The Effective Commands Used By The Teacher During English Teaching in Managing Students with Disruptive Behavior

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Abstrak

Perintah adalah alat penting untuk manajemen kelas yang digunakan oleh guru untuk mengarahkan siswa untuk memulai dan mengakhiri kegiatan. Penelitian deskriptif kualitatif ini bertujuan untuk mengidentifikasi jenis-jenis perilaku mengganggu siswa yang ditemukan di SD Lab Undiksha Singaraja khususnya di kelas lima, mengidentifikasi jenis-jenis perintah efektif yang diberikan oleh seorang guru bahasa Inggris dan menganalisis bagaimana perintah efektif diberikan kepada siswa dengan perilaku mengganggu. . Penelitian ini merupakan penelitian studi kasus. Pengumpulan data dilakukan melalui observasi, angket, dan wawancara. Hasil penelitian ini menunjukkan bahwa perilaku mengganggu siswa di SD Lab Undiksha Singaraja tergolong dalam kategori belum dewasa seperti berbicara dengan temannya, tidak memperhatikan guru dan pelajaran, berjalan di sekitar kelas, dan membuat kegaduhan. Untuk mengatasi perilaku mengganggu siswa, guru menggunakan beberapa jenis perintah. Ada lima jenis perintah Efektif seperti Perintah interogasi, Perintah jangan, Perintah tidak langsung, Perintah biasa dan Perintah lainnya. Perintah tersebut merupakan perintah yang efektif karena ada kepatuhan dan respon dari siswa.

Kata Kunci: Perintah, Perintah Efektif, Perilaku Mengganggu.

Abstract

Commands are a crucial tool for classroom management used by the teacher to direct the students to start and end the activities. This qualitative descriptive research was aimed at identify types of students' disruptive behavior that found at SD Lab Undiksha Singaraja especially in fifth grade, identify types of effective commands are given by an English teacher and analyze how the effective commands are given to students with disruptive behavior. This study was a case study research. The data were collected through observation, questionnaire, and interview. The result of this study showed that students 'disruptive behavior at SD Lab Undiksha Singaraja classified as The Immature category such as talking with their friend, paying no attention to the teacher and lesson, walking around the class, and making a noise. To overcome students' disruptive behavior, the teacher was used several types of commands. There were five types of Effective command such as Interrogation command, Don't command, Indirect command, Regular command and Other command. Those commands were effective commands because there was compliance and response from the students.

Keywords: Commands, Effective Commands, Disruptive Behavior.

1. INTRODUCTION

Commands are a crucial tool for classroom management used by the teacher to direct the students to start and end the activities. According to Bertsch, Houlihan, Lenz, & Patte (2009), there are eight types' of command namely: namely (1) *interrogation commands*, (2) *question commands*, (3) *regular commands*, (4) *indirect commands*, (5) *stop commands*, (6) *don't commands*, (7) *negative commands*, *and (8) others commands*. Interrogation commands are a statement in the form of a question that only appropriate response through verbal, e.g.*"How old are you?"*. Question commands are a statement in the form of questions which is expected to be respond motorical, it also can respond verbal but it is inappropriate, e.g.*"Would you close the door?"*. Regular commands are commands that is stated directly, e.g*"Come here", "Sit down please!".* Indirect commands are suggestions to respond through motorical or verbal, e.g *"Those cookies are for later"*. Stop commands are commands that used the word "stop" to stop the activities e.g. *"Stop yelling!"*. Don't commands are

commands in a negative expression by using the word "Don't" to end an ongoing activity or avoid something in the future, e.g. *'Don't run'!*. Negative commands are a command that given without using the word *"stop"* and *"don't"* to end the activities, e.g. *'Quit yelling'* and, Others commands are command that sometimes consisting of two or more types of commands e.g. *'why don't you just stop it'*. In addition, Bertsch et al., (2009) concluded that the type of commands that used by the teacher is an important aspect in relation to the students' behavior in the class. The use of effective command is expected to help the teacher to create and maintain conducive environment for the learning process as well as in handling and minimize students' disruptive behavior in the classroom. According to Matheson & Shriver (2005), defined effective command based of its effect on students' behavior. It can be said as effective if the students could change their behavior from a disruptive student to a good student, respond from students' behavior not more than five seconds after being given the commands and the level of students' compliance.

