueur (2004) only through self-discipline that people can fully enjoy their life and optimally express the creativity. When the students still keep their laziness to discipline their self, they will kill their self in mind, because they cannot achieve their goal. In the fact, academic

achievement is also needed to enjoy their life. By having high academic achievement, they could obtain their ambitions such as scholarship, job opportunity, and continuing their study. High academic achievement cannot achieve instantly but it is needed the students' self-discipline.

Based on the informal interview the undergraduate students in English Education Study Program of UIN Raden Fatah Palembang as the active students that contains of 12 students, the researcher found that the students seldom to come on time to the class, many of them are coming late, and did homework in the class, still cheating, etc. They do not know if self-discipline is very important to obtain their goal. In fact, they have no care about self-discipline is, but some of them are satisfied with their self-discipline. They also have problems on their academic achievement because they are indisciplined to their self. The researcher also found if some of the students are satisfied with their GPA and some of them are not satisfied (see appendix A).

To keep the truth of the data, the researcher also interviewed the lecturers of English educational study program to get the students' problems in the class about their disciplines. The researcher found that many students still have their indisciplined habit, even though their class has the rule such as the additional time for late about 15 minutes, timing for submitting the assignment, etc. Whereas self-discipline is important to build their academic achievement but they still have low awareness about disciplines (see appendix B). The researcher also observed the students' self-discipline in the class before facing the final examination and in final examination. The result showed that the situation before facing the final

examination, few students came late about at 7.10 a.m and had their own reason that was traffic jam. In the same time but in different situation, all of the students were on time in final examination. It means that if their awareness of self-discipline is just based on the situation. It can be concluded that their self-discipline needs to be checked.

Some related studies have explored those related variables; self-discipline and academic achievement. It is still debatable because some researcher found a significant predictor among them and other found negative predictor at all. Duckworth and Seligman (2005) investigated self-discipline in predicting the academic performance of adolescents. 140 students were given the instrument that is Brief Self-Control Scale (BSCS) as the questionnaire to measure the students' self-discipline that contains of 13 items. The result found that self-discipline is a good predictor in academic performance.

Further, Duckworth and Seligman (2006) also investigated self-discipline in another study. The study investigated self-discipline mediates the relationship between gender and report card grades, even when controlling for achievement test score. 140 students were as the sample given the instrument, which is Brief Self Control Scale (BSCS) that contains of 13 items. The result revealed that self-discipline predicted overall GPA when controlling for gender, there is a significant predictor.

Then, Zao and Kuo (2015) investigated how sub-dimension of self-discipline in predicting the students' achievement. 608 students from a public school in a city of Shandong Province, mainland China were selected as the

samples and to measure self-discipline, self-control ability is used for measuring the students' self-discipline. The result also found that self-discipline has good predicting in students' achievement.

However, Gong, Rai, Beck, and Haffernan (2009) investigated the impact of self-discipline on the students' knowledge and learning. 134 students were selected as the sample. Brief Self-Control Scale (BSCS) is the questionnaire to measure self-discipline that contains of 13 items. The result was found that high self-discipline students had significantly higher initial knowledge, but there is no the consistent relationship of learning while using the tutor.

On the other side, Zimmerman and Kitsantas (2014) investigated students' self-discipline and self-regulation for measuring the students' prediction of academic achievement. The 1.6 Junior Impulsiveness is the questionnaire for measuring self-discipline that includes 23 yes/no items and Motivated Strategies for Learning Questionnaire (MSLQ) is the questionnaire for measuring self-regulation. The result was found that if self-regulation composite was more predictive of students' grade point average and performance on a stage-wide achievement test than self-discipline composite. Self-regulation latent factor predicted both measures of students' achievement significantly but self-discipline factor did not predict either achievement measure significantly.

Based on the explanation above that self-discipline and academic achievement are very important to build the students' goal such getting a high academic achievement to support obtaining their goal, obtaining the scholarship, job opportunity, and continuing the study. Therefore, the researcher is interested

for conducting this research to explore more about the correlation between self-discipline and academic achievement of the undergraduate students in English Educational Study Program of UIN Raden Fatah Palembang.

### **1.2. Problems of the study**

Based on the background, the research problems are formulated in the following questions:

1. Is there any significant correlation between self-discipline and academic achievement of the undergraduate students of English Education Study Program of UIN Raden Fatah Palembang?
2. Does self-discipline significantly influence the academic achievement of the undergraduate students of English Education Study Program of UIN Raden Fatah Palembang?

### **1.3. Objectives of the study**

In accordance with the problems above, the objectives of the study are to find out whether or not:

1. there is a significant correlation between self-discipline and academic achievement of the undergraduate students of English Education Study Program of UIN Raden Fatah Palembang.
2. self-discipline significantly influence the academic achievement of the undergraduate students of English Education Study Program of UIN Raden Fatah Palembang.

#### **1.4. Significance of the study**

This research is expected to be useful for everyone who wants to read this research for developing their knowledge, especially for understanding about the importance of academic achievement and self-discipline. Moreover, this research is also expected to give the beneficial for the lecturers/teachers, parents, students, and the researcher itself. First is for the lecturers/teachers, by knowing the importance of self-discipline and academic achievement, they can create their own suitable strategies to build and motivate the students' self-discipline to increase the students' academic achievement. Second is for parents, this research is expected to encourage their children to be better and aware about the importance of it. Third is for the students, it is also expected to give the beneficial information about self-discipline and academic achievement which could guarantee their success. Last is for the researcher herself, by knowing the beneficial of self-discipline and academic achievement for the future life, she can build her self-discipline for having the success in every single thing in her future life.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents: (1) correlational research, (2) self-discipline theory, (3) self-discipline process, (4) the principles of self-discipline, (5) academic achievement, (6) the relationship between SD and AA, (7) previous related studies, (8) the hypotheses, and (9) criteria of testing the hypotheses.

#### **2.1. Correlational Study**

A statistical test that could determine the relationship between two or more variables is a correlational research design (Creswell, 2012, p. 338). In this research, the researcher do not attempt to control or manipulate the variables, but the researcher would relate the variables using the correlational statistics. It means that this design provide the researcher to predict the scores and explain the relationship between the variables. Richards and Schimdt (2010, p. 139) define correlational research as a research which is carried out to examine the nature of the relationship between two naturally occurring variables.

Pearson Product Moment Correlation Coefficient was usedby the researcher for measuring the correlation between those variables. This is a numerical index that provides the information about the strength and direction of the relationship between two variables. More specifically correlation coefficient is a number that can range in value from -1 to 1, with zero stands for no correlation at all. If the number is less than zero, it means that there is a negative correlation. If the number is equal to zero, it means that there is no correlation between two

variables. If the number is equal to +1.00 or equal to -1.00, it means that the correlation between two variables is called perfect. Positive correlation is present when scores on two variables tend to move in the same direction while negative correlation is present when score on two variables tend to move in the opposite direction-as one variable goes up, the other tends to go down, and vice versa.

The meaning of a given correlation coefficient can be seen below based on Lodico, Spaulding, and Voegtler (2010, p. 340).

**Table 1**  
**Correlation Coefficient**

Interval Coefficient	Level of Correlation
0 - 0.19	No or weak relationship
0.20 – 0.34	Slight relationship
0.35 – 0.64	Moderately strong relationship
0.65 – 0.84	Strong
0.85 – 1.00	Very Strong

*Source: Lodico et al, (2010)*

According to Creswell (2012, p. 340) states that there are two primary types of correlational research design, those are explanation and prediction. The explanatory design is a correlational design in which the researcher is interested in the extent to which two variables (or more) co-vary, that is, where changes in one variable are reflected in changes in the other. Explanatory design consists of a simple association between two variables or more.

Then, the prediction design the researchers seek to anticipate the outcomes by using certain variables as the predictors. The purpose of a prediction research design is to identify the variables that will predict an outcome or criterion. The investigator identifies one or more predictor variable and a criterion (or outcome) variable.

## **2.2. Self-Discipline Theory**

According to Kohn (2008) self-discipline as “marshalling one’s willpower to accomplish things that are generally regarded as desirable” and “using that same sort of willpower to prevent oneself from doing what is seen to be undesirable or to delay gratification. Mischel (1989), Baumister, Seligman, and Duckworth (2005) state that self-discipline is not the ability to accomplish goals which others deem desirable. Rather, self-discipline is the ability to marshal will power to accomplish goals and uphold standards that one personally regards as desirable. That is, self-discipline is not the capacity to do what other people order to do; rather it is the capacity to do what someone wants to do. It knows how to plan the behavior to reach the goals.

Sasson (2003, p. 12) adds that self-discipline is the ability of the individual to stick to action, thoughts, and behavior, which lead to improvement and success. Then, it manifests in spiritual, mental, emotional and physical discipline, for examples; come on time, finish some work or homework, keep promise, etc. A person can be talented, bright, and educated, but without self-discipline she/he will reach nowhere, self-discipline bestows the power to persevere and succeed in everything big or small. Here, processing self-discipline means overcoming

laziness, procrastination, indecision and weakness, and taking the necessary action in any situation, even it is unpleasant. Then, it is not a punishment or a restrictive lifestyle. It does not mean being narrowed minded or living like a fakir. It means doing what someone think is best and appropriate to do at any given moment.

