

APPENDIX 1 Surat Permohonan Izin Observasi



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 3811/UN48.7.1/DT/2019

29 Oktober 2019

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMA Negeri 2 Singaraja
di Singaraja

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

Nama : NI LUH ADE OCTAVIANI
NIM : 1612021172
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2019/2020

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,

Dr. 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 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
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 3853/UN48.7.1/DT/2019

31 Oktober 2019

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMA Negeri 2 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 : NI LUH ADE OCTAVIANI
NIM : 1612021172
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2019/2020
Judul : THE EFFECTIVE COMMANDS USED BY THE TEACHER IN ENGLISH TEACHING AT SMA NEGERI 2 SINGARAJA (CASE STUDY IN STUDENTS 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,



Dr. 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

Lembar Ekspedisi Surat Izin Penelitian

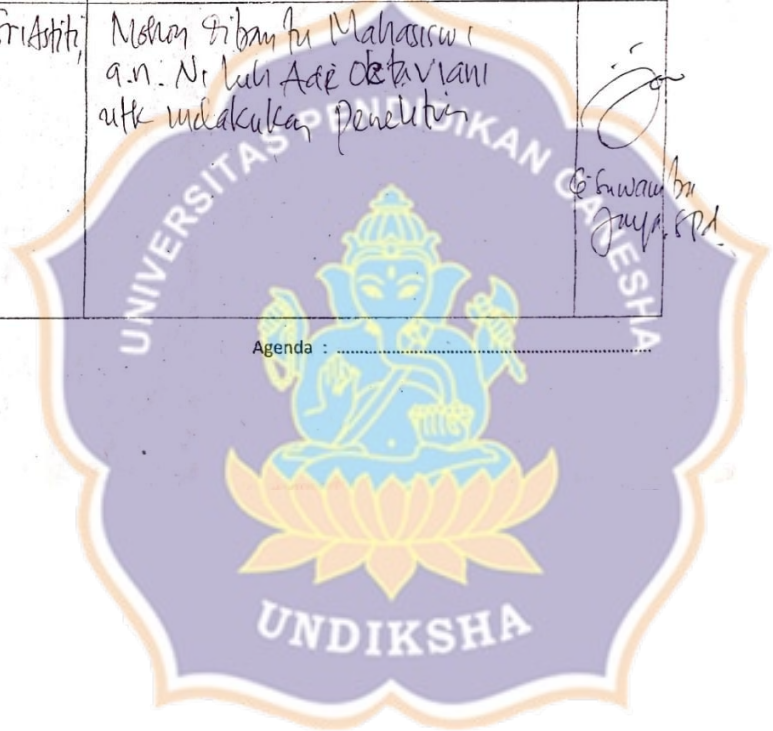
SMA NEGERI 2 SINGARAJA

Tanggal terima : 31 Okt 2019 Agenda nomor :
 Penting : Rahasia : Biasa : Perihal :

Tanggal surat : 29 Okt 2019 Nomor surat :

Tanggal Penerusan	Kepada	Isi Disposisi/Uraian Tugas	Paraf
Kamis, 31 Okt 2019	Nr. Nym Sri Astuti, S.Pd-MPd.	Mohon dibantu Mahasiswa a.n. Nrluli Ade Octaviani utk melakukan penelitian	 @kwarda br jaya, S.Pd.

Agenda :



APPENDIX 3 Surat Keterangan Telah Melakukan Penelitian



PEMERINTAH PROVINSI BALI
DINAS PENDIDIKAN, KEPEMUDAAN DAN OLAHRAGA
SMA NEGERI 2 SINGARAJA

Alamat : Jl. Srikandi – Singaraja (81119) Telp. (0362) 24321
Email : smandasingaraja2011@gmail.com Alamat website www.smanda-singaraja.sch.id



SURAT KETERANGAN
No. 421.3/ 11204/SMAN 2 SGR/2020

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 2 Singaraja menerangkan dengan sebenarnya bahwa:

Nama : Ni Luh Ade Octaviani
N I M : 1612021172
Jurusan : Bahasa Asing
Prodi : Pendidikan Bahasa Inggris
Tahun Akademik : 2019/2020

Memang benar Mahasiswa tersebut di atas telah melaksanakan Penelitian di SMA Negeri 2 Singaraja pada kelas XII Bahasa 2 yang dilaksanakan tanggal 5 November 2019 s/d 21 Januari 2020 dengan Judul Skripsi **The Effective Commands Used by the Teacher in English Teaching at SMAN 2 Singaraja (Case Study Students with Disruptive Behavior)**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagai mana mestinya.

