

## CHAPTER IV

### RESULTS AND DISCUSSION

#### 4.1. Results

In collecting research data, researchers conducted research at SMP Negeri 3 Sogae'adu in Sihare'o Sogae'adu Village, Sogae'adu District, Nias Regency, North Sumatra. The research was conducted from April 09 to May 09, 2025. In this study, researchers distributed questionnaires to students and conducted interviews in one class, namely the seventh grade which amounted to eighteen students. The following are the results of data obtained from students:

##### 4.1.1. The Results of Observation

**Table 1. *Observation Results***

| No<br>. | Aspect                            | Indicator |                                                       | Students<br>Name               | Category |   |   |   | Percentage<br>% |
|---------|-----------------------------------|-----------|-------------------------------------------------------|--------------------------------|----------|---|---|---|-----------------|
|         |                                   |           |                                                       |                                | 1        | 2 | 3 | 4 |                 |
| 1.      | Compliance<br>with Class<br>Rules | 1.        | Students<br>enter class on<br>time                    | 1. Alfin<br>Putra Jaya<br>Gulo |          |   |   |   | 90              |
|         |                                   | 2.        | Students do<br>not use cell<br>phones<br>during class |                                |          |   |   | ✓ |                 |

|    |                                        |    |                                                          |                          |  |  |   |   |    |
|----|----------------------------------------|----|----------------------------------------------------------|--------------------------|--|--|---|---|----|
| 2. |                                        |    |                                                          | 2. Aprillian Waruwu      |  |  | ✓ |   | 80 |
|    |                                        | 3. | Students sit in the designated seat                      |                          |  |  |   |   |    |
|    |                                        | 4. | Students obey the teacher's instructions without arguing | 3. Arif Joseph Waruwu    |  |  |   | ✓ | 91 |
|    |                                        | 5. | Students keep the class clean and tidy                   |                          |  |  |   | ✓ |    |
|    | Compliance with Teacher's Instructions | 1. | Students listen to the teacher's explanation well        | 5. Cesya Yulianti Halawa |  |  | ✓ |   | 83 |
|    |                                        | 2. | Students do not interrupt when the teacher is speaking   | 6. Crisela Waruwu        |  |  | ✓ |   | 80 |

|    |                                   |    |                                                          |                              |  |  |   |   |    |
|----|-----------------------------------|----|----------------------------------------------------------|------------------------------|--|--|---|---|----|
|    |                                   | 3. | Students do the task as directed by the teacher          |                              |  |  |   |   |    |
|    |                                   | 4. | Students follow learning activities without being forced | 7. Fitri Kristin Remi Waruwu |  |  |   | ✓ | 92 |
|    |                                   | 5. | Students do not fight or argue with the teacher's orders | 8. Hervandiman Waruwu        |  |  |   | ✓ | 82 |
|    |                                   | 1. | Students submit assignments on time                      | 9. Kris Natalius Waruwu      |  |  |   |   | 75 |
|    |                                   | 2. | Students do not cheat on exams                           |                              |  |  |   |   |    |
| 3. | Responsibility in task completion | 3. | Students try to complete assignments independently       | 10. Mestina Waruwu           |  |  |   |   | 93 |
|    |                                   | 4. | Students ask questions if they have difficulties         |                              |  |  |   |   |    |
|    |                                   | 5. | Students show neat and clean work                        |                              |  |  |   |   |    |
|    |                                   |    |                                                          |                              |  |  | ✓ |   | 84 |
|    |                                   |    |                                                          |                              |  |  |   |   |    |