Furthermore, Tracy (2004, p. 407) states that self-discipline is the core quality. It is the most important single quality for success. It means that you have the ability, within yourself, based on your strength of character and willpower, to “do what you should do, when you should do it, whether you feel like it or not.”

Vaden (2012) adds that self-discipline can take many forms; the discipline to tackle the problem head-on, to manage and protect the schedule, or stop avoiding the major project by filling the time with easier task. It can also mean simply saying “no” in certain things, in order to free up the valuable time and mental space to focus on the things that truly matter. Seven principles are used by vaden, those are sacrifice (the paradox principle), commitment (the buy-in principle), focus (the magnificent principle), integrity (the creation principle), schedule (the harvest principle), faith (the perspective principle), and action (the pendulum principle).

### **2.3. Self-discipline Processes**

Bryant (2004, p. 136) proposes that self-discipline process occurs in four stages; first is a decision stage, second is a preparation stage, third is an action stage, and the last is a completion/maintenance stage.

#### **2.3.1. The Decision Stage**

This stage is quite easy to do, here the students might choose a goal and solidify that choice. During on this stage, the students' purpose is to build a psychological foundation, a commitment that would carry them throw all steps (hourly, daily, weekly, monthly). Ironically, the goal is more important to the students. In this stage, the students need to bring all of their subconscious concerns to the surface in order to deal with them, so they will not ambush the students at the action stage.

#### **2.3.2. The Preparation Stage**

Self-discipline works better if the reminders are written onto paper rather than left floating in on head. It means that, when the students decide to make or do something, preparation is a necessary piece to do. Preparing for action means that making a daily plan is needed. So self-discipline will flow much better when daily reminders is receiving about what to do and when to do it.

Every daily plan needs to be a simple plan, an uncomplicated "to do" list. Unless a written plan you have because a simple daily "to do" list reminds you that every big accomplishment is nothing more than a lot of little accomplishment

added together. This simple act will instantly transform intimidating task into friendly steps.

### **2.3.3. The Action Stage**

In this stage is important to know what the students need to do. Use all of the tools during in the action stage. For example doing the homework and rehearsal your English, sleep and wake up early. Some people find that changing them weekly best. Other people change them every couple of weeks, the same goes for self-talk. Also, here is where the rewards, big and small, will make a lot of difference. Whenever the difficulties time is coming, get to do any of the steps toward the goal, go back and look over.

### **2.3.4. The Completion/Maintenance Stage**

This stage is the last stage that will have already completed a series of the steps toward the chosen goal. This is important to maintain the goal, the requirement of this stage are awareness, attitude, and continued action. This stage requires much attention and effort.

From all of the stage above is much needed to keep the commitment that have been made during in the first stage, which is in the decision stage. Then, after having used self-discipline quite successfully during in the action stage, just try to make the action being continued. If there is the excuse rather than continuing action, this is when the awareness, attitude and continued action are used.

## 2.4. The Principles of Self-Discipline

Vaden (2012) proposes seven principles of self-discipline to develop the habit of self-discipline. First is sacrificing (the paradox principle). It is simply about doing the hard things should do and doing that thing as early on as possible. Second is commitment (the buy-in principle). Think about something to achieve, how committed are you. How invested are you in achieving that goal, what is the cost of failure. Just focus into the commitments. Third is “focus” (the magnification principle). To achieve focus, minimizing the amount of distraction that occurs in life is a must. Distraction typically manifests itself as procrastination. Forth is integrity (the creation principle). Think, speak, act and it happens, those are the creation principle of integrity in a simple and powerful pattern. For examples; think before speak, choose words carefully, do something you say, keep your promise, etc. the fifth is schedule (the harvest principle). Focus effort is amplified by appropriate timing and regimented routine. Then, sixth is faith (the perspective principle). The ability to have peace about the failures, setbacks, and tragedies is directly proportionate to the term of the perspective. And the last is action (the pendulum principle). Be relentless about making the progress while freeing self from the demand for perfection.

Furthermore, Manson (2003) proposes four-step process for building self-discipline; first is clearly defined the goal. This step, goals should be quantifiable and measureable. The second is monitoring the behavior. Possibly this is the most important and most overlooked step. Tracking time and making list should be measurable. Third is creating incentive and accountability. This step

is something as simple as telling friends and family to help for achieving the goal. And the last is getting excited. Everything is easier when someone enjoys it and get excited about it. Make it fun is the best way to make it enjoyable.

## **2.5. Academic Achievement**

Academic achievement is defined as students' performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. Shamsudin, et.al (2007) defined achievement refers to the scholastic academic achievement of the students at the end of an educational program.

Zwick (2012, p. 3) state that grades awarded to individuals at the end of an academic study are important indicators of ability and productivity when those individuals look for their first jobs. At the end of each semester the students would get a report of the results of their recent studies. In Indonesia, every single aspects will be a crucial for students' academic achievement. They need to achieve high score for each subjects, having a good attitude, pass the exam, and not too much absent from classes.

Maanudev (2016, p.1) purposed learning outcomes have become a phenomenon of interest for most of part of education. Academic achievement play a vital role for students future life. High academic achievement provides a lot of benefits for students itself. A students with high academic achievement have more chance to get scholarship. They even can choose which school they want to continue by using the advantages of high academic achievement. Graduating from

high school allows students to earn far more, and many employers only hire those who graduated. As a result, academic achievement helps students avoid poverty, and now it helps not only students itself, but also the country. College education provides even more benefits, and employers are increasingly looking for employees with college degrees even in unrelated fields. In short, academic achievement help students to get a good job after graduate from their school. Academic achievement also allows students to enter competitive fields.

### **2.5.1. Grade Point Average (GPA)**

Lawrence and Vimala (2012, p. 211) state that a measure of knowledge gained in formal education usually indicated by test scores, grade, grade points, average and degrees. Mostly, at the university level, the students' academic achievement in each semester is represented by Grade Point Average (GPA) that achieve at the end of their college. Normally, university's students finish their school at least on 5 years (10 semesters) and they will get get their cummlative GPA. Before finish their school, they will get GPA for each semester. Grade (GPA) are given at the end of each 14 week meeting (once a week). According to the administration of Adelaide University, the grade poin average (GPA) is a numerical index that summeries academic performance and range from a minimum of zero to a maximum 4 (scale 0-4).

### 2.5.2. Cumulative GPA

In general terms, the Cumulative Grade Point Average (CGPA) is a measure of a student's academic achievement that can be earned in a required ISLLC-based educational leadership program of studies. It is calculated by dividing the total number of grade points received by the number of credits attempted (The Free Dictionary, 2012). Cumulative GPA obtained by having score from each subject from the whole semester that already take. At the end of semester, learners would get score for each subject. When the GPA only present the current semester, the cumulative GPA present the whole score of students that already take. Both GPA and Cumulative GPA have a similarities in scoring system. The score will be A with point 4, B = 3, C = 2, D = 1, E = 0. All of that scored will be added and the total score will be divided with the number of subject.

The academic grade scale ranges from the lowest "0.00" to the highest "4.00", not only that in intermediate grades students will be passed the course if their score more than the passing grades that decide by the teacher. Owning high GPA can help learners in their academic life. The opportunity to get Scholarship will be bigger. And when they were passed, they will found a great job easily.

The following is the table of students' academic achievement category in accordance with UIN Raden Fatah Palembang official website.

**Table 2**  
**Academic Achievement Category**

No.	Score Range	Category
1.	4.00	Summa Cumlaude
2.	3.51 – 3.99	Cumlaude
3.	3.01 – 3.50	Very Good
4.	2.51 – 3.00	Good
5.	2.00 – 2.50	Enough

*Source: Buku Pedoman Akademik Fakultas Tarbiyah dan Keguruan UIN Raden Fatah  
Palembang 2014*

## **2.6. The Relationship between Self-Discipline and Academic Achievement**

Quick and Lesueur (2004) proposed that only through self-discipline that people can fully enjoy their life and optimally express the creativity. Like learning a foreign language, self-discipline draws upon a set of skills. It takes effort and real-life practice to learn the skill. If the skills were mastered by the students, they could have become enjoyed their daily life in discipline without compulsion. However, academic achievement is also needed to enjoy their life. By having high academic achievement, they could obtain their ambitions such as scholarship, job opportunity, and continuing their study. High academic achievement can not achieve instantly but it is needed the students' self-discipline.

Based on the explanation above, it can be summed up that self-discipline plays as an important role for students' academic achievement. The students' who have high self-discipline had high academic achievement.

## **2.7. Previous Related Studies**

Duckworth and Seligman (2005) investigated self-discipline in predicting the academic performance of adolescents. The study was conducted in Northeast of socioeconomically and ethnically diverse magnet public school. 140 students were given the instrument that is Brief Self Control Scale (BSCS) as the questionnaire to measure the students' self-discipline that contains 13 items. The result found that self-discipline is a good predictor in academic performance.

