

## AN ANALYSIS OF STUDENTS' DISCIPLINARY IN ENGLISH TEACHING LEARNING PROCESS AT SEVENTH GRADE OF SMP NEGERI 3 SOGAE'ADU

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### ABSTRAK

Penelitian ini bertujuan untuk menganalisis tingkat disiplin siswa dalam proses pembelajaran bahasa Inggris dan strategi yang digunakan oleh guru dalam mengelola disiplin siswa di kelas tujuh SMP Negeri 3 Sogae'adu. Masalah disiplin siswa seperti kurangnya perhatian terhadap pelajaran, keterlambatan, dan kurangnya tanggung jawab dalam menyelesaikan tugas menjadi fokus utama penelitian ini. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengumpulan data melalui observasi, wawancara semi-terstruktur, dan dokumentasi. Subjek penelitian terdiri dari 18 siswa dan satu guru Bahasa Inggris. Hasil penelitian menunjukkan bahwa sebagian besar siswa memiliki tingkat disiplin yang baik, terlihat dari ketepatan waktu, kepatuhan terhadap aturan kelas, serta tanggung jawab dan partisipasi aktif dalam kegiatan belajar. Guru menerapkan tiga jenis strategi untuk menumbuhkan dan mempertahankan disiplin, yaitu strategi pencegahan (menetapkan aturan dan kebiasaan positif), strategi pendukung (memberikan teguran lembut, hadiah, dan empati kepada siswa), dan strategi korektif (menangani pelanggaran dengan pendekatan reflektif dan edukatif). Penerapan konsisten strategi-strategi ini, disertai dengan hubungan positif antara guru dan siswa, telah terbukti menciptakan lingkungan belajar yang nyaman dan aman yang mendukung pembelajaran bahasa Inggris yang efektif. Studi ini menyimpulkan bahwa disiplin siswa sangat dipengaruhi oleh strategi humanis dan komunikatif guru dalam manajemen kelas, yang memiliki dampak langsung pada keterlibatan siswa dan pencapaian belajar.

**Kata kunci:** *disiplin siswa, strategi guru, pembelajaran bahasa Inggris*

### ABSTRACT

This study aims to analyze the level of student discipline in the English learning process and the strategies used by teachers in managing student discipline in the seventh grade at SMP Negeri 3 Sogae'adu. Student discipline issues such as lack of attention to lessons, tardiness, and lack of responsibility in completing assignments are the main focus of this study. This study uses a qualitative descriptive method with data collection techniques through observation, semi-structured interviews, and documentation. The research subjects consisted of 18 students and one English teacher. The results showed that most students had a good level of discipline, as seen from their punctuality, compliance with class rules, and responsibility and active participation in learning activities. Teachers implement three types of strategies to foster and maintain discipline, namely preventive strategies (establishing rules and positive habits), supportive strategies (giving gentle reprimands, rewards, and empathy to students), and corrective strategies (dealing with violations with a reflective and educational approach). Consistent application of these strategies, accompanied by positive relationships between teachers and students, has been shown to create a comfortable and safe learning environment that supports effective English language learning. This study concludes that student discipline is greatly influenced by teachers' humanistic and communicative strategies in classroom management, which have a direct impact on student engagement and learning achievement.

**Keywords:** *student discipline, teacher strategies, English language learning*

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## INTRODUCTION

Discipline is a key element and the primary foundation for creating an effective and conducive learning environment. This aspect is inseparable from the educational process itself, as discipline encourages students to respect a set of rules, norms, and shared values, all of which form the basis for a successful learning process. A disciplined learning environment is not merely a silent classroom, but an ecosystem where mutual respect, sustained focus, and a smooth flow of instruction exist. Without managed discipline, the teacher's delivery of material will be hindered, discussions will lose direction, and learning objectives will be difficult to achieve. Ultimately, the highest goal of discipline is to cultivate self-awareness and internal responsibility, where students obey not out of fear of punishment, but because they understand the value of order and the importance of respecting the collective learning process (Sembiring et al., 2025).