|    |                                  |    |                                                      |                             |  |   |   |   |    |
|----|----------------------------------|----|------------------------------------------------------|-----------------------------|--|---|---|---|----|
| 4. | Active participation in learning | 1. | Students actively answer questions from the teacher  | 11. Sertin Waruwu           |  |   |   |   |    |
|    |                                  | 2. | Students raise their hands before speaking           |                             |  |   |   |   |    |
|    |                                  | 3. | Students give opinions during discussion             | 12. Tri Alfin Hura          |  | ✓ |   |   | 77 |
|    |                                  | 4. | Students are involved in group work                  |                             |  |   |   |   |    |
|    |                                  | 5. | Students enthusiastically follow learning activities | 13. Tri Hayati Etika Waruwu |  |   | ✓ |   | 95 |
|    |                                  |    |                                                      |                             |  |   |   |   |    |
| 5. | Time management during learning  | 1. | Students do not waste time while working             | 14. Tri Natan Waruwu        |  |   |   | ✓ | 97 |
|    |                                  | 2. | Students complete tasks within the allotted time     |                             |  |   |   |   |    |
|    |                                  | 3. | Students return on time after break                  |                             |  |   |   |   |    |

|    |                                          |    |                                                     |                          |  |  |  |   |    |
|----|------------------------------------------|----|-----------------------------------------------------|--------------------------|--|--|--|---|----|
|    |                                          | 4. | Students do not do off-topic activities             | 15. Vince Darnita Lawolo |  |  |  | ✓ | 92 |
|    |                                          | 5. | Students start the task as soon as it is given      |                          |  |  |  |   |    |
| 6. | Positive social interaction with friends | 1. | Students do not mock or bully friends               | 16. Wilman Zai           |  |  |  | ✓ | 90 |
|    |                                          | 2. | Students help friends when needed                   |                          |  |  |  |   |    |
|    |                                          | 3. | Students are polite and respectful to friends       | 17. Yarman Waruwu        |  |  |  | ✓ | 89 |
|    |                                          | 4. | Students work well together in groups               |                          |  |  |  |   |    |
|    |                                          | 5. | Students do not trigger conflicts during the lesson | 18. Yasman Waruwu        |  |  |  | ✓ | 88 |
|    |                                          |    |                                                     |                          |  |  |  |   |    |

**Description:**

**1 = Poor**

**2 = Fair**

**3 = Good**

**4 = Excellent**

Researchers used a 1–4 rating scale in learning observations based on the principles of assessment rubrics that are widely used in international educational practices. This scale provides a clear and structured overview of student performance quality based on predetermined indicators. A score of 1 indicates poor performance, where students are unable to meet basic expectations in the observed aspects, indicating a need for significant improvement. A score of 2 indicates adequate performance, where students begin to demonstrate certain abilities, but their consistency and quality of achievement are still unstable and do not yet fully meet the expected criteria. A score of 3 describes good performance, where students are able to meet expectations with adequate consistency, although there is still room for improvement in certain aspects. Meanwhile, a score of 4 indicates excellent performance, where students not only meet but also exceed the expected standards, and demonstrate consistency in applying disciplined behavior in accordance with the observed indicators.

In this study, the assessment system was carried out by giving a score of 1–4 for each indicator observed. Each student had the same number of indicators, so that the total score could be calculated from the accumulation of assessments for all indicators. Next, the students' total scores were converted into percentages using the following formula:

$$\text{Percentage} = \frac{\text{Total score obtained}}{\text{Maximum score}} \times 100$$

Using this formula, the percentage results are then interpreted into appropriate criteria, where 90–100% = Excellent, 79–89% = Good, 65–78% = Fair, and  $\leq 64\%$  = Poor. This system, as described in the literature on holistic rubrics, allows assessors to evaluate student performance comprehensively without getting caught up in separate technical details, making the assessment results more objective, consistent, and easier to compare between students.

Based on the results of observations that have been made by researchers of seventh grade students of SMP Negeri 3 Sogae'adu during the English learning process. This observation aims to assess the level of student discipline based on six main aspects, namely: (1) obedience to class rules, (2) compliance with teacher instructions, (3) responsibility in task completion, (4) active participation in learning, (5) time management during learning, and (6) positive social interaction with friends. Each aspect has five assessment indicators that are directly observed in the classroom. The assessment is given by ticking the indicators that are most fulfilled by students in general.