Furthermore, Duckworth and Seligman (2006) also investigated self discipline in another study. The study investigated the self-discipline mediates the relationship between gender and report card grades, even when controlling for achievement test score. The samples were 140 students from a socioeconomically and ethnically diverse magnet public school in a city in northeast. The questionnaire to assess self-discipline is including 13 items of Brief Self-Control Scale (BSCS) by Tangney, Baumeister, and Boone (2004). In addition, the result was found if self-discipline predicted overall GPA when controlling for gender, there is a significant predictor.

Zao and Kuo (2015) investigated how sub-dimension of self-discipline in predicting the students' achievement. 608 students from a public school in a city of Shandong Province, mainland China were selected as the sample and to measure self-discipline, Self-control ability is the questionnaire for measuring the students'

self discipline. The result was found that sub-dimension of self-discipline have good predicting in the students' achievement.

Zimmerman and Kitsantas (2014) investigated students' self-discipline and self-regulation for measuring the students' prediction of academic achievement. 507 students as the sample from three public schools that is contain 231 males and 275 females. There were 336 white students, 41 African American, 34 Hispanic, and 96 Asian/others. The 1.6 Junior Impulsiveness is the questionnaire for measuring self-discipline that includes 23 yes/no items and the Motivated Strategies for Learning Questionnaire (MSLQ) is the questionnaire for measuring self-regulation. The result was found that if self-regulation composite was more predictive of students' grade point average and performance on a stage-wide achievement test than the self-discipline composite. Self-regulation latent factor predicted both measures of students' achievement significantly but the self-discipline factor did not predict either achievement measure significantly.

On the other side, Gong, Rai, Beck and Haffernan (2009) investigated impact of self-discipline on the students' knowledge and learning. 134 students were selected as the sample. Brief Self-Control Scale is the questionnaire to measure self-discipline that contains of 13 items of BSCS. The result was found that high self-discipline students had significantly higher initial knowledge, but there is no consistent relationship of learning while using the tutor.

## 2.8. Hypotheses

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1.  $H_0$ : There is no significant correlation between self-discipline and academic achievement of the undergraduate students of English Education Study Program of UIN Raden Fatah Palembang.

$H_1$ : There is a significant correlation between self-discipline and academic achievement of the undergraduate students of English Education Study Program of UIN Raden Fatah Palembang.

2.  $H_0$ : There is no significant influence of self-discipline to academic achievement of the undergraduate students of English Education Study Program of UIN Raden Fatah Palembang.

$H_1$ : There is a significant influence of self-discipline to academic achievement of the undergraduate students of English Education Study Program of UIN Raden Fatah Palembang.

## 2.9. Criteria of Hypotheses

To test the hypotheses above, the researcher will use the the criteria below:

1. If  $p$ -value is higher than 0.05 ( $p > 0.05$ ), the level of significance is 5%,  $H_0$  is accepted and  $H_1$  is rejected.
2. If  $p$ - value lower then 0.05 ( $p < 0.05$ ), the level of significance is 5 %,  $H_0$ is rejected and  $H_1$  is accepted.

## **CHAPTER III**

### **METHOD AND PROCEDURES**

This chapter presents: (1) research design, (2) research variables, (3) operational definitions, (4) subject of study, (5) data collections, (6) data instruments analysis, and (7) data analysis.

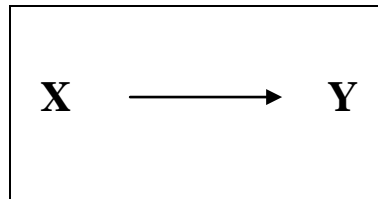
#### **3.1. Research Design**

In this research, correlational research was used to find out the answer of the correlation between the variables and interpret the result to appear it. According to Freankle, Wallen and Hyun (2012, p. 331), correlational studies investigate the possibility of relationship between two variables, although investigation of more than two variables are common.

The first procedure was identified the students' self-discipline by using the questionnaire of Academic Self-Discipline Questionnaire (ASDQ) by Fatih (2016). Second, was obtained the students' Cumulative Grade Point Average (CGVA) as the data of their academic achievement. The next step was the researcher analyzed the correlation between both variables through SPSS based on the results of the students' self-discipline questionnaire and the students' Cumulative GPA. Finally the researcher found the influence of the students' self-discipline to their academic achievement.

The research design was as follows:

**Figure 1**  
**Research Design**



Source: Creswell, 2012

X= Students' self-discipline

Y = Students' academic achievement

### **3.2. Research Variables**

Fraenkle, Wallen, and Hyun (2012, p. 80) states that a common and useful way to think about the variables is to classify them as independent and dependent. Independent variable is what the researcher chooses to study in order to assess their possible effects on one or more variables. The variable that the independent variable is presumed to affect is called a dependent variable. Therefore, in this study, the independent variable is the undergraduate EFL students' self-discipline at UIN Raden Fatah Palembang and the dependent variable is their academic achievement.

### **3.3. Operational Definitions**

Some definitions were provided in this research to avoid misunderstanding. Students' self-discipline refers to the students' ability that can build their goal based on their activities, for instance, come on time to the class, do the assignment before deadline, and have no absen in attendance lists. Their self-discipline was identified from the questionnaire that they were answered. The questionnaire that measured the students' self-discipline is Academic Self-Discipline Questionnaire (ASDQ) by Fatih SAL (2016).

Academic achievement refers to the students' Cumulative grade Point Average (GPA) obtained by the students upon accomplishing the courses in their study. Academic achievement is the students' result of all the subjects that they have taken starting from the first semester to their current semester.

Then, undergraduate EFL students refer to the undergraduate students of English Education Study Program of UIN Raden Fatah Palembang in academic year 2016/2017 that contains of the second, forth, and sixth semester.

### **3.4. Subject of the Study**

To get the data of the study, this research need the subject. The subject of this research was the undergraduate students of English Education major of UIN Raden Fatah Palembang in academic year 2016/2017.

### 3.4.1. Population

Population is a group of individuals who have the same characteristic (Creswell, 2005, p. 145). The population of this research was all the active students of English Education Study Program of Islamic State University (UIN) Raden Fatah Palembang. It consists of three different semesters; those are second semester, fourth semester, and sixth semester that are still as the active students. The distribution of population can be seen below.

**Table 3**  
**Population of the Study**

No.	Semester	Number of students
1.	II	153
2.	IV	133
3.	VI	121
<b>Total</b>		<b>407</b>

*Source: Administration of English education study program of UIN Raden Fatah  
Palembang 2016/2017*

### 3.4.2. Sample

The sample of this research was 120 students of the undergraduate students as the active students in English Education Study Program of UIN Raden Fatah Palembang. Those were taken from the second semester, fourth semester and sixth

semester of English Education Study Program as EFL students of UIN Raden Fatah Palembang. The sample in this research used the stratified random sampling technique. The criterion was the undergraduate students as the active students and had the cumulative grade point average. The sample was chosen into some category that was having GPA in good category (2.51-3.00), very good category (3.01-3.50), extraordinary (3.51-3.99), and summa cumlaude (4.00). The samples of this research were the second semester, fourth semester, and sixth semester. In each semester had four classes, 10 students in each class and in each semester had been chosen as the sample randomly based on the category. The samples in this research were vary those are the second, forth, and sixth semester as the active students. The distribution of sample can be seen below.

**Table 4**  
**Sample of the Study**

No.	Semester	Number of Students	Class
1.	II	153	(A, B, C, and D) = 40
2.	IV	133	(A, B, C, and D) = 40
3.	VI	121	(A, B, C, and D) = 40

*Source: Administration of English education study program of UIN Raden Fatah Palembang 2016/2017.*

### **3.5. Data Collection**

In this research, the researcher collected the data about the undergraduate students' self-discipline and their academic achievement. Two kinds of instruments used to collect the data to support this research; those are the questionnaire and the students' cumulative GPA.

#### **3.5.1. Questionnaire**

Questionnaire is a set of questions on a topic or group of topics designed to be answered by a respondent (Richard & Schmidt, 2010, p. 478). To measure students' self-discipline, the researcher used the questionnaire of Academic Self-Discipline Questionnaire (ASDQ) that was developed by Fatih SAL (2016). There would be 58 items in this questionnaire that the students were asked to response each item on a 5-point, liker-style scale with possible choices that range from “(1) never, (2) rarely, (3) sometimes, (4) usually, and (5). always”. The participants had to complete the questionnaire in 25 minutes.

#### **3.5.2. Cumulative GPA**

To obtain students' Academic Achievements, the score of the students were collected from their cumulative GPA. The researcher used documentation to get the students cumulative GPA as their academic achievement from the administration

of English Education Study Program of UIN Raden Fatah Palembang. After the researcher got the data, the researcher will classify the students' cumulative GPA into some category.

### **3.6. Data Instrument Analysis**

In data instrument analysis, there were two steps which examined; those are validity and reliability test.

