



The Effective Commands Used by the Teacher in English Teaching at SMP Lab Undiksha

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Abstrak

Penelitian ini bertujuan untuk mengidentifikasi jenis-jenis perilaku mengganggu, mengidentifikasi jenis-jenis perintah yang diberikan oleh seorang guru bahasa Inggris, dan menganalisis bagaimana perintah yang efektif diberikan kepada siswa dengan perilaku mengganggu di SMP Lab Undiksha Singaraja. Penelitian ini merupakan penelitian studi kasus. Metode yang digunakan dalam penelitian ini adalah metode kualitatif deskriptif. Data dikumpulkan melalui pengisian lembar observasi, penyebaran kuesioner, dan wawancara kemudian dianalisis oleh peneliti sehingga peneliti dapat menarik dan mengintegrasikan ide untuk membuat kesimpulan. Hasil penelitian ini mengungkapkan bahwa perilaku disruptive siswa yang muncul selama proses belajar mengajar dapat dikategorikan sebagai *The Immature*, *The Well to Do*, *The Mountain Climber* dan *The Game Player*. Dalam mengatasi perilaku mengganggu tersebut guru menggunakan beberapa jenis perintah seperti Perintah Lainnya, Perintah Jangan, Perintah Reguler, Perintah Pertanyaan, Perintah Tidak Langsung, Perintah Interogasi, Perintah Berhenti, dan Perintah Negatif. Dari perintah tersebut, tiga belas kali perintah yang muncul dikategorikan efektif.

Kata Kunci: Perilaku mengganggu, Perintah Guru, Perintah Efektif.

Abstract

This study aimed to identify the types of disruptive behavior, identify the types of commands given by an English teacher, and analyze how the effective commands are given to students with disruptive behavior at SMP Lab Undiksha Singaraja. This study was a case study research. The method used in this study was descriptive qualitative method. The data were collected through filling observation sheet, distributing questionnaire, and conducting interview then analyzed by the researcher so that the researcher was able to draw and integrate ideas to create the conclusion. The result of this study revealed that students' disruptive behavior that appeared during the teaching and learning process could be categorized as *The Immature*, *The Well to Do*, *The Mountain Climber* and *The Game Player*, furthermore. In overcoming those disruptive behaviors the teacher used several types of commands such as *Others Commands*, *Don't Commands*, *Regular Commands*, *Question Commands*, *Indirect Commands*, *Interrogations Commands*, *Stop Command*, and *Negative Commands*. From those commands, thirteen times commands that appeared were categorized effective.

Keywords: Disruptive behavior, Teacher's Commands, Effective Commands.

1. INTRODUCTION

Commands are one of the tools that crucial for classroom management to control the students. Teacher's command is part of the interaction that the teacher does to manage the class. In building a comfortable classroom atmosphere, it is necessary to have orderly activities, which of course orderly activities created by the command from the teacher. Bertsch et al., (2009) state there are several commands in their form, 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) other types of instructions. Interrogations commands are a type of command in the form of questions that produce an appropriate response by the child verbally, for example, "Where do you come from?". Questions commands are statements in the form of questions that expect motoric responses, although sometimes they can be responded verbally, but not according to what they should be, for example 'Would you close the door? '. Regular commands are commands that are

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usually said directly, for example 'come out!'. Furthermore, indirect commands are suggestions to be responded to both in motion and verbally but not in the form of questions, for example "Those books can be read now". Stop commands are instructions for stopping or completing an activity that is being carried out, usually with the words 'stop'. Next related to don's commands are comments that are similar to stop commands but in negative expressions to end an ongoing activity or avoid something in the future, for example 'don't be noisy. Negative instructions are instructions used to complete an activity, but without using the words 'stop' or 'don't'. Furthermore, other types of instructions are not included in the type of instruction or like "why do you always disturb your friends".

According to [Matheson & Shriver \(2005\)](#), a command can be seen to be effective depending on the level of students' compliance and disruptive competition behavior decreased. A command is said to be effective if the command has positive impact on students' behavior. Moreover, the positive commands also explained that the commands were only given to one disruptive behavior and received a positive respond from students' behavior, not more than five seconds after being given the commands. Effective command can reduce disruptive behavior of students. By giving a less effective command from the teacher, disruptive behavior will occur by the students. According to [John D. K. Lum, Daniel H. Tingstrom, Brad A. Dufrene, Keith C. Radley, And Shauna Lynne \(2017\)](#) by giving effective command and evaluation disruptive behavior will decrease occurred in the class. Effective command is needed to reduce disruptive behavior during ongoing teaching learning activities.

