

**THE CORRELATION BETWEEN SELF DISCIPLINE AND SPEAKING
ABILITY IN ENGLISH EDUCATION DEPARTMENT SECOND SEMESTER
AT IAIN KERINCI**

THESIS



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2025

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THESIS

*Submitted as a Partial Fulfillments of The Requirements For Undergraduate Degree at
English Education Program in Faculty of Education and Teacher Training State
Islamic Institute of Kerinci*

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CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled “**THE CORRELATION BETWEEN SELF DISCIPLINE AND SPEAKING ABILITY IN ENGLISH EDUCATION DEPARTMENT SECOND SEMESTER AT IAIN KERINCI**” is the researcher own work and that, to the best of the researcher knowledge and belief, it contains no material previously published or written by another person, or material which to a substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgement is made in this thesis. Any contribution made to the researcher by others, with whom the researcher has worked at State Islamic Institute of Kerinci or elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher own work, except to the extent that assistance from others in the project’s design and conception or style, presentation, and linguistic expression is acknowledged.

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OFFICIAL NOTE

Assalamu'alaikum Warrahmatullahi Wabarakatuh

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Thus, we proceed this thesis to the faculty for immediate administrative process for the final examination.

Wassalamu'alaikum Warrahmatullahi Wabarakatuh

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APPROVAL AND ACCEPTANCE

This thesis which entitled of “**THE CORRELATION BETWEEN SELF DISCIPLINE AND SPEAKING ABILITY IN ENGLISH EDUCATION DEPARTMENT SECOND SEMERTER AT IAIN KERINCI**” by **Mh. Ghozi Alghifari** with students’ number **2010203047** has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on 2025 This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

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ABSTRACT

Mh. Ghazi Alghifari. : **The Correlation Between Self Discipline And Speaking Ability In English Education Department Second Semester At Iain Kerinci. Thesis, Department of English Education. Faculty of Tarbiyah and Teaching Training. State Islamic Institute Kerinci.**

Advisor : Aridem Vintoni, S.Pd, M.Pd.

The purpose of this research is to determine the correlation between self-discipline and English-speaking ability among second-semester students of the English Education Department at IAIN Kerinci. A total of 34 students participated in the study, selected through convenience sampling. The data were collected using two instruments: a self-discipline questionnaire and a structured speaking performance test. The self-discipline questionnaire measured indicators such as punctuality, consistency, perseverance, orderliness, and integrity. Meanwhile, the speaking test assessed fluency, pronunciation, vocabulary, grammar, and comprehension. The results showed that the majority of students had medium level of both self-discipline (58.8%) and speaking ability (97.1%). Pearson Product Moment analysis revealed a very strong and statistically significant correlation between self-discipline and speaking ability, with a correlation coefficient of 0.886 and a p-value of < 0.001 . These findings suggest that higher self-discipline contributes positively to students' speaking performance. This research highlights the essential role of behavioral regulation in language learning and recommends the development of structured and motivational strategies in the classroom to enhance speaking outcomes through increased self-discipline.

Keywords: Self-Discipline, English Speaking Ability, Correlation, Quantitative Research, IAIN Kerinci.

ABSTRAK

Mh. Ghazi Alghifari. : **Hubungan Antara Disiplin Diri dengan Kemampuan Berbicara pada Semester Kedua Mata Kuliah Bahasa Inggris di Iain Kerinci. Tesis Jurusan Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Institut Agama Islam Negeri Kerinci**
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Advisor : Aridem Vintoni, S.Pd, M.Pd.

Tujuan penelitian ini adalah untuk mengetahui hubungan antara disiplin diri dengan kemampuan berbicara bahasa Inggris pada mahasiswa semester dua Jurusan Pendidikan Bahasa Inggris IAIN Kerinci. Sebanyak 34 mahasiswa berpartisipasi dalam penelitian ini, dipilih melalui pengambilan sampel mudah. Data dikumpulkan menggunakan dua instrumen: kuesioner disiplin diri dan tes kinerja berbicara terstruktur. Kuesioner disiplin diri mengukur indikator seperti ketepatan waktu, konsistensi, ketekunan, ketertiban, dan integritas. Sementara itu, tes berbicara menilai kelancaran, pengucapan, kosakata, tata bahasa, dan pemahaman. Hasil penelitian menunjukkan bahwa mayoritas siswa mempunyai tingkat disiplin diri sedang (58,8%) dan kemampuan berbicara (97,1%). Analisis Pearson Product Moment mengungkapkan korelasi yang sangat kuat dan signifikan secara statistik antara disiplin diri dan berbicara, dengan koefisien korelasi 0,886 dan nilai $p < 0,001$. Temuan ini menunjukkan bahwa disiplin diri yang lebih tinggi memberikan kontribusi positif terhadap kinerja berbicara siswa. Penelitian ini menyoroti peran penting regulasi perilaku dalam pembelajaran bahasa dan merekomendasikan pengembangan strategi terstruktur dan motivasi di kelas untuk meningkatkan hasil berbicara melalui peningkatan disiplin diri.

Kata Kunci: Disiplin Diri, Kemampuan Berbicara Bahasa Inggris, Korelasi, Penelitian Kuantitatif, IAIN Kerinci.

DEDICATION AND MOTTOS

I dedicate this thesis to:

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MOTTOS

“And those who truly seek Our pleasure, We will truly show them Our ways. And indeed, Allah is truly with those who do good.”

(QS. Al-‘Ankabut: 69)

“Do you not see how Allah sets forth a parable of good words like a good tree, whose roots are firm and whose branches are in heaven?”

(QS. Ibrahim: 24)

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Sungai Penuh,

The researcher

Mh. Ghozi Alghifari

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In recent times, the issue of self-discipline has garnered significant attention across various sectors, particularly in the educational landscape. Self-discipline is increasingly recognized as a critical factor in individual development, especially when it comes to enhancing English speaking skills. Research demonstrates that self-discipline profoundly influences the development of various abilities, including both soft skills such as communication, teamwork, and time management, and hard skills related to technical and professional expertise.

Self-discipline, defined as the ability of an individual to control their behaviors, thoughts, and emotions in pursuit of established goals, is essential for maintaining focus and delaying gratification. This capacity allows individuals to stay committed to their tasks and objectives over time. According to Duckworth et al. (2019), self-discipline significantly impacts a person's academic and professional success by enhancing their ability to concentrate, manage time effectively, and pursue long-term goals.

Despite its importance, many individuals lack a clear understanding of the relationship between self-discipline and speaking ability, which may hinder their development in this area. As learners strive to improve their communication skills, recognizing how self-discipline influences their progress is crucial. This

connection highlights the need for targeted strategies that can help students cultivate the self-discipline necessary for enhancing their speaking abilities.

Recent research by Paiva and Lourenço (2024) emphasizes that individuals with strong self-discipline are more adept at managing their resources and time, enabling them to tackle challenges more effectively. The study reveals a significant correlation between self-discipline and speaking ability; students who demonstrate higher levels of self-discipline tend to be more consistent in their participation in speaking practices. This consistency ultimately leads to improved public speaking skills and greater confidence in their communication capabilities.

To address these findings, this research introduces innovative approaches aimed at enhancing students' self-discipline through structured speaking practice. By focusing on interactive methods and emphasizing the importance of regular and planned practice, the study proposes that cultivating self-discipline can positively influence learners' confidence in public speaking. This methodological framework not only helps clarify the relationship between self-discipline and speaking ability but also provides a tangible pathway for students to follow in their development.

Furthermore, self-discipline fosters the persistence required for mastering speaking skills. Morin (2018) states that consistent practice is vital for success in improving communication abilities; without self-discipline, progress in this area may be stunted. This reinforces the idea that establishing a disciplined approach is essential for learners aiming to enhance their speaking skills, as motivation and effort directly contribute to their success.

In conclusion, self-discipline is a crucial element in developing English speaking skills across both academic and professional contexts. Students who maintain disciplined study routines typically achieve better results, particularly in the realm of speaking. As highlighted by Brown (2023), consistent practice and a focus on long-term goals are imperative for mastering speaking abilities. By implementing strategies that enhance motivation and self-discipline, learners can navigate the challenges they face and unlock their full potential in communication.

B. Identification of Problem

This analysis indicates that improving English-speaking skills necessitates a well-rounded approach that emphasizes not just speaking techniques, but also the cultivation of self-discipline, intrinsic motivation, and emotional regulation. I have identified three primary issues that must be addressed:

1. Insufficient Awareness of the correlation between Self-Discipline and speaking ability.
2. Deficiency in Self-Discipline when developing Speaking ability.

C. Limitation of Problem

This research aims to explore the impact of self-discipline on English-speaking ability among students in the English Education Department at IAIN Kerinci, while excluding external factors. The focus will be on examining how self-discipline influences English-speaking proficiency within the academic setting, whether there is a correlation between the level

of self-discipline and the quality of English-speaking skills, and how self-discipline acts as a medium factor in alleviating emotional barriers, particularly public speaking anxiety, affecting students' English-speaking abilities.

D. Research Questions

In relation to the identified issues, the researcher has formulated the following questions:

1. How are students self-discipline and English speaking ability?
2. What is the correlation between self-discipline and students' English speaking ability?

E. Purpose of Research

In light of the research questions outlined above, the objectives of this study are as follows:

1. To analyze the correlation of self-discipline on English speaking ability.
2. To identify students self-discipline and speaking skills.

F. Significance of Research

This research offers valuable information for students, including:

1. Theoretical Benefits

From a theoretical perspective, this study aims to offer insights into the concepts of self-discipline and English-speaking ability.

2. Practical Benefits

On a practical level, this research is intended to give students a relevant understanding of the connection between self-discipline and their English-speaking skills.

G. Definition of Key Terms

1. Self-Discipline

Self-discipline is the capacity of an individual to manage their behavior, motivate themselves, and maintain focus on their goals. It encompasses the ability to control impulses, prioritize tasks, and persist despite challenges or distractions.

2. Speaking Ability

Speaking ability refers to an individual's skill in expressing thoughts, ideas, or information verbally, ensuring clarity, effectiveness, and persuasion. This ability involves factors such as clear delivery, correct language usage, well-organized speech flow, and the capability to communicate effectively in diverse situations and to various audiences.

H. Hypothesis

Within the framework of English learning, X represents the level of self-discipline, assessed through consistent study habits and regular speaking practice, while Y denotes English-speaking ability, evaluated based on clarity of pronunciation, fluency, and the capacity to accurately express thoughts. Therefore, the hypothesis can be articulated as follows:

- H1.** There is a positive correlation between self-discipline (X) in learning English and English-speaking ability (Y), indicating that as self-discipline increases, so does the individual's proficiency in speaking English.
- H2.** The level of self-discipline (X) positively correlates with the quality of English-speaking ability (Y), which includes fluency, grammatical accuracy, and the clarity of thought expression.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Definition of Self-Discipline

Self-discipline is commonly characterized as an individual's capacity to control their behaviors, contemplations, and feelings to attain long-term objectives. Concurring to Duckworth et al. (2019), self-discipline plays a pivotal part in an individual's success, both scholastically and professionally, because it includes the capacity to remain centered, oversee time viably, and endure in errands in spite of diversions or challenges. Their think about highlights that people with tall levels of self-discipline are more likely to continue on through challenges and are superior prepared to preserve their endeavors toward long-term goals.

Self-discipline includes different components, counting passionate control, objective setting, perseverance, time administration, motivation control, inherent inspiration, and flexibility. Each of Smith dan Ranjan (2020) mengatakan The coordinate interface between self-discipline and victory in verbal communication highlights the significance of individual control in instructive results.

these components plays a synergistic part in upgrading an individual's self-control and capacity to advance toward their desires. Inquire about shows that self-discipline is unequivocally related with

individual and proficient victory over different areas, underscoring its importance in long-term accomplishment.