#### **3.6.1. Validity Test**

To find out the validity of instrument, the researcher used the criterion-related evidence of validity. A criterion is a second test and to measure of item validation. They continue when instrument data and criterion data are gathered at nearly the same time, and the results are compared, this is an attempt by researchers to obtain evidence of concurrent validity. A key index in forms of criterion-related valid it is the correlation coefficient.

##### **3.6.1.1. Validity of Questionnaire**

Academic Self-Discipline Questionnaire (ASDQ) is ready-made questionnaire by Fatih SAL (2016) and it has been already validated to measure the students' self-discipline by construct exploratory analysis and confirmatory analysis. 40 undergraduate students at University of Leicester were conducted as the sample and measured by using ASDQ.

### **3.6.2. Reliability Test**

Internal consistency reliability refers to a measure of the degree to which the items or parts of a test are homogeneous, equivalent or consistent with each other. Internal consistency reliability is often estimated by the following approaches: Cronbachalpha, Kuder- Richardson formulas or split-half reliability (Richards & Schimdt, 2010, p. 209). Johnson and Christensen (2012, p. 340) state that when used to check reliability of scores, the coefficient should be at least 0.70, preferably higher. Therefore, the questionnaire will be reliable if the coefficient is 0.70 or higher.

#### **3.6.2.1. Reliability of Questionnaire**

The Academic Self-Discipline Questionnaire by Fatih (2016) is a ready made questionnaire had checked the reliability which had examined by Cronbach's Alpha and the Cronbach's Alpha coefficient value was 0.93. He further mentioned that the Cronbach's Alphas are robust, ranging from 0.90 to 0.93.

### **3.7. Data Analysis**

After all the results of the instruments have revealed, the researcher was analyzing the data, the steps are;

#### **3.7.1. Instrument Analysis**

Before finding out the correlation between students' self-discipline and their academic achievement, the researcher found out the score of the instruments.

### 3.7.1.1. Questionnaire Analysis

To get the score of students' self-discipline, the researcher counted the total of the scales in five scales from never to always. The questionnaire contains of 58 items and the scale ranges are from 1 to 5 that range from “never” to “always”. The minimum score is 58 if the student get 1 point in 58 items and the maximum score is 290 if the students get 5 points in 58 items. The interval of students' self-discipline consist of 58-134 is low self-discipline, 135-212 is average self-discipline and 213-290 is having high self-discipline. The distribution of the interval of self-discipline can be seen in the table below:

**Table 5**

**The Interval of Self-Discipline**

No.	Range	Category	Specification
1.	58-134	Low	The students prefer short-term pleasure instead of long term gain (come late, submit the assignment later than the deadline, do not have study plan, can not delay gratification, and moody).

2.	135-212	Average	The students can not maintenance self-discipline (sometime come on time, sometime come late, moody, study randomly, and sometime study according to the plan).
3.	213-290	High	The students have their study in an order and attention (use time for studying wisely, on time in every single thing, having study plan, have long term goals for academic life, avoid making common mistake, can maintenance good habitual, and never give up).

*Source: Fatih SAL (2016)*

### **3.7.1.2. Academic Achievement Analysis**

After students' cumulative GPA was obtained, the researcher classified the students' Cumulative GPA into some categories. The categories of students' academic achievement consist of 0.00- 1.99 is poor, 2.00-2.50 is enough, 2.51-3.00 is good, 3.01-3.50 is very good, 3.51-3.99 is cumlaude and 4.00 is summa cumlaude.

### **3.7.1.3. Correlation Analysis**

The researcher used Pearson Product Moment Correlation Coefficient which was examined by SPSS to find out the correlation between students' self-discipline and their academic achievement. The correlation would be found whenever *r-obtained* is higher than *r-table*.

### **3.7.1.4. Regression Analysis**

The researcher used regression analysis to see the value of influence of predictor variable (students' self-discipline) toward the criterion variable (students' academic achievement). The regression analysis was applied if there was a correlation.

## **CHAPTER IV**

### **FINDINGS AND INTERPRETATIONS**

This chapter presents (1) research findings, (2) statistical analyses, and (3) interpretations.

#### **4.1. Research Findings**

There are six kinds of research findings in this research: (1) the results of students' self-discipline, (2) the results of students' academic achievement, (3) statistical analysis, (4) correlation between students self-discipline and their academic achievement, and (5), influence of students self-discipline and their academic achievement.

##### **4.1.1 Results of Students' Self-Discipline**

In this research, 58 items of Academic Self-Discipline Questionnaire (ASDQ) was distributed to the participants. The ASDQ was rated by likert scale (1=never, 2=rarely, 3=sometimes, 4=usually, and 5=always). The ASDQ had possitive and negative questionnaire to investigate the participants' self-discipline. In scoring the students' self-discipline, 21 items were the negative questionnaire, it calculated starting from 5= never, 4= rarely,... to 1= always. 37 items were the possitive questionnaire, it calculated starting from (1= never, 2= rarely, 3= sometimes, 4= usually, and 5= always).

The participants of this research were the second, forth, and sixth semester of English Education Study Program of UIN Raden Fatah Palembang which

consists of 120 students. However, only 111 students participated in this research, and 7 students did not attend when conducting this study because they had their own problem and 2 students did not write names.

The descriptive statistical analysis of ASDQ for the participants is shown in Table 10. The maximum score is 280 and the lowest score is 132. The mean of the self-disciplines' scores for the participants is 209.03 and the standard deviation is 26.636. The range of the ASDQ is 148. Meanwhile, the sum of the participants' self-discipline was 23202.

**Table 6**  
**Descriptive Statistics of Self-Discipline**

Statistics		
self-discipline		
N	Valid	111
	Missing	0
Mean		209.03
Std. Error of Mean		2.528
Median		210.00
Std. Deviation		26.636
Range		148
Minimum		132
Maximum		280
Sum		23202

It was revealed that from the questionnaire, the three levels of self-discipline were all perceived by the participants with different numbers; where 44% (49 students) in high self-discipline, 55% (61 students) in average, and only 1% (1 student) in low self-discipline. The distribution of students' self-discipline can be seen below:

**Table 7**

**Distribution of Students' Self-Discipline**

<b>Categories</b>	<b>Frequency</b>	<b>Percentage</b>
High Self-Discipline	49	44%
Average	61	55%
Low Self-Discipline	1	1%
<b>Total</b>	<b>111</b>	<b>100%</b>

#### **4.1.2 Result of Students' Academic Achievement**

The descriptive statistical analysis of academic achievement for the participants is shown in Table 8. The participants' academic achievement was analyzed by collecting their cumulative GPA from English Study Program Administration.

**Table 8**  
**Descriptive Statistics of Students' Academic Achievement**

Statistics		
Academic Achievement		
N	Valid	111
	Missing	0
Mean		3.4259
Std. Error of Mean		.03256
Median		3.4500
Std. Deviation		.34300
Range		2.00
Minimum		2.00
Maximum		4.00
Sum		380.27

Based on the descriptive statistics above, the maximum score is 4.00, and the minimum score is 2.00. The mean of the academic achievement scores of the participants is 3.4259, and the standard deviation is .34300. The range of the participants' cumulative GPA is 2.00. Meanwhile, the sum of the participants' self-discipline is 380.27.

In five categories of academic achievement, 2 students had enough category of cumulative GPA, 10 students had good category of cumulative GPA. 50 students had very good category of cumulative GPA. 48 students had

cumlaude category and 2 students had summa cumlaude (See table 9). The distribution is presented in the following table:

**Table 9**  
**The Distribution of Students' Academic Achievement**

ScoreRange	Category	Frequency	Percentage
4.00	Summa Cumlaude	2	2 %
3.51 – 3.99	Cumlaude	48	43 %
3.01 – 3.50	Very Good	49	44 %
2.51 – 3.00	Good	10	9 %
2.00 – 2.50	Enough	2	2 %
0.00 – 1,99	Poor	0	0%
Total		111	100 %

#### 4.2 Statistical Analyses

There were three statistical analyses that the researcher applied in this research:

1. The statistical analysis of normality and linearity
2. The statistical analysis of correlation analysis between students' self-discipline and their academic achievement in all participants.
3. The statistical analysis of regression analysis between students' self-discipline and their academic achievement in all participants.

#### 4.2.1. Normality test

Normality test and linearity test were conducted prior to data analysis through SPSS 20<sup>th</sup> version for windows. The purpose of the normality test of the data is to find out whether the distribution of the data is normal or not. The propability value ( $\alpha$ ) for the normality test of the data is 0.05. The variables are normal if:

- a)  $H_0$  is accepted if the sig is lower than 0.05, it means the data is normal.
- b)  $H_1$  is accepted if the sig is higher than 0.05, it means the data is normal.

