

**THE EFFECTIVE COMMANDS USED BY THE TEACHER IN ENGLISH  
TEACHING AT SMAN 2 SINGARAJA  
(CASE STUDY IN STUDENTS WITH DISRUPTIVE BEHAVIOR)**

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**ABSTRACT**

This study is aimed at investigating the types of students' disruptive behavior, the types of commands used by the English teacher, and analyzing the effective commands used by the English teacher to overcome students' disruptive behavior. The method used in this study was descriptive method in which the data were described under the reality to answer the purpose of this research in finding section and draw the conclusion. The findings of this study revealed that students' disruptive behaviors that appeared during the learning process could be categorized as The Immature and Well to Do. In handling both types of students' disruptive behavior, teacher used several commands; those were Interrogation Commands, Regular Commands, Question Commands, Don't Commands, Indirect Command, and Other Commands. Several commands that were effective were Interrogation Command, Question Command, Indirect Command, and Other Commands. Regular Command was sometimes effective or less effective. It would be effective if teacher mentioned students' name, for example "(N4), *read the text!*" while it would be less effective if the teacher did not mention students' name, for example "*Others pay attention, please!*" Interrogation Command was effective to overcome students' disruptive behavior in the types of The Immature and Well to Do. Question Command and Other Commands were effective for The Immature students, and Indirect Command was effective for Well to Do students.

Key words: effective commands, disruptive behaviors.

**ABSTRAK**

Penelitian ini bertujuan untuk menyelidiki jenis perilaku mengganggu siswa, jenis perintah yang digunakan oleh guru bahasa Inggris, dan menganalisis perintah efektif yang

digunakan oleh guru bahasa Inggris untuk mengatasi perilaku mengganggu siswa. Metode yang digunakan dalam penelitian ini adalah metode deskriptif di mana data dijelaskan berdasarkan kenyataan untuk menjawab tujuan penelitian ini dalam penemuan dan menarik kesimpulan. Temuan penelitian ini mengungkapkan bahwa perilaku mengganggu siswa yang muncul selama proses pembelajaran dapat dikategorikan sebagai *The Immature* dan *Well to Do*. Dalam menangani kedua jenis perilaku mengganggu siswa, guru menggunakan beberapa perintah; perintah tersebut adalah *Interrogation Commands*, *Regular Commands*, *Question Commands*, *Don't Commands*, *Indirect Command*, dan *Other Commands*. Beberapa perintah yang efektif adalah *Interrogation Command*, *Question Command*, *Indirect Command*, dan *Other Commands*. *Regular Command*, terkadang efektif atau kurang efektif. *Regular Command* akan menjadi efektif apabila guru menyebut nama siswa, contohnya "(N4), *read the text!*", dan akan menjadi kurang efektif apabila guru tidak menyebutkan nama siswa "*Others pay attention, please!*". *Interrogation Command* efektif untuk mengatasi perilaku mengganggu siswa jenis *The Immature* dan *Well to Do*. *Question Command* dan *Other Commands* efektif untuk siswa *The Immature*, dan *Indirect Command* efektif untuk siswa *Well to Do*.

Kata kunci: perintah yang efektif, perilaku yang mengganggu.