[Bowen, Julie M., William R. Jenson \(2004\)](#) state Disruptive behavior of students is caused by individual and environmental factors. The Individual factor is a personal problem that student have, so it can influence the occurrence of disruptive behavior. Minewhile, environmental factors is a problem that comes from outside students such as family factor or school factor. Disruptive behaviors can cause negative outcomes for students ([John D. K. Lum, \(2017\)](#)). Children who have disruptive behavior will cause low achievement in learning process, which starts from the low involvement of children in the academic process. Disruptive behavior could be categorized as organization problems; crowded and noisy classes along with talkative students; unmotivated, bored students disturbing the other students within the classroom setting; problems about the interaction and relationship between students and teachers ([Kubra Keser, FatihYavuz, 2018](#)). The low academic ability possessed by children will make it difficult for future children in continuing school.

According to [Seeman \(2010\)](#), there are five categories of disruptive behavior such as The Mountain Climbers, The Well to Do, The Game Players, The Immature, and learning disable. The Mountain Climbers it can define as the students have different ability about English. It because most of them still use bilingual language, so they do not use the English language as important thing. Then it makes students having language difficulties in teaching learning process such as need more instruction from the teacher and need to translate some words to know the meaning of the instructions by asking their friends. For example, the student whispers to a friend during the teacher or even pass notes to consult regarding, and translating the teacher's instruction.

Then, The Well to Do defines as students have cognitive agility and high economic support or comes from middle or upper class families. They were having completed facility but they could not use wisely or use at the right time. This case has influenced the student academic to be running unwell. For example, the student uses the cells phone or iPods when the teacher is transferring the lesson in the classroom and ignore the teacher direction. Furthermore, The Game Player which means lack of good relationship between teacher and students. In other side, the students feel uncomfortable when taking the lessons and unlike about the rules that made by the teacher, as a result students will refuse the rule. Students are

uncomfortable in studying and expect the teacher to quickly end the lesson. Because of this case, the student cheats and manipulates homework from the other students without any effort. For example, the student cheats homework the other students, and manipulation.

Moreover, The Immature defined as disruptive attitudes where students have difficulties in developing the knowledge especially the material that has learned in learning process. Students' intellectually and/or emotionally decreases, thus students have trouble with learning organizational and reasoning skills. This causes students less to pay attention to the teacher when teaching and learning activities ongoing and doing other activities that out of teacher's instruction or learning activities. For example, saying impolite word to the teacher or other students, sleeping during teaching process, and disrupt other students by tapping something.

Then, Learning Disable defined as a category of disruptive behavior that caused by physical disabilities such as hearing problem that caused difficulty in hearing the instruction, physical disability that caused students come late to the class, vision problem that caused students difficulty in reading. In this category students have emotional disturbances in learning activities and also they have motor perception problem. For example, the student may be late because of a physical disability, and the students have a hearing or cognitive processing impairment. In order to face disruptive behavior of the students, effective command is very needed for teachers in conducting teaching and learning process to handle students' disruptive behavior. By resolving the students' disruptive behavior, the classroom situation would be conducive so that the learning process becomes comfortable. Thus, because of that, it is important to identify the students' disruptive behavior, the commands used by the teachers, and the effective command.

2. METHOD

The research design that used in this study was descriptive qualitative method. According to Nassaji (2015) descriptive qualitative method is a method to solve the problem by describing the research's subject or object based on the real data that the researcher collect. The form of this study used case study research. According to Gay, Mills, Airasian, (2012) Case study research is an approach that can be used to conduct a qualitative research. Qualitative study is mostly about a description of the gained data. This approach is more focused on study units that are bound like schools, classrooms, and individual teachers.

3. RESULT AND DISCUSSION

Result

Base After doing the observation, distributing questionnaire and conducting interview, several types of disruptive behaviors and effective commands were found. The result of the research in detail could be seen in the following table.