Ideally, students in a learning context are expected to demonstrate high self-awareness, take personal responsibility for their learning process, and participate actively in class. This ideal scenario reflects students who are intrinsically motivated to learn. However, observations conducted in January 2025 at SMP Negeri 3 Sogae'adu showed a significant contrast between this ideal condition and the reality on the ground. During the implementation of English language learning in grade VII, several prominent discipline issues were identified. These problems include a lack of student concentration when the teacher is explaining, students frequently leaving the classroom without permission, and low motivation in completing assigned tasks. These behavioral issues collectively not only disrupt general class order but also directly reduce the effectiveness of material delivery and the achievement of English learning objectives.

Facing these disciplinary challenges, teachers have endeavored to implement various strategies aimed at improving the situation. These efforts include adjusting teaching methods to be more relevant to the needs and characteristics of grade VII students, as well as designing more engaging and participatory learning activities. Teachers took the initiative to not only focus on rigid rule enforcement but also to try to address the root problems, such as boredom or material difficulty, with more varied pedagogical approaches. Although the progress achieved was gradual and not instantaneous, there has been a noticeable improvement in student behavior and participation levels during the learning process. This indicates that the interventions made by the teachers have had a positive impact, although further in-depth analysis is still needed to find the most effective and sustainable strategies for classroom management.

The efforts made by these teachers in the field are actually in line with recent research findings that underscore the importance of the teacher's approach to classroom management. Ibrahimova (2025) specifically emphasizes that the teacher's attitude and behavior in the classroom serve as a direct model or example for students; a calm, fair, and enthusiastic attitude will be contagious to students. Meanwhile, a comprehensive meta-analysis by Johnson and Smith (2025) found that proactive classroom management—that is, establishing clear expectations and rules from the outset—is proven to significantly increase student engagement and reduce the frequency of undesirable behaviors. Furthermore, Tonni (2025) notes that students at a younger age level, such as grade VII students, require special approaches to maintain their motivation. This finding confirms that effective disciplinary strategies, which focus on motivation and positive relationships, are essential in English language teaching.

The noticeable gap between the desired learning environment—which is orderly, participatory, and focused—and the classroom reality still marked by discipline issues highlights the urgency of this research. Discipline is not merely a behavioral problem, but an



important factor influencing achievement (Yuliastina et al., 2024; Zaenuddin et al., 2025). Previous findings by Mudahogora and Malinge (2025) and Syaputra et al. (2024) indicate that inconsistent application of discipline has a clear negative impact on student learning outcomes. Conversely, when discipline is enforced consistently, fairly, and transparently, it can significantly improve academic achievement. This fact shifts the view that discipline is merely an administrative matter; discipline is a crucial pedagogical variable. Failure to manage classroom discipline effectively is essentially tantamount to reducing students' opportunities for academic success (Hikmaya et al., 2025; Istikomah et al., 2024; Juntak et al., 2024).

The context of this research becomes even more important considering the subjects are grade VII students. Students at this level are in a critical transition and adjustment process, moving from the elementary school environment to a junior high school environment with new rules and higher academic expectations. Understanding their discipline patterns during this adaptation phase is crucial for educators. Moreover, the focus on the English language subject also adds a layer of complexity, given that a foreign language often presents its own motivational challenges for students. Therefore, this study seeks to provide new insights by not only focusing on student behavior, but also by deeply analyzing the students' discipline levels and the specific strategies used by teachers to maintain order in English language learning.

The novelty or innovation of this research lies in its dual analysis: mapping the students' discipline levels while simultaneously identifying the effectiveness of teacher strategies in the specific context of grade VII at SMP Negeri 3 Sogae'adu. This research is expected to provide new practical insights for educators in designing more effective and student-oriented discipline approaches. The findings from this study are hoped to become a foundation for shifting from a reactive (punitive) approach to a proactive (motivation-building) one. By understanding what works and what does not in a real classroom context, teachers can create a classroom atmosphere that is not only orderly, but also positive, supportive, and productive, so that the objectives of English language learning can be optimally achieved.

## RESEARCH METHOD

This research was designed using a descriptive qualitative approach, aiming to deeply analyze student discipline and the various strategies implemented by teachers in managing it. The research context focused specifically on the English language learning process in seventh-grade students at SMP Negeri 3 Sogae'adu. The fieldwork was scheduled for two separate periods to ensure sufficient and comprehensive data collection. The first observation period was conducted from January to February 2025. This was followed by a second period, from April to May 2025. All observations and data collection were conducted intensively within the school's English language learning environment. This descriptive qualitative approach was chosen because it allowed the researcher to capture, understand, and describe classroom interactions and discipline management practices in detail and naturally within their actual context.