To check whether the distribution is normal or not, the result of the distribution of the data can be seen on the table below:

**Table 10**  
**Test of Normality**

One-Sample Kolmogorov-Smirnov Test			
		self-discipline	academic achievement
N		111	111
Normal Parameters <sup>a,b</sup>	Mean	209.03	3.4259
	Std. Deviation	26.636	.34300
	Absolute	.085	.074
Most Extreme Differences	Positive	.085	.052
	Negative	-.079	-.074
Kolmogorov-Smirnov Z		.895	.777
Asymp. Sig. (2-tailed)		.399	.582

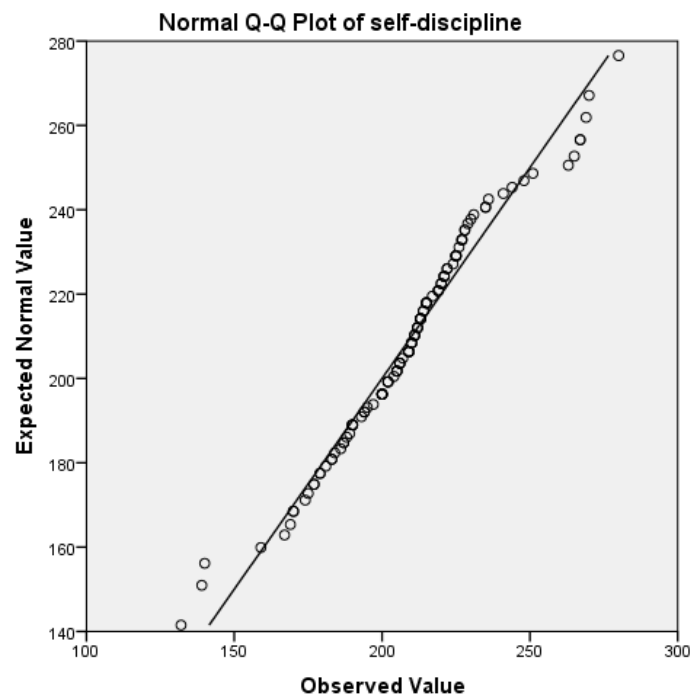
a. Test distribution is Normal.

b. Calculated from data.

Based on the results of normality test: Kolmogrov-Smirnov, both self-discipline and academic achievement results' had high score more than 0.05. The result of self-discipline was 0.399 and academic achievement was 0.582. Therefore, it can be assumed that the data was normal.

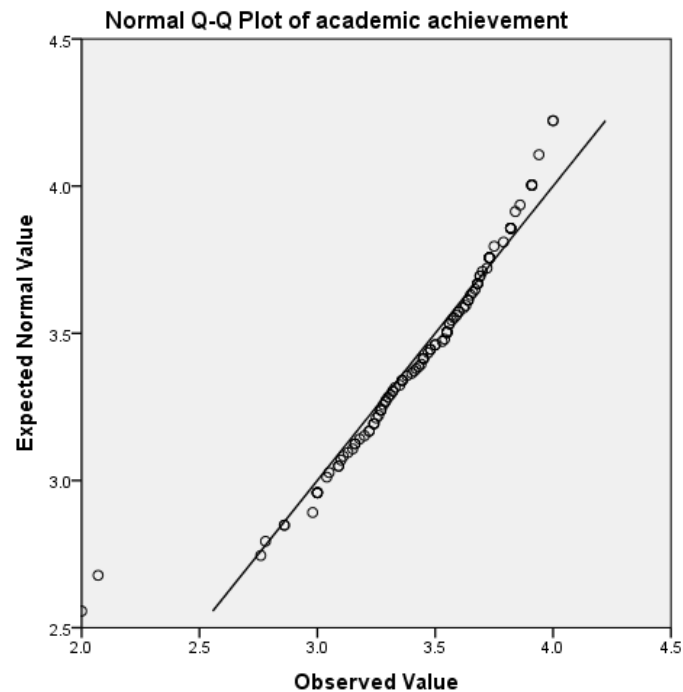
**Figure 2. Distribution of Self-Discipline Data**

**Normal Q-Q Plot of Self-Discipline**



**Figure 3. Distribution of Academic Achievement Data**

**Normal Q-Q Plot of Academic Achievement**



#### 4.2.2 The Result of Linearity Test

For linearity test, deviation of linearity was obtained. The purpose of linearity test of the data is to find or whether the distribution of the data is linear or not. The propability value ( $\alpha$ ) for the linearity test of the data is 0.05. The variables are linear if:

- a)  $H_0$  is accepted if the sig is lower than 0.05, it means the data is linear.
- b)  $H_1$  is accepted if the sig is higher than 0.05, it means the data is linear.

To check whether the distribution of the data is linear or not, the result of the distribution of the data can be seen on the table below:

**Tabel 11**  
**The Diistribution of Linearity Test**

**ANOVA Table**

			Sum of Square s	df	Mean Square	F	Sig.
(Combined)			10.663	60	.178	3.900	.000
academic achievement * self-discipline	Between	Linearity	7.142	1	7.142	156.720	.000
	Groups	Deviation from Linearity	3.521	59	.060	1.310	.165
	Within Groups		2.279	50	.046		
	Total		12.942	110			

The result of the table above showed that the deviation from the linearity between self-discipline and academic achievement (sig) was 0.165 or higher than 0.05. Therefore, it shows that the result above was linear.

#### **4.3 Correlation between Students' Self-Discipline and Their Academic Achievement**

This section answered the first research problem. By analyzing the result of descriptive statistics for the Academic Self-Discipline Questionnaire (ASDQ) and academic achievement by collecting the cumulative GPA. Therefore, the

researcher used Pearson Product Moment Correlation to find out the correlation between self-discipline and academic achievement. the criteria of accepting the result if:

1. *p-value* is higher than 0.05 ( $p > 0.05$ ),  $H_0$  is accepted and  $H_1$  is rejected.
2. *p-value* is less than 0.05 ( $p < 0.05$ ),  $H_0$  is rejected and  $H_1$  is accepted.

The table of the correlation between self-discipline and academic achievement can be seen below:

**Table 12**  
**Correlation between Students' Self-Discipline and Their Academic Achievement**

Correlations			
		self-discipline	academic achievement
self-discipline	Pearson Correlation	1	.743**
	Sig. (2-tailed)		.000
	N	111	111
academic achievement	Pearson Correlation	.743**	1
	Sig. (2-tailed)	.000	
	N	111	111

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the result of Pearson Product Moment Correlation above, the correlation coefficient or the *r-obtained* (0.743) was higher than *r-table* (0.186). Then the level of propability (*p*) significance (sig. 2 tailed) was 0.000. It means that *p* (0.000) was lower than 0.05. Therefore, the result indicated that there was a

significant correlation between students' self-discipline and their academic achievement.

#### **4. 3. 2 Influence of Students' Self-Discipline on Their Academic Achievement**

This section answered the second research problem. By analyzing the result of descriptive statistic for the Academic Self-Discipline Questionnaire (ASDQ) and academic achievement.

In addition, since there was a significant correlation between the self-discipline and academic achievement, it can be inferred that students' self-discipline has significant influence on their academic achievement. However, regression analysis was still used to find out if students' self-discipline influenced their academic achievement.

The results indicated that the students' self-discipline influenced academic achievement significantly with  $t_{\text{value}}$  (11.586) was higher than  $t_{\text{table}}$  (1.658) with sig. value (0.000) was lower than probability (0.05). Therefore, there was a significant influence between students' self-discipline toward their academic achievement of undergraduate students of English Education Study Program of UIN Raden Fatah Palembang. It means that there was a significant influence of students' self-discipline on their academic achievement.

**Table 13**  
**The Regression Analysis of Students' Self-Discipline and Academic Achievement**

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.426	.174		8.198	.000
self-discipline	.010	.001	.743	11.586	.000

a. Dependent Variable: academic achievement

In addition, to know the percentage of self-discipline influence on academic achievement, R-Square was obtained. The result of the analysis revealed that the R Square ( $R^2$ ) was .552. It means that students' self discipline gave significant effect in the level of 55.2 % toward academic achievement achievement, and 44.8% was unexplained factors value. Table 14 is shown as the result of Model Summary follow.

**Table 14**  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.743 <sup>a</sup>	.552	.548	.23067

a. Predictors: (Constant), self-discipline

### 4.3. Interpretation

In order to strengthen the value of this research the interpretations were made based on the result of data analyses. First, according to the findings, the result of the students' self-discipline shows that most of the students have average self-discipline where 55% students in average self-discipline, 44% students in high self-discipline, and the result also shows that only 1% students in low self-discipline based on the questionnaire of Academic Self-Discipline Questionnaire.

Second, based on the result of Pearson Product Moment correlations, it was found that there was a positive and a significant correlation between self-discipline and academic achievement of undergraduate students of English Education study program at UIN Raden Fatah Palembang. The correlation coefficient or  $r$ -obtained was 0,743. This means that self-discipline had relation to their performance in academic achievement.

The explanation to support this finding is that the undergraduate students (second, fourth, and sixth semester) the researcher believe that self-discipline is a good effort for maintaining the students' goal such as getting high academic achievement. A person can be talented, bright, and educated, but without self-discipline she/he will reach nowhere, self-discipline bestows the power to persevere and succeed in everything big or small (Sasson, p. 12). Furthermore, it might be because the undergraduate students of English Education Study Program of UIN Raden Fatah Palembang are aware about their self-discipline for maintaining their future goal. They tried to do their self-discipline, come on time, submit the assignment on time, overcoming the laziness, procrastination. Vaden (2012) proposes seven principles of self-discipline to develop the habit of self-discipline, first is sacrificing, second is commitment (the buy-in principle), third is "focus" (the magnification principle), fourth is integrity (the creation principle), fifth is schedule (the harvest principle), sixth is faith (the perspective principle), and the last is action (the pendulum principle).

