



APPENDICES

APPENDIX 1. Surat Permohonan Izin Penelitian



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
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Laman: fbs.undiksha.ac.id

Nomor : 3854/UN48.7.1/DT/2019

31 Oktober 2019

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SD Lab Undiksha Singaraja
di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : ANAK AGUNG NARESWARI TUNGGU DEWI
NIM : 1612021177
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2019/2020
Judul : THE EFFECTIVE COMMANDS USED BY THE TEACHER IN ENGLISH TEACHING AT SD LAB UNDIKSHA SINGARJA (CASE STUDY IN CHILDREN WITH DISRUPTIVE BEHAVIOR)

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,



De Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

APPENDIX 2. Surat Keterangan Melakukan Penelitian



YAYASAN UNIVERSITAS PENDIDIKAN GANESHA
Akta Notaris Nomor : 18 Tanggal 9 Oktober 2015
SEKOLAH DASAR (TERAKREDITASI A)
LABORATORIUM UNDIKSHA

Sk. Kakanwil Depdikbud Propinsi Bali No. 144/I.19/Kep/L.1993 Tanggal 6 Desember 1993
ALAMAT : JALAN JATAYU No. 10 Singaraja TELEPON NO. : (0362) 22389

SURAT KETERANGAN

No. : 57/SD/Lab. UNDIKSHA/TU/VI/2020

Yang bertanda tangan di bawah ini, Kepala SD Laboratorium UNDIKSHA Singaraja :

Nama : Nyoman Suryasmini, S.Pd.
NPY : 707 163
Jabatan : Kepala Sekolah

menerangkan dengan sebenarnya bahwa nama di bawah ini :

Nama : Anak Agung Nareswari Tungga Dewi
NIM : 1612021177
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa Inggris
Fakultas : Bahasa dan Seni
Universitas : Pendidikan Ganesha

Memang benar telah melakukan Penelitian untuk memenuhi mata kuliah Skripsi dengan Judul 'The Effective Commands Used by the Teacher in English Teaching at SD Lab. UNDIKSHA (Case Study Students with Disruptive Behavior), pada tanggal 07 Januari s.d 03 Maret 2020, di Kelas V^A, pada SD Lab. UNDIKSHA.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Singaraja, 29 Juni 2020

Kepala SD Lab. Undiksha Singaraja,

Nyoman Suryasmini, S.Pd.
NPY. 707 163

APPENDIX 3. Blueprint for Questionnaire and Interview Guide

No	Theory	Indicators	Items
Disruptive			
1	<p>Disruptive behaviors are known as overlapping activity in the form of interrupting and arguing, disrespect for classroom rules and procedures, and disturbing classmates done by students in the classroom (Bowen et al., 2004) for example: talking out of turn, wandering around the room, and disruption of classmates' work (Ali & Gracey, 2013; Bowen et al., 2004; Lopes et al., 2017; Sun & Shek, 2012; Yuan & Che, 2012)</p>	<p>Whether or not students are doing overlapping activities, such as: interrupting and arguing, disrespect for classroom rules and procedures, and disturbing classmates done by students in the classroom</p>	<p>1, 2, 3, 4 of questionnaire, 1 of interview guide</p>
Types of Command			
2	<p>Interrogation command refers to a type of statement in the form of a question or typical interrogation question which only can be responded by the STUDENTS verbally, for example: 'How old are you?', 'What is your name?' (Bertsch et al., 2009)</p>	<p>Whether or not teachers use interrogation commands for handling disruptive behavior in classroom.</p>	<p>5 of questionnaire, 3 of interview guide</p>

3	<p>Question command is a statement in the form of a question that expects the response in a motoric way, for example: ‘Would you sit down in the good position?’ (Bertsch et al., 2009)</p>	<p>Whether or not teachers use question commands for handling disruptive behavior in classroom.</p>	<p>7 of questionnaire, 3 of interview guide</p>
4	<p>Regular command refers to a command that is stated directly to stop ongoing disruptive behavior done by the students, for example in the statement ‘Come here’, ‘Sit down please!’ (Bertsch et al., 2009)</p>	<p>Whether or not teachers use regular commands for handling disruptive behavior in classroom.</p>	<p>9 of questionnaire</p>
5	<p>Indirect command is the opposite of the direct commands which refers to suggestions or options about something, for example: ‘I will not play the music if you still make noises.’ (Bertsch et al., 2009)</p>	<p>Whether or not teachers use indirect commands for handling disruptive behavior in classroom.</p>	<p>11 of questionnaire</p>
6	<p>Stop command refers to a command to stop the ongoing behavior by using the word ‘stop’,</p>	<p>Whether or not teachers use stop commands for handling disruptive behavior in classroom.</p>	<p>13 of questionnaire</p>

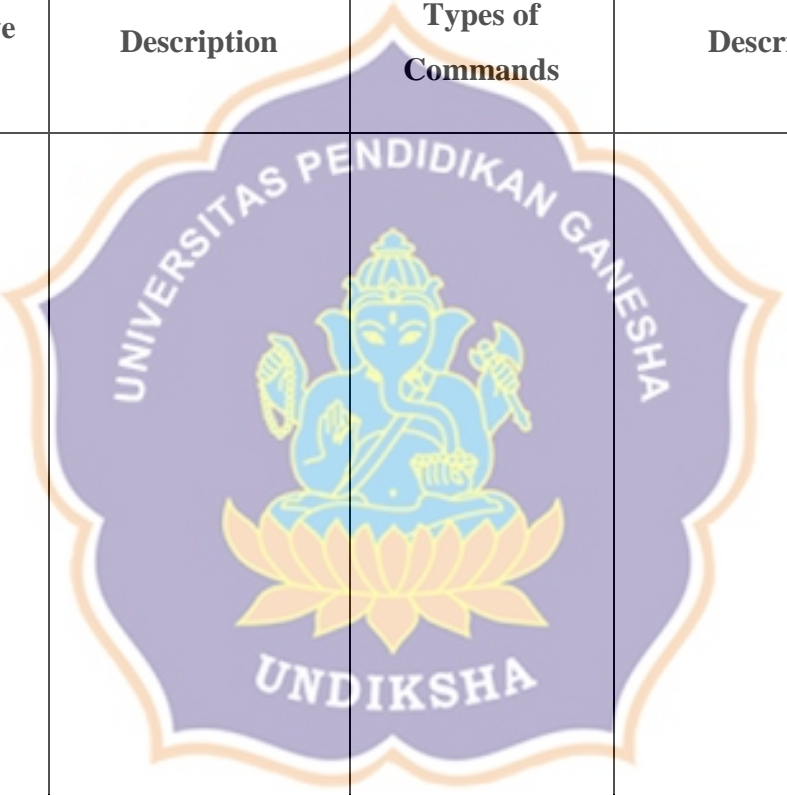
	for example: 'stop crying', 'stop running' (Bertsch et al., 2009).		
7	Don't command is a command that has the same purpose with stop commands but the statement stated differently, for example: 'don't run', 'don't disturb your friend!' (Bertsch et al., 2009).	Whether or not teachers use "don't" commands for handling disruptive behavior in classroom.	15 of questionnaire
8	Negative command is a command which consists of command to stop ongoing behavior but avoiding words 'stop' and 'don't', for example, 'Quit yelling'. (Bertsch et al., 2009)	Whether or not teachers use negative commands for handling disruptive behavior in classroom.	17 of questionnaire
9	Other command is a command which out of the categories mentioned above and sometimes consisting of two or more types of command above, for example: calling students' name, 'Why don't you stop' (Bertsch et al., 2009)	Whether or not teachers use other commands for handling disruptive behavior in classroom.	19, 21, 23, 25 of questionnaire, 4 of interview guide