According to Bunch-crump & Lo (2017), disruptive behavior defined as behaviors that interfere with teaching or learning for example students were talking to peers in class, disobedience to teachers, etc. Disruptive behavior in schools has been a source of attention for school systems for several years (Vernessa Evans, 2016). Disruptive behaviors can lead to negative outcomes for students (Lum, Tingstrom, Dufrene, Radley, & Lynne, 2017). Negative outcomes could arise for students such as low student achievement, poor social interaction of students with teachers and classmates. Therefore, students can be ostracized. In general, disruptive behavior of students caused by several factors, both from individuals and from the environment

Based on Seeman (2010), there are five categories of students' disruptive behavior namely, a mountain climbers, the well to do, the game players, the immature, and the learning disable. The mountain climbers are disruptive behavior of students caused by the differentiate of English language ability that students' have. Some of the students consider English is not important. Therefore, students still used bilingual language which causes students to have language difficulties in the learning process. For example: whispering to friends, giving notes to consult about lessons when the teacher explains because they do not understand the mean of teacher or instructions that the teacher gives when the learning process. Then, The well to do is the term students' disruptive behavior caused by the differentiated economy, such as students who have economics upward can cause disruptive behavior in the classroom. For example : the students use gadgets during the learning process.

Furthermore, The game players is the disruptive behavior of students caused by the bad relationship between the teacher and students, so students violate instructions made by the teacher. For example: students cheating a friend's work. Moreover, The immature is the disruptive behavior of students caused by attitudes of students who are less mature and students who have difficulty in learning. Therefore, Students' intellectually and/or emotionally decreases which caused students are not enthusiastic to participate in the classroom. That give an impact to behavior of students such as do not pay attention to teacher; students say rude words and record inappropriate things. Then, The Learning disabled are the disruptive behavior of students caused by the psychologies of students such as physical disabilities that can interfere with the learning process in the classroom. For example: Students not easily regulated, and lack of hearing In oder to overcome students' disruptive behavior, the used of effective commands by the teacher in the classroom was very important. Teacher should be master in understand the types of effective commands to make it easier to handle students' behavior. Therefore, this study focused on identifying types of students' disruptive behavior that appeared at SD LAB Undiksha Singaraja especially in fifth grade, identifying types of effective commands used by English teachers at SD LAB

Undiksha Singaraja, and analyzing how effective commands used by the teacher to overcome students with disruptive behavior at SD LAB Undiksha Singaraja.

2. METHOD

This study was used descriptive qualitative method. According to Nassaji (2015), descriptive qualitative method is a method of research that attempts to describe the research's subject or objects in accordance with reality. The subject of this study were an English teachers and students with disruptive behavior while the object in this study was the commands that used by an English teacher to overcome students' disruptive behavior. This study has conducted in Buleleng Sub-district, precisely at SD Lab Undiksha Singaraja in fifth grade. Moreover, to collect the data the researcher was used some instruments those were: Observation, Questionnaires, and Interview guide but before the researcher used the instrument, it has consulted with experts, and then instrument has tested to the experts. The instrument test aimed to validate the instruments that used to make data collection in line with the purpose of this study. Furthermore, data that collected, it analyzed qualitatively by looking for the types of effective commands used by the teacher in general and for handling students with disruptive behavior. According to Miles and Huberman (1994), qualitative analysis included three process namely data reduction, data display, data conclusion and verification. Therefore, the overall results of this study were discussed descriptively and presenting.

3. RESULT AND DISCUSSION

Result

After doing observation, questionnare and interview. There were several types of effective commands that used by the teacher to overcome students' disruptive behavior. The result in the field could be seen below.