From the observation of the first aspect, obedience to class rules, the majority of students show discipline in following class rules. They arrive on time, do not use cellphones during lessons, sit in their designated places, obey the teacher's instructions, and keep the classroom clean. This reflects that students have an awareness of the importance of class rules to create a conducive learning atmosphere. The second aspect, compliance with teacher instructions, students seem to be obedient to teacher directions, such as listening to explanations well, not interrupting when the teacher is talking, and participating in activities without coercion. They also do the tasks according to the instructions given by the teacher. This shows students' respect for the teacher's authority and their willingness to follow the learning process in an orderly manner. The third aspect, responsibility in task completion, in this aspect students show quite good commitment. They collect assignments on time, do the assignments independently, do not cheat during exams, and ask questions when facing difficulties. This shows that students have a high sense of responsibility in completing their obligations as students. The fourth aspect, active participation in learning, students are quite active in the learning process. They answer the teacher's questions, raise their hands before speaking, give opinions in discussions, and engage in group work. This attitude shows a desire to be actively involved in English learning. The fifth aspect, time management during learning, observation results show that students can utilize learning time well. They do not waste

time while working, complete tasks according to the specified time, return on time after breaks, and start tasks immediately when instructed. This shows discipline in time management. While the sixth aspect, positive social interaction with friends, students show mutual respect between friends. They do not mock or bully each other, but help each other, are polite, work together in groups, and avoid conflicts during lessons. This reflects a harmonious classroom atmosphere and supports collective discipline.

Thus, it can be concluded that the observation results show that the level of student discipline in learning English is in the good category. This can be seen from the fulfillment of the indicators observed in most students. Thus, it can be concluded that the seventh grade students of SMP Negeri 3 Sogae'adu have a fairly good disciplinary behavior during the teaching and learning process.

#### 4.1.2. The Results of Interview

##### 4.1.2.1. Students Interview Results

Based on the results of interviews conducted with class VII students, the following are the perceptions of the eighteen students who have been interviewed:

**Table 2. *Students Interview Results***

| No. | Interview Questions                  | Students Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Are you on time for English lessons? | <p>Of the eighteen students, the majority revealed that they were always present on time during English lessons. The reasons they gave showed their awareness of the importance of punctuality. Some students even emphasized that arriving on time is a manifestation of responsibility as well as a form of respect for the lesson and the teacher. The reasons they gave were varied but generally related to discipline, responsibility and respect for the learning process. For example, one student stated, "I always arrive on time because I don't want to be late. " Another added, "It is my responsibility as a student to arrive on time. " Some of them said that they wake up early specifically to avoid being late for English class. We can conclude from these statements that the disciplinary methods applied by the teacher have a positive impact on students' attitudes towards</p> <p>time. Arriving on time is no longer considered just a rule that must be followed, but has become a personal commitment that is carried out by students. This shows</p> |

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|    |                                                                               | that the values of discipline have been embedded and support the success of the classroom management strategy implemented by the teacher.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 2. | What do you think about the rules given by your English teacher?              | From the interviews with eighteen students, all respondents gave positive responses. They stated that the rules set by the teacher were very good, useful, and educational. Some students described the rules with the words “fun,” “very appropriate,” and "not burdensome. " One student even said that the rules helped her to be more organized and better able to manage herself. Another added that the rules were not only applied at school, but also motivated them to be disciplined at home and around the neighborhood. So we can conclude from the students' responses that they accept and appreciate the classroom rules as part of the learning process. This also reflects that the classroom management strategies used by teachers are effective in building students' overall disciplinary attitudes. |
| 3. | What do you do if you forget to bring your book/dictionary or other supplies? | From the interviews conducted with eighteen students, it was revealed that the majority of them showed a responsible attitude. Generally, they would borrow equipment from classmates or friends from other classes as a temporary solution. In addition, almost all students also stated that they would apologize to the teacher and promise not to repeat the same mistake. Some students showed a reflective attitude and realized that the negligence was their own fault. They expressed their intention to be more disciplined and make sure the equipment was available before the lesson started. Some                                                                                                                                                                                                           |