Table 1. The Result of the Research in Detail

Meeting	Types of Disruptive behavior	Description of Disruptive Behavior	Types of Commands	Description of Commands	Frequency
(1)	(2)	(3)	(4)	(5)	(6)
Meeting 1	The Immature	Students made noise	Indirect commends	<i>"I give you make noise."</i>	1
		Students discussed	Question commands	<i>"Done?"</i>	1

Meeting	Types of Disruptive behavior	Description of Disruptive Behavior	Types of Commands	Description of Commands	Frequency
Meeting 2	The Mountain Climber	Students N11 cheated and fixed his work	Others commands	“N11! N11!” (mention student’s name)	1
	The Immature	. Student N5 made noise	Don’t commands	“Don’t be noisy!”	1
		. attention and muse other student	Negative Commands	“N1!” <i>Daydreaming!</i>	1
Meeting 3	The Well to Do	. N.7 made a noise and was not paying attention	Regular commands	1. “Come forward!”	2
		. N.12 stood up and made a noise		2. 3. “Sit down!”	
	The Immature	N.6 & N.7 watched things in the mobile phone. . Students N1 made noise and was not paying attention	Regular commands	“Put back your phone!” 1. “Eee!”	1
Meeting 4	The Well to Do	. Students N18 stand up	Others commands	2. “N18!” (mention students’ name)	3
		. Student N2 made noise	Indirect commands	3. “Eeeh!”	
	. Student N17 played his mobile phone	Indirect commands		. “If you are here only for play mobile phone, better go out!”	2
Meeting 4	The Immature	. Student N18 cheated	Question commands	“N18!” (mention students’ name)	1
		. Students N18 disturbed other students		“Could you please sit down?”	
	The Immature	. Students made noise	Indirect commands	“I told you before. Please don’t make noise in my class. If you don’t like me, just go out from my class.”	1
		. Students N7 disturbed other student		Don’t commands	
The Well to Do	The Immature	. Students made noise	Other commands	“Don’t make noise!”	1
				“N1 have you done?”	
	The Well to Do	Student N15 watched something on his mobile phone	Others commands	“N15! N15!”(mention student’s name)	1

Meeting	Types of Disruptive behavior	Description of Disruptive Behavior	Types of Commands	Description of Commands	Frequency
Meeting 5	The Mountain Climbers	Student N11 chatted with other students	Question commands	<i>"Could you finish your work?"</i>	1
		. Students bunched up their home work	Indirect commands	<i>'Don't huddle over there! Or I will call you one by one'</i>	1
	The Immature	. Students N12 made noise	Others commands	<i>!12!</i> (mention students' name)	1
Meeting 6		. Students N16 stood up	Question commands	<i>'Can you sit down?'</i>	1
		. Student N1 danced	Others commands	1. <i>"N1!"</i> (mention student's name) 2. <i>"Eee!"</i>	3
	. Students N1 did others subject homework	Interrogations commands		3. <i>"Eee!"</i> <i>'Why do you make Mr. X's home work here? This is not his class.'</i> (Mr. X is other teacher in this class who teach other subject)	1
	. Student N2 hit the table		. <i>"Sit down!"</i>		
Meeting 7	The Immature	. Students discussed			
		. Student N12 walked around and interrupted the other students	Regular command	. <i>"You have to listen to me first!"</i>	2
Meeting 8	The Immature	. Students interrupted	Indirect commands	<i>"Have you done?"</i>	1
. Students made noise		Regular commands	<i>"Listen to me first!"</i>	1	
		. Student N2 did not pay attention	Other commands	<i>"N2!"</i> (Mention student's name) <i>"N7!"</i> (Mention student's name)	2
Total					32

NB: N is number of students

Based on the data gathered, it was found disruptive behavior in different categories from the students at SMP LAB UndikshaSingaraja. From 20 students in the class, disruptive behavior was found such as Students Immature, The Well to Do, The Mountain Climber and The Game Player. The most frequent type of disruptive behavior was Students Immature.

This result is in line with a research conducted by [R. Antika, R. Fitri, Sesmiyanti \(2016\)](#) which in their study they found four categories of disruptive behavior such as 3 students that include in the mountain climber categories, 3 students included into the well to do, 3 students included into the game players, and 5 students that include in The Immature categories.