In line with this point of view, Clear (2020) emphasizes, “Every action you take could be a vote for the sort of individual you want to become.” This cite typifies the pith of self-discipline as an continuous handle of making choices that adjust with one's values and destinations. Each choice serves to fortify an individual's commitment to their objectives, illustrating that self-discipline isn't just about resisting allurements but almost deliberately making the life one wants. These bits of knowledge advance highlight the significance of cultivating self-discipline as a foundational aptitude for accomplishing critical life results.

2. Aspects of Self-Discipline

Self-discipline is a complex construct, and several key aspects contribute to its overall effectiveness. Here are some of the primary aspects of self-discipline, Self-discipline is a complex construct, and several key aspects contribute to its overall effectiveness. Here are some of the primary aspects of self-discipline:

a) Emotional Regulation

The ability to manage and respond to one’s emotions in a constructive manner is critical for maintaining focus. According to Cavanagh et al. (2021), “Emotional regulation is central to self-control; understanding and managing emotions allows individuals

to stay focused on long-term goals.” This highlights the importance of mastering one's emotions to exercise self-discipline effectively.

b) Goal Setting

Establishing clear, specific, and attainable goals provides direction and purpose. Research by Locke and Latham (2020) states, Goal-setting has been consistently linked to improved performance and motivation, reinforcing discipline in individuals as they strive toward achieving their aims. This emphasizes how well-defined goals can facilitate the exercise of self-discipline.

c) Time Management

The capability to prioritize tasks and allocate time wisely is essential. According to McKay et al. (2020), Individuals who master time management not only enhance their productivity but also strengthen their ability to stay disciplined in following through with commitments. This underlines the role of effective time management in sustaining self-discipline.

d) Impulse Control

The ability to resist short-term temptations is crucial. In a study by Hofmann et al. (2021), it was noted that “Impulse control is a fundamental component of self-discipline; those who cultivate this skill can better align their actions with their long-term goals.” This demonstrates how impulse control is integral to maintaining self-discipline.

e) Persistence and Resilience

This aspect involves determination in the face of setbacks. As Nguyen and Hancock (2020) state, “Resilience allows individuals to navigate challenges while remaining steadfast in their pursuit of goals; it is a cornerstone of long-term self-discipline.” This highlights the necessity of resilience in the journey toward achieving objectives.

f) Intrinsic Motivation

The internal drive to pursue goals for personal satisfaction is key to self-discipline. According to Deci and Ryan (2020), “Intrinsic motivation fosters deeper engagement and commitment, making it easier for individuals to maintain self-discipline in the long run.” This points to the importance of finding personal meaning in one’s goals.

g) Habit Formation

Developing beneficial habits is crucial for sustaining self-discipline. As Duhigg (2020) notes, “Habits are the invisible architecture of everyday life; once formed, they streamline decision-making and enhance self-discipline by reducing cognitive load.” This emphasizes how establishing positive habits can facilitate sustained self-discipline.

These aspects collectively contribute to the overall effectiveness of self-discipline, enabling individuals to align their behaviors with their long-term goals and aspirations. Understanding and developing these

aspects—backed by recent research—can greatly enhance one’s capacity to achieve success in various areas of life.

3. types of Self-Discipline

Self-discipline can be categorized into several types, each reflecting different areas of life and various approaches to managing behavior. Here are the main types of self-discipline:

Following are updates on the types of self-discipline with quotations originating from 2019 onwards:

a) Academic Discipline

This type focuses on self-regulation in the educational environment. According to Angela Duckworth (2019), perseverance and discipline are key to achieving high academic goals.

b) Professional Discipline

This type relates to maintaining self-control in the workplace. In the context of Amy C. Edmondson (2019), it is stated, Discipline in teamwork and communication is the foundation for producing successful innovations.

c) Emotional Discipline

This type pertains to emotional management. Brené Brown (2019) stated, Emotional awareness and discipline are crucial factors in building sustainable and effective relationships.

d) Social Discipline

According to Daniel K. Wagner (2021), social discipline is a crucial skill that can help us respond to interactions more consciously and build strong relationships.

e) Creative Discipline

This type refers to the ability to develop and maintain creative activities. Elizabeth Gilbert (2020) wrote, Discipline in creative practice helps us overcome fear and hone our talents. Understanding these various types of discipline, along with insights from experts, can assist individuals in assessing which areas need improvement and developing appropriate strategies to strengthen discipline in their lives. By enhancing discipline across various aspects, one can lead a more balanced and fulfilling life.

4. Indicators of Self-Discipline

Indicators of self-discipline may encompass various aspects that reflect a person's ability to self-regulate and maintain consistency in performing specific tasks or activities. Self-discipline is often linked with an individual's capacity for emotional regulation, time management, and the ability to resist immediate temptations in favor of long-term goals. Here, I will provide indicators that can influence self-discipline:

a) Punctuality

This indicator reflects an individual's ability to manage time effectively and always be present on time in carrying out scheduled tasks or activities. According to Johnson et al. (2023), effective

time management is an important factor in personal and professional success, as it allows individuals to maximize productivity and ensure timely completion of responsibilities. They argue that individuals who excel in time management are more likely to achieve long-term goals and handle various tasks efficiently. Time, as they explain, remains one of the most valuable resources that can be managed by someone.

b) Consistency

Consistency is one of the most critical elements for achieving long-term success. In a world filled with change and challenges, the ability to continue taking actions aligned with goals is key to success. John C. Maxwell (2020) emphasizes, Consistency is the key to excellence. If you want to achieve something extraordinary, you must be consistent in your actions. This shows that consistency is not only necessary in daily actions but also in the decisions made. By maintaining a commitment to act consistently, individuals can create productive routines and even cultivate good habits that will eventually lead to long-term goal achievement.

c) Perseverance

Perseverance is the quality that allows someone to endure despite facing obstacles or difficulties. Success does not always come immediately; often, what is required is the ability to remain steadfast and focused on goals despite numerous hurdles along the way. Angela Duckworth (2019) argues, Perseverance and passion

are the key combinations for achieving success. Perseverance requires one to not only rely on inherent talent or ability but also to overcome failures and view them as learning opportunities. In many cases, success comes to those who can keep moving forward even when the journey seems tough.

d) Orderliness

Orderliness plays an important role in creating conditions that support goal achievement. Individuals who are organized in managing their time and resources tend to be more successful in reaching desired outcomes. Charles Duhigg (2019), in his book *The Power of Habit*, explains that Building good habits requires a clear structure and discipline. This means that without order and structure, cultivating and maintaining good habits becomes challenging. By having a structured plan and adhering to a schedule, individuals can create a productive environment. Orderliness helps reduce stress and improve focus, enabling each step toward a goal to be taken with more confidence.

e) Integrity

Integrity is a fundamental value and is often considered a primary pillar of any action taken. In an age where trust is increasingly rare, possessing strong integrity makes someone more respected and reliable. David Brooks (2020) states, Integrity is about aligning our actions with our beliefs, and that is what creates trust. When someone acts with integrity, they build a good

reputation and create healthier relationships with others. Integrity not only relates to honesty but also to the consistency between what one says and what they do. This is the foundation for strong self-discipline, as actions aligned with personal values not only provide a sense of fulfillment but also strengthen the commitment to achieving goals.

Punctuality, consistency, perseverance, orderliness, and integrity are key indicators of effective self-discipline. Each of these aspects is interconnected and contributes to the achievement of long-term goals. By developing and maintaining these characteristics, individuals can create a clearer pathway to success and achieve more satisfying results in various aspects of their lives.

B. Speaking Ability

1. Definition of Speaking Ability

ability plays an important role in everyday life and in various aspects of life, both in personal and professional contexts. Good speaking ability involve not only the use of appropriate words and correct sentence structures but also the ability to convey thoughts and ideas clearly, effectively, and persuasively.

Experts often emphasize the importance of speaking ability in communication. Dr. Susan Jones (2023), a communication expert, states that speaking ability is a fundamental skill that allows individuals to engage in effective communication. In this context, expressing oneself clearly and confidently is a key element in building healthy

interpersonal relationships and strengthening credibility in professional environments.

Dr. Emma Brown (2021), A language acquisition researcher, adds another dimension to the definition of speaking ability by stating that speaking is not only about linguistic competence but also about the ability to adapt language to different contexts and audiences. Good speaking ability include the ability to use language appropriate to the situation and the audience at hand.

2. Aspect of Speaking Ability

Speaking ability consists of several important aspects which can be described with quotes from current experts. The following is an explanation of aspects of speaking ability :

a) Fluency

Fluency refers to the ability to speak fluently and without hesitation. According to Harmer (2019), Fluency is the ability to communicate opinions and feelings readily, without having to stop and think too much.

b) Pronunciation

This includes clarity and accuracy in the pronunciation of words. Dweck (2020), stated, Proper pronunciation is crucial in ensuring that the intended message is conveyed accurately.

c) Vocabulary

Vocabulary shows the variety of words used to express ideas. Lao and Lee (2020) argue, A rich vocabulary allows a speaker to articulate their thoughts more effectively and precisely.

d) Grammar

Ini mencakup penggunaan struktur kalimat yang benar. According to Adams (2021), Good grammar enhances clarity and professionalism in speaking, making it easier for listeners to understand the message.

e) Body Language

Body language includes movements, facial expressions, and postures that support verbal communication. Mehrabian (2020) explains, Nonverbal cues play a significant role in conveying emotions and enhancing spoken communication.

f) Confidence

Confidence in speaking influences the way the message is delivered. McCarthy (2021) said, Confidence in speaking can greatly affect delivery and the ability to engage an audience.

g) Adaptability

The ability to adapt the way you speak to suit the audience and context is very important. According to Kuhlthau (2020), Adapting language and style to fit the audience is fundamental in effective communication.

These aspects of speaking ability contribute to overall communication effectiveness. By continuously improving each of these aspects, individuals can achieve better speaking ability, which will be of great benefit in a variety of social and professional situations.

3. Types of Speaking Ability

In an increasingly complex world of communication, speaking ability are not just a tool to convey information, but are also an art that can take someone from an ordinary position to an influential leader.

a) Conversational Speaking

Conversational speaking is the ability to speak in informal and everyday contexts. This often occurs in casual interactions and involves a direct exchange of ideas. As Dale Carnegie (2019) said, the ability to talk to anyone is a vital skill for personal and professional success. These abilities include the use of everyday language, idiomatic expressions, as well as the ability to listen and respond well.

b) Public Speaking

Public speaking is the ability to speak in public with the aim of informing, convincing, or entertaining an audience. In this context, according to Stephen E. Lucas (2020), effective public speaking is a learned skill and requires practice and commitment. Effective speeches are usually clearly structured, use formal language, and utilize visual aids to capture the audience's attention and communicate the message effectively.

c) Formal Speaking

Formal speaking is used in situations that require politeness and professionalism, such as in academic or business environments. According to Susan Cain (2018), quiet people have the loudest minds, illustrating that formal speaking ability must be performed with clarity and precision. The language used is usually more formal, and arguments are presented in a structured format, helping to establish credibility in a professional context.

d) Narrative Speaking

Narrative speaking involves the ability to tell stories or share experiences in an engaging way. As Kurt Vonnegut (2019) stated, we are what we pretend to be, so we must be careful about what we pretend to be. Effective storytelling includes the use of vivid imagery, a clear story line, and emotional elements that capture the listener's attention. This helps communicate ideas or lessons in a more enjoyable way.

e) Debate and Persuasive Speaking

Debate and persuasive speaking is the ability to convey arguments and convince an audience to accept a certain view. According to Aristotle (2020), a persuasive speaker must know the audience and be credible. This ability involves the use of strong evidence, the development of counterarguments, and rhetorical techniques to persuade listeners. Persuasive speaking techniques-

are very important in the context of formal debates and presentations.

f) Impromptu Speaking

Impromptu speaking is the ability to speak without prior preparation, often in unexpected situations. As Dale Carnegie (2019) said, you can make more friends in two months by being interested in other people than you can in two years by trying to get other people to be interested in you. This ability requires quick thinking, ability to organize ideas well, and clarity when speaking spontaneously. It is often used in discussions, question and answer sessions, and other social situations.