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|    |                                                                | <p>even admitted to feeling embarrassed if they did not bring the necessary equipment, because it is part of their responsibility as a student. This finding shows that the teacher's approach in instilling discipline does not only revolve around punishment, but also encourages students to recognize and correct their own mistakes. This student attitude reflects the application of discipline values in daily practice at school.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 4. | <p>Do you feel comfortable when learning English in class?</p> | <p>All eighteen students gave positive feedback. They expressed that the atmosphere in English lessons was comfortable, fun and full of energy. The majority of students said that the teacher's humorous, energetic and fun teaching style made the lesson less boring. They also appreciated the ice-breaking or other interesting activities during the lesson. One student stated that her English teacher "is always cheerful and gets the students excited. "In addition, students reported that their comfort came from the teacher's method of tailoring the material to each student's ability, so they did not feel pressured. Some of them also thought that the organized and tidy classroom environment helped them understand the lessons more easily. Overall, the students' reactions show that comfort in learning English is not only determined by the material, but also greatly influenced by the teacher's approach, the organized classroom environment, and the good relationship between teachers and students.</p> |
| 5. | <p>Have you ever been reprimanded or</p>                       | <p>From the interviews, the majority of students revealed that they experienced reprimands or light punishments from English teachers when they violated class rules. The</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|    | <p>punished for breaking the rules?</p>                          | <p>punishments were educational and not humiliating. Among the punishments are singing in front of the class, cleaning the toilet or class, collecting trash, or just a verbal warning. Some students also stated that these punishments were given with the aim of instilling discipline. On the other hand, a number of students admitted that they had never received punishment because they always tried to obey the rules that had been set. Nevertheless, all students agreed that their teachers were fair and did not differentiate between students when giving reprimands or punishments. This shows that the application of discipline by teachers is carried out consistently and proportionally according to the violation that occurs. Thus, it can be concluded that the discipline approach applied by teachers is not only accepted by students, but also understood as a way to educate positive character, not as a form of frightening punishment.</p> |
| 6. | <p>Do you think the teacher is fair in enforcing discipline?</p> | <p>All students stated that their teachers were very objective in their application of the rules in English class. Many of them emphasized that there was no discrimination against students, and that their teachers were equal to all students regardless of background or personal affinity. One student commented, “Our teacher treats all students equally without favoritism.” In addition, students think that teachers can adjust the type of warning or punishment according to the wrongdoing. This means that the teacher does not impose punishment immediately, but rather considers the situation of the offense and has the intention to educate rather than to frighten. This indicates that</p>                                                                                                                                                                                                                                                            |