Table 1. The Distribution Data

Meeting	Types of Disruptive Behavior	Description of Disruptive Behavior	Types of Effective Commands	Description of Effective Commands	Frequency
(1)	(2)	(3)	(4)	(5)	(6)
Meeting 1	The Immature	1. Students made a noise in the classroom	Interrogation Command	1. N2, my sister son is? 2. N3, my uncle son is? 3. N4, you did not pay attention	3
		2. Students talked with his seatmate	Other command	N5	1
		3. Students did not pay attention to the teacher	Regular Command	1. Back to your seat N6 2. N7, Back to your group 3. Get out N8	3
		4. Students played a ruler			
		5. Students			

Meeting	Types of Disruptive Behavior	Description of Disruptive Behavior	Types of Effective Commands	Description of Effective Commands	Frequency
(1)	(2)	(3)	(4)	(5)	(6)
		sat down on the teacher's chair 6. Students walked to other group			
Meeting 2	The Immature	1. Students made a noise in the classroom. 2. Student did not pay attention to the lesson	Regular Command	1. N2, please be quite 2. Now, you have to listen to arya	2
			Other Command	1. N9 2. N10	2
			Interrogation Command	1. N11, who is discribe by rama? N12,N10,N13,N6,N2 2. N2, how is sadu's body as discribe by dwaraka? 3. N5, how is sadu's body as discribe by dwaraka? 4. N14 , how is sadu's face as discribe by dwraka?	4
Meeting 3	The Immature	1. Student talked with her friend 2. Students made a noise in the classroom and did not pay attention 3. Student tried to cheat his friend on quiz time	Interrogation Command	1. N12, what are you doing? 2. N15, what are you doing? 3. N12, why you are cheating on belle?	3
			Indirect Command	Just listen to your friends because next i will give you question about your friend describe	1
			Other Command	1. Be quite, just raise your hand 2. N16 be quite with put her index finger on her lips 3. One..two..three....four... five	3
Meeting 4	The Immature	1. Student did not pay attention to	Regular Command	1. N17 , raise your hand 2. come on N2 3. Clean the whiteboard	3

Meeting	Types of Disruptive Behavior	Description of Disruptive Behavior	Types of Effective Commands	Description of Effective Commands	Frequency
(1)	(2)	(3)	(4)	(5)	(6)
		the teacher and lesson 2. Students played the tissue 3. Student walked to other group 4. Students made a noise 5. Students disturb their friend.		please! (N4)	
			Don't Command	N17, don't play with the tissue	1
			Other Command	1. N18 2. N20, N21 3. N17, one..two.. 4. Okay, just put your book in your bag. All of you..one..two..three..four..	4
			Interrogation Command	N17, are you finish study?	1
Meeting 5	The Immature	1. Students made a noise and stand up when the lesson will start 2. Student talked with his friends 3. Student did not pay attention to the lesson 4. Student played with her friend	Regular Command	1. Okay, Sit down please 2. N22, go to write the question 3. N6, just be quite	3
			Other Command	1. N17 2. Hello3x	2
			Interrogation Command	1. Okay, N4 what are the types of transportation? 2. N23, what I told you to make?	2
Meeting 6	The Immature	1. Student talked with his friend 2. Student did not pay attention 3. Students made a noise	Regular Command	1. be quite N24 and put her index finger on her lips 2. Hey-hey, be quite please N22	2
			Other Command	1. N17 2. The teacher put her index finger on her lips and said listen to Rian	2
			Interrogation Command	N2, what is number two?	1
			Total		**43**

NB: N is number of students

Based on table above, it showed that the types of students' disruptive behavior appeared at SD Lab Undiksha Singaraja especially in fifth grade such as talking with their friends, making a noise, paying no attention to the lesson or teacher, playing with their friends, playing with their stationary (pen ,pencil, ruler, eraser, and etc.), sitting on the teacher's chair, cheating their friend on quiz time, and walking around the class. Those types of Disruptive Behavior classified as The Immature category. It was in line with one of the categories of theory Semman (2010). In addition, students' disruptive behavior at SD Lab Undiksha Singaraja was arised because attitudes of students who were less mature.