23 Juni 2020
Kepala SMA Negeri 2 Singaraja

Drs. I Made Arya Kartawan, M.Pd
NIP. 19620518 198903 1 011



APPENDIX 4 Instruments

Blueprint for Questionnaire and Interview Guide

No	Theory	Indicators	Items
Disruptive			
1	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, Silva, Oliveira, Sass, & Martin, 2017; Sun & Shek, 2012; Yuan & Che, 2012)	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	1, 2, 3, 4 of questionnaire, 1 of interview guide
Types of Command			
2	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 children verbally, for example: 'How old are you?', 'What is your name?' (Bertsch et al., 2009)	Whether or not teachers use interrogation commands for handling disruptive behavior in classroom.	5 of questionnaire, 3 of interview guide
3	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)	Whether or not teachers use question commands for handling disruptive behavior in classroom.	7 of questionnaire, 3 of interview guide
4	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)	Whether or not teachers use regular commands for handling disruptive behavior in classroom.	9 of questionnaire
5	Indirect command is the opposite of the direct commands which refers to suggestions or options about something, for example: 'I	Whether or not teachers use indirect commands for handling disruptive behavior in classroom.	11 of questionnaire

	will not play the music if you still make noises.’ (Bertsch et al., 2009)		
6	Stop command refers to a command to stop the ongoing behavior by using the word ‘stop’, for example: ‘stop crying’, ‘stop running’ (Bertsch et al., 2009).	Whether or not teachers use stop commands for handling disruptive behavior in classroom.	13 of questionnaire
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

Questionnaire

Berilah *checklist*(\checkmark) 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 izin ibu/bapak guru terlebih dahulu? Misalnya: siswa pergi ke toilet tanpa meminta izin, minum air tanpa meminta izin.	<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 retoris? Misalnya: <i>Would you go back to your seat?</i>	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	
8	Apakah setelah mengajukan pertanyaan retoris, perilaku	<input type="checkbox"/> Ya	<input type="checkbox"/> Tidak	

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

	terdengar negatif tanpa menggunakan kata 'stop' dan 'don't'? Misalnya: <i>You! Daydreaming</i>			
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. 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: <i>dumdumdumdum</i>	<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	

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?

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



Observation Sheet

Date of observation:

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

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 Result

No	Pertanyaan	Ya/Tidak		Ket
1	Apakah siswa kerap melakukan sesuatu hal (yang tidak berkaitan dengan pembelajaran) tanpa meminta izin ibu/bapak guru terlebih dahulu? Misalnya: siswa pergi ke toilet tanpa meminta izin, minum air tanpa meminta izin.	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	<ul style="list-style-type: none"> Talking with their friends Playing phone Disturbing their friends Sleeping in the class Making noise
2	Apakah siswa kerap mengganggu temannya pada saat pelajaran berlangsung?	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	<ul style="list-style-type: none"> Talking to their friends Making noise Disturbing their friends who were focusing to the learning process.
3	Apakah siswa kerap berdebat satu sama lain pada saat pelajaran berlangsung?	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	Students usually debated each other in discussion section.
4	Adakah siswa yang menyela guru/siswa lain pada saat pembelajaran berlangsung?	<input type="checkbox"/> Ya	<input checked="" type="checkbox"/> Tidak	Students never interrupted their teacher during learning process. They gave time to the teacher for explaining the material, then when it had finished, students asked questions or expressed their opinion.
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	<ul style="list-style-type: none"> Meeting 2 <ul style="list-style-type: none"> “(N2), what are you doing?” “(N2), do you understand about the assignment?” “(N1), could you repeat it?” Meeting 3 <ul style="list-style-type: none"> “(N4), have you done?” Meeting 4 <ul style="list-style-type: none"> “Students at the back, have you finished?” “What is caldera, (N1)?”



- "Have you finished the discussion?"
- "(N1) what are you doing?"

- **Meeting 5**

- "(N6), do you have any question?"
- "Do you clear about that?"
- "(N1), what is "meddled"?"
- "(N6), what is "reason"?"
- "(N1), what are you doing?"
- "(N7), are you OK?"
- "(N4), do you understand the 2nd paragraph?"
- "(N6), what is the answer number 22?"

- **Meeting 6**

- "(N3), what kind of information do you get?"
- "(N2), what is high blood pressure?"
- "(N2), why does the answer is C?"
- "(N5), what is the answer?"
- "(N4), what is the answer?"
- "(N1), what is the meaning of "when you believe"?"
- "(N2), what is this text talking about?"

- **Meeting 7**

- "(N6), what is the meaning of justified?"
- "(N4), what is the meaning of first paragraph?"
- "(N4), have you found the meaning of "desensitize"?"

- **Meeting 8**

- "(N5) do you bring LKS?"
- "(N7), are you okay?"
- "(N4), have you finished?"
- "(N1), what are you doing?"

6	Apakah dengan menggunakan pertanyaan yang bersifat mengintrogasi; siswa merespon secara verbal?	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	Students respond the teacher verbally. They answered every question that was asked by teacher.
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	<ul style="list-style-type: none"> • Meeting 2 <ul style="list-style-type: none"> - “(N1), could you repeat it?”
8	Apakah setelah mengajukan pertanyaan retorik, perilaku siswa yang disruptif langsung berubah?	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	Students’ disruptive behavior changed immediately that can be seen at student N1 respond that he could repeated it.
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	<ul style="list-style-type: none"> • Meeting 1 <ul style="list-style-type: none"> - “Others pay attention, please!” - “Put your phone inside the table!” - “Keep silent, please!” • Meeting 2 <ul style="list-style-type: none"> - “Others pay attention, please!” - “(N1), sit in good position!” - “Students over there, listen to your friend’s opinion!” - “Hello, pay attention please. Your friend will say her opinion” - “(N2), sit down please!” • Meeting 3 <ul style="list-style-type: none"> - “(N2), back to your sit, please!” • Meeting 4 <ul style="list-style-type: none"> - “Please do the text!”



