

CHAPTER IV

RESULT AND DISCUSSION

4.1 Result

This research was conducted at SMP Negeri 3 Bawolato using observation and interviews with seventh grade English students and teacher as data collection techniques. The results of the research were obtained based on the data analysis technique used, namely the model developed by Miles and Huberman cited in (Medica et al., 2020) which consists of 3 stages, namely data reduction, data display, and conclusion drawing and verification.

4.1.1 The Result of Observation

a. The Result of Students Observation

The following table is the results of observations conducted by the researcher in the seventh grade of SMP Negeri 3 Bawolato during two sessions in each class, namely two sessions in class seventh-A on April 9 and 15, 2025, with a total of 31 students, and two sessions in class seventh-B on April 10 and 16, 2025, with a total of 33 students.

Table 4.1 The Result of Students' Observation

No.	Dicipline Indicators	Students	
		Class A (31 Students)	Class B (33 Students)
1.	Arriving on time	All students attend on time	All students attend on time
2.	Bringing school equipments	Mostly students brought school supplies, some students did not.	No data
3.	Completing assignments on time and honestly	Mostly students completed assignments on time; some students were late.	All students completed their assignments on time.
4.	Not skipping class and attending lessons properly	All students are attending classes.	All students are attending classes.
5.	Comply with teacher's rules and instructions	All students adhered to the set rules.	All students adhere to the set rules.
6.	Wearing a neat and appropriate uniform	Mostly students wore neat uniform, some student did not.	All students wear neat uniforms.
7.	Be polite and respectful to teachers and friends	All students polite and respectful to teachers and friends	Some students were noisy when the teacher gave instructions to form discussion groups,

8.	Use break time properly	Some students in were still outside the classroom when the bell rang.	All students use break time properly
9.	Not using handphone during lessons without permission	All students not using handphone during lessons without permission	All students not using handphone during lessons without permission
10.	Actively participate in learning	Mostly students tended to be silent. But some students actively participated.	Mostly students actively participated; some students tended to be silent.

Based on the results of observations in the table above, which were conducted twice in each class, seventh-A and seventh-B, it shows that class seventh-A, showed perfect punctuality, with all students arriving on time. However, in terms of school supplies, mostly students brought complete supplies, while the other students did not bring the necessary supplies. Task completion in class seventh-A also showed suboptimal results, with mostly students able to complete the task on time, while the remaining others students were late in completing it. Additionally, all students in class seventh-A adhered to the established rules. In terms of neatness, mostly students wore neat uniforms, with only one student not wearing one. However, the level of active participation of students in class seventh-A was quite low students actively participating, while the other students tended to be passive.

On the other hand, students in class seventh-B also achieved perfect punctuality. Regarding the completeness of school equipment, no data was available because the teacher did not ask about it. Then, all students in class seventh-B completed their assignments on time and obeyed the established rules. The neatness of uniforms in class seventh-B was also perfect, with all students wearing their uniforms neatly. The level of participation in class seventh-B was quite high students actively participating and only some students tending to be quiet.

Overall, the data collected during the observation period indicated that all students generally demonstrated fairly good discipline, although some weaknesses were identified and merit further investigation.

b. The Result of Teacher Observation

The following table is the results of the observation sheet regarding the role of English teachers in the classroom, which was conducted during four meetings by the researcher.

The identities of the teacher who were respondent in this research are as follows:

Name : Bezanolo Tafonao, S.Pd.

Age : -

Status : Teacher of English seventh grades

Table 4.2 The Result of Teacher's Observation

No.	Indicators	Yes	No
1.	Guide and foster mature attitudes in students.	√	
2.	Demonstrates responsibility in words and actions.	√	
3.	Demonstrates authority by maintaining integrity and credibility.	√	
4.	Resolves problems among students independently and wisely.	√	
5.	Maintains discipline by keeping promises and obeying rules.	√	
6.	Acts as a positive role model for students.	√	
7.	Demonstrates behavior that is aligned with character values.	√	
8.	Encourages students to adopt ethical values and norms.	√	
9.	Sets a positive example in daily interactions.	√	
10.	Reflects values and norms that are beneficial to students	√	

Based on the data in the table above, it shows that English teachers at SMP Negeri 3 Bawolato have carried out his role as a teacher. The indicators above show that English teacher have guided and fostered mature attitudes in students, demonstrates responsibility in words and actions, demonstrates authority by maintaining integrity and credibility, resolves problems among students independently and wisely, maintains discipline by keeping promises and obeying rules, acts as a positive role model for students, demonstrates behavior that is aligned with character values, encourages students to adopt ethical values and norms, sets a positive example in daily interactions, and reflects values and norms that are beneficial to students which were descriptions of indicators of teacher as educators and instructor and as models and role models.