The data sources in this study were categorized into two types: primary and secondary. Primary data were obtained directly from the core participants, consisting of the seventh-grade English teacher and the seventh-grade students themselves. Meanwhile, secondary data were collected from relevant official school documents and direct classroom observations. To collect the data, the researchers used several pre-prepared research instruments. These included observation sheets, interview guides, and documentation checklists. The observation sheets specifically focused on recording student discipline behavior during English lessons. The interview guides were used to guide the process of collecting data from teachers and students regarding factors influencing discipline and specific strategies used by teachers in managing it.

The data collection procedure was implemented through three main stages. The first stage was preliminary observation to identify emerging discipline issues. The second stage was followed by in-depth interviews and ongoing classroom observations to explore the causes and existing strategies. The third stage was data validation through triangulation techniques between observations, interviews, and supporting documents such as lesson plans and attendance lists. The collected data were then analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2014). This analysis process included data reduction, which involved selecting and categorizing relevant information related to student discipline. The data was then presented in descriptive narrative form to reveal patterns and themes, before conclusions were drawn or verified. All research activities were carried out in compliance with ethical principles, namely by obtaining official permission from the school and guaranteeing the confidentiality of the identity and information provided by the participants.

## **RESULTS AND DISCUSSION**

### **Result**

#### **1. Observational Findings on Student Discipline Implementation**

Intensive observations conducted in the seventh-grade class of SMP Negeri 3 Sogae'adu between April and May 2025 revealed a very positive picture of the students' discipline level during the English learning process. The study focused its observation on six crucial aspects. The first two, compliance with class rules and adherence to teacher instructions, demonstrated a high level of observance. It was found that the majority of students had cultivated the habit of arriving on time before the lesson began. Moreover, the rule prohibiting the use of mobile phones during class hours was fully adhered to without requiring strict supervision. Students also responded promptly to the English teacher's instructions, whether asked to form groups, switch activities, or maintain cleanliness. This compliance created an efficient learning flow and reduced unnecessary transition times. Collective discipline in maintaining the learning environment's cleanliness was also well-observed, with students independently ensuring their study areas remained tidy as a form of shared responsibility.

The other four aspects—task responsibility, active participation, time management, and social interaction—also yielded satisfactory results. In terms of responsibility, task documentation indicated that students submitted their work according to the established deadlines. Active participation was a prominent finding; students did not hesitate to ask, answer questions, or engage in group discussions using English, demonstrating high learning enthusiasm. Students' in-class time management also proved efficient; they focused on the assigned tasks and did not waste time on activities outside the learning context. Lastly, social interaction among students was highly positive. It was observed that students respected one another, used polite language during discussions, and no disruptive behaviors were found. Based on the overall assessment rubric used, the level of student discipline in the English learning process at this school was convincingly in the "Good" category, creating a supportive and orderly learning environment.

#### **2. Student Perceptions of Discipline Implementation in Class**

In-depth interviews with eighteen seventh-grade students revealed uniform and highly positive perceptions of the disciplinary rules implemented by the English teacher. Students did not view the class regulations as a burden or a rigid restriction. On the contrary, they collectively agreed that the existing rules, such as the prohibition on using gadgets or the requirement to be punctual, were highly beneficial and fairly enforced for everyone. Students internalized the punctuality rule not as a threat of punishment, but as a tangible form of personal responsibility and a manifestation of their respect for the teacher and their classmates. Furthermore, students

felt that the disciplinary actions taken by the teacher for violations were educative rather than punitive. The teacher tended to provide reprimands privately or engage in reflective discussions. This made students feel valued and understand their mistakes without feeling publicly humiliated, thereby building psychological safety in the class.

The positive impact of this discipline implementation was felt directly by students in their learning process. The students reported that the orderly class atmosphere and clear rules helped them to focus more on absorbing the English material. When there were no external distractions, their concentration increased significantly. They also reported feeling more enthusiastic about following the lessons, which was attributed not only to discipline but also to the teacher's teaching methods, which were perceived as engaging and supportive. The positive class atmosphere, where discipline was enforced humanely, made students feel comfortable and unafraid of making mistakes while learning. This discipline was also acknowledged as significantly helping them manage their time better. Ultimately, the students agreed that the discipline consistently implemented by the English teacher contributed directly to more effective material comprehension and their overall learning progress.

