

CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Framework

2.1.1. Definition of Discipline

Discipline is one of the important aspects in education, especially in creating a conducive and effective learning atmosphere. In the context of education, discipline can be understood as an attitude of obedience to the rules and regulations that apply in the school environment, which aims to foster an attitude of responsibility, independence, and self-control in students. According to Malik, Sudrajat, and Amalia (2023: 47), discipline is a form of behavior that reflects individual compliance with the rules, norms, and values that apply in their social environment, including in the world of education.

Meanwhile, in English language learning, students' discipline is the main key to support the success of the learning process, because English language learning requires active involvement, high concentration, and perseverance in practicing language skills such as listening, speaking, reading, and writing. Discipline helps students to follow the teacher's instructions better, do assignments consistently, and be actively involved in various learning activities.

In line with that, according to Lestari and Pramono (2021: 62), student discipline not only reflects obedience to regulations, but also shows an attitude of professionalism in undergoing the learning process which has an impact on improving the quality of student learning outcomes. Therefore, discipline is not only the responsibility of students, but also requires support from teachers and the school environment so that it can be fostered and instilled from an early age through an educative and consistent approach.

Student discipline in learning is a behavior that shows obedience to the rules and norms that apply during the teaching and learning process. In

the context of English language learning, student discipline reflects active involvement, seriousness in following the teacher's instructions, and consistency in carrying out learning obligations such as doing assignments, listening to explanations, and maintaining order in class.

According to Rahayu and Wulandari (2021:51), learning discipline is part of students' responsible attitude in participating in learning activities which can significantly affect their learning outcomes, including in foreign language acquisition. This is supported by the opinion of Hasibuan and Irwansyah (2020: 115) who state that student discipline is very important in learning because it helps create a conducive learning atmosphere, especially in subjects such as English that require concentration, repetition, and consistent practice. Discipline is not only about obedience to rules, but also demonstrates students' ability to manage time and responsibility for learning independently. Thus, discipline in English learning can be an important indicator of students' success in mastering language skills, both orally and in writing.

2.1.1.1. Characteristics of Student Discipline

Moenir (2010: 96) suggests indicators of student discipline which include:

- Time discipline: coming on time, not skipping class, and completing assignments on schedule.
- Discipline of action: obeying the rules, not being lazy to study, not cheating or making noise, and maintaining class order.

Meanwhile, in an international study by Li et al. (2021, pp. 89-90) found that disciplined students showed high self-control abilities: they were able to delay instant gratification, focus in classroom situations, and prioritize learning tasks. This context is particularly relevant to English language learning, where continuous attention and practice are needed to strengthen communication skills.

Furthermore, Santrock (2020, p. 138) adds that disciplined students have intrinsic motivation to learn and develop, not just because of external

encouragement. They actively participate in learning, take responsibility for tasks, and cooperate with teachers and classmates.

2.1.1.2. Purpose and Benefits of Discipline

Discipline in the context of education plays an important role in creating a positive and productive learning environment. According to Bear (2010:1), the main purpose of discipline is to educate students to control their own behavior, understand social boundaries, and build personal responsibility. In other words, discipline is not just about punishment for offenses, but rather character building and values that support academic and social success.

Furthermore, Charles (2011: 13) emphasizes that the benefits of discipline in education include not only order in the classroom, but also increasing motivation to learn, creating a sense of security, and strengthening relationships between students and teachers. Consistent and fair discipline will help students to focus more, reduce disruptive behavior, and improve overall learning outcomes.

Meanwhile, according to Jones (2020: 45), the purpose of implementing discipline is for students to learn in a conducive atmosphere, where they feel valued, respected, and encouraged to develop holistically. They emphasize that discipline should be built through a supportive rather than repressive approach, so that students are not only obedient, but also understand the importance of discipline for the common good. Thus, discipline in education serves as a foundation in fostering a healthy and effective learning environment. The goal is not limited to controlling behavior alone, but also to build characters who are independent, responsible, and able to socialize positively in society.

