

Students' Behavior and Vocabulary Achievement: The Correlation in Learning English

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ABSTRACT

This study aims to find out the students' behavior in learning discipline towards vocabulary achievement and the correlation of these in eleventh grade students at SMA Negeri 1 Kelapa. The research method used is quantitative with correlational design. The data were collected from questionnaire on students' behavior and test of vocabulary. The data collection technique was carried out using questionnaire on students' behavior towards learning which was already validity at school. A total of 20 statement items were declared valid and declared reliable, because the results of $r_{count} > r_{table}$ were $0,749 > 0,361$. The test using vocabulary test of eleventh grade in students in Vocabulary achievement. The total of 24 questions of vocabulary test items were declared valid and reliable the result was $0,805 > 0,361$. The data were analyzed using Pearson's Product-Moment Correlation. The results showed that r_{xy} (0.477) was higher than table at 5% significant level (0.320) which considered that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. There was a significant correlation between students' behavior and students' English achievement. The students' behavior and vocabulary achievement showed positive correlation with the majority of level grade showed a strong correlation category.



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Introduction

Education is a human effort to grow and also develop various potentials both physically and spiritually with the values that exist in the school or educational environment. Education for human life is something that must be fulfilled throughout life (Nurkholis, 2013). Within the scope of formal education, quality cannot be separated from the name of achievement in learning, so that it becomes one of the factors needed in the educational process in schools as seen from learning English. The standard of measurement shows the ability of students to understand the learning process which can be seen from learning.

In learning English is mean to provide learners with the competencies of using that language. Realizing the reality of the significance of English in the future, getting to know English is integrated into 4 abilities; listening, speaking, reading, and writing (Syah, 2001). In addition, to succeed in learning process of the four skills of language, every student should be able to have acquired the sub-language skills, including vocabulary, pronunciation, and grammatical competencies. The sub- skill was base to the four skills of language of all the elements that go to make up language, vocabulary is the biggest (McCarthy, 2022).

Vocabulary is the experience of most language teachers that the single, biggest component of any language course is vocabulary. It means with vocabulary you don't have trouble expressing yourself to other, or trying to find the right word to describe a certain condition from this statement, we can conclude that vocabulary is the one of item that has to be mastered in learning English because we cannot speak the language well if we do not know it. No matter how well we learn grammar, and how successfully the sound of the foreign language is mastered, without words to express a larger range of meanings, communication in foreign language cannot happen in any meaningful way. Student need to master some basics of vocabularies to help them to understand real-life activities related to language skills such as a reading a text, writing an essay, responding to an exam question and participating in class discussion. Nevertheless, many factors make the students' vocabulary low.

Learning vocabulary adjust the techniques and practices of the use of a specific word, so that the goal can be achieved. According to Gagne, achievement generally relates to aspects of knowledge and while learning outcomes include aspects of forming the character of students. Learning achievement cannot be separated

from learning activities, because learning is a process, while learning achievement is the result of the learning process. According to Wahyuni and Gunarsa as quoted by Dari (2019), the important factors that influence student achievement are internal factors and external factors. In terms of achieving high learning achievement is not an easy thing, because learning success is strongly influenced by many factors that arise from within the child himself, such as health, mentality, level of intelligence, interests and so on. While external factors, are factors that come from outside the child, such as family, community, teacher friends, the media, and so on.

In the spirit that helps student vocabulary achievement with a disciplined attitude. According to Muhammad (2007), discipline is the sixth operative function of human resource management. Discipline is the most important function because the better the discipline, the higher the achievement. According to Arikunto as quoted by Putra (2020), discipline is a person's obedience in following rules and regulations because it is driven by awareness in his heart. In line with Siswoyono and Ranchman as quoted by Firdaus (2017), in the discipline of nature is a statement of the mental attitude of individuals and society that reflects a sense of obedience, obedience, which is supported by awareness to full fill duties and obligations in order to achieve goals.