Based on the theory from [Seeman \(2010\)](#), disruptive behavior can be divided into five categories. First, the mountain climbers, the result showed some phenomenon in the teaching learning process that related with the types of the mountain climber. First, there were students who cheated other students' work when the teacher asking the students to do some individual practice. Second, the students chatted when teacher giving some instruction about the lesson. Also a student asked other students when teacher asking the students to read the text. Last, some students were making discussion when the test practices being held. Furthermore, based on the interview and questionnaire analysis cheating and making discussion seldom occurred by the students when the teaching and learning process take place. This result of students' disruptive behavior is in line with the study from [Ghazi, Shahzada, Tariq, & Khan \(2013\)](#) which state students who chatting with others student when the teacher explain the materials and make discussion during the test were included disruptive behavior. From those phenomenons, it was occurred because students had different ability and they had difficulties in learning process such as how to answer the test and what the teacher instruction, then students tried to find the answer by different way that disrupted the ongoing teaching-learning activities. This result also is in line with the study from [Jati, Fauziati, & Wijayanto \(2019\)](#) state one of the factor that can influence the occurrence of Disruptive Behavior is learning difficulties. Some challenges faced by the students were having ability in memorizing and understanding new vocabulary, use new appropriate grammatical patten and ability to understand the genre of the text.

Discussion

Moreover, other types of disruptive behavior that found were The Well to Do Based on the data, it showed that there were found several phenomenon which include in type of The Well to Do. First, a student watched thing on his phone outside of teacher's direction when the completing practice was taking place. Second, students claimed on the chair to take his phone on the window without any permission. Third, students played his phone when the teacher asking students to make sentences and when the teacher checking students' work. This result in line with study conducted by [Ghazi et al., \(2013\)](#) state that students who carrying or bringing noisy electric device during the learning process are included in disruptive behavior. Thus, the facility that used unwisely will lead to disruptive behavior. This case in contrast with a study conducted by [Jati et al., \(2019\)](#) which state playing cell phones during the learning process is not caused by economic factor that support, but is caused by media addiction.

Besides, The Game Player was one of the types of disruptive behavior that found in this study. Based on the result of the data, it showed that there were a student who cheated when the teacher asking them to make sentences. This student did not want to try to fix the problem, and chooses to cheat others students' work. According to [Ghazi et al. \(2013\)](#), teachers' negative attitude like not building a good relationship with students is a cause of disruptive behavior. In this case, the teacher's role to pay attention and motivate students in learning was lack. Furthermore, another disruptive behavior that found was The Immature It was found several phenomenon which included in this type of disruptive behavior such as students made noise, walked around the class, made discussion out of learning topics, chatted thing that out of learning topics, not paying attention to the teacher or other students who read aloud a text, shouted, stood up and made noise, disturbed other students, bunched up when the teacher asking the students to finish a individual test, hit the table, danced, interrupted

other students who was doing speaking test, debated when the air conditioner does not work, went and sat to another students' desk. Those all phenomenons were include in the type of disruptive behavior namely The Immature. This result was supported by Ghazi et al. (2013) which state students who ignoring teacher direction, shifting from one chair to another, and playing with hand, feet, pen, etc, during the teaching learning process were included in disruptive behavior. This result also in line with Andriawan, Marbun, & Supardi (2011) which in their study they state that students who talking without permission, out of seat and shouting during the teaching and learning process take place was also included the category of disruptive behavior. Then, according to Tiwari (2014), students who talking to each other while teaching and inattentiveness in the classroom were included in category of disruptive behavior. In order to overcoming those disruptive behaviors, the researcher found several commands that used by the teacher base on the theory from Bertsch et al., (2009). It was found eight types of commands that have been used by the teacher in handling students with disruptive behavior. Those commands were Others Commands, Don't Commands, Regular Commands, Question Commands, Indirect Commands, Interrogations Commands, Stop Command, and Negative Commands. The result of this study is in line with the theory from Bertsch et al. (2009), they state there are eight types of commands which are considered to be able to stop the students' disruptive behavior. The result showed that these eight types of commands have been found in this study which was carried out in SMP LAB UndikshaSingaraja.