Effective Command			
10	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.	Whether or not the commands given are effective in handling students' disruptive behavior.	6, 8, 10. 12, 14, 16, 18, 20, 22, 24, 26 of questionnaire

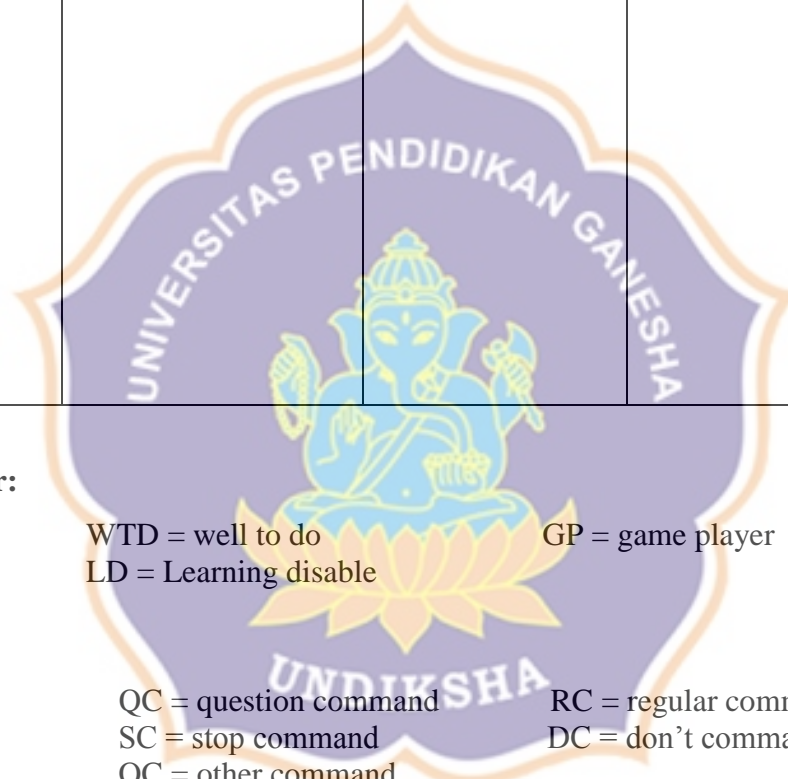


APPENDIX 4. Observation Checklist

Date of observation:

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N	Effective
							

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Types of Disruptive Behavior:

MC = mountain climbers
 SI = students immature

WTD = well to do
 LD = Learning disable

GP = game player

Types of Commands:

ITC = interrogation command
 IC = indirect command
 NC = negative command

QC = question command
 SC = stop command
 OC = other command

RC = regular command
 DC = don't command

APPENDIX 5. Questionnaire

Berilah *checklist* (✓) pada kolom Ya/Tidak sesuai dengan pertanyaan di bawah ini!

No	Pertanyaan	Ya/Tidak		Ket
1	Apakah siswa kerap melakukan sesuatu hal (yang tidak berkaitan dengan pembelajaran) tanpa meminta ijin ibu/bapak guru terlebih dahulu? Misalnya: siswa pergi ke toilet tanpa meminta ijin, minum air tanpa meminta ijin.	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	
2	Apakah siswa kerap mengganggu temannya pada saat pelajaran berlangsung?	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	
3	Apakah siswa kerap berdebat satu sama lain pada saat pelajaran berlangsung?	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	
4	Adakah siswa yang menyela guru/siswa lain pada saat pembelajaran berlangsung?	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	

5	Apakah bapak/ibu kerap menggunakan pertanyaan yang bersifat mengintrogasi untuk mengatasi perilaku disruptif siswa? Misalnya: <i>what are you doing?</i>	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	
6	Apakah dengan menggunakan pertanyaan yang bersifat mengintrogasi; siswa merespon secara verbal?	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	
7	Selain pertanyaan yang mengintrogasi, apakah bapak/ibu kerap mengatasi perilaku disruptif siswa dengan memberikan instruksi berupa pertanyaan retorik? Misalnya: <i>Would you go back to your seat?</i>	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	
8	Apakah setelah mengajukan pertanyaan retorik, perilaku siswa yang disruptif langsung berubah?	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	
9	Apakah bapak/ibu kerap	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	

	<p>memerintah siswa secara langsung, untuk melakukan hal baik yang bertujuan untuk mengatasi perilaku disruptif siswa?</p> <p>Misalnya: <i>sit down please!</i></p>			
10	<p>Apakah perintah yang bapak/ibu berikan dituruti oleh siswa?</p>	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	
11	<p>Apakah bapak/ibu kerap menggunakan instruksi berupa pernyataan yang memberikan siswa pilihan untuk mengatasi perilaku disruptif?</p> <p>Misalnya: <i>I will not play the music if you are still making noises.</i></p>	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	
12	<p>Apakah pernyataan yang berupa pilihan tersebut mampu mengentikan perilaku disruptif siswa?</p>	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	
13	<p>Apakah bapak/ibu kerap menggunakan instruksi dengan kata 'stop'?</p> <p>Misalnya: <i>stop running</i></p>	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	

	<i>students!</i>			
14	Apakah dengan menggunakan instruksi dengan kata 'stop' siswa mau berhenti berperilaku disruptif?	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	
15	Apakah bapak/ibu kerap menggunakan dengan kata 'don't'? Misalnya: <i>don't disturb your friend!</i>	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	
16	Apakah dengan menggunakan instruksi dengan kata 'don't' siswa mau berhenti berperilaku disruptif?	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	
17	Apakah bapak/ibu kerap menggunakan instruksi yang terdengar negatif tanpa menggunakan kata 'stop' dan 'don't'? Misalnya: <i>You! daydreaming</i>	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	
18	Apakah dengan menggunakan instruksi yang bersifat negatif mampu menghentikan perilaku disruptif siswa?	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	

19	Apakah bapak/ibu kerap menggunakan gabungan dari beberapa instruksi yang disebutkan pada butir pertanyaan 4-10? Misalnya: <i>No talking.</i> <i>Please sit down nicely!</i>	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	
20	Apakah instruksi gabungan tersebut dapat mengubah perilaku disruptif siswa menjadi lebih baik?	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	
21	Apakah bapak/ibu kerap memanggil nama siswa untuk menghentikan perilaku disruptif?	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	
22	Apakah perilaku disruptif siswa bisa diatasi dengan memanggil nama siswa tersebut?	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	
23	Apakah bapak/ibu pernah menggunakan “magic words” untuk menghentikan perilaku disruptif siswa? Misalnya: dumdumdumdum	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	

24	Apakah intruksi berupa “magic word” dapat menghentikan perilaku disruptif siswa?	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	
25	Apakah bapak/ibu kerap mengetuk papan untuk menghentikan perilaku disruptive siswa?	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	
26	Apakah perilaku disruptif siswa bisa diatasi dengan mengetuk papan?	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	



APPENDIX 6. Interview Questions

1. Tolong sebutkan contoh-contoh perilaku disruptif yang sering dilakukan oleh siswa pada saat jam pembelajaran Bahasa Inggris?
2. Bagaimana cara bapak/ibu mengatasi perilaku siswa yang disruptif?
3. Pernahkah bapak/ibu menanyakan pertanyaan – pertanyaan untuk mengatasi perilaku siswa yang disruptif?
4. Pernahkah bapak/ibu memanggil nama siswa untuk menghentikan disruptif siswa?
5. Instruksi apa saja yang bapak/ibu gunakan untuk mengatasi perilaku disruptif siswa?