Students' discipline is related to student learning vocabulary at school. Discipline helps students in creating a learning atmosphere that is comfortable and conducive to learning, by being disciplined students can achieve learning goals (Hasanuddin, 2016). Therefore, with a disciplined attitude a person would get used to following and obeying the applicable regulations so that students are used to building their learning achievement at school. Discipline can also occur due to coercion and pressure from outside. According to Arikunto as quoted by Putra (2020), student discipline can be seen from 3 aspects namely, (1) aspects of students' discipline in the family environment, (2) aspects of students' discipline in the school environment, and (3) aspects of students' discipline in the social environment. Actions and habits in following, obeying can comply with applicable regulations, one can develop it through self-awareness and self-freedom in obeying and following existing rules to form an attitude (Kusumastuti dan Kriswanto, 2022).

While Chaplin as quoted by Rahmantori (2018) explained that, discipline is self-control with the aim of resisting unwanted impulses. Self-control here is a student's effort to control himself in the teaching and learning process, especially in learning English. Students must be discipline in every subject they study, as well as in English. Actually, the discipline aspect in learning English is the same as other subjects, such as keeping time, doing assignments, attendance lists, and doing assignments. However, in English, students must have resources, and they must practice English whenever possible. This aspect is based on teacher regulations and school regulations. Teachers as educators can influence student discipline.

According to Brown (2001) that, teachers was controller, director, manager, facilitator and resource. Teachers need to help their students develop their English skills during the teaching learning process. They listen, talk, read and write. These four skills are supported by three language components that also need to be learned. They're pronunciation, vocabulary, and grammar. Thus, all class instruction is under the control of the teacher. The English subject in secondary school aims to enable students to have the ability to improve communication competence, both in written and oral forms. The competencies learned in English subjects are interrelated and form a single unit (Sulistyo, 2015). If students have not been able to master the competencies that have been taught before, it is likely that students will have difficulty mastering the next competencies.

The result of observations made by researchers interviewing teachers, there were some students who argued that English was a difficult subject and required accuracy in analyzing every element and structure of the language. They feel pessimistic, that if one competency has not been mastered, the next competency would be difficult for them to master. While some students also think that English is one of the fun subjects to learn. Based on these two different assumptions, the researcher suspects that there were obstacles to the discipline of learning in the process of learning English, which also affect student vocabulary achievement.

To answer this conclusion, based on the observations the researchers conducted on students at 11th grade. During the observation it was found that learning discipline in class was not optimal in learning, so that, it could hinder learning achievement. In terms of the learning process in class, namely; 1) there was students who did not listen to the teacher's explanation in front of the class, 2) there was also students there was joking with their seatmates when the learning process begins, 3) there was students who cheat when the teacher gives tests/assignments, and 4) there was students there was not serious in completing the assignments given by the teacher while learning takes place in class.

Based on this description, the researcher wanted to examine student behavior in discipline in learning and vocabulary achievement in learning English in class. The reason the researchers chose this research location was that at SMA N 1 Kelapa there were students who were not disciplined in learning in class with various student behavior, students did not listen to the teacher's explanation in class, students was joked with their seatmates when learning began, students cheated when the teacher gives assignments or other things, and

students was not serious in completing the assignments given by the teacher during learning in class. So, that all behavior that was not good for students was punished, teachers must enforce more rules in the classroom, discipline in learning, provide motivation to students at the end of learning.

Method

Research methods could be understand as all the methods used to carry out research work. Additionally, research methods are all the methods a researcher used in the process of studying a problem, and the data and unknown aspects of the problem must be correlated in order to find a solution. In order words, research methodology is a way to systematically solve the research problem.

In this study, the researcher used descriptive research. The purpose of the results of this study is to describe the discipline of students in learning English and to explain the reasons that affect the success of students in learning English. Researcher used quantitative methods to conduct this research. To collect quantitative data, this study uses a questionnaire, and vocabulary test. The data analysis would be carried out in the form of statistical data. To obtain in-depth information, researchers needed to determine what quantitative results would be followed up. It means the researcher collected and analyzed the data statistically from the questionnaire distributed, and test vocabulary at eleventh-grade students in academic year 2023/2024 to find out the correlation between student behavior and students' vocabulary achievement.

In this case the researcher needs to know the quality students' discipline in learning, so that the factors that influence the discipline in students' learning can be identified. This research also uses bivariate correlation because the researcher wants to investigate the possible relationship between the two variables. The first variable is student discipline in learning in the classroom when learning English which is calculated as a separate variable (variable X). Students' achievement in learning vocabulary is the next variable in this study and is considered as the dependent variable (variable Y).