### **3. Teacher Strategies in Discipline Management and Their Implications**

Interview results with the English teacher confirmed that discipline management in the seventh-grade class was conducted through a comprehensive strategic approach, encompassing three main pillars: prevention, support, and correction. The prevention strategy was implemented collaboratively; at the beginning of the semester, class rules were not set unilaterally by the teacher. Instead, the rules were discussed and agreed upon with the students, fostering a sense of shared ownership. Clear communication regarding behavioral expectations served as its primary foundation. The support strategy was applied continuously through giving specific praise for students' positive behaviors and providing emotional reinforcement to build supportive relationships. Meanwhile, the correction strategy focused on preserving the students' dignity. When a violation occurred, the teacher opted for a private discussion with the concerned student, rather than administering punishment or reprimands in front of the class, which could potentially cause embarrassment.

The implications of implementing this combination of strategies were highly significant for shaping student behavior. The teacher reported that this method proved highly effective in fostering a sense of responsibility derived from the students' internal awareness, rather than from coercion or fear of sanctions. Students became more motivated to learn and demonstrated sincere respect for the teacher and their peers. The research findings successfully synthesized data from all three sources. What the teacher reported regarding her strategies aligned with what the students perceived regarding the fairness and benefits of the rules. Both of these aspects were subsequently validated by the field observation data, which showed high disciplinary behavior. Overall, the consistent, positive, and humane implementation of discipline at SMP Negeri 3 Sogae'adu has successfully created a harmonious, orderly, and highly conducive learning ecosystem for English language instruction.

### **Discussion**

The main findings from field observations, which indicate high student compliance with class rules and their active participation, provide empirical validation for the importance of effective classroom management. Student adherence to rules, such as punctuality and the prohibition of gadget use, as well as active participation in English discussions, directly contributes to the creation of an efficient learning flow. These results are highly consistent with research conducted by Cambaya and Paglinawan (2023), who found that communicative and respectful discipline strategies have a direct positive correlation with increased student engagement. When students feel valued, their tendency to violate rules decreases drastically.

The compliance observed in this study, based on an orderly environment, reflects that discipline management is not merely about control, but about facilitating meaningful engagement in the English learning process (Jannah et al., 2024; Juntak et al., 2024; Zaenuddin et al., 2025).

Student perceptions, revealed through interviews, reinforce the observational findings. Students collectively do not view disciplinary rules as a burden, but rather as a fair and beneficial mechanism to support learning focus. The crucial aspects are the perception of fairness and an educative, rather than punitive, approach. The teacher, who chose private reflective discussions over public reprimands, successfully built psychological safety (Helm et al., 2023; Sari et al., 2025). This confirms the findings of Putri (2021), who highlighted the importance of a supportive approach in building internal motivation. Furthermore, the teacher's strategy of integrating specific praise and positive interaction aligns with what was identified by Rahmawati and Yulianto (2022). They argue that involving students in rule-setting, combined with positive reinforcement, results in stronger internalization of discipline, where students obey rules out of understanding, not coercion.

The discipline management method applied by the teacher at SMP Negeri 3 Sogae'adu accurately reflects the comprehensive theoretical framework proposed by Burden (2020). This framework categorizes classroom management into three dimensions: preventive, supportive, and corrective. The preventive strategy in this study was realized through collaboratively established class rules between the teacher and students, which fostered a sense of shared ownership. The supportive strategy was consistently implemented through giving specific praise and emotional reinforcement to build positive relationships (Simangunsong & Habeahan, 2025; Tumirah et al., 2025; Umiati et al., 2024). Finally, the corrective strategy, focusing on private discussions during violations rather than public punishment demonstrates an effort to maintain student dignity. The successful implementation of these three pillars in an integrated manner shows an effective practical application of Burden's (2020) theory in creating a learning environment that is orderly yet humane.