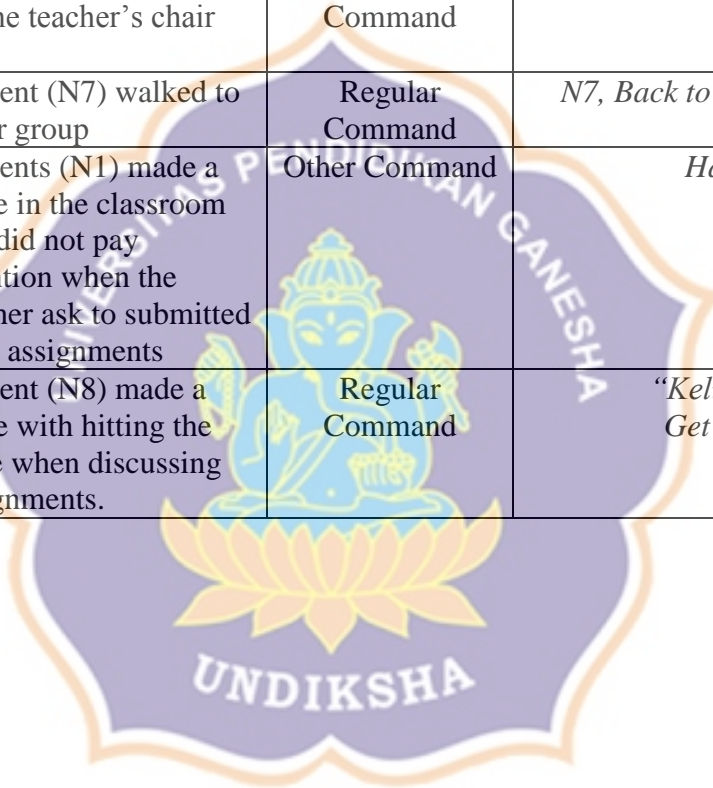
APPENDIX 7. The Result of Observation

Meeting 1 with the topic Family Names

Date of observation: 07/01/2020

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N (Number of Students)	Effective
1	01.31	The students immature	Students (N1) made a noise in the classroom such as talking with friends and playing with their seatmate	Regular Command	<i>Okay, be quite please!</i>	Not mentioned names	Less Effective
2	04.14	The students immature	Student (N2) talked with his seatmate	Interrogation Command	<i>N2, my sister son is?</i>	N2	Effective
3	05.22	The students immature	Student (N3) did not pay attention to the teacher because he is playing a ruler	Interrogation Command	<i>N3, my uncle son is?</i>	N3	Effective
4	08.43	The students immature	Student (N4) did not pay attention	Interrogation Command	<i>"N4, kamu lain- lain?" N4, you did not pay attention</i>	N4	Effective
5	21.10	The students immature	Student (N5) talked with his friends	Other command (Calling students' name)	<i>N5</i>	N5	Effective
6	30.29	The students immature	Students (N1) made a noise in the classroom	Other Command	<i>The teacher put her index finger on her lips and said shhh...</i>	Not mentioned names	Less Effective
7	33.28	The students immature	Students (N1) made a noise in the classroom	Other Command	<i>The teacher said shhh.. with put her index finger on her lips and then said " diam-</i>	Not mentioned names	Less Effective

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N (Number of Students)	Effective
					<i>diam” (keep silent)</i>		
8	40.10	The students immature	Student (N6) sat down on the teacher’s chair	Regular Command	<i>Back to your seat</i>	N6	Effective
9	43.44	The students immature	Student (N7) walked to other group	Regular Command	<i>N7, Back to your group</i>	N7	Effective
10	45.49	The students immature	Students (N1) made a noise in the classroom and did not pay attention when the teacher ask to submitted their assignments	Other Command	<i>Hay</i>	Not mentioned names	Less Effective
11	48.20	The students immature	Student (N8) made a noise with hitting the table when discussing assignments.	Regular Command	<i>“Keluar” Get out</i>	N8	Effective



Meeting 2 with the topic Describing people

Date of observation: 14/01/2020

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N (Number of Students)	Effective
1	03.51	The students immature	Students (N1) did not pay attention and made noise	Regular Command	<i>Be quite please!</i>	Not mentioned names	Less Effective
2	09.36	The students immature	Students (N1) made a noise	Regular Command	<i>Please listen to your friends</i>	Not mentioned names	Less Effective
3	13.05	The students immature	Students (N1) made a noise in the classroom such as talking with friends and playing with their seatmate	Other Command	<i>The teacher put her index finger on her lips</i>	Not mentioned names	Less Effective
4	15.03	The students immature	Students (N1) made a noise in the classroom and did not pay attention	Regular Command	<i>Okay, students listen to Sadu</i>	Not mentioned names	Less Effective
5	16.08	The students immature	Student (N2) made a noise by playing a ruler	Regular Command	<i>N2, please be quite</i>	N2	Effective

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N (Number of Students)	Effective
6	22.52	The students immature	Students (N1) made a noise in the classroom and did not pay attention	Regular Command	<i>Okay, for other students listen to your friends</i>	Not mentioned names	Less Effective
7	30.24	The students immature	Students (N1) made a noise in the classroom and did not pay attention	Regular Command	<i>Students, be quite just listen to your friends</i>	Not mentioned names	Less Effective
8	32.47	The students immature	Students (N1) made a noise in the classroom and did not pay attention	Other Command	<i>Okay students be quite with put her index finger on her lips</i>	Not mentioned names	Less Effective
9	33.19	The students immature	Student (N9) did not pay attention when her friend read her homework in front of the class	Other Command (Calling students' name)	N9	N9	Effective
10	34.30	The students immature	Student (N10) played with her friend and did not pay attention when her friend read her homework in front of the class	Other Command (Calling students' name)	N10	N10	Effective

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N (Number of Students)	Effective
11	36.28	The students immature	Students made a noise in the classroom and did not pay attention	Interrogation Command	<i>N11, who is describe by rama? N12,N10,N13,N6,N2</i>	N11, N12,N10,N13,N6, and N2	Effective
12	37.42	The students immature	Students (N1) did not pay attention	Regular Command	<i>Now, you have to listen to arya</i>	Not mentioned names	Effective
13	40.49	The students immature	Student (N2) did not pay attention	Interrogation Command	<i>N2, how is sadu's body as describe by dwaraka?</i>	N2	Effective
14	41.40	The students immature	Student (N5) did not pay attention	Interrogation Command	<i>N5, how is sadu's body as describe by dwaraka?</i>	N5	Effective
15	42.15	The students immature	Student (N14) did not pay attention	Interrogation Command	<i>N14 , how is sadu's face as describe by dwraka?</i>	N14	Effective

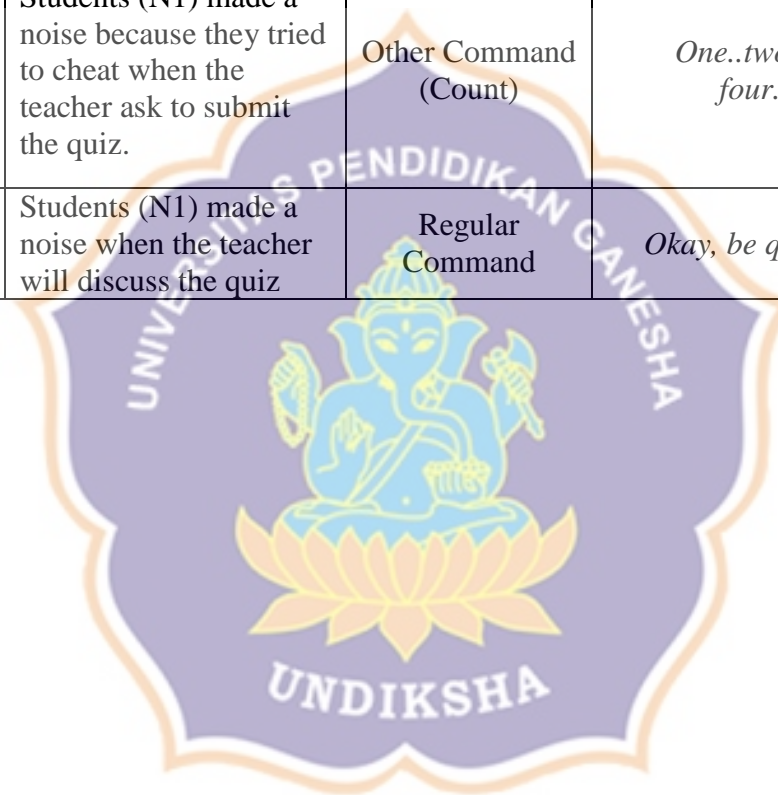
Meeting 3 with the topic Describing people