With a deeper understanding of these various types of speaking abilities, a person can develop more disciplined strategies and ability to communicate efficiently according to the context at hand.

4. Indicator of speaking Ability

Indicator of speaking ability refers to the various metrics or characteristics that can assess a person's proficiency in spoken communication. These indicators may include fluency, pronunciation, vocabulary usage, and the ability to effectively convey ideas in real-time. Key indicators often used to assess speaking ability include:

a) Fluency

Fluency is the ability to speak fluently without many pauses or repetitions. A fluent speaker can express ideas quickly and effectively. Harmer (2019) states that fluency is crucial for

effective oral communication because it allows the speaker to express their thoughts effortlessly.

b) Pronunciation

Pronunciation refers to clarity and accuracy in pronouncing words. This quality is important so that listeners can understand well. McCarthy (2020) emphasizes that good pronunciation is essential for clear communication as it significantly affects how the audience receives the message.

c) Vocabulary Usage

Vocabulary use includes the variety of words used as well as the appropriateness of word choice in different contexts. A rich vocabulary allows for more nuance in message delivery. Nation (2019) explains that a rich vocabulary enables speakers to articulate their ideas more clearly and effectively, allowing for greater expression in varied contexts.

d) Grammar and Structure

Grammar and structure relate to the use of language rules and the way sentences are organized to convey messages. The use of accurate grammar goes a long way in achieving clarity. Brown (2020) emphasizes that correct grammar is fundamental for forming coherent sentences and is essential for effective communication.

e) **Confidence**

Confidence in speaking plays a big role in influencing how listeners receive messages. Confident speakers tend to appear more convincing. Smith (2021) states that confidence is critical for effective communication because it greatly influences audience perception and engagement.

C. **Review of Related Findings**

Research on the correlation between self-discipline and speaking ability in the English language program at IAIN Kerinci shows the presence of key factors influencing students' mastery of speaking ability. Self-discipline, as one of the essential elements in learning, plays a significant role in overall academic achievement. According to Santrock (2020), students with a high level of self-discipline tend to be more focused and consistent in their studies, which is particularly relevant in the context of learning English, where repeated practice and deep understanding are essential for enhancing their speaking abilities.

Furthermore, research by Tran (2021) states that consistent speaking practice is critical for making progress in speaking ability. Disciplined students are more likely to set aside time outside of formal study hours to practice speaking English, both through everyday conversations and in academic contexts. With increased frequency of practice, students can achieve better fluency and reduce anxiety when speaking in public.

The aspect of motivation also plays a crucial role in the relationship between self-discipline and speaking ability. Liu (2019) found that students

with strong self-discipline are more motivated to achieve their learning goals. This motivation affects not only the frequency of practice but also the quality of interactions conducted with facilitators and peers. When students feel motivated, they are more active in participating in group activities that involve verbal use of English.

Finally, this research is expected to provide practical recommendations for educators at IAIN Kerinci. By identifying the importance of self-discipline in the teaching and learning process, it is hoped that there will be a better understanding of how the development of disciplined character can assist students in improving their speaking ability. These recommendations can be used to design a more effective curriculum that supports the overall communication skill development of students. Despite numerous studies discussing the relationship between self-discipline and academic achievement, the specific focus within the context of English education in higher education, especially at IAIN Kerinci, remains quite limited.

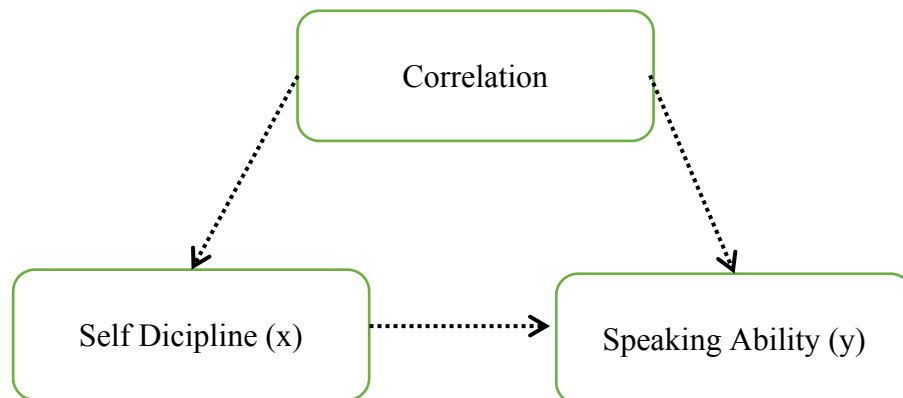
In an effort to enrich the understanding of this relationship, this study will not only examine the connection between self-discipline and speaking ability but also make the local context the focus of analysis. Through surveys and interviews with students, the collected data will provide insights into how self-discipline is applied in daily life and how it contributes to their speaking ability.

This study provides a new contribution with a focus specifically on the correlation between self-discipline and speaking ability in the English

department at IAIN Kerinci, delivering a more contextual and relevant analysis. By combining quantitative and qualitative approaches, this research offers a more comprehensive understanding of the factors affecting students' language abilities.

D. Conceptual Framework

The conceptual framework outlines the steps involved in the research process. This study aims to determine the correlation between self-discipline (X) and English speaking ability (Y). The conceptual framework for this research is illustrated in the following diagram:



From the diagram above, the researcher will administer tests and questionnaires to collect data. de la Fuentedan García (2020) mengatakan Our findings show that improved self-control directly correlates with enhanced communication proficiency in language learners. The collected data will then be analyzed to examine the correlation between self-discipline and English speaking ability.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research utilized a mixed-methods design to approach a comprehensive understanding of the research problem. This approach allowed researchers to leverage the strengths of both methods while minimizing their respective weaknesses. According to Johnson and Onwuegbuzie (2019), mixed-methods provided opportunities to explore and understand a phenomenon more deeply and broadly by combining two different approaches.

The quantitative component involved the collection of numerical data through structured surveys or questionnaires, facilitating statistical analysis and generalization of findings across a larger population. This data helped identify relevant patterns, trends, and correlations related to the research objectives. As stated by Ponterotto (2020), statistical analysis in quantitative research was crucial for identifying reliable patterns and relationships in the data.

Conversely, the qualitative component involved in-depth interviews or focus groups, providing deeper insights into participants' attitudes, motivations, and experiences. By using open-ended questions, this method encouraged participants to express their thoughts in their own words, revealing nuances that might have been overlooked in quantitative data.

By combining findings from both types of data, this mixed-methods research design enhanced the overall validity and reliability of the study. The

combination of data types offered a richer and more complex understanding of the research topic, which was particularly valuable when exploring complex phenomena such as self-discipline or behavioral patterns. This comprehensive approach ensured that conclusions drawn were based on both statistical analysis and personal narratives.

B. Population and Sample

1. Population

The population in this study included all active students in the second semester at IAIN Kerinci. The population was the main focus of the study, and in this context consisted of second semester students in speaking classes. A well-defined research population not only enhanced the reliability of data but also informed the development of targeted interventions to improve language ability among students from different majors.

This was because it represented a period where students were in a significant phase of academic development and proficiency in English, particularly in speaking ability. The population criteria included students who were actively enrolled during the research semester. Active status ensured that respondents had current academic experiences relevant to this study. By involving active students, this research aimed to obtain accurate and representative data regarding English speaking ability among students.

The scope of the population included students from various majors and semesters at IAIN Pickering. By involving students from

diverse academic backgrounds, this research sought to gain a broad perspective on the factors influencing English speaking ability. This was crucial for obtaining a comprehensive understanding of how various variables affected students' English proficiency.

The importance of clearly defining the population was to ensure that the research results could be interpreted accurately. Defining the study population was critical for ensuring the validity of research findings, particularly in educational settings where diverse backgrounds could greatly influence language acquisition. A well-defined population allowed researchers to collect representative data and provide useful insights for the development of academic programs and language skill improvement within the institution. With a broad and diverse population, the research results could offer deeper and more applicable information.

Tabel 3.1
Population of Students.

NO	Classes	Males	Females	Amount
1	A	8	10	18
2	B	8	11	19
Total				37

Journal of Educational Statistics. (n.d). Journal of Educational Statistics. <https://www.jstor.org/journal/jeducstat>

The population in this study consisted of second-semester students from the English Education Program at IAIN Kerinci, specifically from two local groups, A and B. The total population was 37 students, but only 34 individuals agreed to participate in this study.

This research aimed to explore the relationship between self-discipline and English-speaking ability among these students.

2. Sample

A sample was a portion of the entire population selected to represent that population in a study. In the context of research, the population referred to the entire group that was the focus of the study, such as all students at a university, while the sample was a subset of that population used to collect data.

The purpose of sampling was to allow researchers to conduct studies or analyses of correlations without having to examine the entire population, which was often impractical or even impossible. By using a sample, researchers could make estimates or draw conclusions about the overall population based on the information obtained from that sample. This process became crucial in research as it could save time and resources while providing informative data.

A sample was a portion of the entire population selected to represent that population in a study. In the context of research, the population referred to the entire group that was the focus of the study, such as all students at a university, while the sample was a subset of the population used to collect data. In this way, researchers could gain a deeper understanding of the characteristics and behaviors of the group being studied.

In this research, selecting second semester students as the research population had several significant advantages. First, students in

this semester had undergone sufficient academic experience, including the transition from orientation to a deeper level of learning. They were better able to provide relevant insights regarding self-discipline, motivation, and challenges faced in the academic environment.

Students often found themselves in a crucial phase of character development, where their learning values and ethics were being formed. Research focusing on this population could explore how their self-discipline traits were developing, thereby providing better understanding of the challenges they faced and the factors contributing to their academic behavior. Additionally, it was important to note that courses relevant to the theme of this research were only offered in the second semester, making it an ideal context for this study.

The availability and accessibility of second semester students was an additional factor supporting the selection of this population. They were usually easier to contact for participation in research compared to new students or those in their final semester. Considering these points, research on second semester students was expected to provide relevant and useful data in understanding the dynamics of self-discipline in the academic environment.

C. Instrument of the Research

Research Instrument Development.

This research developed an instrument aimed at exploring the correlation between self-discipline and speaking ability using a standardized questionnaire. This questionnaire assessed participants' levels of self-

discipline through a 5-point Likert scale, which included statements about daily habits, time management, and commitment to tasks. In this regard, Gao (2020) emphasized that self-discipline was a key factor determining success in learning and effectively interacting in an academic context, making it important to understand how this aspect influenced speaking ability.

Table 3.3
Instrument and Data Needed

Objective	Data Needed	Instrument
To find out students' self-discipline	Student Self-Discipline score	Questioner
To measure students' speaking Ability	Students' speaking performance score	Speaking Test

Smith, J. (2022). The Use of Speaking Tests to Measure English Proficiency. Journal of Language Testing, 15(1), 23–38.

Wang (2019) revealed that speaking ability not only reflected language proficiency but also self-regulation ability in communication. This indicated that there was a close relationship between self-discipline and speaking ability that needed to be elucidated through accurate measurement in this research.

In this study, the researcher employed convenience sampling techniques for sample selection. This method allowed the researcher to choose participants who were easily accessible and willing to participate, which was expected to provide relevant information without requiring complicated selection procedures. After developing the instrument, the researcher tested the validity of the questionnaire with different but similar

populations. According to Patel and Kumar (2021), instrument validation was vital in social research because it ensured the accuracy of the data collected and its reliability. With this approach, the study aimed to provide in-depth insight into how self-discipline could influence speaking ability, as well as to ensure that the data obtained were valid and reliable.