Furthermore, types of students' disruptive behavior at that school were in line with Harmer' opinion as cited in Khasinah (2017) that said disruptive behavior in young students could be incredibly noisy and unruly. In addition, students' disruptive behavior that was arised at SD Lab Undiksha Singaraja had in common with the result of research conducted by Antika (2016) which was one of disruptive behavior that was arised was The Immature. For example, the results of these studies showed the disruptive behavior of students such as busy doing activity unrelated with lesson during the learning process by taping something like pen or pencil. It same behavior that showed at SD Lab Undiksha Singaraja where students did not pay attention to the lesson or teacher because they played with their stationary. Moreover, types of students' disruptive behavior at that school had similarity with the result of research conducted by Ghazi et al.,(2013) which stated students' disruptive behavior such as chatting with one another during learning, playing with (hands, feet, pen etc), ignoring the teacher's disrections and shifting from one chair to another. It also line with the result of research conducted by Andriawan et al., (2017) which in their study state that students who talking without permission, out of seat, shouting, throwing object and attention seeking was also included the types of students' disruptive behavior. It same behavior showed at SD Lab Undiksha Singaraja such as talking with their friends, playing with their stationary, paying no attention to the lesson or teacher and walking around the class.

Discussion

Therefore, to overcome students' disruptive behavior at SD LAB Undiksha Singaraja especially in fifth grade. The teacher was using several types of commands. There were five types of effective commands such as Interrogation commands 14 times effective with the expression *"N2, my sister son is?", "N3, my uncle son is?", "N4, you did not pay attention", "N11, who is describe by rama? (N12, N10,N13,N6,N2)", "N15, what are you doing?" and etc*. Regular commands 13 times effective with the expression *"N7, Back to your group", "N2, please be quite", "N17, raise your hand", "Come on N2", 'N6, just be quite", 'Be quite N24", and etc*. Other commands 14 times effective with the expression *"N5", "N9", "N10", "N16, be quite with put her index finger on her lips", "N17, one..two..three..", and etc*. Don't commands 1 time effective with the expression *"N17, don't play with the tissue"*. Then, Indirect commands 1 time effective with the expression "*Just listen to your friends because next i will give you question about your friend describe"*. Those commands was in line with the theory from Bertsch et al., (2009). The reason why Interrogation command mostly used by the teacher because in every meeting the student often made a noise during the lesson such as they talked with their friend or they played with their stationary (pen, pencil, rule, and etc) which caused student did not pay attention to the lesson. Therefore, the teacher mostly used Interrogation command with the expression *"N4, you did not pay attention", "N11,who is describe by rama? N12,N10,N13,N6,N2", "N2,how is sadu's body as describe by dwaraka?" etc*. Then, commands were rarely used by the teacher such as Indirect command and Don't command. The reason why the teacher was rarely used those command because students could not told rapidly by using Regular command or Other command and the student rarely carry the tissue. Therefore, they rarely played with it and the

teacher was rarely used Don't command with the expression "*N17, don't play with the tissue*". According to Matheson & Shriver (2005), effective command was command that could be seen from the changed behavior of students or respond from students' behavior not more than five seconds after being given the commands and the level of student compliance. Therefore, Interrogation commands was effective commands because this command was in line with theory Matheson & Shriver (2005) and often pointing out the subject directly. Because of that, this command followed by the students and changed the students' disruptive behavior. For example, the students did not pay attention to the teacher because they talking with their seatmate or playing their stationary, then the teacher gave the students command with the expression *"N2,my sister son is?", "N3, my uncle son is?", and "N4,you did not pay attention"*, after the teacher gave that command, the students gave respons verbally and the students stopped the disruptive behavior. So, this command categorized as Effective command.