Date of observation: 21/01/2020

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N (Number of students)	Effective
1	00.45	The students immature	Students (N1) made a noise in the classroom	Regular Command	<i>Okay, be quite please</i>	Not mentioned names	Less Effective
2	01.01	The students immature	Student (N12) talked with her friend	Interrogation Command	<i>“N12 ,ngapain tu?” N12, what are you doing?</i>	N12	Effective
3	01.38	The students immature	Students (N1) made a noise in the classroom	Other Command	<i>Okay, be quite please and put her index finger on her lips</i>	Not mentioned names	Less Effective
4	03.19	The students immature	Students (N1) made a noise in the classroom	Regular Command	<i>Okay, be quite please,</i>	Not mentioned names	Less Effective
5	03.24	The students immature	Students (N1) made a noise in the classroom and did not pay attention	Indirect Command	<i>Just listen to your friends because next i will give you question about your friend describe</i>	Not mentioned names	Effective
6	06.33	The students immature	Student (N15) did not pay attention because he is playing his hand	Interrogation Command	<i>N15, what are you doing?</i>	N15	Effective
7	07.08	The students immature	Students (N1) made a noise in the classroom	Regular Command	<i>Okay, be quite please</i>	Not mentioned names	Less Effective

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N (Number of Students)	Effective
8	08.34	The students immature	Students (N1) made a noise because they enthusiastic to answer the question that given by the teacher	Other Command	<i>Be quite, just raise your hand</i>	Not mentioned names	Effective
9	11.33	The students immature	Students (N1) made a noise in the classroom and did not pay attention	Regular Command	<i>Okay, you just listen to your friends</i>	Not mentioned names	Less Effective
10	14.47	The students immature	Students (N1) made a noise in the classroom and did not pay attention	Regular Command	<i>Attention please</i>	Not mentioned names	Less Effective
11	24.50	The students immature	Students (N1) made a noise in the classroom and did not pay attention	Regular Command	<i>Hey2x, listen to your friends</i>	Not mentioned names	Less Effective
12	31.16	The students immature	Student (N16) tried to cheat his friend on quiz time	Other Command	<i>N16 be quite with put her index finger on her lips</i>	N16	Effective
13	31.53	The students immature	Student (N12) tried to cheat his friend on quiz time	Interrogation Command	<i>"N12, ngapaen nyontek ama belle?" N12, why you are cheating on belle?</i>	N12	Effective

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N (Number of Students)	Effective
14	32.11	The students immature	Students (N1) made a noise because they tried to cheat when the teacher ask to submit the quiz.	Other Command (Count)	<i>One..two..three.. four...five</i>	Not mentioned names	Effective
15	33.20	The students immature	Students (N1) made a noise when the teacher will discuss the quiz	Regular Command	<i>Okay, be quite please</i>	Not mentioned names	Less Effective



Meeting 4 with the topic Describing people and Thing

Date of observation: 28/01/2020

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N (Number of students)	Effective
1	00.58	The students immature	Students (N1) made a noise when the teacher want to start the lesson	Regular Command	<i>Okay, be quite please</i>	Not mentioned names	Less Effective
2	01.18	The students immature	Student (N17) did not pay attention when the teacher does the absent	Regular Command	<i>N17, raise your hand</i>	N17	Effective
3	03.09	The students immature	Students (N1) made a noise in the classroom such as talking with friends and playing with their seatmate	Regular Command	<i>Okay, be quite please</i>	Not mentioned names	Less Effective
4	04.19	The students immature	Students (N1) made a noise in the classroom	Regular Command	<i>Okay be quite please</i>	Not mentioned names	Less Effective
5	05.03	The students immature	Students (N1) made a noise in the classroom	Regular Command	<i>Be quite please</i>	Not mentioned names	Less Effective
6	05.05	The students immature	Students (N18 and N19) made a noise in the classroom	Other Command (Calling students' name)	<i>N18,N19</i>	N18 N19	Less Effective
7	05.28	The students immature	Students (N1) made a noise in the classroom	Other Command	<i>Teacher put her index finger on her lips</i>	Not mentioned names	Less Effective

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N (Number of students)	Effective
8	06.18	The students immature	Students (N1) made a noise in the classroom and did not pay attention	Regular Command	<i>Hey, listen to me please!</i>	Not mentioned names	Less Effective
9	07.44	The students immature	Student (N17) played tissue so he did not pay attention to the lesson	Don't Command	<i>N17, don't play with the tissue</i>	N17	Effective
10	07.53	The students immature	Student (N18) did not pay attention to the lesson because she is playing tissue	Other Command (Calling students' name)	<i>N18</i>	N18	Effective
11	13.58	The students immature	Students (N1) made a noise and did not pay attention	Question Command	<i>Do you think hot?</i>	Not mentioned names	Less Effective
12	14.01	The students immature	Student (N2) stood up from his chair	Question Command	<i>Do you can turn on the fan please?</i>	N2	Less Effective
13	14.08	The students immature	Student (N2) walked to other group	Regular Command	<i>"Ayo N2" come on N2</i>	N2	Effective
14	15.07	The students immature	Students (N20 and N21) made a noise by played	Other Command (Calling students' name)	<i>N20, N21</i>	N20 N21	Effective
15	17.39	The students immature	Student (N17) disturb his friend by played tissue	Interrogation Command	<i>N17, are you finish study?</i>	N17	Effective

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N (Number of students)	Effective
16	18.01	The students immature	Student (N16) played tissue so he did not pay attention to the lesson	Regular Command	<i>N16, just trow in the rubbish "buang di tempat sampah"</i>	N16	Less Effective
17	18.12	The students immature	Student (N17) played tissue so he did not pay attention to the lesson	Other Command (Calling students' name and counting)	<i>N17, one..two..</i>	N17	Effective
18	18.18	The students immature	Student (N2) made a noise	Other Command (Calling students' name)	<i>N2</i>	N2	Less Effective
19	21.28	The students immature	Student (N1) made a noise when the teacher will start the quiz	Regular Command	<i>Close your book, put to your bag</i>	Not mentioned names	Less Effective
20	21.51	The students immature	Student (N1) kept a noise	Other Command	<i>Okay, just put your book in your bag. All of you..one..two..three..four..</i>	Not mentioned names	Effective
21	22.31	The students immature	Student (N4) talked with her freinds	Regular Command	<i>Clean the whiteboard please!</i>	N4	Effective
22	42.46	The students immature	Students (N1) made a noise such as talking with friends, playing a ruler and played with their seatmate when the teacher discuss the quiz	Regular Command	<i>Be quite and listen</i>	Not mentioned names	Less Effective

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N (Number of students)	Effective
23	44.19	The students immature	Students (N1) made a noise	Other Command	<i>Teacher put her index finger on her lips</i>	Not mentioned names	Less Effective