4.1.2 The Result of Interview

a. The Result of Teacher Interview

Table 4.3 The Result of Teacher's Interview

No.	Interview questions	Answer questions	Direct Quote
1.	What role do teachers play in forming student discipline?	Being role models, giving instructions, choosing appropriate learning models	"I always think about the material and methods to motivate students."
2.	How do teachers deal with students who arrive late?	Remind them and refer to the class agreement; do not extend the time limit because the teacher on duty has already taken action.	"I just remind them of the class rules again."
3.	What causes students to arrive late?	Lack of discipline at home, waking up late, lack of parental attention	"They are used to waking up late, and their parents rarely remind them."
4.	How to deal with students who do not bring school supplies (dictionaries)?	Reminder: depending on the teaching method, no punishment will be given.	"Depending on the situation and method, sometimes it is not mandatory to bring them."
5.	What are the reasons students do not bring their supplies?	They have not purchased them, they are not required, and they do not feel they are necessary.	"They have not purchased them, or they do not consider them important."
6.	How to deal with students who do not do their homework?	Verbal reminders, no punishment.	"I don't punish them (student), I just remind them because it's for their own good."
7.	What causes students not to do their homework?	Forgetfulness, lack of encouragement from parents, environmental influences.	"They forget, or they play with their friends. Parents don't play enough of a role."
8.	How to deal with students who do not follow the teacher's instructions?	Give consequences according to class agreements.	"I give consequences according to class agreements."
9.	What causes students to not follow instructions?	Habit of breaking rules, lack of understanding, teachers limited by student protection rules.	"Sometimes students do like to break the rules, and we are limited."
10.	How to deal with students who do not wear the complete uniform?	Reminded, no discrimination, usually reprimanded by the teacher on duty.	"I just remind them that everyone is equal, no one is different."
11.	What are the reasons students don't wear uniforms?	Waking up late, rushing, lack of parental attention, peer influence.	"Sometimes they rush, or their parents don't pay attention."
12.	How to deal with students who are rude or disruptive?	Remind them and redirect them to the class rules.	"I refer to the consequences in the class rules."
13.	How do teachers deal with students who are not active in learning?	Using a personal approach, group discussions, icebreaking.	"I ask them directly, creating discussions to boost their enthusiasm."

14.	What causes students to be inactive in learning?	Lack of English language skills, lack of motivation, dislike of the subject.	“They don't like English, so I make it more interesting.”
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Based on the results of interviews with English teachers in grade VII at SMP Negeri 3 Bawolato, it was found that teachers play an active role in forming students' discipline, both through exemplary behavior, classroom management, and the use of appropriate approaches in learning. Teachers stated that choosing learning methods that are appropriate to the students' conditions is very important so that students are more motivated and actively involved in the learning process. When dealing with indisciplined students, the teacher prefers a persuasive and educative approach. For example, when students arrive late or fail to complete their assignments, the teacher does not immediately impose punishment but instead reminds them and explains the importance of taking responsibility for their tasks. *“I don't punish; I just remind them. Because the assignment is not for me, but for the students' own good.”*, (English Teacher). The teacher also emphasizes the importance of class agreements that have been mutually agreed upon with students as a reference for imposing consequences for indiscipline. In various situations, teachers always strive to set an example and build positive communication with students.

In addition, teachers identify several factors that cause student indiscipline, including lack of parental supervision, the influence of the play environment, and low student motivation to learn. These factors show that student discipline is not only determined by conditions at school but is also influenced by habits and support from their home and social environments.

4.2 Discussion

4.2.1 Analysis Interpretation of Result Research

Sources of data, namely observations and interviews with seventh-grade students and English teachers at SMP Negeri 3 Bawolato, focusing on two main aspects of the study, namely the factors that influence student indiscipline and the role of teachers in overcoming student indiscipline, referring to expert theories that support the research result.

a. The factor Influencing Students' Indiscipline

Smith (2003) cited in (Blandina & Leandry, 2021) says that indiscipline in schools is a serious social problem that has an impact on academic achievement and general student well-being. Based on the results of this research, it was found that the factors influencing student indiscipline in schools are influenced by various factors, including:

1. Lack of Parental Supervision

Parents have an important role in their children's daily lives. (Ryan & Deci, 2020) say that parents have an important role in their children's daily lives. Students' character formation can be affected when parents show little concern or involvement in their children's school work and personal lives. Children's formation of discipline and responsibility can be hampered by their perception that they can behave as they please without facing repercussions. Bn said that the parents who always remind their children or pay attention to their children's activities from school are very useful and have an impact on students, because (Verma, 2024) in the research states the same statements that the main cause of indiscipline among secondary school students is poor parenting. Therefore, it's important for parents to be involved and pay attention to their children's lives. Parents can help their children become responsible and disciplined adults by giving them the right guidance, support and attention. Students will have a solid foundation for character formation and development if they are raised in a pleasant atmosphere and have adequate parental supervision.

2. The Influence of Environment and Peers

Students who live in a positive environment usually exhibit good behavior and values. When they were surrounded by supportive and encouraging people, they will be more motivated to learn and develop good character. According to (Gopalakrishnan, 2024) students who live in a positive environment usually show good behavior and values. And the opposite the students who live in a less attentive environment are often affected by these conditions, the social or environmental influence can also be a factor for

students because they (students) have not the reason to encourage themselves. An unsupportive environment can cause children to lose motivation and become less disciplined.

3. Lack of Motivation and Interest in Learning

Students' interest in learning English greatly affects their character. This is conveyed by (Bekkering & Ward, 2021) students' interest in learning greatly affects their character. Low interest in this subject often makes students feel lazy and bored, so they like to ignore the rules or regulations that apply. English is considered as one of the difficult subjects, so it is often a challenge for students, especially for those who are still in the seventh grade of junior high school because it is a new thing that they have never learned before, so they feel difficult and do not like it. As Bn said, *“not all students like English”*.

However, despite these challenges, the enthusiasm of English teacher does not wane. Bn emphasized that, *“but I will try to made them interested in English”*, this demonstrates the teachers' commitment to creating student interest and engagement in learning English, with the hope that students will find ways to enjoy the subject and, ultimately, come to appreciate and love learning English.

4. Weak Study Habits and Frequent Forgetfulness

Based on findings from the field, it appears that some students consistently fail to bring important equipment, such as dictionaries, or often forget to complete and bring assignments that have been given. This behavior is not merely a momentary lapse but a strong indication of students' lack of personal responsibility for their learning process and the absence of systematic learning habits. This condition is in line with the view that learning discipline is greatly influenced by the quality of habits formed by students. When students have irregular learning habits, such as not preparing for lessons or procrastinating on assignments, this will directly impact their compliance with academic rules and expectations. Some of the influences that cause these weak study habits are a lack of supervision or encouragement from parents in forming study routines and responsibilities at home, which can carry over to

the school environment. This is reinforced by the result of (Alam et al., 2024) and (Ginting, 2023), who explicitly mention the family environment and lack of parental attention as external factors influencing student discipline. It is also influenced by the school environment, where classroom management strategies and teacher approaches are crucial in helping students overcome these bad habits. Furthermore, forgetfulness and a lack of responsibility among students can also be significantly influenced by low learning motivation. Unmotivated students may be less concerned about bringing supplies or completing assignments because they do not see the relevance or direct benefits for themselves. (Yulianti et al., 2024) clearly identify that lack of motivation as one of the most problematic school-based factors influencing students' indiscipline.

Therefore, the role of teachers in addressing this issue is crucial, and efforts are needed to help students develop better habits by encouraging them to participate more actively in learning activities. The teacher's role is to encourage students to participate in the lesson, and if any student gives the wrong answer, the teacher should encourage and help them to succeed by helping them find the correct answer by providing hints and others, Selvan & Ramnath. This is supported by a statement from (Burke et al., 2024) that active learning over passive absorption of knowledge through instruction has been shown to increase students' motivation to learn. Bn revealed that by using appropriate methods, the problem of noise and indiscipline in the classroom can be minimized. His statement, *"I just make them in a group, and also find out the students' problems and solve them,"* illustrates a very effective approach. By dividing students into groups, the teacher not only encourages interaction, but also helps them feel more involved in the learning process. This approach reinforces the idea that a teacher's role is vital in creating a conducive classroom atmosphere. When students feel comfortable and engaged, they were more likely to actively participate in learning activities. By understanding and solving problems that students face, teacher can build better relationships and create an environment that supports growth and learning.

b. The Role of English Teacher to Overcome the Students' Indiscipline

Teacher are people who teach in schools and responsible for imparting knowledge to students as well as advising and directing them towards better behavior. The role of a teacher in forming students' character has a significant impact on them. Besides teaching, teacher play an important role in forming students' character, especially in terms of student discipline. (Jumatullailah et al., 2024) emphasized that teachers guide students in developing positive character through teaching, mentoring, evaluating, and modelling desired behaviors. Students who were less disciplined certainly need a significant role from a teacher to address it.