The result of this research is supported by Duckworth and Seligman (2005) who found that self-discipline was a good predictor than IQ (Intelligence Quotient) in academic performance of adolescents. The result indicated that the correlation between self-discipline and GPA ( $r = 0.67$ ) and the correlation between IQ (Intelligence Quotient) and GPA ( $r = 0.49$ ). It means that self-discipline predicted academic performance more robustly than did IQ. Further, Duckworth and Seligman (2006) also found that self-discipline was a good predictor through gender. They found that girls earned significantly higher final grades in English

than boys. Zao and Kuo (2015) also found that self-discipline have good predicting in students achievement. The finding show that how sub-dimension if self-discipline in predicting the students' achievement. The result showed that students get higher in later achievement partially because they are more self-disciplined on behavioral, thinking control, and emotional aspects. Those sub-dimensions add small, but incremental variance to explain later academic achievement (behavioral  $R^2 = .023$ , thinking control  $R^2 = .029$ , and emotional control  $R^2 = .009$ ).

In short, the total contribution of students' self-discipline and their academic achievement showed significant correlated and influenced. The findings of the study may have some pedagogical implications for foreign language teachers, parents, and students.

Finally, this study was success in investigating the correlation and the influence between students' self-discipline and their academic achievement of undergraduate students in English Education Study Program of UIN Raden Fatah Palembang.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents: (1) conclusions, and (2) Suggestions

#### **5.1. Conclusions**

From the findings and interpretations in the previous chapter, some conclusions could be presented. First, there was a correlation between self-discipline and academic achievement of the undergraduate students of English Education Study Program of UIN Raden Fatah Palembang. The mean participants' self-discipline gave significant correlation to their academic achievement with  $r = .743$ . It showed in the level of strong correlation. It could be proved that the participants' self-discipline gave significant effect to the participants' academic achievement. Second, it can be concluded that students self-discipline gave significant influence on students performance in academic achievement. It was shown that student's self-discipline gave 55,2% contribution to their academic performance. This study may have some pedagogical implications for foreign language teachers, parents, and students.

#### **5.2. Suggestions**

Based upon the result of this research, it is recommended especially for students. Since the self-discipline is important for themselves, they have to be aware of their self-discipline so that they can achieve more in learning and maintain their goal. More important, this research also gives the beneficial

information about self-discipline and academic achievement which can guarantee their success. Moreover, these findings can imply that lecturers or teachers can help the students to develop the students self-discipline, because it has many impact for students for their future goals and for implies their academic achievement for example, the teachers give their own rule (come on time, submit the assignment on time, etc) for getting high score. The lectures or teachers are also expected to design the class rule in their subject for building the students' self-discipline. Furthermore, the parents are also expected to encourage their children to be better and aware about the importance of self-discipline.

Although this research was carefully prepared the researcher still aware of its limitations and shortcomings. First, the researcher conducted in three different semesters of the undergraduate students of UIN Raden Fatah Palembang randomly. It would be better if it was conducted in total number of the active students. Second, the explanation in literature review was still incomplete. It would be better if the explanation could be added, for example, self-discipline factors and types of self-discipline.

Finally, for future researchers who have interest in this subject and there are possibilities to correlate them with other variables since there are still many unexplained factors that can give contribution for students' academic achievement.

## REFERENCES

- Bryant, T. (2004). *Self-Discipline in 10 days: How to go from thinking to doing*, Seattle, WA: Human Understanding and Behavior Publishing (HUB Publishing)
- Creswell, J. W. (2012). *Educational research planning, conducting, and evaluating quantitative and qualitative research*(4<sup>th</sup> Ed.). Upper Saddle River, NJ. Pearson Education, Inc.
- Duckworth, A. L. & Seligman, Martin, E. P. (2005). Self-Discipline outdoes IQ in predicting academic performance of adolescents. *Journal of Educational Psychology*, 16(12), 939-944.
- Duckworth, A. L. & Seligman, Martin, E. P. (2006). Self-Discipline gives girls the edge: gender in self-discipline, grades, and academic test scores. *Journal of Educational Psychology*, 98(1) 198-208.
- Fakultas Tarbiyah IAIN Raden Fatah Palembang. (2014). *Pedoman akademik fakultas tarbiyah dan keguruan*. Palembang, Indonesia: Fakultas Tarbiyah IAIN Raden Fatah Palembang.
- Fatih (2016) Development of an academic self discipline questionnaire. University of Leicester. Retrieved from <https://www.researchgate.net>
- Fraenkle, J. R., Wallen, N. E., & Hyun, H. H. (2012) *How to evaluate research in education* (8<sup>th</sup> Ed.). New York, NY: McGraw-Hill.
- Golkar, Rasol, Aghahoseyni, Taghi, Zarrin, Ameneh. (2008). *The discipline solution and techniques in the classroom: Approaches, models, and perspectives*. Isfahan, Iran:Kankash Publication.
- Gong, Y., Rai, D., Beck, J. E., & Heffernan, N. T. (2009). *Does self-discipline impact students' knowledge and learning?*. Worcester, USA: Educational Data Maining
- Jhonson, B., & Christensen, L. (2012). *Educational research: quantitative, qualitative, and mix approaches*(4<sup>th</sup> Ed.). Thousand Oaks, CA: SAGE Publication, Inc.
- Kohn, A. (2008). *Why self-discipline is overrated: the troubling theory and practice of control from within*. Phi Delta Kappan, Espanol.
- Lawrence, A.S.A. & Vimala, A. (2012). School environment and academic achievement of standard ix students. *Journal of educational and instructional studies in the world*. 2(3), 214- 246.

- Lodico, M., Spaulding, D. & Voegtler, K. (2010), *Methods in educational research: From theory to practice* (2<sup>nd</sup> Ed.). San Francisco, CA: Wiley.
- Manson, M. (2003). *The guide to self-discipline*. Retrieved from [https://markmanson.net/self-discipline.pdf?\\_page\\_ID](https://markmanson.net/self-discipline.pdf?_page_ID).
- Mihr (2008). *The Holy Qur'an: St. Brent Wood*. Mary Land, Amana Corp. Retrieved from <http://www.islam101.com/quran/mihr/QURAN/4.htm>.
- Mischel, W. S. & Shoda, Y. (1989). Delay of gratification in children. *Science journal*, 244(4907), 933-938.
- Quick and Lesueur (2004) *A world of possibilities: skill for creating happiness and blessing, the freedom of self-discipline*, Lexington, Kentucky: Cooperative Extension Service.
- Sasson, R. (2003). *Will power and self-discipline*. Worldwide. Retrieved from [http://www.willpower\\_self-discipline.html](http://www.willpower_self-discipline.html)
- Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). London, Great Britain: Pearson.
- Shamshudin, S., Reddy, V. D., Rao, D. B. (2007). *values and academic achievement*. Discovery Publishing House.
- Tangney, J. P., Baumeister, R. F. & Boone, A. L. (2004). High self-control predicts good adjustment less pathology, better grades, and interpersonal success. *Journal of Personality*, 72(2), 271-324.
- Tracy, B. (2004). *Goals: How to get everything you want-faster than you ever thought possible*. Retrieved from [http://dlia.ir/scientific/e\\_book/philosophy\\_psychology\\_religion/psychology/B\\_F\\_501\\_505.pdf](http://dlia.ir/scientific/e_book/philosophy_psychology_religion/psychology/B_F_501_505.pdf)
- Vaden, R. (2012). *Take the stairs: 7 steps to achieving true success*. Stanford, CA: Creative Commons.
- Zao & Kuo, Yi-Lung. (2015). The role of self-discipline in predicting achievement for 10<sup>th</sup> graders. *International journal of intelligent technologies and applied statistic*, 8(1), 61-70.
- Zimmerman, B. J. & Kitsantas, A. (2014). Comparing students' self-discipline and self-regulation measures and their prediction of academic achievement. *Contemporary educational psychology*, 146-155.

## **APPENDIX A**

### **THE TRANSCRIPT OF SOME OF INFORMAL INTERVIEW CONDUCTED TO THE RESEARCHER WITH THE STUDENTS OF UIN RADEN FATAH PALEMBANG**

- Interviewer : what semester are you?
- Student 1 : I am in semester 2
- Student 2 : I am semester 4
- Student 3 : I am semester 6
- Interviewer : what do you think about self-discipline? Is it important?
- Student 1 : I think that self-discipline is important.
- Student 2 : so far I though that self-discipline is important.
- Student 3 : actually self-discipline is important.
- Interviewer : how often you came late? Often, seldom, or always?
- Student 1 : seldom, just in the morning class because it so difficult to come early in the morning.
- Student 2 : not really, seldom.
- Student 3 : I always came to the class on time
- Interviewer : did you cheating when facing the examination?
- Student 1 : sometimes, I did.
- Student 2 : I did it when there was an urgent question.
- Student 3 : of course I did not.
- Interviewer : when you are in your home, do you still open your book?
- Student 1 : when facing the examination I opened it.