2.1.2. Importance of Discipline in the Learning Process

2.1.2.1. Relationship between Discipline and Learning Success

Discipline has a very important role in determining student learning success. According to Al-Zoubi and Younes (2020), students who have a high level of discipline tend to show significant improvements in their academic performance. This is because discipline encourages regularity in learning, punctuality, and consistency in completing school assignments. Disciplined students are also better able to manage their time and comply with classroom rules, allowing them to focus on the learning process.

Furthermore, Imran and Habibah's (2021) research states that student discipline not only contributes to academic achievement, but also increases intrinsic motivation in learning. Disciplined students are more independent and responsible, and show positive attitudes towards teachers and the school environment. These attitudes directly support learning success, as students become more active and engaged in the learning process.

In general, the strong relationship between discipline and learning success indicates that teachers and schools need to implement strategies that can foster positive discipline in students. Without discipline, optimal academic achievement will be difficult to achieve, as the learning process becomes unstructured and unfocused.

2.1.2.2. Positive and Negative Impacts of Discipline on Student Learning

Discipline has a complex impact on student learning, both positively and negatively. The positive impact of discipline is mainly seen in improved learning focus, orderliness, and harmonious relationships between students and teachers. According to Ahmed et al. (2021), highly disciplined students are better able to manage time effectively, attend school on time, and show responsibility for school tasks. This creates a conducive learning environment, so that the teaching and learning process can take place optimally.

In addition, discipline also encourages respect for rules and authority, which indirectly shapes positive character in students. A disciplined classroom environment encourages students to be more actively involved in learning, so that they not only receive information, but also think critically and reflectively (Rahman & Fauzi, 2022).

However, excessive or authoritarian discipline can have a negative impact. For example, the application of rules that are too rigid without providing space for dialogue can cause psychological pressure on students, reduce their sense of comfort, and even reduce their motivation to learn. In this case, disciplinary strategies need to be adjusted to the characteristics and needs of students. According to research by Syamsuddin and Rahmat (2020), students who feel closely monitored without understanding or a humane approach tend to show passive behavior or even rebel against school rules.

Therefore, it is important for teachers to apply discipline wisely and in a balanced manner. A supportive approach to discipline will be more effective than a repressive approach, as it builds awareness from within the student, not just external compliance.

2.1.3. Student Discipline in the Context of English Learning

2.1.3.1. Characteristics of English Language Learning

English language learning, especially at the junior high school level, has its own characteristics that distinguish it from other subjects. One of the main characteristics is the focus on developing four main skills, namely listening, speaking, reading, and writing. The four skills are not only taught separately, but also often integrated in one learning activity. This is in line with the communicative approach which emphasizes the use of language as a real communication tool.

According to Richards (2022, p. 17), language learning at an intermediate level such as junior high school requires students to interact actively, both orally and in writing, using correct language structures and contextually appropriate vocabulary. Therefore, the learning process often

involves activities such as role playing, small group discussions, presentations, and directed listening exercises.

Another characteristic of English language learning in junior high school is the importance of student motivation and engagement. Junior high school students are in a transitional period of cognitive and social development, so teachers need to use interesting and contextual approaches to maintain students' focus and interest in learning. Interactivity in learning, the use of interesting learning media, and the application of varied teaching techniques are an important part of building a conducive learning environment. In addition, the purpose of learning English in junior high school is not only the mastery of grammatical structures, but also the ability to use the language in daily life situations. This is in accordance with the basic competencies set out in the national curriculum. Thus, learning English at this level demands students' discipline in order to actively participate in learning activities, complete assignments, and build sustainable learning habits.

2.1.3.2. Students' Challenges in Participating in English Learning

In the context of English learning at the junior secondary school level, students often face various challenges that can hinder their maximum engagement in the learning process. One of the main challenges is the lack of intrinsic motivation to learn English, which is often caused by the perception that English is a difficult subject and irrelevant to everyday life (Pinter, 2017, p. 45).

In addition, language barriers such as limited vocabulary, difficulty understanding grammatical structures, and inability to pronounce correctly are also common challenges (Thornbury, 2020, p. 92). The lack of an environment that supports the use of English outside the classroom also worsens the situation, as students do not have enough opportunities to hone their skills practically. Psychological factors such as fear of making mistakes and low self-confidence also greatly affect students' active participation in class. According to Brown (2021, p. 117), many students

tend to be passive in English classes because they worry about being ridiculed or feel embarrassed when speaking in front of their peers.