It was supported by the result of interview, the teacher preferred to use Interrogation command because by using this command in the form asking question that interrogated the students could be effective rather than other commands that was why the teacher preferred to use this commands when she could not handle the students by using other commands. For example, when the teacher used Negative command with the expression *"N17, just close your mouth N17"* to make students silent but students' disruptive behavior does not changed. Next, Regular command categorized as Effective command because this command was in line with theory Matheson & Shriver (2005) and sometimes often pointing out the subject. Therefore, the students followed that command and changed their's disruptive behavior. For example, the students walked around the class, then to overcome students' disruptive behavior the teacher gave the students command with the expression*" N7, back to your group"* which made the students know that he told to back to his group and changed his behavior through motorically. Another example, when the teacher said *"N6, just be quite", "Be quite N24", "hey..hey.. be quite N22"* to make students stopped to talk with their friends and focussed on learning.

Then, Other command was effective commands because this command was in line with theory Matheson & Shriver (2005), therefore the students followed the command and changed their's disruptive behavior. For example, when the students did not pay attention to the lesson and talked with their friends, then the teacher gave the students command by calling students' name with the expression *"N5"," N9", "N10",* after the teacher gave that command, the students gave respons and changed their' disruptive behavior. So, this command categorized as Effective command. Furthermore, Don't commands categorized as Effective command because this command also was in line with theory Matheson & Shriver (2005) and pointing out the subject directly. Therefore, the students followed that command and changed their's disruptive behavior . For example, when the students played the tissue which made the students dis not pay attention to the teacher then teacher use don't in the form of negative expression by using the word "don't" with the expression "*N17, don't play with the tissue*. After the teacher gave that command, the students stopped the disruptive behavior and focussed on learning.

Moreover, it could be supported from result of research conducted by Berube (2019) where the child showed compliance after being given "don't command". The word "don't" related to the prohibition command, then bring up negative emotions where the child can associate negative emotions with consequences. Therefore, it made students more responsive where the command seems more important to obey. Moreover, the use of don't command (prohibitive) in these previous studies was fewer than using other command, that also found in the result of this research. Teacher at SD Lab Undiksha Singaraja used "don't command" only one time and students obeyed this command that means there was changed behavior of

students or students' compliance. Therefore, it could be said that "don't command" categorized as Effective command. The last, Indirect commands was effective command because there was compliance of students which one the students changed their' disruptive behavior. It was in line with theory Matheson & Shriver (2005). For example, the students made noise in the classroom and did not pay attention to the lesson. The to overcome students' disruptive behavior, the theacher used Indirect comand in form of suggestion with the expression *"Just listen your friendsbecause next i will give you question about your friend describe"* to make the students keep silent and paying attention to te lesson. Then, after the teacher gave that command, the students' disruptive behavior changed where students pay attention to the lesson and did not make noise. Therefore, indirect command also categorized as Effective command. It could be conclude that those five types of commands were effective commands because there were changed students' disruptive behavior from disruptive students to good students, there was reponds from students and there was compliance of students.

4. CONCLUSION

Reffering to the finding and discussion above. It can be conclude that, Students' disruptive behavior at SD Lab Undiksha Singaraja especially in fifth grade classified as The Immature category which was line with the theory of Seeman (2010). The examples of Students' disruptive behavior at SD Lab Undiksha Singaraja such as talked to their friends, did not pay attention to the lessons, made noise ,walked around the class, played with their stationary, and played with their friends. Then, to overcome students' disruptive behavior an English teacher at SD Lab Undiksha Singaraja used five types of effective command such as Interrogation command 14 times, Regular command 13 times, Other command 14 time, Don't command 1 time, and Indirect command 1 time. Those command could be said effective command because it was line with theory Matheson & Shriver (2005), where any respond from students such as answered command or did that command (obedience from students) and there was changed behavior of students after teacher gave the command. In addition, those command often pointing out the subject directly.

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