THE EFFECTIVE COMMANDS USED BY THE TEACHER IN ENGLISH TEACHING AT SD LAB UNDIKSHA SINGARAJA

(CASE STUDY IN MANAGING STUDENTS WITH DISRUPTIVE BEHAVIOR)

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Abstract

This qualitative descriptive research was aimed, (1) to identify types of students' disruptive behavior that found at SD Lab Undiksha Singaraja especially in fifth grade, (2) to identify types of effective commands are given by an English teacher in that class and (3) to analyze how the effective commands are given to students with disruptive behavior in that class. Therefore, the subject of this research was an English teacher and students at SD Lab Undiksha Singaraja especially in fifth grade while the object of this research was commands that used by an English teacher for dealing students' disruptive behavior. 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 in The Immature category such as talking with their friend, playing with their friends or stationary, paying no attention to the teacher, cheating to their friends, walking around the class, and making a noise. Moreover, to overcome students' disruptive behavior, the teacher was used seven types of commands such as Interrogation commands, Question commands, Regular commands, Indirect commands, Don't commands, Negative commands, and Others commands. From those seven types of commands, only five commands that were effective commands. Interrogation command, Don't command, Indirect command, Regular command and Other command were effective commands because there was compliance from the students and response from the students. Therefore, the used of commands in the classroom was very important. Teachers should be master in understand the types of commands to make it easier to handle a variety of student characters especially in students with disruptive behavior.

Keywords: Effective Commands, Disruptive Behavior.

Abstrak

Penelitian deskriptif kualitatif ini bertujuan untuk mengidentifikasi jenis dari perilaku mengganggu siswa yang dijumpai di SD Lab Undiksha Singaraja khususnya di kelas lima, untuk mengidentifikasi jenis perintah efektif yang diberikan oleh guru bahasa inggris di kelas tersebut dan untuk menganalisis bagaimana perintah efektif yang diberikan untuk perilaku mengganggu siswa di kelas tersebut. Oleh karena itu, subjek dari penelitian ini adalah guru bahasa inggris dan siswa di SD Lab Undiksha Singaraja khususnya di kelas lima, sedangkan objek dari penelitian ini adalah perintah yang digunakan oleh guru bahasa inggris untuk menangani perilaku mengganggu siswa. Data dikumpulkan melalui observasi, kuesioner dan wawancara. Hasil dari penelitian ini menunjukan bahwa perilaku mengganggu siswa di SD Lab Undiksha Singaraja diklasifikasikan dalam kategori The Immature seperti berbicara dengan temannya, bermain dengan temannya atau alat tulis mereka, tidak memperhatikan guru, mencontek ke temannya, berjalan di dalam kelas dan membuat keributan. Kemudian, untuk mengatasi perilaku menggangu siswa, guru menggunakan tujuh jenis perintah seperti Interrogation commands, Question commands, Regular commands, Indirect commands, Don't commands, Negative commands, dan Others commands. Dari ke-tujuh jenis perintah tersebut, hanya lima jenis perintah yang merupakan efektif perintah. Interrogation command, Don't command, Indirect command, Regular command dan Other command merupakan perintah yang efektif karena adanya kepatuhan dari siswa dan respon dari siswa setelah pemberian perintah tersebut. Kesimpulannya, penggunaan perintah di dalam kelas sangatlah penting. Guru harus menjadi master dalam memahami jenis perintah untuk membuatnya mudah dalam menangani berbagai jenis karakter siswa khususnya dalam perilaku mengganggu siswa.

Keywords: Perintah Efektif , Perilaku Mengganggu.