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|    |                                                          | <p>fairness in the application of discipline is one of the strengths in the classroom management strategies implemented by teachers, and has a major impact on the way students accept rules. Students are more likely to recognize the consequences of mistakes because they feel they are being treated fairly and with respect.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 7. | <p>What makes you excited to learn in English class?</p> | <p>From the responses of eighteen students, it was revealed that the teacher's role was very significant in increasing their enthusiasm for learning. Many students admitted to feeling encouraged to learn thanks to the teacher's pleasant, optimistic and enthusiastic nature. Many students also noted that the teacher's teaching methods were very interesting, not monotonous, and sometimes interspersed with jokes or light activities. In addition, the challenges given by the teacher, such as memorizing vocabulary and presenting it in front of the class, are also one of the things that motivate them. Some other students added that the teacher is always ready to help when they have difficulty understanding the lesson, which makes them feel appreciated and cared for. One student even stated, "the teacher's never-ending enthusiasm keeps me eager to learn." Overall, it can be concluded that energetic teaching methods and warm emotional support from teachers are the main factors that motivate students to learn English.</p> |
| 8. | <p>How do you think your friends behave towards the</p>  | <p>Based on the interviews conducted, all students gave positive feedback regarding their friends' behavior in following the class rules. They stated that the majority of their friends showed compliance, orderliness, and respect</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|    | class rules?                                                          | for the rules in the English class. Some students also revealed that no one deliberately breaks or defies the rules. If anyone forgets or is negligent, they usually realize the mistake and try to correct it. One student stated that “my friends are very obedient to the class rules and do not like to act against them.” In addition, students also considered that their friends' attitude towards class rules helped to create a conducive and comfortable learning atmosphere. They feel more focused because all students play a role in maintaining order and respecting the teacher. These findings suggest that the culture of discipline implemented by teachers not only impacts individual students, but also contributes to the formation of a supportive learning environment.                                                    |
| 9. | Do you feel that discipline helps you understand the material better? | The responses from all learners indicate that discipline plays an important role in improving their understanding of English lessons. Most students revealed that the organized and calm classroom environment due to discipline helped them to concentrate more while learning. They also stated that discipline encouraged them to be on time, bring all the necessary supplies, and not be distracted by other things, which made them better prepared to absorb the material taught by the teacher. One student stated, "With discipline, I can organize my activities and schedule, especially for studying." Another student added that the calm and organized atmosphere generated by discipline makes it easier for them to focus and understand vocabulary and grammar materials. Overall, the findings from these interviews suggest that |

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|     |                                                                                    | <p>the implementation of discipline not only impacts students' behavior, but is directly related to their academic success, particularly in understanding lessons. This supports the effectiveness of teachers' strategies in implementing discipline as part of good classroom management.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 10. | <p>What do you hope for a more orderly and enjoyable English learning process?</p> | <p>All students expressed very good hopes for the continuation of regular and fun English learning. Most students hoped that teachers would remain enthusiastic in guiding and not give up in dealing with various student characters. Some students also suggested that learning activities are often filled with ice-breaking, games, icebreakers, and interesting challenges, so that the classroom atmosphere remains dynamic. In addition, students hope that the existing class rules are still enforced and even improved, because they feel that these rules have a very positive effect on discipline and comfort in learning. One student said, "I hope our teacher's teaching methods will continue and the cooperation between teachers and students will be more solid." Overall, students' responses show that they support the methods implemented by teachers and realize how important discipline is to create an orderly and pleasant learning atmosphere. They are not just recipients of the rules, but also want to contribute in maintaining and improving the rules.</p> |

#### 4.1.2.2 Teacher Interview Results

Based on the results of interviews conducted with English teachers, the following are the responses of the teachers who have been interviewed:

**Table 3. Teacher Interview Results**

| No. | Pertanyaan/Jawaban                                                                                                                                                                                                                               |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | <b>What discipline rules do you apply in learning English?</b>                                                                                                                                                                                   |
|     | I apply several rules such as: arriving on time, bringing study equipment, not playing cellphones, listening when the teacher speaks, respecting friends and teachers, and completing assignments on time.                                       |
| 2.  | <b>How do you introduce and instill these rules to students?</b>                                                                                                                                                                                 |
|     | At the beginning of the semester I convey all class rules verbally and written on the bulletin board. I also discuss with students the importance of the rules so that they feel involved and have a sense of responsibility.                    |
| 3.  | <b>What do you do when students show an undisciplined attitude?</b>                                                                                                                                                                              |
|     | I give a subtle warning, sometimes just with eye contact or a personal approach without embarrassing them directly in front of the class.                                                                                                        |
| 4.  | <b>How do you deal with students who break the rules directly?</b>                                                                                                                                                                               |
|     | I give a verbal warning first. If the behavior continues, I invite a private discussion to find out the cause and solution. The goal is not to punish but to direct.                                                                             |
| 5.  | <b>To what extent do you use positive approaches, such as praise or reinforcement for good behavior?</b>                                                                                                                                         |
|     | I always try to give praise when students do good things, such as: “You are the best, well done!” and many more, especially if they have the courage to perform in front of the class mentioning vocabulary or answering questions on the board. |
| 6.  | <b>Do you involve students in maintaining discipline? If yes, how?</b>                                                                                                                                                                           |
|     | Yes, I invite them to discuss in making class rules and give them small                                                                                                                                                                          |