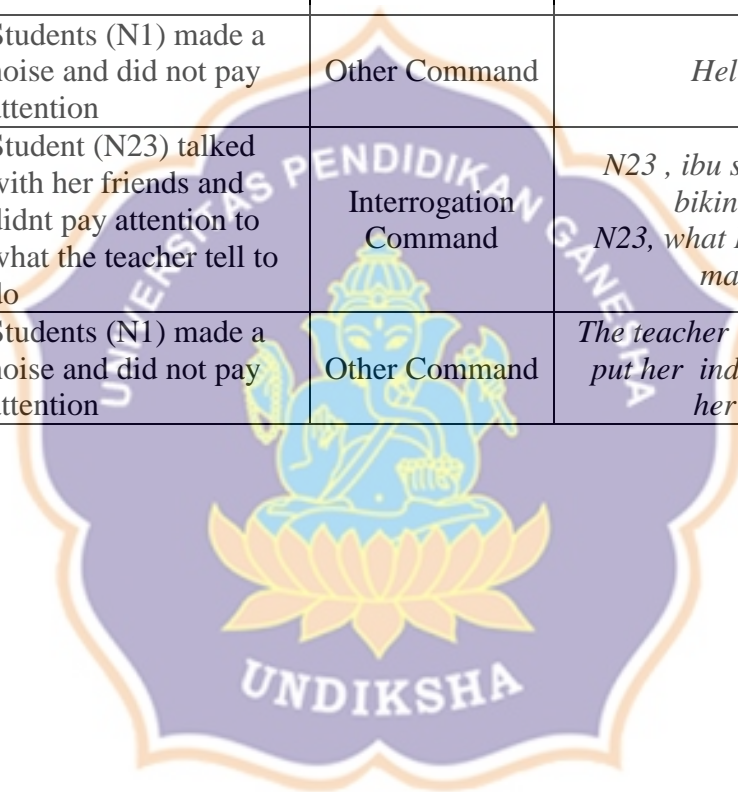
Meeting 5 with the topic Describing people and Place

Date of observation: 04/02/2020

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N (Number of Students)	Effective
1	00.34	The students immature	Students (N1) made a noise and stand up when the lesson will start	Regular Command	<i>Okay, Sit down please</i>	Not mentioned names	Effective
2	02.17	The students immature	Student (N17) talked with his friends	Other Command (Calling students' name)	<i>N17</i>	N17	Effective
3	02.44	The students immature	Student (N17) talked with his friends again	Other Command	<i>N17, please be quite and the teacher put her index finger on her lips</i>	N17	Less Effective
4	03.01	The students immature	Student (N17) kept a noise again	Negative Command	<i>N17, just close your mouth N17</i>	N17	Less Effective
5	08.22	The students immature	Student (N22) talked with his friends and did not pay attention to the lesson	Regular Command	<i>N22, go to write the question</i>	N22	Effective
6	10.13	The students immature	Students (N1) made a noise	Regular Command	<i>Please be quite and just write the question</i>	Not mentioned names	Less Effective
7	25.4	The students immature	Students (N1) made a noise	Other Command	<i>The teacher put her index finger on her lips with the sound shh..</i>	Not mentioned names	Less Effective

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N (Number of Students)	Effective
8	26.25	The students immature	Student (N4) played with her friend and did not pay attention to the lesson	Interrogation Command	<i>"Okay, N4 apa aja transportasinya?" Okay, N4 what are the types of transportation?"</i>	N4	Effective
9	29.09	The students immature	Students (N1) made a noise	Other Command	<i>The teacher put her index finger on her lips</i>	Not mentioned names	Less Effective
10	29.19	The students immature	Students (N1) made a noise because they enthusiastic to answer the question	Other Command	<i>The teacher put her index finger on her lips and said "be quite please and just raise your hand"</i>	Not mentioned names	Less Effective
11	29.29	The students immature	Students (N1) made a noise because they enthusiastic to answer the question	Regular Command	<i>Be quite</i>	Not mentioned names	Less Effective
12	30.26	The students immature	Students (N1) made a noise when the teacher tell what they have learned today and last week	Other Command	<i>Hey2x ...shhh, the teacher put her index finger on her lips</i>	Not mentioned names	Less Effective
13	30.33	The students immature	Student (N6) talked with her friend and did not pay attention to the teacher	Regular Command	<i>N6, just be quite</i>	N6	Effective

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N (Number of Students)	Effective
14	31.58	The students immature	Students (N1) made a noise and did not pay attention	Other Command	<i>Hello3x</i>	Not mentioned names	Effective
15	32.12	The students immature	Student (N23) talked with her friends and didnt pay attention to what the teacher tell to do	Interrogation Command	<i>N23 , ibu suruh kamu bikin apa? N23, what I told you to make?</i>	N23	Effective
16	42.53	The students immature	Students (N1) made a noise and did not pay attention	Other Command	<i>The teacher said hey and put her index finger on her lips</i>	Not mentioned names	Less Effective

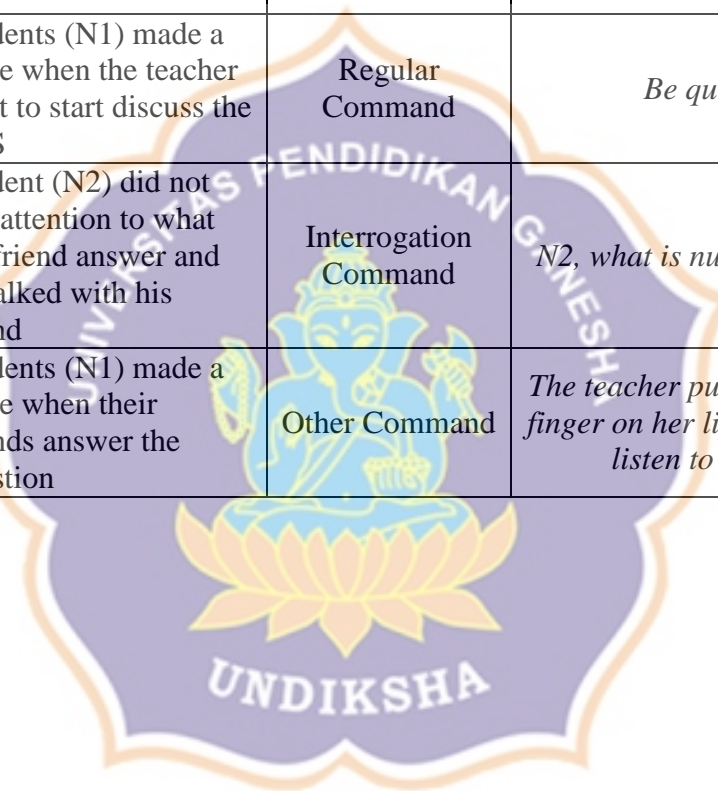


Meeting 6 with the topic Transportation

Date of observation: 03/03/2020

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N	Effective
1	00.46	The students immature	Student (N24) talked with his friend in the beggining of the lesson	Regular Command	<i>The teacher said hey-hey, be quite N24 and put her index finger on her lips</i>	N24	Effective
2	01.14	The students immature	Students (N1) made a noise when the teacher do the absent	Other Command	<i>The teacher put her index finger on her lips</i>	Not mentioned names	Less Effective
3	01.35	The students immature	Student (N22) talked with his friend	Regular Command	<i>Hey-hey, be quite please N22</i>	N22	Effective
4	03.12	The students immature	Student (N17) talked with his friend when the teacher ask them to take note for the mid test next week	Other Command (Calling students' name)	N17	N17	Effective
5	13.33	The students immature	Students (N1) made a noise because they enthusiastic to answer the question	Other Command	<i>The teacher put her index finger on her lips</i>	Not mentioned names	Less Effective
6	15.03	The students immature	Students (N1) made a noise	Other Command	<i>The teacher put her index finger on her lips</i>	Not mentioned names	Less Effective