Teachers also face difficulties in managing heterogeneous classes, where the level of English proficiency among students varies greatly. This leads to inequality in the learning process, as weaker students often fall behind and eventually lose motivation (Harmer, 2020, p. 156). Given these challenges, it is important for teachers to pay attention not only to the academic, but also the affective and social aspects of students. A supportive and inclusive approach is needed so that students can feel comfortable, motivated, and disciplined in participating in English learning.

2.1.3.3. The Importance of Discipline in Learning Speaking, Listening, Reading, and Writing

Discipline is a fundamental element in supporting students' success in learning the four main skills in English, namely speaking, listening, reading, and writing. Without discipline, students will struggle to develop these skills consistently and effectively.

In speaking skills, discipline helps students build the courage to practice continuously, memorize vocabulary, and train correct pronunciation. Disciplined students will be more active in speaking activities such as discussions, dialogues, or presentations, which contribute to the improvement of their speaking skills (Nation & Newton, 2020, p. 58).

In listening skills, students need high concentration and an active listening attitude. Self-discipline in listening to the material, taking notes on important information, and not being easily distracted by interruptions is very important for optimal understanding of the material. According to Vandergrift and Goh (2012, p. 73), success in listening comprehension is greatly influenced by the students' ability to maintain focus during listening activities.

To read, disciplined students will be able to build a habit of reading regularly, expand their vocabulary, and understand various text structures. They will also be able to develop critical thinking skills through a directed and consistent reading process (Grabe & Stoller, 2019, p. 102). Discipline is very important for fostering a reading interest and strengthening the ability to understand reading materials in depth.

Whereas in writing, this skill requires structured and repetitive practice. Disciplined students will allocate time for writing, revising, and improving their written work. This allows them to better develop grammar, sentence structure, and writing style. As stated by Hyland (2019, p. 41), productivity in writing is greatly influenced by a disciplined attitude and consistent practice.

Thus, discipline becomes an important foundation that supports students' success in comprehensively developing the four English language skills. Discipline not only plays a role in cognitive aspects but also shapes a positive and resilient learning attitude in facing challenges.

2.1.3.4. Common Indiscipline Behaviors in English Class

In the context of English language learning, various undisciplined behaviors often arise and become challenges for teachers. According to Simonsen et al. (2020, p. 19), undisciplined behavior in the classroom can include actions such as not paying attention to the teacher's explanation, talking to friends outside of class, improper use of mobile phones, being late to class, not completing assignments, and disrupting the learning process of other students. These behaviors can hinder the creation of a conducive learning environment, especially in English language learning, which requires high focus and active participation from students.

In English lessons, in particular students tend to show undisciplined behavior when they have difficulty understanding the material or lack confidence in speaking English. This is explained by Farrell and Ives (2021, p. 44) that students' discomfort with foreign language material often leads to negative reactions such as excessive silence, inappropriate

laughter, or even diverting attention to other things during lessons. Additionally, according to research conducted by Lestari and Sari (2022), the indiscipline behaviors often encountered in junior high school English classes include: playing around while the teacher is explaining, not bringing English teaching materials, and refusing to read or speak in English when asked. These behaviors indicate a lack of student awareness regarding the importance of English lessons and weak discipline enforcement by the teacher.

By recognizing these types of indisciplined behavior, teachers can design more effective classroom management strategies that are responsive to students' needs in English language learning.

2.1.4. Factors Affecting Student Discipline

2.1.4.1. Internal Factors

Internal factors are aspects that originate from within the students themselves and have a significant influence on their level of discipline in participating in the learning process. Three important internal factors are motivation, interest, and self-confidence.

a. Motivation

Motivation is the internal drive that encourages students to act and persevere in learning activities. According to Ryan and Deci (2020), motivation consists of two types, namely intrinsic motivation (drive that comes from within the student themselves because of curiosity or enjoyment in learning) and extrinsic motivation (drive that comes from external factors such as grades, rewards, or punishment). Students with high motivation tend to be more disciplined because they recognize the importance of learning to achieve their personal goals (Ryan & Deci, 2020, p. 3).