Table 3.2
Research to be Developed

Variabel	Indicator	Instrument
Self Dicipline	Punctuality	Questioner
	Consistency	
	Peseverance	
	Orderliness	
	Integrity	
Speaking Ability	Fluency	Speaking Test
	Pronunciation	
	Vocabulary	
	Grammar	
	Confidence	

Sugiyono. (2020). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.

1. Questionnaire

A questionnaire was a research instrument used to collect data from respondents regarding the variable being studied, in this case self-discipline. This questionnaire was specifically designed to contain a series of questions that covered various aspects of self-discipline, such as punctuality, consistency, persistence, regularity, and integrity. The use of questionnaires allowed the researcher to collect the necessary data systematically and efficiently, so that the researcher could obtain

not only quantitative data but also in-depth qualitative information, providing a more comprehensive picture of respondents' disciplinary behavior.

Table 3.4
Description of the Self-Discipline Questionnaire Items

Questions	Description of the test item
4	Punctuality
4	Consistency
4	perseverance
4	Regularity
4	integrity

Nurhadi, A. (2023). The Role of Self-Discipline in Language Learning. Journal of Educational Psychology, 12(2), 45–58.

Each question in the questionnaire was equipped with a Likert scale, which made it easier for respondents to provide responses by stating their level of agreement with certain statements. The scale used, for example from 1 (Strongly Disagree) to 5 (Strongly Agree), allowed the researcher to categorize and analyze answers systematically. As stated by DeVellis (2017), the use of the Likert scale in questionnaires was very effective for measuring respondents' attitudes and perceptions, which was key in understanding the dynamics in this study.

In addition, the use of questionnaires also enabled the researcher to efficiently reach a large number of respondents, both online and offline. This easy-to-complete process supported data collection within a relatively short time while maintaining the confidentiality and comfort of the respondents. As stated by Gill et al. (2019), a well-designed

questionnaire could enhance respondent participation and the accuracy of the data collected. Thus, the questionnaire served as an effective and efficient tool in this research, providing a solid foundation for analysis and drawing relevant conclusions about self-discipline.

A score rubric was an assessment instrument designed to provide structure and clarity in evaluating the quality of performance or behavior, particularly in research contexts. In this study, the score rubric was used to assess respondents' answers regarding aspects of self-discipline, aiming to ensure that evaluations were made objectively and consistently. Each indicator in the score rubric was accompanied by detailed descriptions, defining what each level of assessment meant. For example, in the Punctuality category, the rubric explained that a score of 1 indicated high non-compliance, while a score of 5 reflected exceptional punctuality. This approach not only facilitated the researcher in interpreting results but also allowed respondents to understand the expectations placed upon them.

The Likert scale, which was often used in conjunction with score rubrics, was a method for measuring respondents' attitudes, opinions, or perceptions regarding specific statements. Based on research by Joshi et al. (2015), the Likert scale allowed for deeper quantitative data analysis through the categorization of responses, making it easier for researchers to draw conclusions. With this scale, respondents assigned values from 1 (Strongly Disagree) to 5 (Strongly Agree), enabling the researcher to systematically analyze respondents' attitudes toward self-discipline. The

combination of the score rubric and the Likert scale created a comprehensive evaluation tool for data collection and analysis.

The main advantage of using a score rubric was its ability to reduce subjective bias that might arise during the assessment process. By having clear and measurable criteria, the researcher was able to conduct evaluations based on the same standards for all respondents. As a result, the data obtained became more valid and reliable, providing deeper insights into self-discipline. Through this structured assessment, it was expected that the research could produce stronger conclusions while providing data-based recommendations for the development of self-discipline enhancement programs in various contexts.

2. Speaking Test

The speaking test was used to obtain students' speaking performance scores and was conducted directly in class. The testing process lasted for two days to accommodate students' schedules. This test was designed to measure students' speaking skills effectively. One of the topics given was about public speaking and was delivered directly by the students being tested. In the assessment, the researcher was accompanied by an expert who was experienced in assessing speaking skills, because involving experts in speaking assessments could increase the reliability of test results and provide more constructive feedback for students (Johnson & Lee, 2021). This was in line with Smith's opinion (2020), which stated that direct speaking testing provided deeper insight

into students' communication skills and allowed for more accurate assessments.

Table 3.5
Qualification score for English Subject

Score	Scale	Criteria
71–100	3	High
41–70	2	Medium
0–40	1	Low

Aladejana, A. I., & Oyelere, S. S. (2022). English language literacy skills and academic achievement of urban and rural secondary schools: *The case of high and low achievers. Education Research International*, 2022, Article 2315426. <https://doi.org/10.1155/2022/2315426>

This rubric was chosen because it corresponded to the level of English mastery that students learned in class. English language ability assessment was carried out using a scale of 1 to 3 with the following criteria, score of 71–100 with a scale of 3 indicated High, where students demonstrated strong mastery of the material with only minor errors a score of 41–70 with a scale of 2 indicated Medium, where students showed adequate mastery of the material but still produced noticeable errors; and a score of 0–40 with a scale of 1 indicated Low, where mastery of the material was limited and frequent errors significantly interfered with communication. This scale was used to evaluate speaking performance in English classes.

D. Technique of Data Collection

Data collection techniques were methods used by researchers to collect the information needed in the study. The two main methods that were used were speaking tests and questionnaires. Selecting appropriate methods was very important to ensure that the data obtained were valid and relevant to the research objectives.

1. Questionnaire

Questionnaires were an effective data collection tool to obtain information from a large number of respondents efficiently. The questionnaires consisted of closed questions for statistical analysis and open questions to obtain respondents' views in more depth. It was important to design the questions clearly and without bias so that the results obtained were reliable. After the questionnaires were distributed and the data were collected, the researcher conducted statistical analysis to identify patterns relevant to the research questions (Creswell, 2020).

2. Speaking Test

This research focused on students' speaking ability, which was assessed through a performance-based evaluation. To ensure objectivity and accuracy, data on speaking ability were collected using a rater-based scoring system. Trained raters evaluated the students' speaking performance based on specific criteria such as fluency, pronunciation, grammar, vocabulary, and coherence.

The speaking test was a method for evaluating students' communication ability directly. In this method, the researcher asked questions or provided topics that allowed students to express their thoughts and feelings orally. The researcher designed open-ended questions that encouraged students to share ideas freely. Creating a comfortable atmosphere during the test was considered crucial so that students could give honest answers. By analyzing the data obtained, the researcher identified patterns and themes related to students' speaking abilities (Marzano, 2019).

E. Technique of Data Analysis

In this research, the researcher used convenience sampling techniques. Before that, the researcher conducted a classical assumption test.

1. Classical Assumption Test

Classical assumption testing was conducted prior to data analysis using the Pearson Product Moment technique in SPSS. The purpose of this test was to ensure that the data were normally distributed and that the relationship between variables was linear. A linear regression model was considered appropriate if it met these basic assumptions. Therefore, classical assumption testing was necessary to determine the feasibility of the data analysis. The classical assumption tests used in this study included the normality and linearity tests. The classical assumption tests were described as follows:

a) Validity Testing

The research instrument was tested first before being applied to participants. This was done to obtain information about the quality of the instrument by involving validity and reliability tests, which were conducted using Microsoft Excel. Validity referred to the extent to which a research instrument could be trusted to measure the construct or variable in question. Validity was tested using the Pearson correlation coefficient method, where the instrument was considered valid if the value of the r count was greater than the r table (Mh & Suratimah, 2023). The formula for the Pearson correlation coefficient was as follows:

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

Notes:

r_{11}	= Instrument reliability
n	= Number of question items
$\sum \sigma_{b^2}$	= Number of item variants
\bar{x}^2	= Variant of total score

Data for the validity test were obtained from students in classes 2A and 2B, and the test was conducted on April 5 and 7, 2025. The instrument was declared valid. An instrument was considered valid if the calculated r-value (r count) was greater than the critical r-value from the table

(0.344), and invalid if the r count was less than 0.344. In this study, the researcher used SPSS to perform the validity test. The results of the validity test for the students were presented in the following table:

Tabel 4.1
Tabulation of Respondent Questionnaire Results

<i>QUESTIONS</i>	<i>r</i> count	<i>r</i> table	Criteria
<i>1</i>	0.380	0,339	Valid
<i>2</i>	0.560	0,339	Valid
<i>3</i>	0.640	0,339	Valid
<i>4</i>	0.699	0,339	Valid
<i>5</i>	0.441	0,339	Valid
<i>6</i>	0.610	0,339	Valid
<i>7</i>	0.580	0,339	Valid
<i>8</i>	0.637	0,339	Valid
<i>9</i>	0.735	0,339	Valid
<i>10</i>	0.607	0,339	Valid
<i>11</i>	0.724	0,339	Valid
<i>12</i>	0.504	0,339	Valid
<i>13</i>	0.504	0,339	Valid
<i>14</i>	0.726	0,339	Valid
<i>15</i>	0.532	0,339	Valid
<i>16</i>	0.603	0,339	Valid
<i>17</i>	0.698	0,339	Valid
<i>18</i>	0.480	0,339	Valid
<i>19</i>	0.587	0,339	Valid
<i>20</i>	0.605	0,339	Valid

Based on the results of the validity test, it was concluded that out of 34 questionnaire items, 20 items were declared valid. Following the validity analysis, the researcher reduced the number of items according to the requirements of each aspect of Instrument X by selecting 4 items for each aspect. Thus, the total number of items used in this study was 20. The complete calculations were presented in Appendix 5. Furthermore, the students'

speaking ability test employed in this study was presented in the following table:

Table 4.2
Valid Student Self-Discipline and Speaking Test Instrument

Aspect	<i>r</i> _{count}	<i>r</i> _{table}	Criteria
Vocabulary	0.592	0,344	Valid
Pronunciation	0.569	0,344	Valid
Grammar	0.402	0,344	Valid
Fluency	0.580	0,344	Valid
Comprehension	0.412	0,344	Valid

Based on the results of the validity analysis, the researcher concluded that all instrument items for variable Y, which consisted of five aspects, were valid. This conclusion was supported by the calculated r-values that exceeded the critical r-value from the table (0.344), indicating that these items were appropriate as measurement tools for this study.

b) Reliability Testing

Reliability included the extent to which a measuring instrument could deliver consistent and dependable results, even when applied at different times (Sürücü & Maslakçi, 2020). Reliability was important in research because it ensured that the results obtained from measurement instruments were trustworthy and could be considered accurate to support the research findings. Manually, reliability tests could be performed using Cronbach's Alpha formula. The formulation was as follows:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma^2} \right)$$

Notes:

r_{11}	= Instrument reliability
k	= Number of question items
$\sum \sigma_b^2$	= Number of item variants
σ^2	= Variant of total score

If the Cronbach's Alpha coefficient (r_{11}) ≥ 0.6 , then it could be concluded that the research instrument used was reliable. Reliability testing aimed to determine the consistency of the instrument's measurement results when tested repeatedly over a certain period of time. The basis for decision-making in reliability testing using Cronbach's Alpha was that an instrument was considered reliable if the Cronbach's Alpha value exceeded 0.60. In this study, the researcher used SPSS 29 to conduct the reliability testing, and the following results were obtained:

Picture 4.1
Test of Reliability X

Reliability Statistics	
Cronbach's Alpha	N of Items
.900	20

The table above showed that the instrument for variable X was considered reliable, as the Cronbach's Alpha coefficient was greater than 0.60 ($0.90 > 0.60$). This indicated that the items used to measure variable X were internally consistent and dependable, meaning that the questionnaire could be trusted to yield stable and accurate results in assessing the students' level of self-discipline.