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N	Effective
7	16.08	The students immature	Students (N1) made a noise when the teacher want to start discuss the LKS	Regular Command	<i>Be quite</i>	Not mentioned names	Less Effective
8	23.08	The students immature	Student (N2) did not pay attention to what his friend answer and he talked with his friend	Interrogation Command	<i>N2, what is number two?</i>	N2	Effective
9	33.23	The students immature	Students (N1) made a noise when their friends answer the question	Other Command	<i>The teacher put her index finger on her lips and said listen to Rian</i>	Not mentioned names	Effective



APPENDIX 8. Result of Questionnaire

No	Pertanyaan	Ya/Tidak		Ket
1	<p>Apakah siswa kerap melakukan sesuatu hal (yang tidak berkaitan dengan pembelajaran) tanpa meminta izin ibu/bapak guru terlebih dahulu?</p> <p>Misalnya: siswa pergi ke toilet tanpa meminta izin, minum air tanpa meminta izin.</p>	<input type="checkbox"/> Ya	<input checked="" type="checkbox"/> Tidak	<p>Students always asked permission to do something that were not relate to learning process.</p>
2	<p>Apakah siswa kerap mengganggu temannya pada saat pelajaran berlangsung?</p>	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	<p>The disruptive behavior of students such as :</p> <ul style="list-style-type: none"> -made noise -talked with their friends -did not pay attention -played with their friends or their stationary (rules, pen, pencil , and etc.)

3	Apakah siswa kerap berdebat satu sama lain pada saat pelajaran berlangsung?	<input type="checkbox"/> Ya	<input checked="" type="checkbox"/> Tidak	There was no problem that gave by the teacher, so students did not debate with their friends.
4	Adakah siswa yang menyela guru/siswa lain pada saat pembelajaran berlangsung?	<input type="checkbox"/> Ya	<input checked="" type="checkbox"/> Tidak	There were no students interrupt the teacher because there was a session where students could ask question.
5	Apakah bapak/ibu kerap menggunakan pertanyaan yang bersifat mengintrogasi untuk mengatasi perilaku disruptif siswa? Misalnya: <i>what are you doing?</i>	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	<p>For examples :</p> <ul style="list-style-type: none"> - In meeting 1 : N2, my sister son is?, N3, my uncle son is?, and N4, you did not pay attention - In meeting 2 : N11, who is discribe by rama? N12,N10,N13,N6,N2, N2, how is sadu's body as discribe by dwaraka?, N5, how is sadu's body as discribe by dwaraka?, and N14 , how is sadu's face as discribe by dwraka? - In meeting 3: N12,

				<i>what are you doing?, N15, what are you doing?, and N12, why you are cheating on belle?</i>
6	Apakah dengan menggunakan pertanyaan yang bersifat mengintrogasi; siswa merespon secara verbal?	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	For example : When the teacher asked <i>N2, my sister son is?</i> In meeting 1. Then, the students' respond verbally such as nephew. The other example, when the teacher asked <i>N3, my uncle son is?</i> , then, the students answered cousin.
7	Selain pertanyaan yang mengintrogasi, apakah bapak/ibu kerap mengatasi perilaku disruptif siswa dengan memberikan instruksi berupa pertanyaan retorik? Misalnya: <i>Would you go back to your seat?</i>	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	For example : In meeting 4 : the teacher said <i>Do you think hot?, and Do you can turn on the fan please!.</i>

8	Apakah setelah mengajukan pertanyaan retorik, perilaku siswa yang disruptif langsung berubah?	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	For example ; The students' disruptive behavior were changing even though it takes times, such as when the teacher said <i>can turn on the fan please!</i> . Then, the respond of students not too fast to turn on the fan.
9	Apakah bapak/ibu kerap memerintahkan siswa secara langsung, untuk melakukan hal baik yang bertujuan untuk mengatasi perilaku disruptif siswa? Misalnya: <i>sit down please!</i>	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	For examples : When the teacher said <i>Okay, be quite please, raise your hand, Be quite please, Hey, listen to me please! Close your book put to your bag, Clean the whiteboard please!, Be quite and listen, Okay, Sit down please and etc.</i>
10	Apakah perintah yang bapak/ibu berikan dituruti oleh siswa?	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	For example : when the teacher gave command like <i>N22, go to write the question</i> , then N22 wrote the question.
	Apakah bapak/ibu	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	For example : In

11	<p>kerap menggunakan instruksi berupa pernyataan yang memberikan siswa pilihan untuk mengatasi perilaku disruptif?</p> <p>Misalnya: <i>I will not play the music if you are still making noises.</i></p>			<p>meeting3 . The teacher said “<i>Just listen to your friends because next i will give you question about your friend describe</i>”</p>
12	<p>Apakah pernyataan yang berupa pilihan tersebut mampu mengentikan perilaku disruptif siswa?</p>	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	<p>Students obeyed the teacher’ s command and begin to focus on listening their friends.</p>
13	<p>Apakah bapak/ibu kerap menggunakan instruksi dengan kata ‘stop’?</p> <p>Misalnya: <i>stop running students!</i></p>	<input type="checkbox"/> Ya	<input checked="" type="checkbox"/> Tidak	<p>Teacher never used stop command</p>
14	<p>Apakah dengan menggunakan instruksi dengan kata ‘stop’ siswa mau berhenti berperilaku disruptif?</p>	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	<p>Teacher never used stop command</p>

15	Apakah bapak/ibu kerap menggunakan dengan kata 'don't'? Misalnya: <i>don't disturb your friend!</i>	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	For example when the teacher said <i>N17, don't play with the tissue</i>
16	Apakah dengan menggunakan instruksi dengan kata 'don't' siswa mau berhenti berperilaku disruptif?	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	For example when the teacher said <i>N17, don't play with the tissue</i> . Then, student (N17) stopped to play the tissue
17	Apakah bapak/ibu kerap menggunakan instruksi yang terdengar negatif tanpa menggunakan kata 'stop' dan 'don't'? Misalnya: <i>You! daydreaming</i>	<input type="checkbox"/> Ya	<input checked="" type="checkbox"/> Tidak	Teacher ever once used negative command, for example : <i>N17, just close your mouth N17</i> .
18	Apakah dengan menggunakan instruksi yang bersifat negatif mampu menghentikan perilaku disruptif siswa?	<input type="checkbox"/> Ya	<input checked="" type="checkbox"/> Tidak	Student (N17) kept a noise again

19	Apakah bapak/ibu kerap menggunakan gabungan dari beberapa instruksi yang disebutkan pada butir pertanyaan 4-10? Misalnya: <i>No talking. Please sit down nicely!</i>	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	For example : when the teacher put her index finger on her lips and said “be quite plase and just raise your hand”
20	Apakah instruksi gabungan tersebut dapat mengubah perilaku disruptif siswa menjadi lebih baik?	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	Sometime when teacher used other command the behavior of students ware changing.
21	Apakah bapak/ibu kerap memanggil nama siswa untuk menghentikan perilaku disruptif?	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	For example : on meeting 1 “N2”, “N3”, “N4” , on meeting 2 “N12”, “N10”, “N13”, “N6”, “N2” and on meeting 6 “N17”.
22	Apakah perilaku disruptif siswa bisa diatasi dengan memanggil nama siswa tersebut?	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	Because by calling students' names, it can make students know that the teacher is paying attention to what he/she is doing