|     |                                                                                                                                                                                                                                                               |
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|     | responsibilities such as being a group leader, or picket duty during English learning.                                                                                                                                                                        |
| 7.  | <b>What is your biggest challenge in maintaining student discipline?</b>                                                                                                                                                                                      |
|     | Sometimes it is difficult when there are students who bring problems from outside the classroom such as family or environmental problems. They become difficult to focus and dominantly seek their own fun without caring about the rules that have been set. |
| 8.  | <b>How do you maintain consistency in implementing discipline strategies?</b>                                                                                                                                                                                 |
|     | I try to be fair and consistent, not discriminating against students. If there is a rule then all apply the same, and I always remind them in a kind way if they like to forget.                                                                              |
| 9.  | <b>How do you think students behave during English learning in your class?</b>                                                                                                                                                                                |
|     | The majority of students are quite disciplined, they come on time, pay attention to me when I explain, and complete assignments well. There are only a few who sometimes still lack focus.                                                                    |
| 10. | <b>Do the strategies that you have implemented so far have an effect on student discipline? If yes, how does it affect it?</b>                                                                                                                                |
|     | Very influential, I see students becoming more responsible and respectful of time and rules. A positive and consistent approach makes them feel comfortable and not forced to obey the rules.                                                                 |

Based on interviews conducted with English teachers in grade seven of SMP Negeri 3 Sogae'adu to obtain in-depth information about the methods applied to enforce and maintain student discipline during learning activities. From the interview, the researcher learned that the teacher uses a variety of methods that reflect an integrated approach of prevention, support and correction. The teacher explained that there are several classroom rules that have been implemented, such as arriving on time, bringing learning equipment,

not using cellphones during lessons, listening to teacher explanations, respecting friends and teachers, and completing assignments on time. These rules were introduced at the beginning of the semester through verbal delivery and writing posted in the classroom. Teachers also involve students in developing rules through discussions so that students feel involved and have responsibility for classroom discipline. When students begin to show inappropriate behavior, teachers use supportive approaches such as giving gentle reprimands, making eye contact, and interacting personally without making students feel embarrassed. If the offense is repeated, the teacher takes corrective action by giving a verbal reprimand and inviting the student for a private discussion to understand the cause and discuss the solution, with the main purpose of fostering, not punishing.

Teachers also apply positive reinforcement strategies by giving direct praise to students, such as saying “Very good! ” or “You are the best! ” when students show disciplinary behavior or courage to answer questions in class. In addition, teachers give students small responsibilities, such as being group leaders or picket officers during study hours, as a form of active participation in creating an orderly atmosphere. Teachers realize that the biggest challenge in maintaining discipline is when students face personal problems outside of class, such as family or environmental problems. This can affect their concentration in class. However, teachers still try to maintain consistency in the application of rules, be fair to all students, and give reprimands in a good way if violations occur.

So, the teacher assesses that students in this class have shown fairly good disciplinary behavior. This can be seen from their punctual attendance, attention during the learning process, and good task completion. The teacher also believes that the strategies implemented have a great impact on the formation of students' disciplinary attitudes. The positive and consistent approach has created a comfortable classroom atmosphere and made students feel more responsible for their actions.

## **4.2. Discussion**

### **4.2.1. Data Analysis Technique for the Observation**

In analyzing the observation data in this study, researchers used a qualitative approach by applying three main stages of analysis, namely data reduction, data presentation, and conclusion drawing and verification. These three stages refer to the concept of qualitative analysis from Ritchie and Spencer (2020) and are strengthened by the guidelines for visual data presentation according to Braun and Clarke (2021).