The psychological impact of this disciplinary approach is highly significant and aligns with theories of motivation and development. The positive behavior and high learning enthusiasm shown by students support the Self-Determination Theory popularized by Ryan and Deci (2020). This theory posits that intrinsic motivation—the desire to learn from within—increases when the basic psychological needs for competence, autonomy, and relatedness are met. The positive reinforcement and emotional connection built by the teacher directly facilitate these needs. Moreover, the students' perception of feeling comfortable and not afraid of making mistakes, despite being under strict rules, affirms the views of Santrock (2021). Santrock (2021) notes that a supportive environment, where students feel psychologically safe, is a fundamental prerequisite for academic growth and the internalization of discipline, transforming compliance into personal responsibility.

The findings of this research also provide strong confirmation of Marzano's (2021) view on the importance of rule consistency and clarity of behavioral expectations as the primary keys to maintaining class order. Observations showing high student compliance, even without strict supervision, are direct evidence of the effectiveness of rules that are clearly communicated and consistently applied. This clarity reduces ambiguity and allows students to manage their own behavior effectively (Dinata & Suningsih, 2025; Susamta & Mahmudah, 2021). Furthermore, the creation of a conducive learning environment, where students report increased focus and concentration, reinforces the argument of Sugihartono et al. (2020). They state that safety and order in the classroom are not the end goals, but rather the essential foundation that directly enhances concentration and, in turn, positively impacts overall student learning outcomes.

Based on the synthesis of findings, discipline in the context of English learning at SMP Negeri 3 Sogae'adu transcends the mere meaning of adherence to rules. Discipline here has transformed into the development of personal responsibility, cooperation, and mutual respect. The teacher's consistency in applying humanistic and communicative strategies has been proven successful in helping students internalize discipline as a personal value, not as a response to external coercion. This positive approach is not only effective in controlling behavior but also simultaneously enhances intrinsic motivation and learning achievement. The practical implication is that teachers are encouraged to continue maintaining fairness, consistency, and positive reinforcement (Deci & Ryan, 2015; Karmila & Rohmah, 2024). The school also has a vital role in supporting teachers by providing a conducive learning environment and promoting the practice of collaborative rule-making as an institutional policy (Arini et al., 2025; Nurhasanah et al., 2024; Wahyuddin, 2021).

It is important to acknowledge the limitations inherent in this research. The study was conducted with an in-depth focus but was limited to one specific school and one specific class, namely the seventh grade at SMP Negeri 3 Sogae'adu. Additionally, the relatively short data collection period, between April and May 2025, limits the scope of the findings' generalizability. The positive results observed may be strongly influenced by the unique school culture or the specific characteristics of the teacher and students involved. Therefore, these findings cannot be immediately extrapolated to other school contexts. Future research is advised to address these limitations by involving larger and more diverse samples. Comparative studies exploring data from several schools with different characteristics would be highly beneficial for providing broader and more comprehensive insights into the implementation of student discipline in English language learning.

## **CONCLUSION**

Based on the results of observations and interviews with students and English teachers in the seventh grade at SMP Negeri 3 Sogae'adu, this study concludes that student discipline during English lessons is generally at a good level. Most students demonstrate positive discipline through punctuality, good preparation, compliance with class rules, and respect for teachers and classmates. This attitude reflects students' understanding of the importance of discipline in creating an effective learning atmosphere and in improving their understanding of English material. In addition, the teacher's strategies for managing discipline, which include preventive, supportive, and corrective approaches, have proven effective in creating a conducive and orderly classroom environment. Preventive measures such as establishing clear rules and expectations from the outset, supportive actions through motivation and positive reinforcement, and corrective measures with fair and educational consequences have created a balance between control and empathy. The teacher's consistency and fairness also strengthen students' trust and motivation to comply with the rules voluntarily.

With a deeper interpretation, this study reveals that discipline is not only about compliance, but also about developing students' sense of responsibility, respect, and self-control values that support holistic character building. The implications of these findings suggest that classroom discipline can be effectively maintained through communicative interaction, mutual respect, and emotionally supportive relationships between teachers and students. Going forward, these findings have the potential to be developed into practical training modules or classroom management models for English teachers, with an emphasis on preventive and humanistic discipline strategies. Future applications could explore the integration of digital or collaborative learning approaches to further enhance student engagement and discipline in the English language learning process.

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