b. Interest in Learning

Interest in learning also influences student discipline. Interest is a sense of enjoyment and attraction to an activity or subject. Slameto (2020) explains that students who have a high interest in a subject will

find it easier to concentrate, be more enthusiastic about attending classes, and tend to obey classroom rules. When students are interested in the material being studied, they will naturally exhibit disciplined behavior because they want to understand and master the material.

c. Self-confidence

Self-confidence plays an important role in shaping student discipline. Students who have high self-confidence are better able to control themselves, face academic challenges, and obey classroom rules. According to Bandura (2021), self-confidence or self-efficacy influences the extent to which a person feels capable of completing certain tasks, including participating in learning activities with full responsibility. Students who are confident in their abilities will be more motivated to attend class on time, complete assignments, and participate in learning activities regularly.

2.1.4.2. External factors

External factors have a major influence on the formation and maintenance of student discipline in the school environment. One of the main factors is:

a. A conducive classroom environment

A safe, comfortable, and well-organized classroom environment can encourage students to obey rules and improve their concentration in learning. A clean, well-lit, and distraction-free classroom creates a positive atmosphere that supports disciplined behavior (Sugihartono et al., 2020).

b. Teacher approach

Teachers' approach to teaching and managing the classroom also plays an important role. Teachers who demonstrate fairness, consistency in enforcing rules, and reward positive student behavior can naturally foster discipline. Conversely, teachers who frequently

change rule enforcement or treat students unfairly can cause confusion and disciplinary violations (Ryan & Deci, 2020).

c. The role of peers

In many cases, students are greatly influenced by their peer groups. If they are in an environment where their peers have disciplined habits, then they are likely to follow suit. However, if their peer environment often breaks the rules, students tend to follow suit in order to maintain their place in the group (Santrock, 2021).

d. School rules

Clear and consistently enforced school rules are the foundation for fostering student discipline. Rules that are created collaboratively and communicated effectively can serve as an effective guide for regulating student behavior. Schools with transparent reward and punishment systems are more successful in creating a disciplined environment (Marzano, 2021).

e. Family Support

The family plays a role as an external factor that greatly influences student discipline. Nguyen and Patel (2021) show that children who receive attention, guidance, and encouragement from their parents are more likely to obey school rules and exhibit disciplined behavior. For example, parents who are consistent in enforcing rules at home and supporting their children's learning activities contribute to strengthening student discipline at school.

2.1.5 The Role of Teachers in Maintaining Discipline

2.1.5.1. Teachers as Classroom Managers

In the context of classroom learning, teachers play an important role as classroom managers responsible for creating and maintaining a conducive learning environment. Effective classroom management focuses not only on controlling student behavior, but also includes organizing space, time, activities, and social interactions in the classroom so that the learning process runs optimally.

According to Emmer and Evertson (2017, p. 8), classroom management encompasses all efforts by teachers to organize students, space, time, and learning materials so that learning and student engagement can take place effectively. In this role, teachers must be able to plan, organize, lead, and control classroom dynamics systematically and strategically.

Wong and Wong (2020, p. 84) emphasize that teachers who are successful as classroom managers typically establish clear rules and procedures at the beginning of the school year. These rules are explicitly explained to students and consistently enforced so that students understand the expectations they must meet during the learning process.

In addition, Marzano and Marzano (2021, p. 5) add that a positive relationship between teachers and students is the cornerstone of successful classroom management. Teachers who are able to show empathy, fairness, and consistency tend to have more orderly classrooms with fewer disruptions. In this context, teachers are not merely enforcers of rules but proactive leaders who anticipate disciplinary issues through preventive strategies such as classroom routines, clear expectations, and engaging instruction. Therefore, as classroom managers, teachers play a central role in fostering discipline that is not repressive but rooted in leadership, trust, and student engagement.

2.1.5.2. Teachers' Responsibilities in Fostering Student Discipline

Teachers have a very important responsibility in fostering and maintaining student discipline in the classroom. One of the main responsibilities of teachers is to create a structured, consistent, and conducive learning environment for teaching and learning activities. According to Emmer and Evertson (2016), effective teachers typically set behavioral expectations from the outset and consistently enforce agreed-upon rules. This helps students understand boundaries and motivates them to behave as expected.