- **Meeting 5**
 - “Back to your sit, (N2)!”
 - “Pay attention, please!”
 - “Silent please!”
 - “Others keep silent, please!”
 - “(N1), please open your dictionary, and find out what terrible is!”
 - “(N5), please find out the meaning of terrified!”
 - “Others read your text, please!”
 - “Speak up please, (N1)!”
 - “(N4), read the text”
- **Meeting 6**
 - “Others pay attention, please!”
 - “(N1), please listen to her!”
- **Meeting 7**
 - “Sit down, please!”
 - “(N1), do it by yourself!”
 - “Keep silent, please!”
 - “Pay attention, please!”
 - “(N1), speak up, please!”
 - “Others please keep silent!”
 - “(N6), find out the meaning of “desensitize”!”
 - “(N7), listen to your friend!”
- **Meeting 8**
 - “(N1) discuss with your friend!”
 - “keep silent please!”
 - “(N2), sit down!”
 - “Hello, others pay attention, please!”

10	Apakah perintah yang bapak/ibu berikan dituruti oleh siswa?	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	Students obeyed teacher’s command. They could do the things that teacher asked to.
----	---	---	---------------------------------------	--

11	Apakah bapak/ibu kerap menggunakan instruksi berupa pernyataan yang memberikan siswa pilihan untuk mengatasi perilaku disruptif? Misalnya: <i>I will not play the music if you are still making noises.</i>	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	<ul style="list-style-type: none"> • Meeting 4 <ul style="list-style-type: none"> - “Silent your hand phone or I’ll take your hand phone”
12	Apakah pernyataan yang berupa pilihan tersebut mampu mengentikan perilaku disruptif siswa?	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	It was able to stop students’ disruptive behavior which student played her phone during the learning process. She stopped playing her phone and put it in her bag.
13	Apakah bapak/ibu kerap menggunakan instruksi dengan kata ‘stop’? Misalnya: <i>stop running students!</i>	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	<ul style="list-style-type: none"> • Meeting 4 <ul style="list-style-type: none"> - “Stop working, (N4)!”
14	Apakah dengan menggunakan instruksi dengan kata ‘stop’ siswa mau berhenti berperilaku disruptif?	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	Students stopped behaving disruptively even though just for a while.
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	<ul style="list-style-type: none"> • Meeting 6 <ul style="list-style-type: none"> - “(N3) Don’t chat!”
16	Apakah dengan menggunakan instruksi dengan kata ‘don’t’ siswa mau berhenti berperilaku disruptif?	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	Students stopped behaving disruptively even though just for a while.
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 never used negative command.

18	Apakah dengan menggunakan instruksi yang bersifat negatif mampu menghentikan perilaku disruptif siswa?	<input type="checkbox"/> Ya	<input checked="" type="checkbox"/> Tidak	-
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	<ul style="list-style-type: none"> • Meeting 6 <ul style="list-style-type: none"> - “Have you finished? Just continue your work!” (combination between interrogation command and regular command)
20	Apakah instruksi gabungan tersebut dapat mengubah perilaku disruptif siswa menjadi lebih baik?	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	This command could change students' behavior from talking to his friends into being silent and continuing his work.
21	Apakah bapak/ibu kerap memanggil nama siswa untuk menghentikan perilaku disruptif?	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	Teacher often call students' name, but it was followed by command. For example, Meeting 6 “(N3) don't chat!” Meeting 8 “(N2), sit down!”
22	Apakah perilaku disruptif siswa bisa diatasi dengan memanggil nama siswa tersebut?	<input checked="" type="checkbox"/> Ya	<input type="checkbox"/> Tidak	It really worked.
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 words.
24	Apakah intruksi berupa “magic word” dapat menghentikan perilaku disruptif siswa?	<input type="checkbox"/> Ya	<input checked="" type="checkbox"/> Tidak	-
25	Apakah bapak/ibu kerap mengetuk papan untuk menghentikan perilaku disruptive	<input type="checkbox"/> Ya	<input checked="" type="checkbox"/> Tidak	Teacher never tapped on the board.

	siswa?			
26	Apakah perilaku disruptif siswa bisa diatasi dengan mengetuk papan?	<input type="checkbox"/> Ya	<input checked="" type="checkbox"/> Tidak	-



APPENDIX 6 Interview Transcriptions (Results of Interview)

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

Jawaban:

“Eeee.. biasanya sih anak-anak ketika saat pembelajaran itu banyak yang kurang focus, mereka suka ngobrol atau berbicara dengan teman yang lain, kemudian ketika sudah mencari kata-kata sulit mereka diperbolehkan menggunakan hp, namun mereka menggunakannya tidak hanya untuk mencari kamus, ya maksudnya kalau tidak dipantau anak-anak sering menggunakan hp untuk tujuan berbeda. Disamping itu, perilaku disruptive yang lain yang pernah terjadi di dalam pembelajaran bahasa inggris itu misalnya mengganggu teman, misalnya teman sedang serius terus diganggu dari belakang, jadi terjadilah keributan, jadi harus ditangani dulu. Kemudian juga ada satu siswa yang sering mengantuk, ya, jadi perilaku disruptifnya ya siswanya mengantuk ketika pembelajaran. Padahal siswanya itu pintar, dia bahkan paling pintar di kelas. Bahasa Inggrisnya sangat bagus kemampuannya. Ada satu. Satu siswa kayak gitu. Tidak semuanya sih, tapi satu siswa yang suka mengantuk.”