Picture 4.2
Test of Reliability Y

Reliability Statistics	
Cronbach's Alpha	N of Items
.650	5

The table above showed that the instrument for variable Y was considered reliable, as the Cronbach's Alpha coefficient was greater than 0.60 ($0.65 > 0.60$).

c) Normality test

The purpose of the normality test was to determine whether the data used were normally distributed or not, because the data were considered good if they were normally distributed. In this case, the researcher used the Shapiro-Wilk test to calculate it by using SPSS (Statistical Program for Social Science). The criteria of the normality test were as follows: if the significance value was > 0.05 , it meant that the research data were normally distributed.

Conversely, if the significance value was < 0.05 , it meant that the research data were not normally distributed.

d) Linearity test

The linearity test was used to determine whether there was a linear relationship between the independent variable (X) and the dependent variable (Y). Tests were conducted using SPSS. Two variables were expressed as having a linear relationship if the significance (Deviation from Linearity) was more than 0.05.

e) Hypothesis

Once the value results had been acquired, the researcher proceeded to formulate the hypothesis based on:

(Ha): there was a significant correlation between students' self-discipline and their speaking ability (Alternative hypothesis).

(Ho): there was no significant correlation between students' self-discipline and their speaking ability (Null hypothesis).

When the null hypothesis (H_0) was rejected and the alternative hypothesis (Ha) was accepted, it meant that there was a positive correlation of self-discipline on students' English-speaking ability in the classroom. On the other hand, if the null hypothesis (H_0) was accepted and the alternative hypothesis (Ha) was rejected, this showed

that there was no correlation of self-discipline on students' English-speaking ability in the classroom.

2. Correlation Analysis

Correlation Pearson's Product Moment

To find the positive correlation between self-discipline and speaking ability, the researcher used the Pearson Product Moment formula in SPSS.

Table 3.6
Interpretation of the Correlation Coefficient

Interval coefficient	Interpretation
0,000 - 0,199	Very low
0,200 - 0,399	Low
0,400 - 0,599	Fair
0,600 - 0,799	Strong
0,800 - 1,000	Very strong

Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

Table 3.6 presents the interpretation of the correlation coefficient, which indicates the strength of the relationship between two variables. A coefficient ranging from 0.000 to 0.199 is interpreted as very low, suggesting almost no meaningful relationship. Values between 0.200 and 0.399 indicate a low correlation, meaning the relationship exists but is weak. A coefficient from 0.400 to 0.599 shows a fair or Medium relationship, while 0.600 to 0.799 reflects a strong correlation, signifying a significant connection between the variables. Finally, values from 0.800 to 1.000 are categorized as very strong,

implying an almost perfect relationship where changes in one variable are closely associated with changes in the other (Sugiyono, 2017).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter described the research results, including the findings and the discussion. The research findings included the results obtained from the conducted study. The data analysis presented the outcomes of the linearity test, normality test, and hypothesis testing. Meanwhile, the discussion provided explanations aligned with the findings of this study.

A. Finding

In this section, the researcher presented the research results, which included a description of the instrument outcomes, as well as the results of the validity test, reliability test, normality test, linearity test, and hypothesis testing.

1. The Result of Students Self-Discipline and English speaking ability

To examine the relationship between students' self-discipline and speaking ability, the researcher employed data collection methods through questionnaires and speaking tests. The questionnaires were distributed on March 11, 2025, while the speaking test was conducted on March 18–19, 2025. Initially, the questionnaire consisted of 26 statements, but after undergoing validity and reliability testing, only 20 items were retained for analysis. The speaking test was evaluated based on five aspects outlined in the scoring rubric, which was applied to the

study participants. Detailed results of the questionnaire and speaking test were presented in Appendix 3 and Appendix 7.

a) **Descriptive Statistics**

Descriptive statistics are used to summarize and describe the main features of the data collected in a study. This includes presenting measures such as mean, median, mode, standard deviation, minimum, and maximum values of each variable. The goal is to provide an overview of the data before conducting further statistical analysis. In this study, descriptive statistics helped to describe the distribution and trends of students' self-confidence and speaking ability scores.

b) **Statistic Descriptive Variabel Self-Discipline**

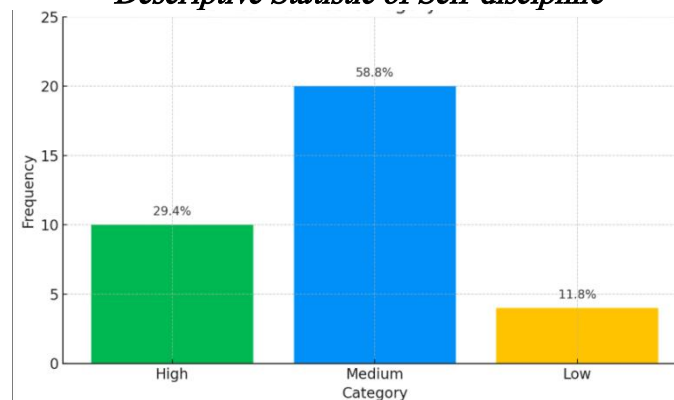
This section presents descriptive statistics for the self-discipline variables:

Picture 4.3
Descriptive Variabel Self-Discipline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	10	29.4	29.4	29.4
	Medium	20	58.8	58.8	88.2
	High	4	11.8	11.8	100.0
	Total	34	100.0	100.0	

The table above presents the distribution of participants across different categories of self-discipline. The results indicate that 4 students (11.8%) scored in the high category, 20 students (58.8%) scored in the medium category, and 10 students (29.4%) scored in the low category. The following is a diagram of the results of the self-discipline categorization analysis:

Diagram 4.1
Descriptive Statistic of Self-discipline



Based on the diagram above, it can be concluded that most of the second semester students of class A and B majoring in English language education in the second semester at IAIN KERINCI have a level of self-Discipline in the medium category, with a percentage of 58.8% consisting of 20 students.

c) Statistic Descriptive Variable Speaking Ability

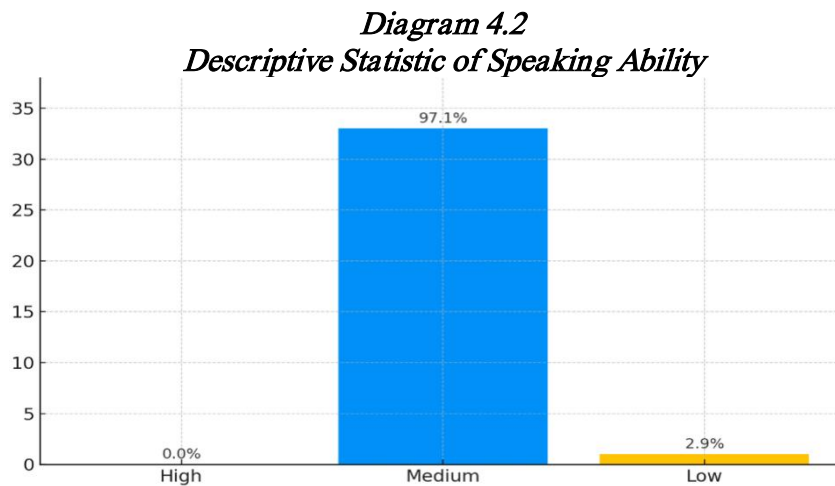
This section presents the descriptive statistics for the speaking ability variable:

Picture 4.4
Descriptive Statistic of Speaking Ability

	Speaking_Ability				
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	low	1	2.9	2.9	2.9
	Medium	33	97.1	97.1	100.0
	High	0	0	0	0
	Total		100.0	100.0	

The table above presents the distribution of participants in various categories of English language ability. The results of the study showed that no students (0%) obtained scores in the high

category, 33 students (97.1%) obtained scores in the medium category, and 1 student (2.9%) obtained scores in the low category. The following is a diagram of the results of the English language ability categorization analysis:



Based on the diagram above, it can be concluded that most of the students in class A and B majoring in English language education in the second semester at IAIN KERINCI have a speaking ability level in the medium category with a percentage of 97.1% consisting of 33 students.

2. The Result of Correlation Between students self-discipline and English speaking ability

a) Classical Assumption Test

Before conducting the correlation test, the researcher first conducted a statistical assumption test to ensure that the data used met the eligibility requirements for analysis. The assumption tests conducted included a normality test to determine whether the data

was normally distributed, a linearity test to ensure that the relationship between variables was linear, and a homogeneity test to assess the similarity of group variances between data. The assumption test was conducted with the following procedure:

1. Result of Normality Testing

Researchers used the Shapiro-Wilk normality test to determine whether the data distribution was normal. The Shapiro-Wilk method was chosen because the sample size was small, which was less than 50 respondents. Criteria: if significant score $> 0,05$, data distributed normal.

Picture 4.5
Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
V1	.098	34	.200*	.971	34	.498
V2	.128	34	.170	.961	34	.252

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the Shapiro-Wilk normality test, the data is said to be normally distributed if the significance value is greater than 0.05 and is said to be not normally distributed if the significance value is less than 0.05. From the table above, it can be seen that the significance value for instrument V1 is 0.498 and for V2 is 0.252, both are greater than 0.05. Therefore, it can be concluded that the data is normally distributed.

2. Result of Linearity Testing

The linearity test is conducted to determine whether there is a linear relationship between variable X and variable Y and to assess the extent to which variable X contributes to variable Y. The decision rule is as follows: if the significance level is less than 0.05, then the relationship is considered non-linear. Conversely, if the significance level is greater than 0.05, then the relationship is considered linear.

Picture 4.6
Linearity Testing

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
V2 * V1	Between Groups	(Combined)	69.235	21	3.297	.474	.935
		Linearity	5.930	1	5.930	.852	.374
		Deviation from Linearity	63.305	20	3.165	.455	.942
	Within Groups		83.500	12	6.958		
	Total		152.735	33			

The significance value for Deviation from Linearity is 0.942, as indicated in the table above. Therefore, since the significance value is more than 0.05 ($0.942 > 0.05$), it can be concluded that the data exhibit a linear relationship.

3. Result of Homogeneity testing

Homogeneity test is conducted to determine whether the data in each group has the same variance. This test is important to ensure that the assumption of equal variance is met before conducting further statistical analysis. The decision-making rule is as follows: if the significance

value is greater than 0.05, the data is considered homogeneous; conversely, if the significance value is less than 0.05, the data is considered in homogeneous.

Picture 4.7
Homogeneity testing

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
V1	Based on Mean	.992	7	25	.459
	Based on Median	.698	7	25	.673
	Based on Median and with adjusted df	.698	7	17.578	.673
	Based on trimmed mean	.968	7	25	.475

Based on Levene's Homogeneity of Variance Test, the significance value is 0.459 ($p > 0.05$). This indicates that the data is homogeneous, and the assumption of equal variance is met.

b) Result of Hypothesis

The hypothesis was tested using Pearson correlation and Spearman's rho method. Analysis of data processed with SPSS version 29 are as follows:

Picture 4.8
Correlation Testing by Pearson Correlation

Correlations

		Questioner	Speaking_Ability
Questioner	Pearson Correlation	1	.886**
	Sig. (2-tailed)		<.001
	N	34	34
Speaking_Ability	Pearson Correlation	.886**	1
	Sig. (2-tailed)	<.001	
	N	34	34

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

The analysis results show that the Pearson correlation coefficient value is 0.886, which means there is a very strong positive relationship between the two variables. This means that the higher

the student's questionnaire score, the better their speaking ability. In addition, the significance value (Sig. 2-tailed) is <0.001 , which is far below the 0.05 limit, so this result is declared statistically significant. With a sample size of 34 respondents, this finding indicates that self-discipline as measured by the questionnaire has a significant influence on students speaking ability.