A population is a generalized area consisting of objects/subjects that have certain qualities and characteristics that the researcher sets out to study and then draw conclusions. According to Fraenkel and Wallen (2012), the population is the target audience for the study findings. In this study, the population taken is eleventh grade of all students of SMA Negeri 1 Kelapa as many as 251 students' who are randomly drawn from eight classes. The sample is part of the total population selected for the data source. The sample must be taken from a part of the population and must be strictly representative. According to Arikunto (2006) says that, if the subject is less than 100, then the entire population becomes the research sample. But, if the subject is more than 100 then it can be taken 10-15% or 15-25%. Based on the definition above, it can be said that the sum of the samples in this study was $251 \times 15\% = 37.65$ so that there were 38 people. In this study, the samples taken were from eleventh-grade students who were taken randomly. In this study, the technique used in determining the sample is a saturated sampling technique, which is a sample determination technique where all members of the population are sampled.

The data was collected by the researcher by using two instruments namely, questionnaire, and test. A questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents for them to answer. In this study, the questionnaire used was in the form of closed questions. A closed question is a question that expects a short answer or expects the respondent to choose one of the alternative answers to each question that has become available. The questionnaire about students' behavior especially of discipline of personality that was given to the students' consisting 30 items. The questionnaire was taken from Putu Gunawan, Ganesha University of Education.

Table 1 <Indicators of Student Discipline>

Aspect	Indicators	Item Number	Total item of Indicator
Discipline in Learning	Act Behavior	1,2,8,16	4
	Attitude	3,6,7,9,10,11,14,12,15,17	10
	Personality	4,5,13,18,19,20	6
	Total item numbers		20

Before spreading questionnaires the samples of this research, the writer validated the questionnaire first. There were 30 questions that the writer used for validation. From these 30 questions, there were 20 questions passed the validation and can be used for this research. The questionnaire was translated into *Bahasa Indonesian*. The purpose of using for students to understand and answer the question. Researcher would use the questionnaire method to obtain data about students' behavior of discipline towards students in Vocabulary that affect students' discipline in learning. The questionnaire to be made is a structured questionnaire without free

answers. Questionnaire distribution is carried out based on a defence base that has been validated by the validator and put a tick in the answer column. The researcher would ask students of eleventh grade to fill out a questionnaire. The scale used in this study is the Likert scale. Likert scale a scale used to measure the perception, attitude or opinion of a person or group regarding an event or social phenomenon. The distribution of this questionnaire is given to eleventh grade students known Teachings 2023/2024 at SMA Negeri 1 Kelapa. A type of psychometric response scale in which respondents their level of agreement: (1) strongly agree; (2) agree; (3) uncertain; (4) disagree; (5) strongly disagree. In this study, the research does not use the uncertain opinion because the participation is likely to choose this option.

Table 2 <Range Score of Statements>

Answers	Score
Strongly agree (SA)	4
Agree (A)	3
Disagree (D)	2
Strongly disagree (SD)	1

The next data collection is using test. Test is a method of measuring a person's ability, knowledge, or performance in a given domain. To know the students' Vocabulary achievement, the researcher took score from vocabulary test, because from the vocabulary test the researcher could know and measure the learning achievement that has been reached. Students' Vocabulary achievement variable collected from documentary score that the English teaching had conducted in the classroom. However, the researcher focused on the vocabulary test such as noun, adjective, and adverb. The students in eleventh grade, as shown in students' vocabulary test with English lesson. By using the Test, it helped the researcher to know about the students' vocabulary achievement. Vocabulary test was done after the researcher distributed questionnaire of motivation to the students. The researcher distributed vocabulary test to find out the students' vocabulary mastery. The vocabulary test (multiple choices) was used to elicit the students' vocabulary mastery. There are 50 items of vocabulary test. However, after the researcher gave a try out test to the students, the questions of vocabulary test turned out to 30 items from 50 items because 20 items of the try out. And the characteristic of the test assessment was based on the standards assessment at SMA N 1 Kelapa shown as follows:

Table 3 <The Standard Criteria of Vocabulary Assessment>

Criteria	Standard Assessment
Low	≤ 60
Medium	61-75
High	76-85
Very High	86-100

Results and Discussions

In this research, students' behavior was considered as independent variable (X Variable). And questionnaire used to obtain the data of students' discipline in learning. There were 38 students consisting of 8 classes that used as research sample. The questionnaire consists of 20 items. The statistical score of the students' discipline learning was analyzed by using descriptive statistics frequencies to know mean, mode, median, and standard deviation score. From the descriptive statistics of students' behavior, the respondents of this study were 38 students. It was found that the mean of students' behavior questionnaire score was 73.29. The median or the middle score of questionnaires was 72.50. Then, the mode or the score that appears the most was 71. In addition, the maximum score gained by students was 80 and minimum 70. Then, standard deviation was 3.075.

Moreover, in this research, students' vocabulary achievement was considered as dependent variable (Y Variable). And the instrument used to obtain the data of the students' vocabulary achievement is a test, especially focus on noun, adjective, and adverb from the eleventh-grade students at SMA Negeri 1 Kelapa in academic year 2023/2024 was high, then the student (Appendix 19). If the students' vocabulary score in the test were medium, then the student had medium vocabulary achievement as well. But, if the student had low

vocabulary score, it meant the student had low vocabulary achievement. Additionally, the Minimum Standard criteria (KKM) at SMA Negeri 1 Kelapa was 75.

To know the criteria of the result students' Vocabulary achievement, the writer used frequency and percentage score which described each of students' English achievement. The result can be seen as follow:

Table 4 <The Result of Criteria and Percentage of Students' Vocabulary Achievement>

Standard Assessment	Criteria	Frequency	Percentage
≤ 60	Low	0	0%
61 – 75	Medium	4	10,5%
76 – 85	High	24	63,2%
86 – 100	Very high	10	26,3%
Total		38	100%

The table 4 represented the result of students' vocabulary achievement which showed the frequency and percentage of the student and criteria of their Vocabulary achievement. The data analysis was calculated by SPSS 26 showed that:

1. The result of the students' Vocabulary achievement showed there 0 students in low criteria.
2. The result of the students' Vocabulary achievement showed there 4 students in medium criteria or 10,5% in 61 – 75 of Standard Assessments. Specifically: there were 1 student got score 63, 1 student got score 67,2 students got score 75.
3. The result of the students' Vocabulary achievement showed there 24 students in high criteria or 63,2% in 76 – 85 of Standard Assessments. Specifically: there were 6 students got score 79, and 18 students got score 83.
4. The result of the students' Vocabulary achievement showed there were 10 students in very high criteria or 26,3% in 86 – 100 of standard assessments. Specifically: there were 9 students got score 88, and 1 student got score 92.

Furthermore, for statistical analysis of the correlation between students' behavior and students' vocabulary achievement, the section explained about the result of the normality test, statistical analysis of the correlation between students' behavior and their Vocabulary achievement in learning English, and the hypothesis test (significance level t-score). The normality test was conducted to see if the data distribution was normal or not. The Kolmogorov-Smirnov test was used to test the normality of the data. Data was normally distributed if the significant value is > 0.05, and it was said to be abnormal if the significant value is < 0.05. Based on the results of the table 17 above, it shown that normality test had a significance value 0.000 > 0.05, it could be concluded that the residual value was normally distributed.

The result of correlation Pearson product – moment analysis, it obtained that r_{xy} was 0.447 and the critical value in r_{table} at the significant level 5% was 0.320. It meant that r_{xy} 0.447 > r_{table} 0.320. So, the correlation was positive. Then, the correlation result between two variable was also classified into interpretation coefficient correlation value r_{xy} in the interval 0.40 – 0.59. It meant that the correlation between students' behavior (X) and their vocabulary achievement learning English (Y) was in medium category. Additionally, in this research, the writer used 3 aspects of students' behavior. There was discipline in learning were act behavior, attitude, and personality. The result of best prediction aspect of the correlation between students' behavior and their Vocabulary achievement learning English was presented:

From the table above, the writer concluded with the critical values of Pearson product moment r_{table} 0.320 on the significant correlation, the table showed that behavior of discipline in learning had coefficient correlation 0.063. It meant that behavior of discipline in learning less than r_{table} . Then, attitude had coefficient correlation 0.509. It can be concluded that attitude was more than r_{table} and personality had coefficient was 0.377. It meant that personality was more than r_{table} .