23	Apakah bapak/ibu pernah menggunakan “magic words” untuk menghentikan perilaku disruptif siswa? Misalnya: dumdumdumdum	<input type="checkbox"/> Ya	<input checked="" type="checkbox"/> Tidak	Teacher never used magic word because mostly teacher used directly command (regular command) to stop students’ disrutive behavior
24	Apakah intruksi berupa “magic word” dapat menghentikan perilaku disruptif siswa?	<input type="checkbox"/> Ya	<input checked="" type="checkbox"/> Tidak	The teacher never used that. So, teacher did not know it will stop students’ disruptive behavior or not
25	Apakah bapak/ibu kerap mengetuk papan untuk menghentikan perilaku disruptive siswa?	<input type="checkbox"/> Ya	<input checked="" type="checkbox"/> Tidak	Teacher never tap on the board to stop the disruptive behavior of students.
26	Apakah perilaku disruptif siswa bisa diatasi dengan mengetuk papan?	<input type="checkbox"/> Ya	<input checked="" type="checkbox"/> Tidak	The teacher never tap on the board. So, the teacher did not know it will stop students’ disruptive behavior or not

APPENDIX 9. Transcripts of quistionnare

The questionnaire used by the researcher to gather information related to the teacher's understanding of the student's behavior that had showed during the lesson and the types of commands that had been use to overcome the student's behavior along with the impact for students. There were twenty-six questions of the questionnaire and the result of questionnaire in detail could be seen below!

1. **Question :** Do students often do things which were not related to the learning process without asking permission to the teacher first?

For example: Students go to the toilet or drink water without asking permission.

Answer : “No, they do not”

From question number one, the answer was no, they did not. It meant students always asked permission to do something that were not relate to learning process.

2. **Question :** Do students often disturb their friends during the learning process?

Answer : “Yes, they do ”

From question number two, the answer was yes, they did. It meant students often disturbed their friends during the learning process. It could be prove from the result of observation. In which students often did not pay attention to the lesson because *students talked to their friends and play something such as pen, ruler, eraser , tissue, etc. during the learning process.*

3. **Question :** Do students often debate each other during the learning process?

Answer : “No, they do not”

From question number three, the answer was no, they did not. It meant there was no problem that given by the teacher, so students did not debate with their friends.

4. **Question :** Is there any students interrupting the teacher / other students during the learning process?

Answer : “No, there is not”

From question number four, the answer was no, there was not. It meant in the learning process, there were no students interrupt the teacher because there was a session where students could ask question. Although there were some students doing something, such as talking to their friends, walking around the class, and playing the pen or rules. It was not something that could interrupt for the teacher because it was natural thing for students in elementary school.

5. **Question :** Do you often use interrogative questions to overcome students with disruptive behavior? For example: *Why did you do that?*

Answer : “Yes”

From question number five, the answer was yes. It meant teacher often use interrogative questions to overcome students with disruptive behavior. It could be seen in every meeting. For example : In table 4.1.1 meeting 1. Teacher said “*N2, my sister son is?*”, “*N3, my uncle son is?*”, “*N4, you did not pay attention*” and in table 4.1.3 meeting 3. Teacher said “*N12, what are you doing?*”.

6. **Question :** By using interrogative questions, do students respond verbally?

Answer : “Yes, they do”

From question number six, the answer was yes, they did. It meant when the teacher use interrogative questions, the students were respond verbally. It could be prove from the result of observation. In which, when teacher said “N2, my sister son is?” Then, N2 was respond with saying “Nephew”. It could be seen in minute 04.14 in the meeting 1 table 4.1.1

7. **Question :** Other than interrogative questions, do you often overcome students with disruptive behavior by giving instructions in the form of rhetorical questions? For example: *Would you go back to your seat?*

Answer : “Yes”

From question number seven, the answer was yes. It meant teacher ever giving instructions in the form of rhetorical questions. It could be prove from the result of observation when teacher said, “*Do you can turn on the fan please?*” on table 4.1.4 meeting 4.

8. **Question :** After asking rhetorical questions, do the behavior of the disruptive student change immediately?

Answer : “Yes”

From question number eight, the answer was yes. It meant after the teacher giving rhetorical questions to the student with disruptive behavior, the behavior of students were changing immediately. It could be prove by the respond of students, when student was walking to other group, immediately student did it (turn on the fan) even though it takes some time.

9. **Question :** Do you often instruct students directly, to do good things aiming at overcoming student with disruptive behavior? For example: *sit down please!*

Answer : “Yes”

From question number nine, the answer was yes. It meant teacher often use instruct students directly (regular command) such as “*Be quite please*”, “*Back to your seat*”, “*N7, Back to your group*” and “*Students listen to your friend please!*”. It could be prove from the result of observation in every meeting.

10. **Question :** Is your command obeyed by students?

Answer : “Yes”

From question number ten, the answer was yes. It meant when teacher gave students command, students sometime obeyed it. It could be prove from the result of observation in table 4.1.1 in minutes 40.10 when the teacher said “*Back to your seat*” and then students obeyed the command that given by the teacher.

11. **Question :** Do you often instruct students by giving statement with choices to overcome students’ disruptive behavior? For example: *I will not play the music if you are still making noises.*

Answer : “Yes”

From question number eleven, the answer was yes. It meant teacher ever instruct students by giving choices to overcome students’ disruptive behavior. It could be prove from the result of observation when the teacher said “*Just listen to your friends because next i will give you question about your friend discribe*” in table 4.1.3 meeting 3.

12. **Question :** Are the statements with choices able to stop the students' disruptive behavior?

Answer : “Yes”

From question number twelve, the answer was yes. It meant when the teacher said “*Just listen to your friends because next i will give you question about your friend discribe*”. The behavior of students was changing from did not pay attention, made noise, and played with their friends immediately becomes giving attention to the lesson.

13. **Question :** Do you often use commands with the word 'stop'? For example: *stop running students!*

Answer : “No”

From question number thirteen, the answer was no. It meant *teacher never used stop command*. It could be prove from the result of observation every meeting. There was no ‘stop command’ used by the teacher.

14. **Question :** By using the command with the word 'stop', do students stop behaving disruptively?

Answer : “Yes, they do”

From question number fourteen, the teacher said yes, but the answer should be no from the teacher because the teacher never used stop command. So, teacher did not know it will stop students’ disruptive behavior or not. It could be prove from the result of observation every meeting. There was no ‘stop command’ used by the teacher.

15. **Question :** Do you often use word “don’t”? For example: *don’t disturb your friend!*

Answer : “Yes”

From question number fifteen, the answer was yes. It meant teacher ever use word “don’t”. It could be prove from the result of observation. When, the teacher said “*N17, don’t play with the tissue*” on the table 4.1.4 meeting 4 in minute 07.44.

16. **Question :** By using command with the word 'don't', do students stop behaving disruptively?

Answer : “Yes, they do”

From question number sixteen, the answer was yes, they did. It meant by command with the word 'don't' students would stop behaving disruptively. It could be prove from the result of observation. “*Student N17 want to stop doing that (playing tissue)*”.

17. **Question :** Do you often use command that sound negative without using the words 'stop' and 'don't'? For example: *You! Daydreaming*

Answer : “No”

From question number seventeen, the teacher answer was no, but the answer should be yes because the teacher ever used that command even if only once. It could be prove from the result of observation. On the table 4.1.5 meeting 5 when the teacher said “*N17, just close your mouth N17*” in minute 03.01.

18. **Question :** Is using negative instructions, do students stop behaving disruptively?

Answer : “No, they do not”

From question number eighteen, the teacher answer was no, they did not but the answer should be yes, because that command made students stop doing that.