Based on the results of the research conducted, the researcher found two roles that the teacher has performed at school, focusing on the role of an English teacher in addressing the indiscipline behavior of students in the classroom.

1. Teacher as Role Models

The role of teachers as role models is the main foundation for instilling discipline. Teachers at SMP Negeri 3 Bawolato consciously strive to demonstrate discipline through punctuality in teaching, neatness in appearance, and respectful and polite attitudes toward every student. This aligns with (Nurul et al., 2022), which emphasizes that individuals, including students, learn not only from direct experience but also through observation and imitation of others' behavior, particularly authority figures or role models. A quote who said that if you want students to be disciplined, teachers must first set an example, explicitly affirms the belief in the importance of role modeling. Thus, teachers act as positive role models, where their disciplined behavior indirectly educates and influences students' habits. (Zacky et al., 2025) also implicitly support this by highlighting the role of teachers in creating engaging teaching methods, which includes aspects of modeling in teaching practice itself, as students' interest often stems from how teachers interact and manage the classroom.

According to (Arto & Wakhudin, 2021), the role of teacher as role models is very important in order to form the character of the students they teach. The

role of a teacher as a role model certainly has a very important meaning that must be understood and known by the teacher. Teacher act and serve as role models for students, especially in terms of learning. (Sari, 2021) in the research said that teachers are seen as role models, mentors, and guides who influence students' behavior, thoughts, and emotions. A teacher who strives to seek materials from various sources will teach students to be more diligent in learning and not just rely on the teacher's instruction, as this will only lead to passivity in the classroom. This will also teach students that learning is not just about receiving but also about seeking knowledge and being able to think broadly.

In addition, students will learn about the importance of responsibility, where they will become aware of their position as students and will make their teacher their role models to become more responsible and active as students. This is in line with (Arto & Wakhudin, 2021) statement that teacher as role models are teacher who try to instill discipline in students.

2. Teachers as Effective Classroom Managers and Enforcers of Educational Rules

In addition to being role models, teachers also function as effective classroom managers and enforcers of rules. In the interviews, it was revealed that teachers establish participatory classroom rules, which are agreed upon together with the students, and enforce consequences for violations. This approach aligns closely with Burden & Byrd's (2019) in (Hàng et al., 2022), which argues that student involvement in the rule-making process can significantly enhance their sense of ownership, compliance, and responsibility toward those rules. The quote “*I impose consequences according to the class agreement*” by Bn, shows that teachers not only enforce rules but base consequences on agreements made together, thereby creating fairness and predictability. This approach is further supported by the findings of (Oktaviani et al., 2024) emphasizing that a system and consistency in enforcing rules that students understand are key.

Furthermore, although some studies such as (Nuraisah et al., 2023) mention punishment as a discipline tool, the approach of teachers at SMP

Negeri 3 Bawolato tends toward educational and persuasive consequences, not direct punishment, but rather reminders and explanations of the essence of responsibility.

The consistent application of consequences also creates a safer and more organized learning environment. When students know that rules will be enforced, they will make more of an effort to behave as expected. In addition, consequences also give them the opportunity to learn from their mistakes and improve in the future. Thus, implementing rules and providing consequences are not simply disciplinary measures but rather methods used to help students realize the importance of discipline.

3. Teachers as Motivators and Mentors (Learning Facilitators)

The role of teachers as motivators and mentors is also highly prominent. Teachers adopt a personalized approach, encourage group discussions, and use engaging teaching methods to enhance student participation and motivation. This aligns with Sardiman's (2019) perspective, which emphasizes that teachers must create a pleasant learning environment to foster students' motivation and positive character. When teachers choose methods that are *“appropriate to the students' conditions to motivate them and actively engage them in the learning process,”* as mentioned in the interview results, they directly address one of the factors causing indiscipline, there is low student motivation to learn (Yulianti et al., 2024). As Bn said that *“being a teacher must be able to make students confident and able to speak assertively such as in English lessons, the teacher must be able to make students speak or read English or act boldly without fear until that habit continues to encourage the students' personalities”*. This is supported by (Arto & Wakhudin, 2021) that the role of the teacher as an motivators requires a teacher to always maintain his authority, be responsible, disciplined, independent, and have a good personality so that he can be a role model for students. By acting as supportive facilitators, teachers help students develop their internal awareness and interest in learning, which, according to (Alam & Fitriatin, 2024), is a key internal factor in discipline. Teachers also function as mentors who prefer a persuasive and educational approach. For example,

when students are late or do not complete their assignments, teachers prefer to remind them and explain the importance of responsibility rather than immediately punishing them. This shows that teachers do not only focus on correcting behavior but also on forming students' understanding and self-awareness.