Picture 4.9
Correlation Testing by Spearman's rho

		Correlations	
		Questioner	Speaking_Ability
Spearman's rho	Questioner	Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	34
	Speaking_Ability	Correlation Coefficient	.886**
		Sig. (2-tailed)	<.001
		N	34

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

The Spearman's rho correlation test was used to examine and confirm the findings from the Pearson analysis. The results showed that the Spearman correlation coefficient was also 0.886, indicating a very strong positive relationship between questionnaire scores and speaking ability. Similar to the Pearson test, the significance value (Sig. 2-tailed) was <0.001 , indicating that this result was statistically significant. With the same number of respondents, namely 34 people, this analysis further strengthens the evidence that there is a consistent and reliable relationship between self-discipline and students speaking ability.

B. Discussion

This study aimed to provide empirical evidence on the relationship between students' self-discipline and their English speaking ability. Two instruments were used in the study. The first instrument was a questionnaire designed to measure the students' level of self-discipline. The questionnaire consisted of 20 statements that students answered based on their level of agreement. The second instrument was a speaking test on the topic of Public Speaking, which was assessed using an assessment rubric covering aspects of vocabulary, pronunciation, grammar, fluency, and comprehension.

The study showed a significant correlation between self-discipline and the speaking ability of students at IAIN Kerinci campus, English Education Study Program, Semester Two. With a correlation coefficient of 0.886, this indicated a very strong relationship. This meant that the higher the students' level of self-discipline, the better their speaking ability. The influence of self-discipline was clearly seen in the improvement of speaking skills, where more disciplined students tended to be more engaged in speaking practice, contributing to increased self-discipline and effective communication skills.

Based on the frequency distribution analysis, it was found that the majority of students (58.8%) had a medium level of self-discipline, followed by the high category (11.8%) and the low category (29.4%). In terms of speaking ability, the majority of students (97.1%) were also included in the medium category, while students in the low category were only 2.9%, and no students were included in the high category (0%). This finding indicated

that, on average, students had medium level of self-discipline and speaking ability. This showed a consistent correlation between students' level of self-discipline and speaking ability, where most students with medium self-discipline also showed speaking ability in the same category.

Furthermore, the results of the data analysis from the correlation table showed that the significance value (2-tailed) for both variables was <0.01 , which was lower than the significance threshold of 0.05. This indicated that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Thus, it was concluded that the higher the students' self-discipline, the better their English speaking ability. This finding supported the alternative hypothesis, which stated that there was a positive relationship between the two variables. Therefore, it was concluded that there was a significant correlation between students' self-discipline and speaking ability.

In line with previous research by Kansil (2022), it was also identified that self-discipline played an important role in students' English speaking ability. This study extended those findings by showing that, in addition to self-discipline, speaking motivation also affected students' speaking skills. Furthermore, the study highlighted that fear of making mistakes while speaking could reduce students' self-discipline, which ultimately affected their speaking fluency. Based on the findings of this study, it was evident that self-discipline had a significant impact on students' speaking ability, underlining the importance of addressing factors that might hinder self-discipline in English learning situations.

The results of this study were in line with previous studies, such as the one by Duckworth et al. (2019), which showed that self-discipline had a significant effect on academic success. Liu's (2019) study also found that self-discipline was positively correlated with learning motivation, which strengthened speaking skills.

CHAPTER V

CONCLUSION AND SUGGESTION

The final segment of this thesis presents conclusion about the research that has been done, along with some suggestions for English teachers to increase students' self-discipline, as well as recommendations for future researchers related to this topic.

A. Conclusion

1. The Result of self-discipline and English speaking ability

a) Self Discipline

The results of the questionnaire analysis showed that the overall level of self-discipline among second-semester students of the English Education Department at IAIN Kerinci fell predominantly into the moderate category. Specifically, 20 out of 34 students, or 58.8%, were classified as having moderate self-discipline, while 11.8% of students demonstrated high self-discipline, and 29.4% were categorized as low. These findings suggest that while most students are relatively capable of maintaining habits of punctuality, consistency, perseverance, orderliness, and integrity, only a few are able to consistently apply these qualities at a higher level. This condition illustrates that self-discipline is still a challenge for many students, particularly in managing their learning routines, resisting distractions, and persisting through academic difficulties. However, the presence of students in the high category shows that it is possible to develop and strengthen self-discipline through

awareness, training, and continuous practice, making it an essential aspect that needs to be fostered within the teaching and learning process.

b) Speaking Ability

The descriptive analysis of the speaking test indicated that students' English-speaking ability is also concentrated in the moderate category. Based on the assessment rubric, 97.1% of students achieved scores that fell into the medium range, while only 2.9% were in the low category, and no students were recorded in the high category. These results reveal that students, in general, have reached a fair level of mastery in aspects of speaking ability such as fluency, pronunciation, vocabulary, grammar, and comprehension. Although their skills enable them to communicate adequately, the lack of students in the high category indicates that there are still significant limitations in producing accurate, fluent, and confident spoken English. The dominance of the moderate level implies that students' speaking skills are functional but require further reinforcement and practice to achieve higher proficiency. Thus, the findings underline the importance of providing more structured opportunities, encouragement, and feedback in the classroom to elevate students from the moderate to the high level of speaking competence.

2. The Result of Correlation between self-discipline and students' English speaking ability

a) Self Discipline

The results of the statistical correlation analysis highlight that self-discipline is not only a personal trait but also a crucial factor that significantly impacts students' English-speaking performance. Students who exhibited higher levels of self-discipline tended to demonstrate stronger commitment to practicing regularly, allocating time effectively, and maintaining focus on their language-learning goals. In contrast, students with lower self-discipline often struggled to sustain practice and were more prone to distractions, which negatively affected their speaking performance. This emphasizes that cultivating self-discipline is essential for fostering persistence and resilience, two qualities that are indispensable in mastering a skill such as speaking in a foreign language. The findings provide evidence that behavioral regulation, in the form of self-discipline, acts as a foundation upon which speaking skills can be improved and developed in a sustainable way.

b) Speaking Ability

The correlation test using Pearson Product Moment revealed a coefficient of **0.886** with a significance level of **$p < 0.001$** , which indicates a very strong and statistically significant positive correlation between self-discipline and speaking ability. This means that students with higher levels of self-discipline are consistently

more likely to achieve better results in their speaking performance. The strong relationship between these two variables demonstrates that improvements in self-discipline directly contribute to enhancements in speaking ability, and vice versa. In practical terms, the findings confirm that disciplined students—those who are punctual, consistent, orderly, and perseverant—are better prepared to engage in speaking tasks, produce clearer and more accurate language, and perform with greater confidence. Therefore, the study concludes that self-discipline serves as a key predictor of speaking ability, reinforcing the importance of integrating character-building strategies into English learning programs. These results also align with previous research emphasizing that behavioral factors, such as self-discipline, are often as important as linguistic knowledge in determining success in language learning.

B. Research Implications

1. Student

This study underlines the importance of self-discipline in improving speaking skills. Students are advised to implement planned and regular learning methods to improve their communication skills. Strategies that can be done include scheduling study time every day and putting yourself in public speaking situations regularly.

2. Lecturer

Lecturers are advised to use interactive teaching methods that stimulate students' self-discipline, such as structured speaking exercises and constructive feedback.

3. For Further Research

Further research is recommended to expand the variables studied, such as external factors that can also influence self-discipline and speaking ability, and to use a longitudinal study approach to obtain a more comprehensive picture.

C. Research Limitations

Several factors that may influence the results of this study include variations in student characteristics, such as educational background and previous learning experiences. In addition, constraints in data collection, such as time constraints and student anxiety when taking the speaking test, may affect the final results. Further research is expected to overcome these limitations by involving a wider sample and combining quantitative and qualitative methods for a more holistic approach.

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APPENDIX

APPENDIX 1 Questioner of Self-Discipline

INDIKATOR	NO	STATEMENT	PILIHAN JAWABAN				
			STS	TS	N	S	SS
Punctuality	1	Saya selalu berusaha berbicara tepat waktu saat tiba giliran saya berbicara dalam pertemuan.					
	2	Saya merencanakan poin-poin pembicaraan saya sebelumnya untuk menghindari komunikasi yang tidak efektif.					
	3	Saya menyampaikan pernyataan saya dengan jelas kepada audiens, terutama saat saya perlu menyoroti informasi penting.					
	4	Saya percaya bahwa berbicara dengan jelas dan bertujuan adalah cara untuk menunjukkan rasa hormat terhadap waktu dan perhatian orang lain.					
Consistency	5	Saya menjaga rutinitas latihan berbicara secara teratur untuk meningkatkan kemampuan komunikasi saya.					
	6	Saya selalu menyelesaikan presentasi dan pembicaraan saya sesuai rencana dan mengikuti jadwal yang telah ditetapkan.					
	7	Saya merasa mudah untuk tetap fokus pada pesan utama saya saat berbicara di depan umum.					
	8	Saya menggunakan strategi khusus, seperti teknik pernapasan, untuk tetap tenang saat berbicara di depan audiens yang besar.					
Perseverance	9	Saya tidak mudah menyerah saat menghadapi tantangan komunikasi, seperti berinteraksi dengan audiens yang skeptis.					
	10	Saya terus berusaha mengembangkan kemampuan berbicara saya meskipun menghadapi hambatan seperti rasa gugup.					
	11	Saya menemukan cara untuk mengatasi kekhawatiran yang muncul sebelum berbicara di depan umum.					
	12	Saya tetap berkomitmen untuk menjadi pembicara yang lebih baik, tidak peduli					

		seberapa besar tantangan yang saya hadapi.					
Orderliness	13	Saya menyusun skrip dan materi saya secara teratur sesuai jadwal latihan yang saya tetapkan.					
	14	Saya memiliki sistem untuk mengelola persiapan dan latihan saya dalam presentasi.					
	15	Saya memprioritaskan topik pembicaraan saya berdasarkan kepentingannya bagi audiens saya.					
	16	Saya mengelola waktu berbicara saya secara efektif agar tidak melebihi batas waktu yang ditentukan.					
Integrity	17	Saya berpegang pada nilai kejujuran dan integritas dalam setiap pernyataan yang saya buat kepada publik.					
	18	Saya jujur pada diri sendiri dalam menilai kemampuan berbicara saya dan mencari cara untuk meningkatkannya.					
	19	Saya bertanggung jawab atas pesan yang saya sampaikan dan dampaknya terhadap pendengar.					
	20	Saya percaya bahwa berbicara dengan niat baik dan melakukan hal yang benar itu penting, bahkan ketika menghadapi tantangan.					