The most frequently displayed commands were Others commands, where the teacher more often gave a combination of two or more commands. As in meeting two the teacher gave a command "*Students, who are not finished, please do it. Don't make a noise!*". In this case the teacher gave two combination of commands such as Regular Commands and Don't commands. Moreover, the teacher also often used Others Commands such as called students' names and using magic words. In addition Don't commands occupied the second level which often appears. This command appeared in every meeting. Based on the previous interview this commands being the second most frequent command used by the teacher because it believe that this command is a commands that easy to understand by the students and spontaneously used by the teacher to handle students with disruptive behavior.

Based on those command, some commands were effective for handling students' disruptive behavior. According to Matheson & Shriver (2005), a command can be seen to be effective depending on the level of students' compliance and disruptive competition behavior decreased. A command is said to be effective if the command has positive impact on students' behavior. Moreover, the positive commands also explained that the commands were only given to one disruptive behavior and received a positive respond from students' behavior, not more than five seconds after being given the commands. Based on the data analysis, there were found 32 times of effective commands. The teacher gave commands to students who behaved in different types. There were found 13 couple of disruptive behavior types with effective commands types. First, handling the disruptive behavior of The Immature used Don't commands, and handling the disruptive behavior of The Immature used Negative Commands. This command was effective commands to handle students with disruptive behavior in types of The Immature. By using don't commands, students complied motorically. This result in line with study conducted by Berube (2019), his research shows that Statement Prohibitive command has been ranked of first percentage in the type of effective commands Second, handling the disruptive behavior of The Well To Do used Regular Command, handling the disruptive behavior of The Immature used Regular Commands, handling the disruptive behavior of The Immature used Others Commands, handling the disruptive behavior of The Game Player used Other Commands, handling the disruptive behavior of The Well To Do used Others Commands. According to Berube (2019),

as the rates of compliance to question and Statement commands, Statement command more got compliance from the students rather than Question command. Third, handling the disruptive behavior of The Immature used Question Commands, handling the disruptive behavior of The Immature used Indirect Commands, handling the disruptive behavior of The Mountain Climber used Question Commands, handling the disruptive behavior of The Immature used Interrogations Commands, handling the disruptive behavior of The Mountain Climber used Indirect Commands and handling the disruptive behavior of The Well To Do used Indirect Commands. This result in line with research conducted by [Tiwari \(2014\)](#), her result shows that in handling students' disruptive behavior by using Question command or Interrogation command 14% of these command were effective rather than 12 others commands.

Those 32 times commands were effective. It could be proved from the types of commands that given from the teacher were able to change the behavior of students became positive. After giving those effective commands, during the lesson students no longer repeated disruptive behavior. Some were less effective which the commands followed by the students for a few moments, and the rest were not effective. Along the line of the theory from Matheson & Shriver (2005), they state that the effective commands can be seen from students compliance with the commands that given where effective commands were able to change the disruptive behavior of students to be positive and not repeated. The result showed that there were 13 commands which could stop students' disruptive behavior.

4. CONCLUSION

From 20 students in the class, types of students' disruptive behavior that found were 88 times in eight meetings such as The Immature, The Well to Do, The Mountain Climber and The Game Player. In handling those students' disruptive behavior there were found Others Commands, Don't Commands, Regular Commands, Question Commands, Indirect Commands, Interrogations Commands, Stop Command, and Negative Commands used by the teacher. From those commands that used by the teacher it was found 13 effective commands such as handling the disruptive behavior of The immature used Don't commands, The Immature used Negative Commands, The Well To Do used Regular Command, The Immature used Regular Commands, The Immature used Others Commands, The Game Player used Other Commands, The Well To Do used Others Commands, The Immature used Question Commands, The Immature used Indirect Commands, The Mountain Climber used Question Commands, The Immature used Interrogations Commands, The Mountain Climber used Indirect Commands and The Well To Do used Indirect Commands.

By taking into account about this study, it seems very important for the teachers to work harder in knowing every character of students in order to control students' disruptive behavior. Teacher should give commands to the students depend on the causes of disruptive conducted by the teacher. By giving command that appropriate with causes of disruptive behavior students would be more complied and stop the disruptive behavior. By taking into consideration of the above recommendation, the aims of the study would undoubtedly be achieved successfully.

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