4.2.2 Research Result versus Relevant Research

Based on the results of this research, various factors that influence student indiscipline and the efforts made by English teachers to overcome it are discussed. The result of this research have many similarities with previous studies but also include new findings.

One of the factors influencing student indiscipline in the result of this research is the lack of parental supervision of student learning activities. This is evident from the fact that some students often arrive late or do not do their schoolwork. This research reinforces the results of (Hulu, 2024) research, which highlights the importance of parental involvement in forming students' disciplinary character. Hulu emphasizes that character building cannot be left solely to schools, but that support from the family environment is also very necessary in forming students' discipline character.

Additionally, the influence of the environment and peers is another factor driving indiscipline. Some students tend to mimic their peers who violate rules. This aligns with the research by (Arto & Wakhudin, 2021), which states that the social environment, particularly among peers, significantly influences students' attitudes and behavior, including discipline. In terms of motivation, it was found that a lack of interest and motivation to learn was another factor why students often did not pay attention in class or did not complete their assignments. Research by (Lase et al., 2024) supports this result by showing that unmotivated students tend to be more likely to break the rules and are difficult to guide during learning. In this case, motivation is a key factor in forming a positive attitude towards the learning process. The result regarding weak study habits and forgetfulness are noteworthy points that have not been widely discussed in previous studies. Therefore, this factor can be considered a new contribution of

this research, particularly in understanding the nature of discipline from the perspective of students' readiness and personal responsibility in learning.

On the other hand, the role of teachers as role models is very important in helping students build discipline. Students tend to imitate the attitudes of teachers, both in the way they speak, dress, and manage their time. This result is consistent with the views of (Arto & Wakhudin, 2021), who emphasize that teachers must be able to be role models in all aspects of school life. Furthermore, teachers also play a role in managing the classroom and enforcing rules in an educational manner. In this research, teachers not only establish rules but also provide logical explanations and consequences for violations. (Hulu, 2024) also states that effective classroom management by teachers can create a disciplined and comfortable learning environment, which ultimately fosters student discipline. Finally, teachers also function as motivators and mentors, especially in encouraging students to remain enthusiastic and responsible in their studies. (Lase et al., 2024) in their research showed that teachers who are able to provide motivation and emotional support will be more successful in forming positive character in students, including a disciplined attitude.

Based on a comparison of the result of this research with relevant research, the results of this research largely reinforce existing findings, especially in terms of the role of teachers in forming a disciplined character. However, this research also provides additional insights that were not available in previous studies, namely the importance of good study habits and individual student responsibility as part of efforts to build a disciplined character in the era of the *kurikulum merdeka*.

4.2.3 Research Result versus Theory

This research found that several main factors that encourage student indiscipline include lack of parental supervision, influence from the environment and peers, low motivation to learn, and poor study habits. On the other hand, English teachers play a significant role in overcoming this, especially as role models, class managers, and also as mentors and motivators. Compared to the theories reviewed in the literature, these findings are highly relevant. For example, in the context of the role of the family, (Syaikhoni et al., 2021) &

(Yulianti et al., 2024) emphasize that parents play an important role in instilling discipline from an early age. This finding is evident in the field, where a lack of parental attention and involvement correlates with high levels of student indiscipline.

The influence of the surrounding environment and peers as one of the causes of indiscipline has also been discussed in the literature, for example by Ngwokabuenui (Yulianti et al., 2024) who mentions that an unhealthy social environment risks triggering deviant behavior. This reinforces the finding that student discipline is not only a matter of the individual or the school but is also influenced by broader factors.

