

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Education is a very complex process, encompassing various important elements, one of which is discipline. Discipline plays a crucial role in building an atmosphere that supports the educational process. The term “discipline” comes from the Latin “discere,” which means to learn. Over time, the term evolved into “disciplina,” which refers to the process of teaching or training. In English, “discipline” is defined as obedience or matters relating to rules, while in Indonesian, “Disiplin” discipline is often associated with order or discipline. Discipline is an awareness that arises from within to comply with the rules, values and laws that apply in a place. In addition, discipline is a basic component that ensures effectiveness in the teaching and learning process, especially in creating a positive learning environment.

Despite this, discipline is still a concern in many schools, including SMP Negeri 3 Sogae’adu. Based on initial observations made in January of 2025, specifically in class VII in English Language Learning, several types of student indiscipline were detected during the lesson. These included lack of attention to the teacher, entering and leaving the class without permission, and lack of motivation to complete assignments. These actions disrupt the learning process, affect the concentration of other students, and decrease the effectiveness of English teaching. Therefore, this study also included interviews with students and English teachers regarding these discipline issues. In particular, English teachers at SMP Negeri 3 Sogae'adu were aware of these issues and made efforts to manage the class better. Initially, teachers chose to be patient and observe the various characteristics of the students in order to understand them better. Then, teachers began to implement teaching strategies that were interesting and suited to students' needs. Although students were initially unfamiliar with the new methods, they gradually adjusted and responded more positively. Although improvements have not yet been fully

realized, there has been noticeable progress in student behavior and participation thanks to the strategies implemented by teachers regarding discipline.

Some previous researchers also support the idea that teacher attitudes and classroom management strategies are crucial in shaping student discipline. Ibrahimova (2025) emphasized that teacher behavior acts as a model for student behavior, suggesting that good classroom discipline comes from the teacher's ability to create a respectful and orderly learning atmosphere. In addition, a meta-analysis by Johnson and Smith (2025) showed that proactive classroom management methods significantly increased student engagement and reduced disruptive behavior. In the context of English language teaching, particularly for younger students, classroom management presents its own challenges. Tonni (2025) emphasizes that younger students require special approaches to keep their attention and motivation, and that good classroom management is essential for successful language teaching.

Student discipline in the English language learning process is a very urgent research topic because discipline is one of the main factors that determine the success of the learning process. Student indiscipline, such as lack of attention, disruptive behavior, and non-compliance with rules, can reduce the quality of learning and hinder the achievement of educational goals. Research by Mudahogora and Malinge (2025, p. 27) shows that inconsistency in the application of discipline has a negative correlation with student learning outcomes, meaning that there is a fairly strong negative relationship between indiscipline and learning outcomes. The more often students are undisciplined, the lower their learning outcomes, while the consistent application of disciplinary strategies has a significant positive impact on achievement, indicating a fairly strong positive relationship. Therefore, the better the discipline strategy is implemented, the better the students' learning outcomes. This is reinforced by the findings of Syaputra, Almasri, Thamrin, and Faiza (2024, p. 214), which show that learning discipline contributes greatly and significantly to student learning outcomes, proving that discipline plays an important role in supporting academic achievement.

In the context of English language learning at the junior high school level, the urgency of this research is even more apparent because seventh graders are in a period of transition from elementary school to junior high school, where they are still adapting to new rules and higher academic demands. This situation often leads to various disciplinary problems, such as lack of concentration in class, tardiness in completing assignments, and behavior that disrupts the learning process. If these problems are not properly researched and addressed, the quality of English language learning may decline and learning objectives may not be optimally achieved. Therefore, research on the analysis of student discipline in English language learning at SMP Negeri 3 Sogae'adu is very important because it not only provides an empirical picture of the level of student discipline but can also be a practical reference for teachers and schools in designing more effective and conducive learning strategies.

Faced with these challenges, it is crucial to explore issues related to discipline in the English language teaching and learning process. Understanding the elements that influence discipline issues can help educators design more effective tactics to address them. According to Wilson and Carter (2020), implementing discipline strategies that suit students' needs can significantly improve classroom behavior as well as academic achievement.

Thus, the researcher will evaluate students' discipline during the English learning process, by adjusting the strategies applied by teachers in the seventh grade of SMP Negeri 3 Sogae'adu. This study aims to analyze and defend the strategies used by teachers to improve students' discipline in the context of English language learning. The researcher hopes that students can show improvement and better discipline attitude towards themselves and parents, both in behavioral and academic aspects. In addition, the researcher also hopes that the strategies found can be understood more deeply by teachers to maintain student discipline and create a comfortable atmosphere for effectiveness in learning English and achieving educational targets.

Based on the background of the problems described, this study is interested in conducting qualitative research with the title: "An Analysis of

Students' Disciplinary in English Teaching Learning Process at Seventh Grade of SMP Negeri 3 Sogae'adu".

1.2 Focus of the Research

This research aims to investigate student discipline during English learning in the seventh grade at SMP Negeri 3 Sogae'adu, with a specific focus on the level of student discipline and the strategies implemented by the teacher to address undisciplined behavior during the learning process. In addition, this study also emphasizes how to sustain those strategies so that student discipline can be maintained continuously, both through the teacher's efforts and through analysis and suggestions provided by the researcher.

1.3 Formulation of the Problem

The problem formulation in this study consists of two main points, namely:

- 1.3.1. How is the level of student discipline during English lessons in the seventh grade at SMP Negeri 3 Sogae'adu?
- 1.3.2. What strategies do teachers use to manage student discipline during English lessons in the seventh grade at SMP Negeri 3 Sogae'adu?

1.4 Objective of the Research

The objectives of this study are:

- 1.4.1. To describe the level of student discipline during English lessons in the seventh grade at SMP Negeri 3 Sogae'adu.
- 1.4.2. To identify the strategies do teachers use to manage student discipline during English lessons in the seventh grade at SMP Negeri 3 Sogae'adu.

1.5 Significance of the Research

1) Theoretically

This research is expected to contribute to the development of theory in the field of classroom management and English language learning, especially related to student discipline. This research can enrich previous studies by showing how teachers' strategies in dealing with student indiscipline can be effectively implemented at the junior high school level. In addition, this study also adds new insights into the importance of the teacher's role in maintaining classroom management strategies that have been successfully implemented, which in turn can create a conducive learning environment. The results of this study can also serve as a reference for other researchers who are interested in studying similar topics in different contexts.

2) Practically

The researchers conducted this study to make good contributions as follows:

- a) For researchers, this can be a guide for the future in developing discipline teaching as a teacher/lecturer.
- b) For schools, it can be an evaluation and reference material in the preparation of school policies related to more effective and sustainable management of student discipline.
- c) For teachers and prospective teachers, this can be used as a source of reading and material to increase insight into teacher teaching strategies. As well as providing information and insight into effective strategies in overcoming and maintaining student discipline during English language learning, so that teachers can improve the quality of their classroom management.
- d) For students, this research can help them understand the importance of discipline in the learning process, so that they can develop and implement better learning habits and improve their academic performance both in English and other subjects.

- e) For future researchers, this can be used as a reference source and research base that can be used as a reference for further research on classroom management and discipline in English language learning.