Student 2 : I seldom opened my book in home. If there was the information about the examination, I opened it.

Student 3 : just before facing the examination.

Interviewer : what about your GPA?

Student 1 : alhamdulillah, I think still well.

Student 2 : 3.00, I think enough.

Student 3 : just so so.

## **APPENDIX B**

### **THE TRANSCRIPT OF SOME OF INFORMAL INTERVIEW CONDUCTED TO THE RESEARCHER WITH THE LECTURES OF UIN RADEN FATAH PALEMBANG**

- Interviewer : what do you think about the students' self-discipline?
- Lecture 1 : some of them ok but some of them were also indiscipline.
- Lecture 2 : in my class the students' self discipline looked ok.
- Lecture 3 : the students' self-discipline in my class was low, I though.
- Interviewer : how do you handle the students that have indiscipline habit?
- Lecture 1 : I told them that the indiscipline students, their score would be decreased in my major.
- Lecture 2 : I have the additional time for coming late about 15 minutes and also timing for submitting the assignment, so if they still in indiscipline I can not accept their assignment or anything else.
- Lecture 3 : if the students are late about 5 minutes I will check their attendance list, but if they are late more than 5 minutes, I will give a mark (L) as the late student. Of course it will affect their score.

## APPENDIX C

### Academic Self-Discipline Questionnaire (ASDQ)

(Fatih SAL, 2016)

The following questions ask about your self-discipline. **Remember there are no right or wrong answer, just answer as accurately as possible.** Use the scale below to answer the questions.

1= Never, 2=Rarely, 3=Sometimes, 4=Usually, 5= Always						
1.	I submit my assignments on time. (saya mengumpulkan tugas tepat waktu)	1	2	3	4	5
2.	I study the direction of my goal. (saya mempelajari tujuan hidup saya)	1	2	3	4	5
3.	I submit my papers later than the deadline. (saya mengumpulkan tugas saya melewati batas waktu)	1	2	3	4	5
4.	I do not study in an order. (saya tidak belajar berurutan)	1	2	3	4	5
5.	I keep up with the deadlines for assignment (saya bersaing dengan waktu untuk mengumpulkan tugas)	1	2	3	4	5
6.	I go to classroom late (saya terlambat pergi ke kelas)	1	2	3	4	5
7.	The topic I want to study depends on my mood (topik yang ingin dipelajari berdasarkan suasana hati saya)	1	2	3	4	5
8.	I have long term goals for my academic life (saya memiliki tujuan jangka panjang untuk kelangsungan akademik saya)	1	2	3	4	5
9.	I'm a punctual person. (saya adalah orang yang disiplin waktu)	1	2	3	4	5
10.	I have my future academic plan (saya memiliki rencana akademik untuk masa depan saya)	1	2	3	4	5
11.	I study according to a plan (saya belajar sesuai dengan rencana)	1	2	3	4	5
12.	I study randomly. (saya belajar secara acak)	1	2	3	4	5

13.	I do not want to study (saya tidak ingin belajar)	1	2	3	4	5
14.	I study ten hours one day, and 1 hour another day, and none the day after. (saya belajar 10 jam sehari dan 1 jam dihari lain dan tidak pada hari selanjutnya)	1	2	3	4	5
15.	I know what to study before start studying. (saya tahu apa yang dipelajari sebelum belajar)	1	2	3	4	5
16.	I make a plan for tomorrow before sleeping (saya membuat rencana untuk esok hari sebelum tidur)	1	2	3	4	5
17.	I have my own study time table. (saya punya jadwal pelajaran sendiri)	1	2	3	4	5
18.	I know how to study (saya tahu bagaimana cara mempelajari sesuatu)	1	2	3	4	5
19.	I use my study time wisely. (saya menggunakan waktu saya dengan bijaksana)	1	2	3	4	5
20.	I use attentional strategies to study persistently. (saya menggunakan strategi yang sesuai terus menerus untuk belajar)	1	2	3	4	5
21.	I study out of my plan (saya belajar diluar rencana)	1	2	3	4	5
22.	I am vulnerable to distractions. (saya rentan terhadap gangguan)	1	2	3	4	5
23.	I repeat my modules after class I make a preparation before class. (saya ulagi modul saya setelah kelas dan membuat persiapan sebelum kelas dimulai)	1	2	3	4	5
24.	I inhibit task-irrelevant thought (saya menjauhi pemikiran yang tidak relevan)	1	2	3	4	5
25.	I am cognitively ready before starting to study (saya secara kognitif siap sebelum mulai belajar)	1	2	3	4	5
26.	I do not use Facebook while studying. (saya tidak menggunakan facebook saat belajar)	1	2	3	4	5
27.	I avoid making common mistake. (saya menghindari kesalahan)	1	2	3	4	5
28.	I can inhibit unhelpful thoughts. (saya dapat menghentikan pemikiran yang tidak membantu)	1	2	3	4	5

29.	My study desk is messy. (meja belajar saya berantakan)	1	2	3	4	5
30.	I imagine something else while I am in class. (saya membayangkan sesuatu yang lain ketika dikelas)	1	2	3	4	5
31.	I keep myself away from distracting elements to study effectively. (saya terjaga dari hal-hal yang mengganggu pelajaran secara efektif)	1	2	3	4	5
32.	I looked at some pictures from Facebook or Instagram while studying (saya melihat beberapa gambar dari facebook atau instagram saat belajar)	1	2	3	4	5
33.	I organise my study place where there is not any distracter (saya mengatur tempat belajar dimana tidak ada pengganggu)	1	2	3	4	5
34.	External stimulants distract my attention easily. (pengaruh dari luar mengalihkan perhatian saya dengan mudah)	1	2	3	4	5
35.	I remove everything that disturbs me. (saya menghapus apapun yang mengganggu)	1	2	3	4	5
36.	I do not allow my choices to be dictated by impulses of my feelings (saya tidak melibatkan perasaan dalam menentukan pilihan)	1	2	3	4	5
37.	I remove whatever most likely distracts me from studying. (saya menolak apapun yang mungkin mengganggu dalam belajar)	1	2	3	4	5
38.	I wake up the same time everyday (saya bangun di waktu yang sama setiap hari)	1	2	3	4	5
39.	I block out my stimuli (saya memblokir rangsangan buruk terhadap diri saya)	1	2	3	4	5
40.	If I have planned to study, I can refuse to hang around with my best friend (jika saya telah merencanakan untuk belajar, saya dapat menolak untuk bergaul dengan sahabat)	1	2	3	4	5
41.	If I want to eat warm chocolate cake while studying, I immediately buy and eat it. (jika saya ingin makan sesuatu sambil belajar, saya langsung membeli dan memakannya)	1	2	3	4	5

42.	If I get lower score, I give up studying (jika saya mendapatkan skor yang lebih rendah, saya berhenti belajar)	1	2	3	4	5
43.	I spend countless hours in front of books and assignments, yet I learned very little. (saya menghabiskan waktu berjam-jam didepan buku dan tugas, namun saya belajar sangat sedikit)	1	2	3	4	5
44.	Even if I get lower score, I keep studying (Bahkan jika saya mendapatkan skor lebih rendah, saya tetap belajar)	1	2	3	4	5
45.	I have problem about attention control and distractions Saya mempunyai masalah dalam mengontrol perhatian dan gangguan)	1	2	3	4	5
46.	If I got higher mark, I give up studying (jika saya mendapat nilai yang lebih tinggi, saya berhenti belajar)	1	2	3	4	5
47.	I need to check my mails while studying. (saya perlu memeriksa e-mail saat belajar)	1	2	3	4	5
48.	I sustain attentional focus despite distractions, boredom, or fatigue. (saya fokus dalam mempertahankan perhatian (belajar) meskipun ada gangguan, kebosanan atau kelelahan)	1	2	3	4	5
49.	I do not use my Facebook account while studying even though I desire it much. (saya tidak menggunakan facebook saat belajar meskipun saya sangat ingin)	1	2	3	4	5
50.	I give reward myself to study more. (saya memberikan penghargaan untuk diri sendiri untuk belajar lebih lagi)	1	2	3	4	5
51.	I can delay gratification. (saya bisa menunda perasaan puas)	1	2	3	4	5
52.	I motivate myself to study more effectively. (saya memotivasi diri sendiri untuk belajar lebih efektif)	1	2	3	4	5
53.	I do not allow my gratifications (saya tidak mudah merasa puas)	1	2	3	4	5
54.	I study even if I do not like (saya belajar bahkan jika saya tidak suka)	1	2	3	4	5

55.	I delay gratification to reach future goals. (saya tidak mudah merasa puas demi mencapai tujuan masa depan)	1	2	3	4	5
56.	I can manage my stress while studying (saya dapat mengatur stres saat belajar)	1	2	3	4	5
57.	I delay bad thoughts when studying (saya dapat menunda pikiran buruk saat belajar)	1	2	3	4	5
58.	Internal stimulants dominate my brain while studying (stimulan internal mendominasi otak saya saat belajar)	1	2	3	4	5

## APPENDIX D

### LEMBAR VALIDASI ANGKET

Petunjuk : Berilah tanda (√) dalam kolom penilaian yang sesuai dengan pendapat anda!