The first stage is data reduction, where the researcher filters and selects parts of the observation data that are relevant to the research focus, namely the level of student discipline during the English learning process. Data that were not appropriate or not related to the problem formulation were ignored to focus the analysis more sharply. Categories such as “punctuality”, “obedience to rules”, and “responsibility in bringing learning equipment” became the main focus in this stage. The second stage is data presentation, which is done by organizing data in the form of descriptive narratives and systematic tables. This process made it easier for researchers to recognize patterns of student behavior that showed discipline and indiscipline. The structured presentation helped in comparing the observation indicators with the theory described in Chapter II. The final stage is conclusion drawing and verification. After the data was analyzed, the researcher drew temporary conclusions which were then verified through data triangulation with the results of interviews from both students and teachers. This was done to ensure that the conclusions obtained had validity and could be scientifically accounted for. In addition to triangulation, researchers also used self-reflection and matched the findings with the theoretical framework used in the literature review.

By applying the three stages of analysis, the researcher can understand more deeply how students' disciplinary behavior is manifested during English learning, as well as evaluate the effectiveness of the strategies that teachers apply in managing the classroom.

#### **4.2.2. Data Analysis Technique for the Interview**

In analyzing interview data obtained from students and teachers, researchers used a qualitative approach consisting of three stages, namely data reduction, data presentation, and conclusion drawing and verification. This process was carried out systematically to manage the information obtained from the field in order to answer the problem formulation appropriately. Data reduction is done by selecting answers that are relevant and directly related to the focus of the research, namely the level of student discipline in learning English and the strategies used by teachers in managing this discipline. Data that were irrelevant or did not support the focus of analysis were set aside. After that, the reduced data was organized and presented narratively to illustrate the patterns and trends of respondents' answers. In the final stage, the researcher drew conclusions based on the results of the data presentation, then verified the findings by comparing the results of interviews between respondents and linking them to the results of observations and theories in the literature review. This process ensures that the results obtained are valid, accountable and reflect the conditions in the field.

#### **4.2.3. The Research Findings Compared to the Latest Related Research**

The results of this study show that the level of student discipline during English lessons at SMP Negeri 3 Sogae'adu is very good. This can be seen from students' adherence to class rules, their involvement in learning, as well as positive attitudes towards the rules and strategies implemented by the teacher. The teacher strategies used, such as giving praise, personal approach, and involving students in maintaining discipline, proved effective in shaping an orderly and pleasant learning environment. This finding is in line with research conducted by Cambaya and Paglinawan (2023) which showed that the application of communicative discipline strategies and approaches that respect students are able to improve discipline and active participation in

language classes. They concluded that teachers' strategies that are flexible and based on positive emotional relationships are able to create a more effective learning atmosphere and minimal rule violations.

This study also supports the results of Putri's research (2021) which examined classroom management in English subjects in junior high schools and found that preventive and supportive approaches, such as ice breaking and verbal praise, encourage students to be more disciplined and motivated. Putri emphasized that teachers' involvement in understanding students' backgrounds greatly affects the effectiveness of classroom discipline. Furthermore, Rahmawati and Yulianto (2022) found that student involvement in designing classroom rules increased compliance with these rules. This finding is in line with the results of teacher interviews in this study, where teachers involve students in designing rules and giving responsibilities such as being group leaders or picket officers.

Thus, this study corroborates the results of previous research, as well as this study confirms the importance of positive relationships between teachers and students in building discipline, as well as the relevance of humanist and consistent strategies in English classroom management.