Moreover, the writer concluded that from the three aspects of students' behavior, behavior of discipline in learning was 0.063, it was interval 0.00-0.19 was categorized as very weak. Attitude was 0.509 with interval 0.40-0.59 is categorized as medium. And the last, personality is 0.377 with interval 0.40-0.59 is categorized as medium. It can be concluded than the biggest aspects of students' behavior in SMA Negeri 1 Kelapa, especially the eleventh-grade students were attitude and personality aspect in discipline in learning.

With the determination of coefficient (r^2) is the number or index which is used to know how much independent variable (X) contributes dependent variable (Y). This formula was used to find the result of determination of coefficient:

$$\begin{aligned} R &= r^2 \times 100\% \\ &= (0.447)^2 \times 100\% \\ &= 0.199 \times 100\% \\ &= 20,0\% \end{aligned}$$

Where:

R = value of determination coefficient

r^2 = value of the squared correlation coefficient

Based on the result, the independent variable students' behavior (X) had contribution of 24,7% to students' vocabulary achievement (Y), and the remain was given by other factors. Meanwhile, the hypothesis must be tested and analyzed in order to know whether it was acceptable or not. And the statistical hypotheses were as follows:

If p-value < 0.05, H_0 is rejected, and H_a is accepted;

If p-value > 0.05, H_0 is accepted, and H_a is rejected.

Based on calculation of the significance t-test, it was found that p-value = 0.001 and coefficient significance level 5% or 0.05. It meant that $0.001 < 0.05$, so H_a was accepted. In other words, there was significant correlation between students' behavior and their Vocabulary achievement learning English at SMA Negeri 1 Kelapa.

First, the discussion on how the quality of students' behavior in discipline learning in class XI of SMA Negeri 1 Kelapa. Based on the total average score obtained, the researchers found that student behavior in the learning discipline was within the strong or good quality criteria seen from the mean score. Students' behavior in discipline learning has been identified to have a positive impact on students' learning ability and achievement. This is related to Riwahyudin's statement in Fauzan, et.al (2021) that students' attitudes have a positive effect on student learning outcomes. The positive attitude that students have can have a good impact on their learning outcomes, students who have this positive attitude will also play a significant role in improving student learning achievement in English learning. It was caused by physical, condition, and habits. From the discussion to be carried out is how. This is in line with Usfandi (2019) statement that, the effect of student attitudes on student learning outcomes, the higher the student's attitude towards learning material, the more it will affect the results of increased student learning outcomes. Therefore, student attitudes in classroom learning must be good and maintained. In the case the students follow the lesson as well, as well as follow the good behavior in the classroom.

Second, the discussion carried out is how students' Vocabulary achievement. Data obtained with Test, especially vocabulary test focused on noun, adjective and adverb from the eleventh-grade of SMA Negeri 1 Kelapa in academic year 2023/2024. The Minimum completeness criteria (KKM) at SMA Negeri 1 Kelapa is 75. So, if the student's vocabulary score in the vocabulary tests is high, then the student has a high Vocabulary achievement as well, and vice versa. From the data analyzed, the criteria for students' Vocabulary achievement show that there are 0 students who are in the low criteria. There are 4 or 10.5 students who are in the medium criteria. And there are 24 or 63.2% of students in the high criteria. Then there are 10 or 26,3% of students who are in the very high criteria, caused there was those who have a high learning vocabulary spirit and there was low learning vocabulary spirit.