19. **Question :** Do you often use a combination of some commands mentioned in questions 4-10? For example: *No talking. Please sit down nicely!*

Answer : “Yes”

From question number nineteen, the answer was yes. It meant teacher ever use other command (combination of some command). It could be prove from the result of observation every meeting. For example on table 4.1.3 meeting 3 when the teacher said *“Okay, be quite please and put her index finger on her lips”*

20. **Question :** Is the combination of command able to change students' disruptive behavior ?

Answer : “Yes, it is”

From question number twenty, the answer was yes, it was. It meant when the teacher used that command the students' behavior was changing..

21. **Question :** Do you often call students' names to stop disruptive behavior?

Answer : “Yes”

From question number twenty-one, the answer was yes. It meant teacher often called students' names to stop disruptive behavior. It could be prove from the result of observation in every meeting. The aimed to call the students' name was to get attention from the students. For example : on meeting1 “N2”, “N3”, “N4” , on meeting 2 “N12”, “N10”, “N13”, “N6”, “N2” and on meeting 6 “N17”.

22. **Question :** Could students' disruptive behavior be overcome by calling the student's name?

Answer : “Yes, they could”

From question number twenty-two, the answer was yes, they could. It meant by calling the student's name it could overcome students' disruptive behavior because it made students know that the teacher was paying attention to what he/she was doing. It could be prove from the result of observation in every meeting.

23. **Question :** Have you ever used "magic words" to stop students' disruptive behavior? For example: *dumdumdumdum*

Answer : "No"

From question number twenty-three, the answer was no. It meant Teacher never used magic word because mostly teacher used directly command (regular command) to stop students' disruptive behavior

24. **Question :** Was the command in the form of "magic word" able to stop the students' disruptive behavior?

Answer : "No"

From question number twenty-four, the answer was no. It meant because the teacher never used that. In conclusion, teacher did not know it would stop students' disruptive behavior or not. It could be prove from the result of observation every meeting. There was no 'magic word' used by the teacher.

25. **Question :** Do you often tap on the board to stop the disruptive behavior of students?

Answer : "No"

From question number twenty-five, the answer was no. It meant teacher never tap on the board to stop the disruptive behavior of students.

26. **Question :** Could students' disruptive behavior be overcome by tapping on the board ?

Answer : "No, they could not"

From question number twenty-six, the answer was no, they could not. It meant because the teacher never tap on the board. In conclusion, the teacher did not know it would stop students' disruptive behavior or not. It could be prove from the result of observation in every meeting.



APPENDIX 10. Result of Interview

1. Tolong sebutkan contoh-contoh perilaku disruptif yang sering dilakukan oleh siswa pada saat jam pembelajaran Bahasa Inggris?

Jawaban :

ee.. yak kalo yang di kelas lima itu, paling itu dah biasanya mereka ribut saat pelajaran , ee.. kemudian, mungkin saat gurunya ngomong itu juga kadang mereka lain-lain tidak mendengarkan intruksi dari guru, kemudian ada juga beberapa mungkin yang masih mencari temenya tidak mau duduk di tempat masing-masing.

“If it's in fifth grade, they usually made noise during lessons. Then, probably when the teacher talked, sometime they did not pay attention to the instructions of the teacher. Then, there were some students who may still be looking for friends, who don't want to sit in their places.”

2. Bagaimana cara bapak/ibu mengatasi perilaku siswa yang disruptif?

Jawaban :

ee yak , bisa dengan menegur langsung saja mungkin ya. Diawal misal kalau memang mereka ribut kan bisa kita pakai ee.....ungkapan itu *be quit please , don't be noisy, and sit down please , back to your seat* ya seperti itu.

“Maybe, could be directly reprimanded. In the beginning, for example, if they were noisy, we could used that command such as “*be quit please, don't be noisy, and sit down please, back to your seat*” like that.”

3. Pernahkah bapak/ibu menanyakan pertanyaan – pertanyaan untuk mengatasi perilaku siswa yang disruptif?

Jawaban :

ee.. ya kadang-kadang ya, kalau misalnya memang si anak itu ngeyel ya.. sudah di kasi tau jangan ribut gitu, tetep juga ribut . ya pasti kan saya tanya dulu kan, “Kenapa kamu ribut?”, “Kenapa ko terus aja kamu tidak memperhatikan guru ?”, “Nanti yang rugi kan anak-anak juga.”, gitu. Pasti dah nanti kalau sudah ibu kasi ee.. gini intruksi kamu lain-lain , kamu gak tau apa yang harus dilakukan nanti ,pasti dah akhir-akhir nanyak lagi sama guru, kn gitu ya.

“Yes sometime, for example if the student is really disobedient, even tough it was told to not make noisy but they still made noisy. Yeah, sure I will ask first such as “Why are you making a noise?”, “Why do you keep on not paying attention to the teacher?” and in the end the students will be disadvantaged. Of course, later when I give instructions, you do not pay attention; you do not know what to do later. So, later the students will ask the teacher again.”

4. Pernahkah bapak/ibu memanggil nama siswa untuk menghentikan disruptif siswa?

Jawaban :

iya, ee kadang- kadang memang harus dipanggil itu kan, kalau misalnya *all the students*.. tu kan misalnya semuanya *all of you* kan tidak mengkhusus dia ya.. karena tidak semua siswa ee.. memang ngeyel seperti itu, ribut seperti itu.

Paling ini yang saya panggil memang panggil nama nya itu yang memang-memang bener bandel, pasti.. pasti akan saya sebut dah langsung siapa itu si anak. Si A ,gitu misalnya. Ayo, *be quite please, you just sit down and ee.. back to your seat* kan gitu. Langsung dah namanya harus saya panggil kan. Biar langsung dia tau siapa yang di kasi intruksi seperti itu. Biar jelas ya.

“Sometime it must be called for example; "all the students", "all of you" were not specific because not all students are disobedient, noisy like that. Then, if I called a student's name, it means students disobedient. I will definitely mention who the student is like student “A”. Come on, *"be quiet please, you just sit down and back to your seat.* I immediately called the students' name, Let they know immediately who was given command like that. Just make it clear.”

5. Instruksi apa saja yang bapak/ibu gunakan untuk mengatasi perilaku disruptif siswa?

Jawaban :

ya seperti yang sudah saya katakan tadi ya. Kalau misalnya si anak ribut ,biasanya saya pakai *be quite please , don't be noisy* kan seperti itu. Kalau memang si anak itu masih berkeliling-liling kelas ya saya pakai itu, *back to your seat* and kalau memang dia, ada juga mungkin anak yang mengganggu ee.. temennya, ya pakai itu *don't siturb your friend* itu aja kan.

“Yes, like what I said before. If student made a noise, I used to *“be quite please”, “don't be noisy”,* like that. Then, if the students still walked around the

class, yes I will used to “*back to your seat*” and if students, maybe disturb their friends. I will used to “*don’t siturb your friend*” like that.”



APPENDIX 11. Riwayat Hidup

RIWAYAT HIDUP



Anak Agung Nareswari Tungga Dewi lahir pada tanggal 01 Agustus 1998. Penulis lahir dari pasangan suami istri Anak Agung Gede Tapaartha dan Ni Wayan Sari. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Jln. Tirtha Campuhan, Lc Subak Aye. Kecamatan Bangli, Kabupaten Bangli, Provinsi Bali. Penulis menyelesaikan pendidikan dasar di SD Negeri 5 Kawan dan lulus pada tahun 2010. Kemudian penulis melanjutkan di SMP Negeri 2 Bangli dan lulus pada tahun 2013. Pada tahun 2016, penulis lulus dari SMA Negeri 1 Bangli, Jurusan MIPA dan melanjutkan ke S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada semester akhir tahun 2020 penulis telah menyelesaikan Tugas Akhir yang berjudul “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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