#### **4.2.4. The Research Findings Compared to Theories**

The results show that most students in the seventh grade of SMP Negeri 3 Sogae'adu show a very good level of discipline during English learning. They came on time, brought the required equipment, obeyed the class rules, and showed respect to the teacher. This finding is in line with Santrock's (2021) opinion that student discipline is not only influenced by internal factors such as motivation, but also a supportive social environment, including the role of teachers and peers. In this study, students responded positively to the teacher's strategies and felt the benefits of an organized and conducive classroom environment. Furthermore, Sugihartono et al.'s (2020) theory emphasizes that a

safe, comfortable and orderly classroom environment is the foundation for discipline. The research findings support this, where students claimed to feel comfortable during learning due to the condition of the classroom and the teacher's pleasant approach. Teachers act as classroom managers who create a structured and friendly learning atmosphere, in accordance with Marzano's theory (2021) which states that teachers need to apply clear and consistent rules to encourage disciplined behavior.

The teacher's approach in this study is also relevant to the views of Ryan and Deci (2020) who state that the application of positive discipline, such as giving praise and reinforcement, can increase students' intrinsic motivation. The strategies used by teachers such as giving praise, private discussions when students violate, and involving students in developing rules are part of the supportive approach suggested by Wolfgang & Glickman (2021). This has proven to be effective in shaping students' disciplinary attitudes in a natural and non-coercive manner. In addition, students' disciplinary behavior is also in accordance with Burden's (2020) preventive, supportive, and corrective theories. In practice, teachers at SMP Negeri 3 Sogae'adu apply preventive strategies such as conveying regulations at the beginning of the semester, supportive strategies by giving awards and praise, and corrective strategies in the form of verbal reprimands or personal approaches. This shows that these discipline management theories can be applied contextually and effectively in the English classroom. Thus, the results of this study are not only supported by the field findings, but are also consistent with various current educational theories that emphasize the importance of the teacher's role, the learning environment, and positive discipline approaches.

#### **4.2.5. The Research Findings Implications**

The results of this study have several important implications in the context of English language learning, particularly in managing student discipline at the junior high school level. First, the findings show that students tend to be more disciplined when teachers apply positive, fair and consistent approaches. This implies that English teachers need to continue developing classroom management skills that focus on student empowerment rather than punishment. Strategies such as praise, personalized discussions, and involving students in rule-making proved effective in creating an orderly and enjoyable learning environment.

Second, the results emphasize the importance of creating a comfortable and supportive classroom environment. This has implications for schools to provide clean, organized and distraction-free classroom facilities and support teachers in implementing communicative and humanist classroom management strategies. Third, from the students' perspective, these results show that discipline is not just a matter of following the rules, but is also closely related to learning motivation, responsibility and respect for the learning process. Therefore, the discipline approach should be directed at building students' character and social skills, not just controlling behavior.

Lastly, for researchers and education practitioners, these findings provide theoretical and practical contributions that can serve as a foundation for designing teacher training or curriculum development that is more responsive to students' needs in fostering discipline, particularly in English language learning at the junior high school level.

#### **4.2.6. The Research Findings Limitations**

This study was conducted carefully and followed appropriate qualitative procedures; however, several limitations must be acknowledged. First, the research was limited to a single school, SMP Negeri 3 Sogae'adu, focusing only on the seventh grade. This restricts the generalizability of the findings, as the results may not reflect conditions in other schools with different student characteristics and environments. Second, data were collected through observation and interviews within a relatively short time frame. This limited period may not fully capture the dynamics of student behavior and teacher strategies in broader or more varied contexts. Third, since the study used a qualitative approach, data interpretation relied heavily on the researcher's subjectivity. Although triangulation efforts were made using multiple instruments, the potential for bias remains, especially when interpreting students' attitudes or behaviors based on limited observations and narratives. Fourth, the interviews involved only one teacher and a number of students, so the perspectives presented may not entirely represent the full experiences of all English teachers or students in the class.

By acknowledging these limitations, future research is encouraged to include more schools, involve a larger number of participants, and apply stronger triangulation methods to enrich the findings and broaden the scope of analysis.