APPENDIX 2
Speaking Scoring Rubric

No	INDICATOR	Rating Scores	Comments
1.	Pronunciation	5	Has few traces of foreign language
		4	Always intelligible, though one is conscious of a definite accent

		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat
		1	Pronunciation problem to serve as to make speech virtually unintelligible
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order
		4	Occasionally makes grammatical and word orders errors that do not, however obscure meaning
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence and or rest rich himself to basic pattern
		1	Errors in grammar and word order, so severe as to make speech virtually unintelligible
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities
		3	Frequently uses wrong words conversation somewhat limited because of inadequate vocabulary
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult
		1	Vocabulary limitation so extreme as to make conversation virtually impossible
		5	Speech as fluent and efforts less as that of native speaker

4	Fluency	4	Speed of speech seems to be slightly affected by language problem
		3	Speed and fluency are rather strongly affected by language problem
		2	Usually hesitant, often forced into silence by language limitation
		1	Speech is so halting and fragmentary as to make conversation virtually impossible
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	He has great difficulty following what is said can comprehend only. Spoken slowly and with frequent repetition
		1	Cannot be said to understand even simple speech of English

Source : Table 7.2. Oral proficiency scoring categories (Brown, 2001, pp. 406-407)

APPENDIX 3 Students Answer Score

RESPONDENT	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	TOTAL	
1	2	4	2	5	5	5	5	5	5	5	5	5	2	4	4	4	5	5	5	5	5	87
2	3	4	5	3	4	4	4	5	5	3	3	5	5	3	5	3	5	4	5	4	5	83
3	5	5	4	5	4	4	4	2	3	3	5	3	5	3	4	5	3	4	5	5	5	83
4	5	4	5	5	3	4	4	4	4	5	4	4	3	5	4	4	4	4	5	5	4	83
5	4	4	4	4	3	4	5	4	4	4	3	4	4	5	4	5	4	4	4	4	4	83
6	4	5	5	5	4	3	3	3	4	5	5	4	4	3	4	5	3	5	4	4	5	83
7	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	83
8	4	5	5	5	3	4	3	4	5	5	4	5	3	4	5	5	5	5	5	5	5	83
9	5	4	4	4	5	5	4	3	2	3	3	3	3	5	3	5	5	4	5	3	4	83
10	3	1	4	4	3	4	4	4	4	4	4	4	4	3	3	4	4	4	5	4	4	83
11	4	4	4	4	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	83
12	4	4	5	4	3	4	3	3	3	4	5	3	4	4	3	4	3	4	5	5	4	83
13	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	83
14	5	5	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	83
15	4	3	2	3	3	3	3	3	1	3	3	3	3	3	3	3	3	3	3	3	3	83
16	5	5	5	4	2	3	3	3	3	5	5	4	5	4	4	3	5	5	5	5	5	83
17	5	4	5	4	3	4	3	3	3	4	3	4	4	3	3	4	5	4	4	4	4	83
18	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	83
19	5	5	5	5	4	4	3	3	3	3	4	4	3	4	4	5	5	5	5	5	5	83
20	4	5	5	5	5	5	5	4	5	5	5	5	4	4	4	4	5	4	4	4	4	83
21	3	4	3	4	2	3	2	3	2	3	3	3	4	3	3	4	4	4	4	4	4	83
22	3	4	5	5	3	4	4	4	4	5	4	3	5	4	5	5	5	4	3	5	4	83
23	5	4	4	5	3	5	5	5	5	5	5	4	5	5	4	5	5	5	5	5	5	83
24	4	4	5	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	5	83
25	4	4	5	5	5	4	5	4	5	4	5	5	5	5	5	4	4	4	5	5	5	83
26	4	4	4	4	4	4	4	3	4	3	3	3	4	4	4	3	3	2	4	4	4	83
27	4	4	3	4	4	4	4	3	4	3	4	4	4	4	4	4	4	4	4	4	4	83
28	5	5	5	5	4	4	3	4	4	4	4	4	4	4	4	4	4	5	4	4	3	83
29	5	4	4	4	4	4	4	3	3	3	4	3	4	4	3	4	3	3	4	4	4	83
30	5	4	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	83
31	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	83
32	4	4	4	4	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	83
33	4	4	3	4	3	3	3	3	4	3	4	3	4	4	4	4	4	4	4	4	5	83
34	4	4	4	4	4	4	4	4	2	4	4	4	4	3	3	3	3	3	4	4	4	73

APPENDIX 4
Tabulation of Students Speaking Scores
The Researcher

Pronunciation	Vocabulary	Grammar	Fluency	Comprehension
65	45	50	65	80
80	85	75	45	55
60	80	80	60	60
85	60	70	45	50
70	60	70	70	75
60	70	65	50	60
80	80	65	70	60
70	85	85	50	45
80	70	65	65	55
70	65	60	60	40
80	65	75	70	65
60	70	75	65	70
80	85	70	60	50
75	70	65	50	70
85	70	70	70	40
45	65	35	45	55
90	45	55	70	45
45	70	55	50	65
60	80	40	45	45
75	55	45	50	55
80	70	75	60	45
70	70	40	55	40
45	70	75	65	40
35	55	40	40	40
40	65	55	55	40
60	45	50	50	45
65	65	55	25	45
45	45	40	45	40
65	60	45	45	70
45	45	40	45	40
45	40	45	40	65
65	65	55	55	65
70	70	55	45	80
70	80	60	60	45

APPENDIX 5
Tabulation of Students Speaking Scores
Rater 1

Pronunciation	Vocabulary	Grammar	Fluency	Comprehension
60	55	55	60	85
80	70	60	30	60
70	80	80	60	75
80	70	60	45	50
70	75	70	70	60
75	70	65	45	60
80	85	70	65	45
70	80	85	50	45
80	70	65	65	55
70	65	75	55	40
80	60	85	70	75
65	70	85	50	70
80	85	75	70	50
75	60	80	55	60
80	70	55	70	45
40	60	35	45	55
80	45	30	65	55
45	60	55	45	60
70	80	40	45	40
70	55	45	50	60
80	70	75	30	45
60	70	35	45	40
40	80	75	65	55
55	55	40	45	25
50	60	45	55	60
60	40	55	55	45
60	70	45	40	60
45	45	40	45	40
65	60	45	45	60
55	40	45	45	40
45	55	45	40	65
65	60	55	60	70
80	70	55	45	85
75	55	60	55	45

APPENDIX 6
Tabulation of Students Speaking Scores
Rater 2

Pronunciation	Vocabulary	Grammar	Fluency	Comprehension
50	60	50	65	75
80	75	80	55	40
55	85	85	70	80
80	60	60	50	50
75	75	75	70	60
70	70	70	45	70
85	85	70	70	55
80	80	85	45	50
80	75	60	65	45
75	70	65	55	45
85	75	85	65	75
70	70	85	55	60
85	85	60	60	55
80	60	70	55	60
80	75	55	55	45
40	65	20	45	45
80	60	60	55	45
50	60	55	45	70
75	85	55	45	40
65	30	55	55	60
80	80	70	55	45
60	55	35	40	45
45	80	80	55	55
40	55	50	45	35
35	60	60	55	55
70	40	45	55	45
60	65	45	30	55
45	45	40	45	40
55	70	35	45	60
45	55	40	45	55
55	55	45	60	55
70	60	65	60	65
70	70	40	45	80
65	70	80	55	50

APPENDIX 7
Students Speaking Score

Pronunciation	Vocabulary	Grammar	Fluency	Comprehension	TOTAL
3	3	3	4	4	17
4	4	4	3	3	18
4	5	5	4	4	22
5	4	5	3	3	20
4	4	4	4	4	20
4	4	4	3	4	19
5	5	4	4	3	21
4	5	5	3	4	21
5	4	4	4	3	20
4	4	4	3	3	18
5	4	5	4	4	22
4	4	5	3	4	20
5	5	4	4	3	21
4	4	4	3	4	19
5	4	3	4	3	19
3	4	2	3	3	15
5	3	3	4	3	18
3	4	3	3	4	17
4	5	3	3	3	18
4	3	3	3	3	16
5	4	4	3	4	20
4	4	2	3	3	16
3	4	4	4	3	18
4	4	3	3	2	16
3	4	3	3	3	16
4	3	3	3	3	16
4	4	3	2	3	16
3	3	3	3	3	15
4	4	3	3	4	18
3	3	3	3	3	15
3	3	3	2	3	14
4	3	3	3	4	17
4	4	3	3	5	19
4	4	4	3	3	18

APPENDIX 8
Correlation Test of Self Discipline And Speaking Ability
by Pearson Correlation

Correlations

		Questioner	Speaking_Ability
Questioner	Pearson Correlation	1	.886**
	Sig. (2-tailed)		<.001
	N	34	34
Speaking_Ability	Pearson Correlation	.886**	1
	Sig. (2-tailed)	<.001	
	N	34	34

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

APPENDIX 8
Correlation Test of Self Discipline And Speaking Ability
by Spearman's Rho

Correlations

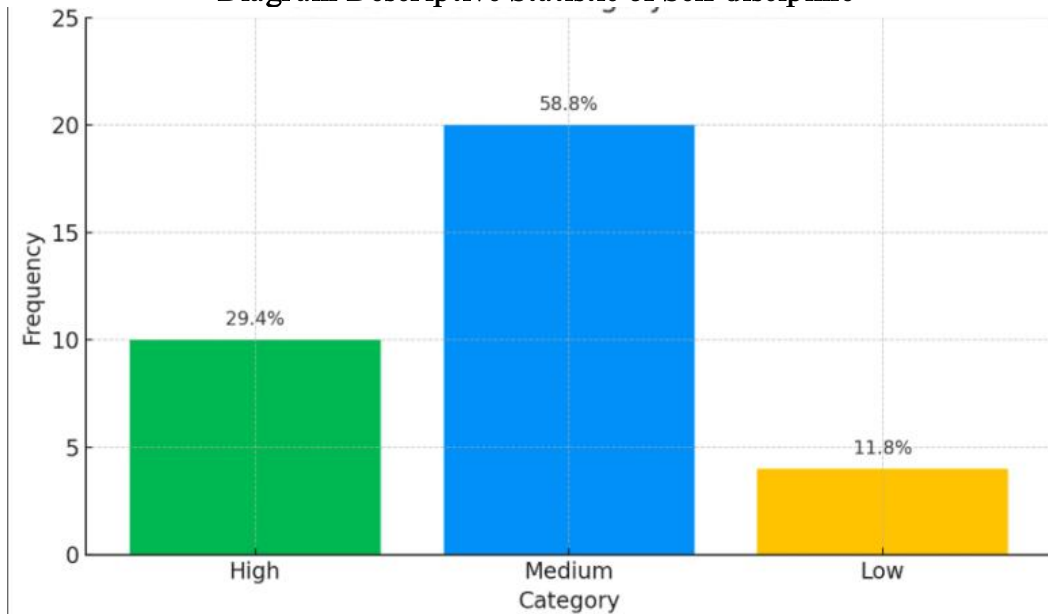
		Questioner	Speaking_Ability
Spearman's rho	Questioner	Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	34
Speaking_Ability	Questioner	Correlation Coefficient	.886**
		Sig. (2-tailed)	<.001
		N	34

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

APPENDIX 10
Deskriptif Variabel Self-Discipline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	10	29.4	29.4	29.4
	Medium	20	58.8	58.8	88.2
	High	4	11.8	11.8	100.0
	Total	34	100.0	100.0	

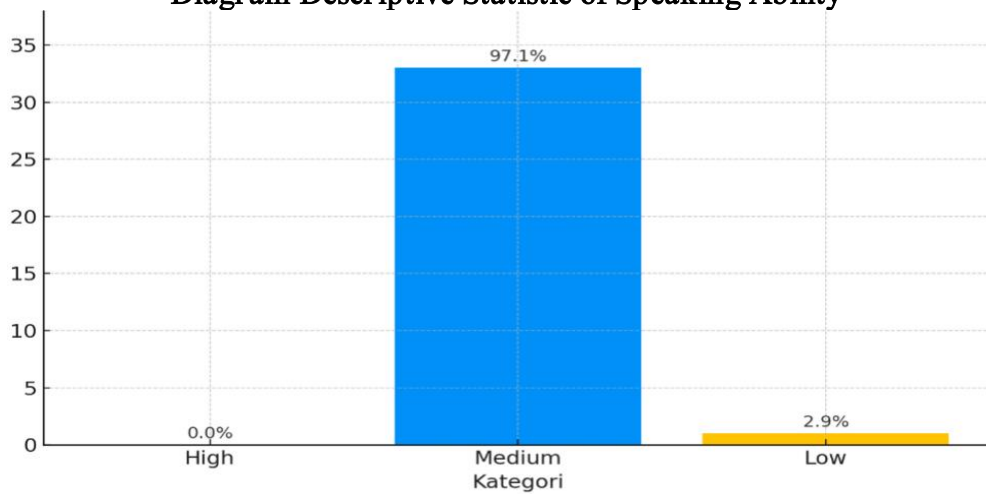
APPENDIX 11
Diagram Descriptive Statistic of Self-discipline



APPENDIX 12
Descriptive Statistic of Speaking Ability

		Speaking_Ability			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low	1	2.9	2.9	2.9
	Medium	33	97.1	97.1	100.0
	High	0	0	0	0
Total			100.0	100.0	