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

Jawaban:

“Eeee.. saya harus memperhatikan siswa tersebut misalnya dengan memanggil namanya, kemudian, eee, memilah jenis prilaku apa yang dilakukan, kalo misalnya tidak cukup dengan satu teguran ya kita panggil lagi,atau kadang-kadang juga menggunakan kata jangan atau “*please*” atau “*stop*”dan lebih

sering memberikan pertanyaan-pertanyaan yang mengacu pada pembelajaran pada saat itu, ya seperti itu”

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

Jawaban:

“yak. Munculnya perilaku disruptive itu kan banyak faktor bisa dari faktor siswanya, bisa dari faktor gurunya, bisa jadi faktor proses belajarnya. Ya, ketika siswa melakukan “*disruptive behavior*”, itu biasanya eee saya alihkan perhatian atau focus mereka itu bisa dengan mengajukan pertanyaan-pertanyaan itu agar mereka lebih focus pada pelajaran. Kemudian, yah hal itu sering saya lakukan, jadi untuk kembali focus ke materi yang diajarkan. Ya mungkin dengan mengacak absennya, itu ya, dari nomer satu, kemudian dia pikir akan dapat nomer dua, eh ternyata dapetnya yang nomer terakhir, atau dengan pemanggilan nama tadi. Pertanyaannya berkaitan dengan materi, jadi tujuannya untuk menambah konsentrasi, focus siswa pada materi yang diajarkan. Ya misalnya ada siswa yang ngantuk, pertama saya tanya “*are you ok?*” ketika siswanya bilang “*I am ok, Ma’am*” kemudian dia akan otomatis tidak akan ngantuk lagi, ya, okay. Jadi untuk mengatasi siswa yang ngantuk selain dengan mengajukan pertanyaan. Pertanyaan yang berkaitan dengan materi, contohnya “*what the text about?*”, “*what do you learn from the text?*”. Kalo tidak bisa jawab dan terus ditanya tanya kan jadi malu. Jadi siswa akan berpikir lagi untuk berperilaku *disruptive* karena perasaan khawatir untuk disuruh jawab lagi.

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

Jawaban:

“Iyak, sering ya, sering malah saya memanggil nama siswa, jadi agar dia menyadari bahwa yang berbuat salah itu adalah dirinya sendiri bukan orang lain. Jadi *call the students' name* itu menghentikan perilaku disruptive siswa. Agar dia sadar bahwa yang melakukan kesalahan itu dia ya, istilahnya ada unsur kagetnyalah dikit. Agar siswa juga menyadari bahwa kita juga memperhatikan *learning process*”

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

Jawaban:

“Iya misalnya, instruksi-instruksi yang saya berikan itu seperti “*what are you doing?*” ketika mereka misalnya *gossiping* atau *chatting*, setelah itu mungkin dengan kata kalau siswanya terlalu ribut itu saya bilang “*hello pay attention, please!*” jadi siswanya akan melakukan respon dengan memfokuskan kembali pada pelajaran. Kemudian ketika ada siswa yang terlalu asik dengan HP nya, mungkin akan bertanya “*what are you doing?*” atau menyuruh untuk memasukkan hpnya dengan mengatakan “*put your phone!*” atau “*stop doing that, please!*” kemudian kalo sudah ada siswa yang sudah mengantuk sekali yaa, saya juga tanya “*are you ok?*” yaaa, atau saya juga pernah memakai instruksi “*don't*” yaa, “*don't do that, don't chat*” yaa seperti itu”.

Alasan Sering dan Jarang Menggunakan Suatu Command

Researcher : Jadi setelah saya melakukan observasi, saya liat ibu paling sering menggunakan *command* berupa *interrogation* yaitu memberikan pertanyaan-pertanyaan ke siswa, yang paling sering itu misalnya pada saat *find difficult words*, ibu nanya ke siswa yang nakal atau siswa yang pada saat itu menunjukkan perilaku *disruptive* nya seperti ngobrol, ibu biasanya nanya seperti apa artinya dari *reason? What is the meaning of first paragraph?*. Itu *command* yang paling sering ibu gunakan dibandingkan *command* yang lain. Kenapa seperti itu, ibu?

Teacher : Satu, membuat siswa sadar bahwa kita memperhatikan mereka, kemudian untuk mengetahui apakah mereka juga memperhatikan pelajaran kita atau tidak, untuk mengecek pembelajaran, jadi kalau misalnya mereka tidak bisa menjawab, mereka pasti ada rasa malu biasanya, dan mereka menyadari, “tadi kenapa sih saya aja yang dikasi pertanyaan, pasti saya berbuat salah”, gitu yah, “oiya jadi saya tadi ngobrol sama temen makanya terus aja dikasi pertanyaan sama ibunya”, jadi akan ada kesadaran tersendiri yang akhirnya mereka sadari, jika berbuat seperti ini akan dibeginikan lo oleh *teacher* nya. Harapannya sih ada perubahan behaviornya, dan juga materi yang disampaikan bisa tersampaikan. Jadi dengan memberikan pertanyaan itu, daripada memberikan model fisik *punishment*

misalnya siswa yang nakal berdiri di depan, jadi kurang baguslah menurut saya. Jadi tujuannya itu, materi biar bisa dipahami karena ketika sesuatu itu, kadang-kadang ingatannya tu begini, kita bisa mengingat dengan lebih baik begitu yah, kalo misalnya sesuatu itu berkesan. Jadi mungkin dengan kosa kata, maka mereka akan ingat “ibu ini menanyakan kata itu ketika saya dalam situasi ini”. Jadi kata itu akan lebih melekat lebih lama diingatan gitu ya, karena ada ditegur, mungkin memorinya akan lebih lama.

Researcher : Kenapa ibu paling jarang menggunakan *command don't* dan juga *stop*?

Teacher : Semakin sering kata jangan itu bisa kebalik nanti jadinya, kurang efektif dia. Mungkin dia sudah tau ibunya pasti akan ngomong gini. Dia ngerasa paling duduk sebentar, lagi sudah balik melakukan aktifitas itu. mungkin dengan pertanyaan tadi sejenis *punishment* ya, jadi lebih malu daripada hanya bilang jangan ribut gitukan, pembelajarannya tidak masuk ya, hanya didengar saja, setelah itu lagi mereka ribut, tapi kalau misalnya sudah dikasi pertanyaan dengan cara diintrogasi, yang ini apa jawabannya, yang ini apa artinya, kan jadi lebih mendalam dan ngena ke siswanya, gitu sih menurut saya. Jadi tujuannya agar pembelajarannya agar tercapai. Kadang-kadang juga menggunakan kata *don't* ya, jadi lebih baik menggunakan kata *keep silent please!* daripada *don't make noise* ya. Saya lebih

sering menggunakan *keep silent* daripada *don't make noise*, karena ada theory bilang kalo yang jangan-jangan tu kan gak baik ya diberikan. Mereka juga pembelajar kelas 3, jadi *age* nya pendekatannya kan beda. “jangan ini jangan itu” *it isn't relevant with their age*.



APPENDIX 7 Results of Observation Sheet

Date of observation : November 5th, 2019 (Meeting 1)

Topic : The Danger of Smoking

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N	Effective/ Less Effective
1	00.35	The Immature	Making noise when teacher explains the material	Regular command	<i>"yang lain pay attention, please!"</i> <i>"Others pay attention, please!"</i>	Not mentioned names	Less effective
2	05.38	The Immature	Making noise when a student presents her work in front of the class	Regular command	<i>"yang lain pay attention, please!"</i> <i>"Others pay attention, please!"</i>	Not mentioned names	Less effective
3	07.34	The Immature	Making noise when a student presents his work in front of the class	Regular command	<i>"Others pay attention, please!"</i>	Not mentioned names	Less effective
4	11.10	The Immature	Making noise when two students present their work in front of the class	Regular command	<i>"yang lain pay attention, please!"</i> <i>"Others pay attention, please!"</i>	Not mentioned names	Less effective
5	11.34	Well to do	Playing phone during the learning process	Regular command	<i>"Hpnya put in your table!"</i> <i>"Put your phone inside the table!"</i>	N3	Effective
6	13.46	The Immature	Making noise when two students present their work in front of the class	Regular command	<i>"Keep silent, please!"</i>	Not mentioned names	Less effective

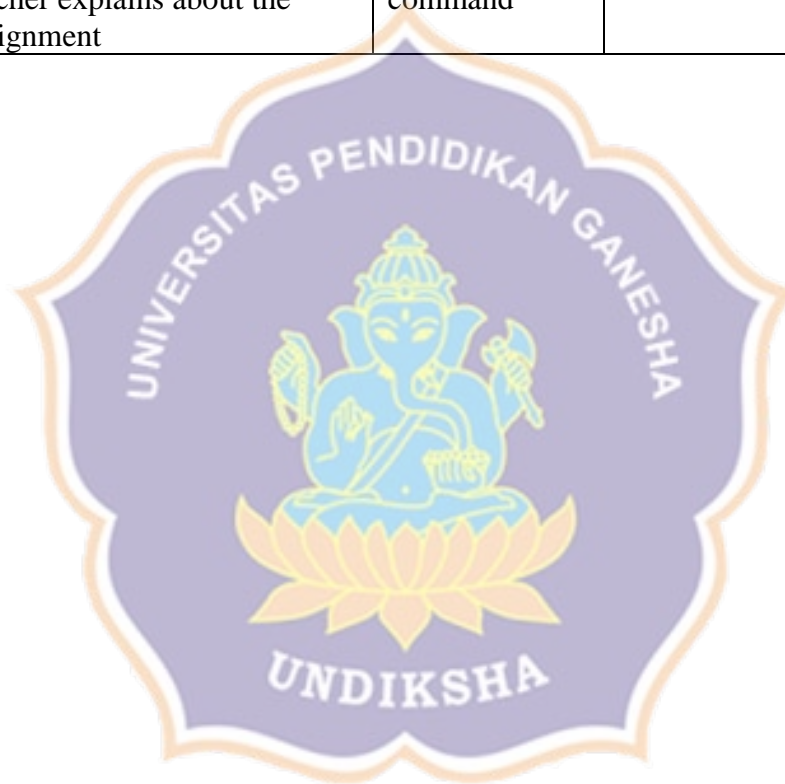
*end the class earlier to prepare school anniversary ceremony

Date of observation : January 7th, 2020 (Meeting 2)

Topic : The Danger of Plastic

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N	Effective/ Less Effective
1	02.05	The Immature	Making noise when a student reads a text	Regular command	<i>"yang lain pay attention, please!"</i> <i>"Others pay attention, please!"</i>	Not mentioned names	Less effective
2	02.36	The Immature	Making noise when a student reads a text	Regular command	<i>"Others pay attention, please!"</i>	Not mentioned names	Less effective
3	07.34	The Immature	When (N1) doesn't sit in good position	Regular command	<i>"(N1), coba sikap duduknya yang betul"</i> <i>"(N1), sit in good position!"</i>	N1	Effective
4	16.18	The Immature	Making noise when a student reads a text	Regular command	<i>"Others pay attention, please!"</i>	Not mentioned names	Less effective
5	18.12	The Immature	Talking when their friend is explaining about her opinion	Regular command	<i>"Group disana, listen to your friend's opinion!"</i> <i>"Students over there, listen to your friend's opinion!"</i>	N1 N2 N4 N6	Effective
6	18.21	The Immature	Making noise during the lesson	Regular command	<i>"Hello, pay attention please. Your friend will say her opinion"</i>	Not mentioned names	Effective
7	19.12	The Immature	Making noise when teacher explains the material	Interrogation Command	<i>"Okay (N1), do you know the difference?"</i>	N1	Effective
8	19.23	The Immature	Standing in the class while teacher explains the material	Regular command	<i>"(N2), sit down please!"</i>	N2	Effective
9	19.33	The Immature	Disturbing his friend when others are doing their work	Interrogation Command	<i>"(N2), what are you doing?"</i>	N2	Effective
10	19.39	The Immature	Disturbing his friend when	Other	<i>"Have you finished? Just</i>	N4	Effective

			others are doing their work	Commands	<i>continue your work</i>		
11	19.56	The Immature	Talking with his friend when teacher explains about the assignment	Interrogation Command	<i>“(N2), do you understand about the assignment?”</i>	N2	Effective
12	20.01	The Immature	Talking with his friend when teacher explains about the assignment	Question command	<i>“(N1), could you repeat it?”</i>	N1	Effective



Date of observation : January 14th, 2020 (Meeting 3)

Topic : Video Games

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N	Effective/ Less Effective
1	01.15	The Immature	Talking to his friend	Interrogation Command	"(N4), have you done?"	N4	Effective
2	10.32	The Immature	Moving to his friend's seat	Regular command	"(N2), back to your sit, please!"	N2	Effective

Date of observation : January 15th, 2020 (Meeting 4)

Topic : Preparation for National Exam

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N	Effective/ Less Effective
1	08.29	The Immature	Students at the back make noise when teacher asks students to answer several questions in the LKS	Interrogation Command	"Di belakang sudah?" "Students at the back, have you finished?"	Not mentioned names	Effective
2	10.30	The Immature	Making noise when teacher asks students to answer several questions in the LKS	Regular command	"Please do the text!"	N2	Effective
3	13.26	Well to do	Playing her phone	Indirect Commands	"Silent your hand phone or I'll take your hand phone"	N3	Effective
4	44.58	The Immature	Talking to his friend	Interrogation Command	"What is caldera, (N1)?"	N1	Effective
5	51.42	The Immature	Talking to his friend	Interrogation Command	"Sudah finished discussnya?" "Have you finished the discussion?"	N1 N2 N4	Effective
6	01.01.29	The Immature	Disrupt other students when teacher explains about the text	Interrogation Command	"(N1) What are you doing?"	N1	Effective

Date of observation : January 21st, 2020 (Meeting 5)

Topic : Preparation for National Exam

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N	Effective/ Less Effective
1	03.08	The Immature	Moving to his friend's seat	Regular command	<i>"Back to your seat, (N2)!"</i>	N2	Effective
2	06.03	The Immature	Making noise when there is a student read a text	Regular command	<i>"Pay attention, please!"</i>	Not mentioned names	Less effective
3	09.40	The Immature	Talking to his friend	Interrogation Command	<i>"(N5), sudah paham?"</i> <i>"(N5), understood?"</i>	N5	Effective
4	09.50	The Immature	Disrupting his friend	Interrogation Command	<i>"(N6), do you have any question?"</i>	N6	Effective
5	10.00	The Immature	Disrupting his friend	Interrogation Command	<i>"Do you clear about that?"</i>	N5	Effective
6	11.13	The Immature	Making noise when teacher explains about the text	Regular command	<i>"Silent please!"</i>	Not mentioned names	Less effective
7	16.20	The Immature	Disrupting his friend when teacher discusses about difficult word	Interrogation Command	<i>"(N1), what is "meddled"?"</i>	N1	Effective
8	23.34	The Immature	Making noise when teacher explains about the text	Regular command	<i>"Others keep silent, please!"</i>	Not mentioned names	Less effective
9	30.26	The Immature	Disrupting his friend when teacher discusses about difficult word	Interrogation Command	<i>"(N6), what is "reason"?"</i>	N6	Effective
10	37.39	The Immature	Making noise when teacher explains about the text	Regular command	<i>"Others keep silent, please!"</i>	Not mentioned names	Effective

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N	Effective/ Less Effective
11	39.04	The Immature	Disrupting his friend when teacher discusses about difficult word	Interrogation Command	“(N1), what are you doing?”	N1	Effective
12	52.38	The Immature	Disrupting his friend when teacher discusses about difficult word	Regular command	“(N1), coba buka di kamus, what is terrible” “(N1), please open your dictionary, and find out what terrible is!”	N1	Less effective
13	55.10	The Immature	Disrupting his friend when teacher discusses about difficult word	Regular command	“(N5), coba cari arti terrified di kamus”! “(N5), please find out the meaning of terrified!”	N5	Less effective
14	56.59	The Immature	Making noise when teacher explains about the text	Regular command	“Others keep silent, please!”	Not mentioned names	Less effective
15	56.62	The Immature	Making noise when teacher explains about the text	Regular command	“Others read your text, please!”	Not mentioned names	Less effective
16	57.00	The Immature Mountain climbers	Sleeping in the class	Interrogation Command	“(N7), are you OK?”	N7	Effective
17	57.29	The Immature	(N1) is not really serious read the text	Regular command	“Speak up please, (N1)!”	N1	Less effective
18	01.00.43	The Immature	Disrupting his friend when teacher discusses about the text	Regular command	“(N4), read the text”	N4	Less effective
19	01.06.37	The Immature	Disrupting his friend when teacher discusses about the text	Interrogation Command	“(N4), do you understand the 2 nd paragraph?”	N4	Less effective
20	01.08.24	The Immature	Making noise when teacher	Regular	“Others please read the	Not	Less

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N	Effective/ Less Effective
			explains about the text	command	<i>text!</i>	mentioned names	effective
21	01.11.54	The Immature	Making noise when teacher explains about the text	Regular command	<i>"yang lain pay attention, please!"</i> <i>"Others pay attention, please!"</i>	Not mentioned names	Less effective
22	01.13.00	The Immature	Making noise by talking to his friend	Interrogation Command	<i>"(N6), apa jawabannya nomer 22?"</i> <i>"(N6), what is the answer number 22?"</i>	N6	Effective

Date of observation : January 22nd, 2020 (Meeting 6)

Topic : Preparation for National Exam

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N	Effective/ Less Effective
1	20.00	Well to Do	Playing phone when teacher discusses about the text	Interrogation Command	<i>"(N3), what kind of information do you get?"</i>	N3	Effective
2	25.28	The Immature	Making noise when teacher explains about the text	Regular command	<i>"Others keep silent, please!"</i>	Not mentioned names	Less effective
3	41.10	The Immature	Talking to his friend when teacher discusses about difficult word	Interrogation Command	<i>"(N2), what is high blood pressure?"</i>	N2	Effective
4	42.06	The Immature	Making noise when teacher explains about the text	Regular command	<i>"Yang lain pay attention, please!"</i> <i>"Others pay attention, please!"</i>	Not mentioned names	Less effective
5	42.08	The Immature	Talking to his friend when	Don't	<i>"(N3) Don't chat!"</i>	N3	Effective

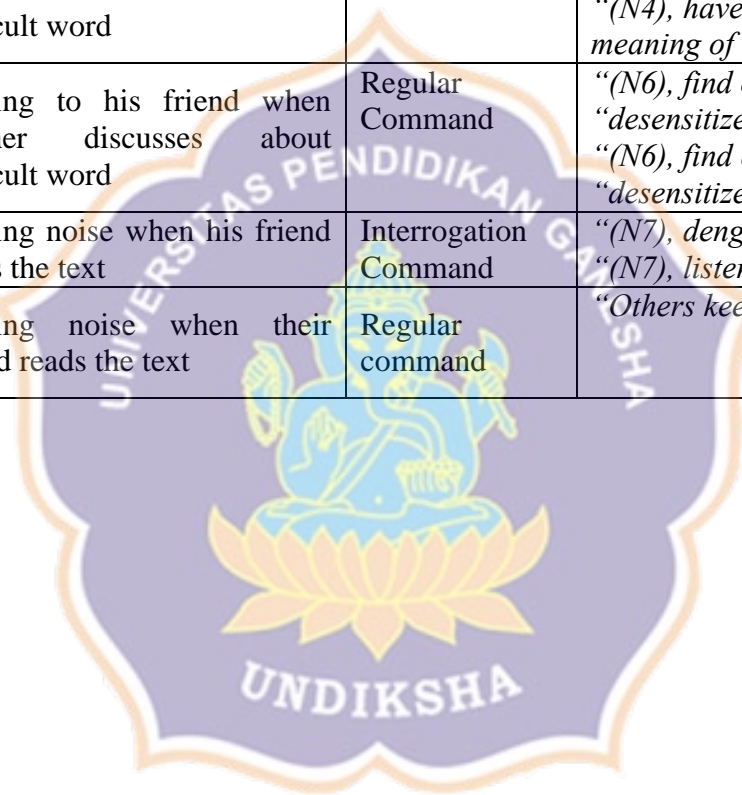
No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N	Effective/ Less Effective
			others are discussing the text	Command			
6	51.50	The Immature	Talking to his friend when teacher discusses about the answer	Interrogation Command	“(N2), kenapa jawabannya C?” “(N2), why does the answer is C?”	N2	Effective
7	54.40	The Immature	Talking to his friend when teacher discusses about the answer	Interrogation Command	“(N5), apa jawabannya?” “(N5), what is the answer?”	N5	Less effective
8	55.04	The Immature	Talking to his friend when teacher discusses about the answer	Interrogation Command	“(N4), apa jawabannya?” “(N4), what is the answer?”	N4	Less effective
9	55.56	The Immature	Making noise when his friend explains the text	Regular command	“(N1), please listen to her!”	N1	Effective
10	59.18	The Immature	Talking to his friend when teacher discusses about the answer	Interrogation Command	“(N1), “when you believe” apa artinya?” “(N1), what is the meaning of “when you believe”?”	N1	Effective
11	01.04.49	The Immature	Making noise when teacher explains about the text	Regular command	“Others keep silent, please!”	Not mentioned names	Less effective
12	01.05.36	The Immature	Talking to his friend when teacher discusses about the answer	Interrogation Command	“(N2), tentang apa ini textnya?” “(N2), what is this text talking about?”	N2	Effective

Date of observation : January 28th, 2020 (Meeting 7)

Topic : Preparation for National Exam

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N	Effective/ Less Effective
1	06.08	The Immature	The lesson has been starting, but several students still stand up	Regular command	<i>"Sit down, please!"</i>	Not mentioned names	Effective
2	29.33	The Immature	Students who have finished the quizizz game make noise	Regular command	<i>"Keep silent, please!"</i>	Not mentioned names	Effective
3	32.22	The Immature	Students who have finished the quizizz game make noise	Regular command	<i>"Keep silent, please!"</i>	Not mentioned names	Less effective
4	05.01	The Immature	Students who have finished the quizizz game make noise	Regular command	<i>"Pay attention, please!"</i>	Not mentioned names	Less effective
5	09.00	The Immature	Student still working in the game while the time is up	Stop Command	<i>"Stop working, (N4)!"</i>	N4	Less effective
6	12.00	The Immature	Talking to his friend when teacher discusses about the difficult word	Interrogation Command	<i>"(N6), apa artinya 'justified'?" "(N6), what is the meaning of justified?"</i>	N6	Effective
7	12.10	The Immature	Disrupting his friend while others are discussing the text	Interrogation Command	<i>"(N4), apa artinya paragraph 1?" "(N4), what is the meaning of first paragraph?"</i>	N4	Effective
8	12.22	The Immature	(N1) is not really serious in reading the text	Interrogation Command	<i>"(N1), speak up, please!"</i>	N1	Effective
9	13.02	The Immature	Making noise when their friend reads the text	Regular command	<i>"Yang lain keep silent!" "Others please keep silent!"</i>	Not mentioned names	Effective

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N	Effective/ Less Effective
10	16.00	The Immature	Talking to his friend when teacher discusses about difficult word	Interrogation Command	“(N4), ketemu artinya “desensitize”?” “(N4), have you found the meaning of “desensitize”?”	N4	Less effective
11	16.20	The Immature	Talking to his friend when teacher discusses about difficult word	Regular Command	“(N6), find out arti dari “desensitize”!” “(N6), find out the meaning of “desensitize”!”	N6	Effective
12	18.32	The Immature	Making noise when his friend reads the text	Interrogation Command	“(N7), dengarkan temannya!” “(N7), listen to your friend!”	N7	Effective
13	18.44	The Immature	Making noise when their friend reads the text	Regular command	“Others keep silent, please!”	Not mentioned names	Effective



Date of observation : January 29th, 2020 (Meeting 8)

Topic : Breakfast for Better Life

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N	Effective/ Less Effective
1	02.19	The Immature	Making noise and doesn't answer the questions in LKS	Interrogation Command	"(N5) do you bring LKS?"	N5	Effective
2	09.30	The Immature	Making noise and doesn't answer the questions in LKS	Regular command	"(N1) discuss with your friend!"	N1	Effective
3	21.38	The Immature Mountain climbers	Sleeping in the class	Interrogation Command	"(N7), are you okay?"	N7	Effective
4	23.58	The Immature	Making noise while teacher asks students to answer several questions in LKS	Interrogation Command	"(N4), sudah selesai?" "(N4), have you finished?"	N4	Effective
5	46.46	The Immature	Making noise when answering the questions in LKS	Regular command	"keep silent please!"	Not mentioned names	Less effective
6	48.29	The Immature	Walking around his friend	Regular command	"(N2), sit down!"	N2	Effective
7	52.40	The Immature	Talking to his friend when teacher asks students to answer the question	Interrogation Command	"(N1), what are you doing?"	N1	Effective
8	55.56	The Immature	Standing in the class while teacher explains the material	Regular command	"(N7), sit down!"	N7	Effective
9	59.08	The Immature	Making noise when discussing the answers	Regular command	"Keep silent, please!"	Not mentioned names	Effective
10	01.03.03	The Immature	Making noise when discussing the answers	Regular Command	"Hello, others pay attention, please!"	Not mentioned names	Effective