**Keterangan:**

- |                   |  |
|-------------------|--|
| 1 = “kurang baik” | a: dapat digunakan tanpa revisi          |
| 2 = “cukup baik”  | b: dapat digunakan dengan sedikit revisi |
| 3 = “baik”        | c: dapat digunakan dengan banyak revisi  |
| 4 = “sangat baik” | d: belum dapat digunakan                 |

No .	Komponen Penilaian Angket	Skala Penilaian			
		1	2	3	4
<b>I</b>	<b>Aspek Petunjuk</b>				
	1. Petunjuk angket dinyatakan jelas				
	2. Kriteria skor dinyatakan jelas				
<b>II</b>	<b>Aspek Cakupan Tes Disiplin Diri</b>				
	1. Butir pernyataan mengenai disiplin diri dinyatakan jelas.				
<b>III</b>	<b>Aspek Bahasa</b>				
	1. Pernyataan komunikatif				
	2. Menggunakan bahasa yang sesuai dengan kaidah bahasa Indonesia yang baik dan benar				
	3. Menggunakan kalimat dan kata-kata yang mudah dipahami				
<b>IV</b>	<b>Penilaian Validasi Umum</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>

Kesimpulan:

.....

Palembang, 2017

Validator

---

**APPENDIX G**

**Descriptive Statistics**

**Statistics**

self-discipline		
N	Valid	111
	Missing	0
Mean		209.03
Std. Error of Mean		2.528
Median		210.00
Std. Deviation		26.636
Range		148
Minimum		132
Maximum		280
Sum		23202

self-discipline				
	Frequency	Percent	Valid Percent	Cumulative Percent
132	1	.9	.9	.9
139	1	.9	.9	1.8
140	1	.9	.9	2.7
159	1	.9	.9	3.6
167	1	.9	.9	4.5
Valid 169	1	.9	.9	5.4
170	2	1.8	1.8	7.2
174	1	.9	.9	8.1
175	1	.9	.9	9.0
177	2	1.8	1.8	10.8
179	2	1.8	1.8	12.6

181	1	.9	.9	13.5
183	2	1.8	1.8	15.3
184	1	.9	.9	16.2
186	1	.9	.9	17.1
187	2	1.8	1.8	18.9
188	1	.9	.9	19.8
189	1	.9	.9	20.7
190	4	3.6	3.6	24.3
193	1	.9	.9	25.2
194	2	1.8	1.8	27.0
195	1	.9	.9	27.9
197	1	.9	.9	28.8
200	6	5.4	5.4	34.2
202	3	2.7	2.7	36.9
204	1	.9	.9	37.8
205	3	2.7	2.7	40.5
206	3	2.7	2.7	43.2
207	1	.9	.9	44.1
209	4	3.6	3.6	47.7
210	3	2.7	2.7	50.5
211	3	2.7	2.7	53.2
212	3	2.7	2.7	55.9
213	4	3.6	3.6	59.5
214	2	1.8	1.8	61.3
215	4	3.6	3.6	64.9
217	1	.9	.9	65.8
219	3	2.7	2.7	68.5
220	2	1.8	1.8	70.3
221	3	2.7	2.7	73.0
222	2	1.8	1.8	74.8
224	1	.9	.9	75.7
225	4	3.6	3.6	79.3
226	1	.9	.9	80.2
227	3	2.7	2.7	82.9
228	2	1.8	1.8	84.7

229	1	.9	.9	85.6
230	1	.9	.9	86.5
231	1	.9	.9	87.4
235	2	1.8	1.8	89.2
236	1	.9	.9	90.1
241	1	.9	.9	91.0
244	1	.9	.9	91.9
248	1	.9	.9	92.8
251	1	.9	.9	93.7
263	1	.9	.9	94.6
265	1	.9	.9	95.5
267	2	1.8	1.8	97.3
269	1	.9	.9	98.2
270	1	.9	.9	99.1
280	1	.9	.9	100.0
Total	111	100.0	100.0	

## APPENDIX H

### Descriptive Statistics

#### Statistics

academic achievement

N	Valid	111
	Missing	0
Mean		3.4259
Std. Error of Mean		.03256
Median		3.4500
Std. Deviation		.34300
Range		2.00
Minimum		2.00
Maximum		4.00
Sum		380.27

#### Academic Achievement

	Frequency	Percent	Valid Percent	Cumulative Percent
2.00	1	.9	.9	.9
2.07	1	.9	.9	1.8
2.76	1	.9	.9	2.7
2.78	1	.9	.9	3.6
2.86	2	1.8	1.8	5.4
Valid 2.98	1	.9	.9	6.3
3.00	5	4.5	4.5	10.8
3.04	1	.9	.9	11.7
3.05	1	.9	.9	12.6
3.09	2	1.8	1.8	14.4
3.10	1	.9	.9	15.3

3.11	1	.9	.9	16.2
3.13	1	.9	.9	17.1
3.15	1	.9	.9	18.0
3.16	2	1.8	1.8	19.8
3.18	1	.9	.9	20.7
3.20	1	.9	.9	21.6
3.22	2	1.8	1.8	23.4
3.24	3	2.7	2.7	26.1
3.25	1	.9	.9	27.0
3.26	1	.9	.9	27.9
3.27	3	2.7	2.7	30.6
3.28	1	.9	.9	31.5
3.29	2	1.8	1.8	33.3
3.30	1	.9	.9	34.2
3.31	1	.9	.9	35.1
3.32	2	1.8	1.8	36.9
3.33	1	.9	.9	37.8
3.35	1	.9	.9	38.7
3.36	3	2.7	2.7	41.4
3.38	1	.9	.9	42.3
3.40	1	.9	.9	43.2
3.41	1	.9	.9	44.1
3.42	1	.9	.9	45.0
3.43	1	.9	.9	45.9
3.44	1	.9	.9	46.8
3.45	4	3.6	3.6	50.5
3.47	1	.9	.9	51.4
3.48	2	1.8	1.8	53.2
3.50	2	1.8	1.8	55.0
3.53	1	.9	.9	55.9
3.54	1	.9	.9	56.8
3.55	5	4.5	4.5	61.3

3.56	2	1.8	1.8	63.1
3.57	1	.9	.9	64.0
3.58	1	.9	.9	64.9
3.59	1	.9	.9	65.8
3.60	2	1.8	1.8	67.6
3.62	1	.9	.9	68.5
3.63	1	.9	.9	69.4
3.64	3	2.7	2.7	72.1
3.65	1	.9	.9	73.0
3.66	1	.9	.9	73.9
3.67	1	.9	.9	74.8
3.68	3	2.7	2.7	77.5
3.69	2	1.8	1.8	79.3
3.70	1	.9	.9	80.2
3.72	1	.9	.9	81.1
3.73	5	4.5	4.5	85.6
3.75	1	.9	.9	86.5
3.79	1	.9	.9	87.4
3.82	5	4.5	4.5	91.9
3.84	1	.9	.9	92.8
3.86	1	.9	.9	93.7
3.91	4	3.6	3.6	97.3
3.94	1	.9	.9	98.2
4.00	2	1.8	1.8	100.0
Total	111	100.0	100.0	

## APPENDIX I

### Normality Statistical Analysis Test

#### One-Sample Kolmogorov-Smirnov Test

		self-discipline	academic achievement
N		111	111
Normal Parameters <sup>a,b</sup>	Mean	209.03	3.4259
	Std. Deviation	26.636	.34300
	Absolute	.085	.074
Most Extreme Differences	Positive	.085	.052
	Negative	-.079	-.074
Kolmogorov-Smirnov Z		.895	.777
Asymp. Sig. (2-tailed)		.399	.582

a. Test distribution is Normal.

b. Calculated from data.

**APPENDIX J**

**Linearity Statistical Analysis**

**ANOVA Table**

			Sum of Square s	df	Mean Square	F	Sig.
(Combined )			10.663	60	.178	3.900	.000
academic achievement * self-discipline	Between Groups	Linearity Deviation from Linearity	7.142	1	7.142	156.720	.000
			3.521	59	.060	1.310	.165
	Within Groups		2.279	50	.046		
	Total		12.942	110			

## APPENDIX K

### The Correlation Statistical Analysis

#### Correlations

		self-discipline	academic achievement
self-discipline	Pearson Correlation	1	.743**
	Sig. (2-tailed)		.000
	N	111	111
academic achievement	Pearson Correlation	.743**	1
	Sig. (2-tailed)	.000	
	N	111	111

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## APPENDIX

### The Regression Statistical Analysis

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.426	.174		8.198	.000
self-discipline	.010	.001	.743	11.586	.000

a. Dependent Variable: academic achievement

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.743 <sup>a</sup>	.552	.548	.23067	.552	134.229	1	109	.000

a. Predictors: (Constant), self-discipline