APPENDIX 13
Diagram Descriptive Statistic of Speaking Ability



APPENDIX 14
Reability Test of Self Discipline

Item–Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item–Total Correlation	Cronbach's Alpha if Item Deleted
Q01	77.1471	65.281	.308	.901
Q02	77.2059	62.471	.491	.897
Q03	77.0882	61.113	.577	.894
Q04	77.0294	62.939	.662	.893
Q05	77.7353	63.776	.358	.901
Q06	77.4412	63.527	.563	.895
Q07	77.7647	61.579	.506	.897
Q08	77.6471	61.387	.575	.894
Q09	77.5882	57.825	.672	.892
Q10	77.2941	62.214	.547	.895
Q11	77.4706	61.651	.684	.892
Q12	77.3235	64.225	.445	.898
Q13	77.4412	63.163	.470	.897
Q14	77.5294	62.257	.689	.892
Q15	77.2647	63.655	.472	.897
Q16	77.2647	62.140	.541	.895
Q17	77.2941	61.547	.652	.892
Q18	77.0882	64.689	.423	.898
Q19	77.1471	63.826	.539	.896
Q20	77.0588	63.390	.556	.895

Case Processing Summary

		N	%
Cases	Valid	34	100.0
	Excluded ^a	0	.0
	Total	34	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.900	20

APPENDIX 15 Validity Test of Self Discipline

		Correlations																			
		Q01	Q02	Q03	Q04	Q05	Q06	Q07	Q08	Q09	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
Q01	Pearson Correlation	1	.482**	.231	.294	.334	.337	.009	-.051	.209	.184	-.033	.088	.334	.082	.255	.103	.262	.239	.130	.063
	Sig. (2-tailed)		.004	.189	.092	.054	.051	.958	.773	.235	.298	.853	.619	.053	.647	.146	.564	.135	.174	.464	.724
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Q02	Pearson Correlation	.482**	1	.427**	.523**	.306	.151	-.071	.184	.285	.388*	.268	.278	.176	.454***	.298	.263	.469**	.116	.357*	.365*
	Sig. (2-tailed)	.004		.012	.002	.078	.395	.690	.298	.102	.024	.126	.112	.320	.007	.087	.133	.005	.514	.038	.034
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Q03	Pearson Correlation	.231	.427**	1	.668**	.166	.282	.261	.221	.600**	.397*	.501**	.183	.174	.337	.193	.373*	.422*	.347*	.470**	.259
	Sig. (2-tailed)	.189	.012		<.001	.348	.106	.137	.209	<.001	.020	.003	.299	.324	.052	.273	.030	.013	.044	.005	.139
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Q04	Pearson Correlation	.294	.523**	.668**	1	.287	.322	.168	.427**	.511**	.488**	.404*	.164	.259	.421*	.509**	.302	.518**	.261	.539**	.314
	Sig. (2-tailed)	.092	.002	<.001		.100	.063	.343	.012	.002	.003	.018	.354	.139	.013	.002	.083	.002	.136	.001	.070
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Q05	Pearson Correlation	.334	.306	.166	.287	1	.631**	.360*	.261	.153	.170	.368	.059	.350	.363*	.264	.031	.016	.036	-.138	.119
	Sig. (2-tailed)	.054	.078	.348	.100		<.001	.037	.137	.389	.337	.032	.741	.042	.035	.131	.861	.928	.841	.435	.504
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Q06	Pearson Correlation	.337	.151	.282	.322	.631**	1	.597**	.455**	.306	.225	.400*	.177	.511**	.256	.411*	.434*	.162	.297	.117	.119
	Sig. (2-tailed)	.051	.395	.106	.063	<.001		<.001	.007	.078	.201	.019	.318	.002	.143	.016	.010	.359	.088	.509	.502
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Q07	Pearson Correlation	.009	-.071	.261	.168	.360*	.597**	1	.603**	.425*	.069	.677**	.233	.580**	.519**	.150	.421*	.178	.175	.074	.253
	Sig. (2-tailed)	.958	.690	.137	.343	.037	<.001		<.001	.012	.697	<.001	.184	<.001	.002	.397	.013	.315	.323	.677	.148
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Q08	Pearson Correlation	-.051	.184	.221	.427**	.261	.455**	.603**	1	.372*	.210	.630**	.356*	.366*	.660**	.247	.479**	.393*	.171	.213	.314
	Sig. (2-tailed)	.773	.298	.209	.012	.137	.007	<.001		.030	.234	<.001	.039	.033	<.001	.160	.004	.022	.335	.226	.071
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Q09	Pearson Correlation	.209	.285	.600**	.511**	.153	.306	.425*	.372*	1	.654**	.591**	.465**	.331	.477**	.271	.281	.473**	.255	.513**	.362*
	Sig. (2-tailed)	.235	.102	<.001	.002	.389	.078	.012	.030		<.001	<.001	.006	.056	.004	.121	.108	.005	.146	.002	.036
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Q10	Pearson Correlation	.184	.388*	.397*	.488**	.170	.225	.069	.210	.654**	1	.271	.378*	.181	.314	.405*	.135	.517**	.191	.582**	.459**
	Sig. (2-tailed)	.298	.024	.020	.003	.337	.201	.697	.234	<.001		.120	.028	.306	.070	.017	.447	.002	.279	<.001	.006
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Q11	Pearson Correlation	-.033	.268	.501**	.404*	.368*	.400*	.677**	.630**	.591**	.271	1	.389*	.257	.693**	.092	.584**	.493**	.210	.291	.368*
	Sig. (2-tailed)	.853	.126	.003	.018	.032	.019	<.001	<.001	<.001	.120		.023	.143	<.001	.605	<.001	.003	.233	.095	.032
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Q12	Pearson Correlation	.088	.278	.183	.164	.059	.177	.233	.356*	.465**	.378*	.389*	1	-.062	.524**	.041	.168	.330	.417*	.362*	.567**
	Sig. (2-tailed)	.619	.112	.299	.354	.741	.318	.184	.039	.006	.028	.023		.728	.001	.816	.343	.056	.014	.036	<.001
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Q13	Pearson Correlation	.334	.176	.174	.259	.350*	.511**	.580**	.366*	.331	.181	.257	-.062	1	.421*	.395*	.349*	.192	.095	.243	.096
	Sig. (2-tailed)	.053	.320	.324	.139	.042	.002	<.001	.033	.056	.306	.143	.728		.013	.021	.043	.277	.593	.166	.590
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Q14	Pearson Correlation	.082	.454**	.337	.421*	.363*	.256	.519**	.660**	.477**	.314	.693**	.524**	.421*	1	.202	.385*	.409*	.200	.367*	.551**
	Sig. (2-tailed)	.647	.007	.052	.013	.035	.143	.002	<.001	.004	.070	<.001	.001	.013		.252	.025	.016	.257	.033	<.001
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Q15	Pearson Correlation	.255	.298	.193	.509**	.264	.411**	.150	.247	.271	.405*	.092	.041	.395*	.202	1	.326	.565**	.186	.299	.327
	Sig. (2-tailed)	.146	.087	.273	.002	.131	.016	.397	.160	.121	.017	.605	.816	.021	.252		.060	<.001	.291	.086	.059
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Q16	Pearson Correlation	.103	.263	.373*	.302	.031	.434*	.421*	.479**	.281	.135	.584**	.168	.349*	.385*	.326	1	.618**	.303	.264	.357*
	Sig. (2-tailed)	.564	.133	.030	.083	.861	.010	.013	.004	.108	.447	<.001	.343	.043	.025	.060		<.001	.081	.131	.038
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Q17	Pearson Correlation	.262	.469**	.422*	.518**	.016	.162	.178	.393*	.473**	.517**	.493**	.330	.192	.409*	.565**	.618**	1	.428*	.463**	.487**
	Sig. (2-tailed)	.135	.005	.013	.002	.928	.359	.315	.022	.005	.002	.003	.056	.277	.016	<.001	<.001		.012	.006	.003
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Q18	Pearson Correlation	.239	.116	.347*	.261	.036	.297	.175	.171	.255	.191	.210	.417*	.095	.200	.186	.303	.428*	1	.552**	.527**
	Sig. (2-tailed)	.174	.514	.044	.136	.841	.088	.323	.335	.146	.279	.233	.014	.593	.257	.291	.081	.012		<.001	.001
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Q19	Pearson Correlation	.130	.357*	.470**	.539**	-.138	.117	.074	.213	.513**	.582**	.291	.362*	.243	.367**	.299	.264	.463**	.552**	1	.521**
	Sig. (2-tailed)	.464	.038	.005	<.001	.435	.509	.677	.226	.002	<.001	.095	.036	.166	.033	.086	.131	.006	<.001		.002
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Q20	Pearson Correlation	.063	.365*	.259	.314	.119	.119	.253	.314	.362*	.459**	.368*	.567**	.096	.551**	.327	.357*	.487**	.527**	.521**	1
	Sig. (2-tailed)	.724	.034	.139	.070	.504	.502	.148	.071	.036	.006	.032	<.001	.590	<.001	.059	.038	.003	.001	.002	
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34

** . Correlation is significant at the 0.01 level (2-tailed).
* . Correlation is significant at the 0.05 level (2-tailed).

APPENDIX 16
Reability of Speaking Ability

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
PRONUNCIATION	14.0882	3.053	.448	.575
VOCABULARY	14.1765	3.241	.448	.579
GRAMMAR	14.5294	2.439	.588	.490
FLUENCY	14.8529	3.523	.384	.609
CONPREHENSIF	14.7059	3.850	.175	.691

Case Processing Summary

		N	%
Cases	Valid	34	100.0
	Excluded ^a	0	.0
	Total	34	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.650	5

APPENDIX 17
Validy Test of Speaking Ability

Correlations

		PRONUNCIATION	VOCABULARY	GRAMMAR	FLUENCY	CONPREHENSIF	TOTAL
PRONUNCIATION	Pearson Correlation	1	.272	.025	.240	.000	.569**
	Sig. (2-tailed)		.119	.890	.171	1.000	<.001
	N	34	34	34	34	34	34
VOCABULARY	Pearson Correlation	.272	1	.108	.128	.174	.592**
	Sig. (2-tailed)	.119		.544	.472	.324	<.001
	N	34	34	34	34	34	34
GRAMMAR	Pearson Correlation	.025	.108	1	.051	-.138	.402*
	Sig. (2-tailed)	.890	.544		.776	.435	.018
	N	34	34	34	34	34	34
FLUENCY	Pearson Correlation	.240	.128	.051	1	-.060	.580**
	Sig. (2-tailed)	.171	.472	.776		.737	<.001
	N	34	34	34	34	34	34
CONPREHENSIF	Pearson Correlation	.000	.174	-.138	-.060	1	.412*
	Sig. (2-tailed)	1.000	.324	.435	.737		.016
	N	34	34	34	34	34	34
TOTAL	Pearson Correlation	.569**	.592**	.402*	.580**	.412*	1
	Sig. (2-tailed)	<.001	<.001	.018	<.001	.016	
	N	34	34	34	34	34	34

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

* . Correlation is significant at the 0.05 level (2-tailed).

APPENDIX 18
Test of Normality
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
V1	.098	34	.200*	.971	34	.498
V2	.128	34	.170	.961	34	.252

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

APPENDIX 19
Linearity Testing
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
V2 * V1	Between Groups	(Combined)	69.235	21	3.297	.474	.935
		Linearity	5.930	1	5.930	.852	.374
		Deviation from Linearity	63.305	20	3.165	.455	.942
	Within Groups		83.500	12	6.958		
	Total		152.735	33			

APPENDIX 20
Homogeneity testing
Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
V1	Based on Mean	.992	7	25	.459
	Based on Median	.698	7	25	.673
	Based on Median and with adjusted df	.698	7	17.578	.673
	Based on trimmed mean	.968	7	25	.475