Third, the discussion of the correlation between students' behavior and students' vocabulary achievement. Based on the results of the correlation analysis, there is a significant relationship between students' attitudes (X) and with students' Vocabulary achievement (Y) of eleventh-grade students of SMA Negeri 1 Kelapa. From these results, the results obtained was r is more high than r_{table} . So, the correlation was positive. And then category of the correlation between two variable is standard /medium. Based on r_{xy} . The correlation between variables X and Y were the medium category. In addition, the results of the largest aspect of the correlation between students' behavior and Vocabulary achievement of eleventh-grade students, is the aspect of students' behavior in personal learning discipline, students' behavior are considered to have 20,0% of achievement, and the test shows that other factors influence student Vocabulary achievement such as pronunciation, motivation, word meaning, usage and so on. In addition, based on hypothesis testing, the p-value is higher than the 5% coefficient level. This means that H_a is accepted and H_0 is rejected. In other words, there was a medium relationship between students' behavior and students'

vocabulary achievement in eleventh-grade students' of SMA Negeri 1 Kelapa. The influence by internal and external factor, such as spirit, confidence, and surrounding environments.

The correlation results are in the moderate category, the results of the researcher are in the moderate category. In addition, the results of this study differ from the research of the four previous studies which stated that there was a significant correlation between student behavior and students' vocabulary achievement. In summary, the interpretation of the data indicates the finding that student behavior is correlated. Student behavior correlates by 0.447 or 20,0% to students' vocabulary achievement. The findings are influenced by internal factors such as physiological, intelligence, talent, interest, motivation and behavior which affect the significant correlation between the two variables. The external factors family and school environments. This means that the higher the student's behavior, the better the student's Vocabulary achievement. This proves that student behavior can help students in learning achievement, many ways can be done by teachers to help in the learning of students to improve learning vocabulary achievement. Therefore, student vocabulary achievement was positively correlated with student behavior. Student behavior can make a great contribution to student development in the classroom.

Conclusions

Based on the data analysis during the research on eleventh-grade students of SMA Negeri 1 Kelapa about the correlation between students' behavior and their vocabulary achievement in learning English, the researcher concluded several conclusions, these conclusions are:

First, the results of students' behavior in learning discipline towards Vocabulary achievement of eleventh-grade students at SMA Negeri 1 Kelapa are; the average score was 73.29. Then the maximum score obtained was 80 and the minimum score was 70 and the total score of the student attitude questionnaire was 27.85. And finally, the average score was 72.29. From these results, the questionnaire of students' attitudes of discipline in learning the eleventh-grade of SMA Negeri 1 Kelapa was in the medium or good criteria. In addition, from the three aspects of student attitudes of discipline in learning, the highest average score of the aspects of student attitudes of discipline in learning was in the aspect discipline in learning of personality as a model which was in strong criteria with an average score of 3.75.

Second, the results of English learning achievement of the eleventh-grade of SMA Negeri 1 Kelapa are; the average value of Vocabulary learning achievement of the eleventh-grade of SMA Negeri 1 Kelapa English achievement was 82.42. The number of students' vocabulary achievement score was 3124. The middle value was 83.00. And finally, the maximum value was 92 and the minimum value was 63. From these results, the English achievement of students in grade XI of SMA Negeri 1 Kelapa has 0% students in low criteria, 10.5% students in medium criteria, 63.2% students in high criteria, and 26.3% students in very high criteria. Finally, the correlation between students' behavior and their Vocabulary achievement in learning English shows that there was a significant correlation. This can be seen from the results of hypothesis testing which shows that r_{xy} was higher than r_{table} ($0.447 > 0.320$) at a 5% significance level. In other words, there was a positive correlation between students' behavior and students' Vocabulary achievement. Then, it was found that the p-value was 0.001 and the coefficient significance level was 5%. This means that $0.001 < 0.05$. So, the null hypothesis (H_0) was rejected, so the alternative hypothesis (H_a) was accepted. It can be stated that there was medium or a significant correlation with the coefficient of determination (r) of 20,0%. It can be concluded that the contribution of students' behavior of learning discipline to students' English achievement (r) was 20.0% and the remaining 80,0% was influenced by other factors.

Then, this finding indicates that students' behavior of discipline in learning has a role in students' Vocabulary achievement. Students' behavior in discipline in leaning can encourage, control, foster, shape attitudes, personality in the form of obedience and perseverance of learning children would continue to increase in their academic achievement through it was impact on school-related attitudes. In addition, students' behavior of learning discipline in good learning can help students in vocabulary were hit in learning. The conclusion of this study was that there was a significant relationship between students' behavior in learning discipline and their Vocabulary achievement in learning English the eleventh-grade students of SMA Negeri 1 Kelapa.

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