In addition, low learning motivation was an important finding. This reinforces the view of (Zacky et al., 2025), who state that motivation is an important foundation of student discipline. When motivation is weak, responsibility and interest in the learning process also decline. This phenomenon is very noticeable in the classroom context, especially when students show apathy, often forget to bring their equipment, or are not very participatory. From the teachers' perspective, the finding that teachers act as role models and mentors is strongly supported by the theories in Chapter II. Anderson et al. (2023) and Lickona (Berkowitz & Bier) emphasize that teachers should ideally serve as models of positive behavior. Researchers found that teachers who are consistent in their attitudes, nurture students, and do not only emphasize punishment are able to build healthier and more effective relationships in fostering discipline.

Similarly, in terms of classroom management, the role of teachers as regulators of the learning environment and providers of consequences aligns with the theory of Maemunawati et al. (2020), which states that teachers must possess authority, firmness, and emotional closeness with students. Teachers who can strike a balance between rules and empathy tend to succeed in instilling discipline naturally.

In the context of the *kurikulum merdeka*, these findings are also in line with the views of (Anam, 2024) & (Fuadi et al., 2023), who see that the freedom given to teachers can be used to build students' character. Teachers at the schools where the research was conducted were able to take advantage of the flexibility of the

curriculum to incorporate values such as responsibility, discipline, and cooperation into learning activities.

However, some theories in the literature review are not entirely relevant to the results of this research. For example, (Qonita et al., 2022) emphasize the effectiveness of the reward and punishment approach in forming student discipline. This is also supplemented by (Siti Nuraisah et al., 2023) in their research that punishment has a frightening effect, while rewards will motivate students to behave well. However, the results of this research show that teachers at SMP Negeri 3 Bawolato did not fully rely on this approach. Instead, teachers prefer to use approaches such as habituation, modeling, open communication, and reinforcing internal values. This emphasizes that the reward and punishment approach may not be entirely effective in the context of character education but rather emphasizes students' self-awareness and individual responsibility.

Therefore, the results of this research show that the character approach in education, as explained in various theories, can indeed be applied in practice. This not only reinforces the theory but also shows how these theories are transformed into everyday practice in the lives of students and teachers at school.

4.3 Research Result Implication

Based on the results of this research, which significantly contributes to the understanding of the factors influencing student discipline and the role of English teachers in addressing that indiscipline. These findings have various relevant impacts for teachers, students, parents, school authorities, and educational policy developers.

First, for English teachers, this research emphasizes that the role of a teacher is not only to deliver material but also to have the responsibility of shaping students' character, particularly in terms of student discipline. Therefore, teachers need to be aware that every action and interaction they undertake can influence and shape students' habits.

Second, for schools, the research findings illustrate the importance of supportive policies in forming students' character. Therefore, schools are expected to provide a learning environment that not only focuses on academic achievements but also emphasizes character values, especially discipline. And also, building a

good relationship with the school and parents is highly expected in this regard so that efforts to instill discipline in students can be carried out both at school and at home.

Third, for students, this research emphasizes the importance of awareness that discipline is not merely obedience to rules, but a form of responsibility towards oneself and others. Students are expected to understand the importance of time management, completing tasks on time, and maintaining a good attitude during the learning process as part of building a good personal character.

Fourth, the results of this research also provide insights for parents on the importance of involvement in accompanying their children in the educational process. The lack of parental supervision is one of the factors contributing to student discipline based on the results of this research. Therefore, the role of the family in a child's life is equally important for the character development of students.

And finally, for the *kurikulum merdeka*, this research shows that it has provided space for teachers to develop learning in character formation. However, for its implementation to be effective, clear guidance and training support for teachers are needed, so that character values, such as discipline, do not just become a formal part of the curriculum, but are truly internalized by students in their daily lives.

Overall, the results of this study have provided an understanding of the factors causing student indiscipline as well as the role of English teachers in addressing student indiscipline.

4.4 Limitation of Research Result

This research has several limitations, including:

1. This research is limited to only one school, namely SMP Negeri 3 Bawolato, so the findings obtained cannot be widely generalized to other schools with different conditions and characteristics.
2. The number of respondents interviewed was limited to one English teacher, whereas the formation of students' disciplined character is also influenced by interactions with teachers from various other subjects.
3. The duration of this research was conducted in a short period, which became one of the obstacles in data collection, especially in observing English students and teachers.

4. This research more vividly illustrates the results of teacher interviews regarding the factors of student indiscipline and their role in addressing it, from the perspective of teachers in viewing the factors of indiscipline and their role in addressing it.

The limitations of this research do not diminish the value of the result obtained. However, the researcher hope that this can serve as a consideration for future studies to present a comprehensive examination of the role of teachers in forming students' discipline character.