Additionally, teachers are responsible for being role models of disciplined behavior for students. By being punctual, following school rules, and treating students fairly, teachers become positive role models that students can emulate. This is reinforced by the perspective of Marzano and Marzano (2020), who state that teachers who build positive relationships with students and demonstrate fairness and firmness are more successful in fostering discipline in the classroom.

Teachers must also be able to recognize the factors that influence student behavior and provide appropriate interventions. This responsibility includes the ability of teachers to take different approaches to each student, adapt their teaching styles to student needs, and provide emotional support when students encounter difficulties.

2.1.5.3. Teacher behavior that influences student discipline

Teacher behavior has a significant influence on student attitudes and discipline in the classroom. Teachers who demonstrate positive, consistent, and professional attitudes tend to create a well-organized classroom environment that supports the learning process. According to Stronge (2018), teachers who demonstrate supportive and appreciative behavior toward students, such as praising their efforts and showing empathy for the challenges they face, can increase student motivation and discipline.

Conversely, inconsistent, authoritarian, and unempathetic teacher behavior, or behavior that is too permissive, can cause confusion and uncertainty among students. This can lead to an increase in undisciplined behavior. Charles (2020) emphasizes that teachers' communication style also greatly influences student discipline; teachers who are able to communicate clearly, firmly, yet respectfully, are more successful in building healthy relationships and avoiding conflict in the classroom.

Teachers who are fair, non-discriminatory, and able to provide constructive feedback are also important in maintaining discipline. When students feel treated fairly and valued, they are more likely to follow rules and behave positively.

2.1.6. Strategies for Managing and Maintaining Student Discipline

Strategies for managing discipline in the classroom are an important part of effective classroom management. According to Sprick et al. (2021), there are three main categories of disciplinary strategies: preventive, supportive, and corrective. These three categories complement each other to create a safe and supportive learning environment.

a. Preventive Strategies

This approach focuses on preventing undisciplined behavior before it occurs. Sprick et al. (2021) explain that preventive measures include establishing clear classroom rules, setting organized behavior expectations, and implementing stable daily routines. For example, teachers can post classroom rules on the wall in a visible way, as well as use non-verbal signals such as raising hands to ask for permission to speak. In English language learning, teachers can start the class with ice breaking activities or fun colloquial phrases to keep students' attention and engagement from the beginning.

b. Supportive Strategies

These strategies are designed to assist and maintain positive behavior during learning. Dilabayan (2024) emphasizes the importance of interactive communication and positive reinforcement such as praise, point accumulation, or small gifts. For example, if students are able to answer questions in speaking activities with confidence, teachers can give praise such as, “Good job, your pronunciation is getting better!” This approach makes students feel appreciated and further motivated to behave well.

c. Corrective Strategies

When students show inappropriate behavior, corrective strategies need to be implemented. Catayas and Hussien (2024) mentioned that this approach involves giving logical and planned consequences, such as giving warnings, conducting personal discussions, or giving reflection tasks. The aim is to educate students about the consequences of their actions, not to punish. For example, if a student keeps talking while his/her friend is presenting, the teacher can assign the student to write a short reflection on the importance of respecting others when speaking.

In addition to the three types of strategies mentioned, Cambaya and Paglinawan (2024) add that an approach that focuses on interpersonal relationships is also very important. A teacher who can build positive relationships and empathize with students will find it easier to control discipline without the need to apply harsh methods. For example, greeting students individually before class starts or asking how they are doing can create a friendly and cooperative classroom atmosphere.

2.2. Conceptual Framework

To conduct this study, the researcher used a qualitative research approach. The conceptual framework in this study serves as a guide that explains the direction of the research objectives. This conceptual framework will be the basis for describing the relationship between student discipline and the effectiveness of English language learning at SMP Negeri 3 Sogae'adu. The researcher will collect data using observation, interviews, and documentation. As a result of this research, the researcher describes the results of observations of student discipline during English language learning in the classroom.

Researchers will conduct this research using the following conceptual framework:

