APPENDIX 1 Surat Permohonan

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 : 3782/UN48.7.1/DT/2019 28 Oktober 2019
Perihal : **Permohonan Izin Observasi**

AGENDA SMP LAB. UNDIKSHA SINGARAJA
NOMOR : 4968 / E.7
TANGGAL : 29 Oktober 2019

Yth. Kepala SMP Lab Undiksha
di Singaraja

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

Nama	: I GUSTI AYU DIAH INDRAYANI
NIM	: 1612021167
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2019/2020

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

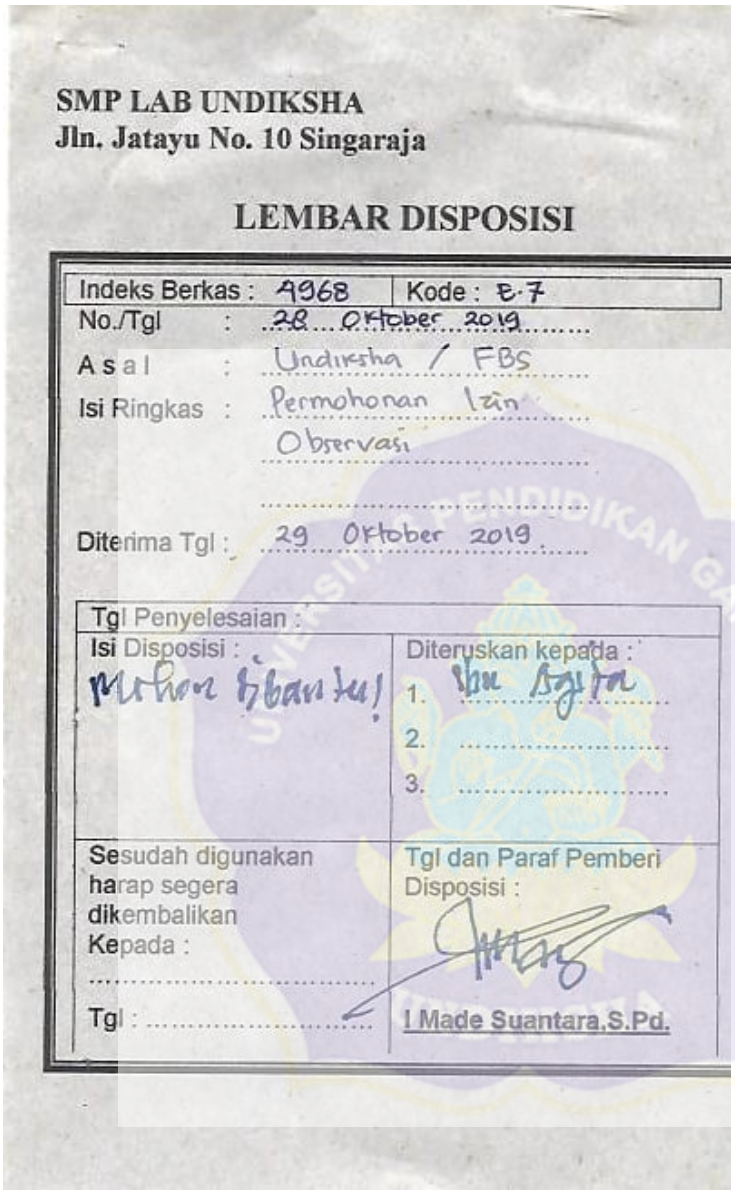
Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

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

Lembar Expedisi Permohonan Izin Observasi



SMP LAB UNDIKSHA
Jln. Jatayu No. 10 Singaraja

LEMBAR DISPOSISI

Indeks Berkas : 4968	Kode : E.7

No./Tgl : 28 Oktober 2019
Asal : Undiksha / FBS
Isi Ringkas : Permohonan Izin Observasi
Diterima Tgl : 29 Oktober 2019

Tgl Penyelesaian :

Isi Disposisi :	Diteruskan kepada :
Mohon dibantu!	1. Ibu Agista 2. ..... 3. .....
Sesudah digunakan harap segera dikembalikan Kepada : ..... Tgl :	Tgl dan Paraf Pemberi Disposisi : I Made Suantara,S.Pd.

Surat Permohonan Izin Penelitian

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan Ahmad No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 3852/UN48.7.1/DT/2019 — 31 Oktober 2019

Perihal : **Permohonan Izin Penelitian**

AGENDA SMP LAB. UNDIKSHA SINGARAJA
NOMOR : 4975 / E.7
TANGGAL : 31 Oktober 2019

Yth. Kepala SMP Lab Undiksha
di Singaraja

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

Nama	: I GUSTI AYU DIAH INDRAYANI
NIM	: 1612021167
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2019/2020
Judul	: THE EFFECTIVE COMMANDS USED BY THE TEACHER IN ENGLISH TEACHING AT SMP 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,

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 Expedisi Permohonan Izin Melaksanakan Penelitian

SMP LAB UNDIKSHA
Jln. Jatayu No. 10 Singaraja

LEMBAR DISPOSISI

Indeks Berkas : 4975	Kode : E.7.
No./Tgl : 31 Oktober 2019	
Asal : Undiksha / FBS	
Isi Ringkas : Permohonan Izin Penelitian	
Diterima Tgl : 31 Oktober 2019	
Tgl Penyelesaian :	
Isi Disposisi : Mohon fasilitasi	Diteruskan kepada : 1. Pak Agista 2. ..... 3. .....
Sesudah digunakan harap segera dikembalikan Kepada : ..... Tgl :	Tgl dan Paraf Pemberi Disposisi : I Made Suantara,S.Pd.

Surat Keterangan Telah Selesai Melakukan Penelitian

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

Alamat: Jalan Jatayu No. 10 Singaraja Bali *Telp: (0362) 22572/08283720494*
Blog: smplabundikshasingaraja.blogspot.co.id *e-mail: smp_lab_undiksha@yahoo.co.id*

SURAT KETERANGAN

Nomor : 4975/SMP/Lab. UNDIKSHA/E.7/2020

Yang bertanda tangan di bawah ini :

Nama Lengkap	:	I Made Suantara, S.Pd.
NIP	:	19680910 199003 1 010
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SMP Laboratorium Undiksha Singaraja

Menerangkan bahwa telah melakukan penelitian tanggal 13 Nopember 2019 s.d 30 Januari 2020 untuk skripsi dengan judul THE EFFECTIVE COMMANDS USED BY THE TEACHER IN ENGLISH TEACHING AT SMP LAB UNDIKSHA SINGARAJA (Case Study in Students With Disruptive Behavior) a.n :

Nama	:	I Gusti Ayu Diah Indrayani
NIM	:	1612021167
Jurusan	:	Pendidikan Bahasa Inggris
Fakultas	:	Bahasa dan Seni
Perguruan Tinggi	:	Universitas Pendidikan Ganesha

Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

Singaraja, 22 Juni 2020
Kepala Sekolah

I Made Suantara, S.Pd.
NIP. 19680910 199003 1 010

APPENDIX 2 Instrument

1.1 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 et al., 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?'	Whether or not teachers use interrogation commands for handling disruptive behavior in classroom.	5 of questionnaire, 3 of interview guide

	(Bertsch et al., 2009)		
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 will not play the music if you still make noises.' (Bertsch et al., 2009)	Whether or not teachers use indirect commands for handling disruptive behavior in classroom.	11 of questionnaire

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.	13of 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	Whether or not teachers use other commands for handling disruptive behavior in classroom.	19, 21, 23, 25 of questionnaire, 4 of interview guide

	command above, for example:calling students' name, 'Why don't you stop' (Bertsch et al., 2009)		
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

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 berkait andengan pembelajaran) tanpa meminta ijin ibu/bapak guru terlebih dahalu? Misalnya: siswa pergi ke toilet tanpa meminta ijin, minum air tanpa meminta ijin.	□ **Ya**	□ **Tidak**	
2	Apakah siswa kerap menggangu temannya pada saat pelajaran berlangsung?	□ **Ya**	□ **Tidak**	
3	Apakah siswa kerap berdebat satu sama lain pada saat pelajaran berlangsung?	□ **Ya**	□ **Tidak**	
4	Adakah siswa yang menyela guru/siswa lain pada saat pembelajaranberlangsung?	□ **Ya**	□ **Tidak**	
5	Apakah bapak/ibu kerap menggunakan pertanyaan yang bersifat mengintrogasi untukmengatasi perilaku disruptif siswa? Misalnya: *what are you doing?*	□ **Ya**	□ **Tidak**	
6	Apakah dengan menggunakan pertanyaan yang bersifat mengintrogasi; siswa merespon secara verbal?	□ **Ya**	□ **Tidak**	

7	Selain pertanyaan yang mengintrogasi, apakah bapak/ibu kerap mengatasi perilaku disruptif siswa dengan memberikan instruksi berupa pertanyaan retoris? Misalnya: *Would you go back to your seat?*	□ **Ya**	□ **Tidak**	
8	Apakah setelah mengajukan pertanyaan retoris, perilaku siswa yang disruptif langsung berubah?	□ **Ya**	□ **Tidak**	
9	Apakah bapak/ibu kerap memerintahkan siswa secara langsung, untuk melakukan hal baik yang bertujuan untuk mengatasi perilaku disruptif siswa? Misalnya: *sit down please!*	□ **Ya**	□ **Tidak**	
10	Apakah perintah yang bapak/ibu berikan dituruti oleh siswa?	□ **Ya**	□ **Tidak**	
11	Apakah bapak/ibu kerap menggunakan instruksi berupa pernyataan yang memberikan siswa pilihan untuk mengatasi perilaku disruptif? Misalnya: *I will not play the music if you are still making noises.*	□ **Ya**	□ **Tidak**	
12	Apakah pernyataan yang berupa pilihan tersebut mampu mengentikan perilaku disruptif siswa?	□ **Ya**	□ **Tidak**	
13	Apakah bapak/ibu kerap menggunakan instruksi dengan kata ‘stop’?	□ **Ya**	□ **Tidak**	

	Misalnya: *stop running students!*			
14	Apakah dengan mengunakan instruksi dengan kata ‘stop’ siswa mau berhenti berperilaku disruptif?	□ **Ya**	□ **Tidak**	
15	Apakah bapak/ibu kerap menggunakan dengan kata ‘don’t’? Misalnya: *don’t disturb your friend!*	□ **Ya**	□ **Tidak**	
16	Apakah dengan mengunakan instruksi dengan kata ‘don’t’ siswa mau berhenti berperilaku disruptif?	□ **Ya**	□ **Tidak**	
17	Apakah bapak/ibu kerap menggunakan instruksi yang terdengar negatif tanpa menggunakan kata ‘stop’ dan ‘don’t’? Misalnya: *You! Day dreaming*	□ **Ya**	□ **Tidak**	
18	Apakah dengan menggunakan instruksi yang bersifat negatif mampu menghentikan perilaku disruptif siswa?	□ **Ya**	□ **Tidak**	
19	Apakah bapak/ibu kerap menggunakan gabungan dari beberapa instruksi yang disebut kan pada butir pertanyaan 4-10? Misalnya: *No talking. Please sit down nicely!*	□ **Ya**	□ **Tidak**	
20	Apakah instruksi gabungan tersebut dapat mengubah perilaku disruptif siswa menjadi lebih baik?	□ **Ya**	□ **Tidak**	
21	Apakah bapak/ibu kerap memanggil nama siswa untuk menghentikan perilaku disruptif?	□ **Ya**	□ **Tidak**	

22	Apakah perilaku disruptif siswa bisa diatasi dengan memanggil nama siswa tersebut?	□ **Ya**	□ **Tidak**	
23	Apakah bapak/ibu pernah menggunakan “magic words” untuk menghentikan perilaku disruptif siswa? Misalnya: dumdumdumdum	□ **Ya**	□ **Tidak**	
24	Apakah intruksi berupa “magic word” dapat menghentikan perilaku disruptif siswa?	□ **Ya**	□ **Tidak**	
25	Apakah bapak/ibu kerap mengetuk papan untuk menghentikan perilaku disruptive siswa?	□ **Ya**	□ **Tidak**	
26	Apakah perilaku disruptif siswa bisa diatasi dengan mengetuk papan?	□ **Ya**	□ **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?
5. 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 3 The Result of Observation

Table 4.1 Observation sheet of meeting one

Date of observation: 13th of November 2019 (Meeting 1)

Topic : Students Practice (preposition of places)

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N(Number of Student)	Effective/ Less Effective/ Not Effective
1.	**01.57**	The Immature	Students made noise when the teacher was asking them to answer the task.	Regular commands	*"Just Silent!"*	Not mentioned name	Less effective
2.	**03.35**	The Immature	Students made noise when the teacher was asking them to answer the task.	Indirect commends	*"I give you make noise."*	Not mentioned name	Effective
3.	**10.04**	The Immature	Students discussed when the teacher was asking them to answer the task.	Question commands	*"Done?"*	Not mentioned name	Effective
4.	**18.23**	The Immature	Students walked around the class when the teacher was asking them to answer the task.	Others commands	*"Ee.. Hello…"*	Not mentioned name	Less effective
5.	**20.03**	The Mountain Climber	Students N11 cheated and fixed his work that should have been submitted already	Others commands	*"N11! N11!"*(mention student's name)	N11	Effective
6.	**25.10**	The Immature	Students made noise when the teacher was asking them to submit the task	Don't commands	*"Don't be noisy!"*	Not mentioned name	Less effective
7.	**28.04**	The Immature	Students made noise when the teacher was explaining the rule.	Regular commands	*"Just listen to me!"*	Not mentioned name	Less effective

Table 4.2 Observation sheet of meeting two

Date of observation: 19th of November 2019 (Meeting 2)

Topic : Assignments correction (preposition of place)

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N(Number of Student)	Effective/ Less Effective/ Not Effective
1.	**03.36**	The Immature	Student N5 made noise when the teacher was checking students' homework.	Don't commands	*"Don't be noisy!"*	N5	Effective
2.	**05.30**	The Well to Do	Student N12 claimed on the chair to take out his phone on the window	Regular commands	*"Read the text!"*	N12	Less effective
3.	**06.00**	The Immature	Students made noise when doing their task.	Don't commands	*"Others don't be noisy!"*	Not mentioned name	Less effective
4.	**08.34**	The Immature	N.11 & N.12 were chitchat when doing their task.	Don't commands	*"Don't be noisy!"*	N11 & N12	Less effective
5.	**10.30**	The Immature	N.12 was not paying attention when other student read the task.	Others command	*"N12!"*(Mention student's name)	N12	Less effective
6.	**10.60**	The Immature	N.11 was not paying attention other student read the task.	Others command	*"N11!"*(Mention student's name)	N11	Less effective
7.	**12.45**	The Immature	N.1 was not paying attention and muse other student read the task.	Negative Commands	*"N1!" Daydreaming!*	N1	Effective
8.	**15.40**	The Immature	N.6 hadn't finished the task and noisy.	Others command	*"Students, who are not finished, please do it. Don't make a noise!"*	N6	Less effective

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N(Number of Student)	Effective/ Less Effective/ Not Effective
9.	**25.13**	The Immature	Students made noise and was nott paying attention when the teacher read a student's work.	Regular commands	*"Eee.. Listen!"*	Not mentioned name	Less effective
10.	**36.50**	The Well to Do	N.6 & N.7 watched things in the mobile phone, outside of teacher's direction.	Regular commands	*"Put back your phone!"*	N6 & N7	Effective
11.	**37.48**	The Immature	N.11 and N.12 made a noise when the teacher was checking other student's work.	Questions commands	*"Could you not make a noise?"*	N11 & N12	Less effective
12.	**40.14**	The Immature	N.7 made a noise and wasn't paying attention when the teacher was checking other student's work.	Regular commands	*"Come forward!"*	N7	Effective
13.	**41.66**	The Immature	N.2 Shouted at other students when the teacher was checking other student's work.	Questions commands	*"Have you done?"*	N2	Less effective
14.	**45.31**	The Immature	N.12 stood up and made a noise when the teacher was checking other student's work.	Regular commands	*"Sit down!"*	N12	Effective

Table 4.3 Observation sheet of meeting three

Date of observation: 21st of November 2019 (Meeting 3)

Topic : Present Continuous Tense

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N(Number of Student)	Effective/ Less Effective/ Not Effective
1.	**05.54**	The Immature	Students N1 make noise and not paying attention when the teacher explain the material	Others commands	*"Eee!"*	N1	Effective
2.	**08.35**	The Immature	Students N1 cheats the example on the board when the teacher asks the students to make others example.	Don't commands	*"Don't cheating!"*	N1	Less effective
3.	**10.54**	The Immature	Students N18 stand up when the teacher asks the students to make sentences	Others commands	*"N18!"*(mention students' name)	N19	Effective
4.	**11.13**	The Well to Do	Student N17 plays his mobile phone when the teacher asks the students to make sentences	Indirect commands	*"If you are here only for play mobile phone, better go out!"*	N17	Effective
5.	**13.20**	The Immature	Student N18 makes noise when the teacher asks the students to make sentences	Don't commands	*"Don't be noisy!"*	N18	Less effective
6.	**13.59**	The Immature	Student N2 makes noise when the teacher asks the students to make sentences	Others commands	*"N2!"*(mention students' name)	N2	Less effective
7.	**19.51**	The Immature	Student N2 makes noise when the teacher asks the students to make sentences	Others commands	*"Eeeh!"*	N2	Effective

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N(Number of Student)	Effective/ Less Effective/ Not Effective
8.	**26.02**	The Immature	Students make noise when the teacher asks the students to make sentences	Don't commands	*"Don't be noisy!"*	Not mentioned name	Less effective
9.	**39.49**	The Game Player	Student N18 cheating when the teacher asks the students to make sentences	Others commands	*"N18!"*(mention students' name)	N18	Effective
10	**36.21**	The Immature	Student N2 makes noise while stand up when the teacher asks the students to make sentences	Others commands	*"N2!"*(mention students' name)	N2	Less effective
11.	**37.18**	The Immature	Student N1 makes noise while stand up when the teacher asks the students to make sentences	Question commands	*"Can you sit down?"*	N1	Less effective
12	**40.06**	The Immature	Student N1 walks around when the teacher asks the students to make sentences	Regular commands	*"Sit down!"*	N1	Less effective

Table 4.4 Observation sheet of meeting four

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

Topic : Present Continuous Tense

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N(Number of Student)	Effective/ Less Effective/ Not Effective
1.	**02.26**	The Immature	Students N18 disturbed other students when the teacher was preparing the lesson.	Question commands	*"Could you please sit down?"*	N18	Effective
2.	**06.28**	The Immature	Students made noise when the teacher was explaining the material	Indirect commands	*"I told you before. Please don't make noise in my class. If you don't like me, just go out from my class."*	Not mentioned name	Effective
3.	**13.11**	The Mountain Climbers	Students N1 asked a lot when the teacher was asking the students to complete the practice	Don't commands	*"Don't make noise!"*	N1	Less Effective
4.	**17.49**	The Immature	Students made noise when the teacher was asking the students to complete the practice	Question commands	*"Eee.. Could you not make noise?"*	Not mentioned name	Less Effective
5.	**19.02**	The Immature	Student N12 disturbed other students when the completing practice was taking place.	Don't commands	*"Don't disturb your friend!"*	N12	Less Effective
6.	**19.43**	The Immature	Student N2 disturbed other students when the completing practice was taking place.	Other commands	*"Just do the practice, don't disturb your friend!"*	N2	Less Effective
7.	**19.57**	The Immature	Students N18 made noise when the completing practice was taking place.	Don't commands	*"Don't make noise!"*	N18	Less Effective

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N(Number of Student)	Effective/ Less Effective/ Not Effective
8.	**20.07**	The Immature	Students N6 asked other students' work when the completing practice was taking place.	Don't commands	*"Don't cheating!"*	N6	Less Effective
9.	**31.43**	The Well to Do	Student N15 watched something on his mobile phone when the completing practice was taking place.	Others commands	*"N15! N15!"*(mention student's name)	N15	Effective
10.	**32.19**	The Immature	Students N7 disturbed other student when the completing practice was taking place.	Don't commands	*"Don't disturb your friend!"*	N7	Effective
11.	**34.40**	The Immature	Students made noise when the completing practice was taking place.	Other commands	*"Don't make noise! N1 have you done?"*	N1	Effective
12.	**37.19**	The Mountain Climbers	Student N11 chatted with other students when the completing practice was taking place.	Question commands	*"Could you finish your work?"*	N11	Effective
13.	**40.30**	The Mountain Climbers	Student N2 chatted with other students when the completing practice was taking place.	Question commands	*"Have you done?"*	N2	Less Effective
14.	**56.27**	The Immature	Student N12 played on music when the completing practice was taking place.	Interrogations commands	*"Why do you play on music?"*	N12	Effective
15.	**25.50**	The Immature	Student N12 disturbed other students when the completing practice was taking place.	Question command	*"Have you done?"*	N12	Less Effective

Table 4.5 Observation sheet of meeting five

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

Topic : Assignments correction (Present Continuous Tense)

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N(Number of Student)	Effective/ Less Effective/ Not Effective
1.	**00.33**	The Immature	Students bunched up when teacher was asking them to correct their home work	Indirect commands	*Don't huddle over there! Or I will call you one by one*	Not mentioned name	Effective
2.	**01.49**	The Immature	Students made noise when the teacher was inputting student's score by mentioning students' name.	Regular commands	*Silent! Silent!*	Not mentioned name	Less effective
3.	**05.44**	The Immature	Students hit the table when the teacher was asking them to give back the result of the task.	Indirect commands	*Who has hit the table?*	Not mentioned name	Less effective
4.	**06.27**	The Immature	Students walked around to others students' desk when the teacher was asking them to give back the result of the task.	Don't commands	*Don't disturb your friend! Don't disturb your friend!*	Not mentioned name	Less effective
5.	**09.04**	The Immature	Students walked around and made noise when the teacher was checking the work of students who were not attend the class	Regular commands	*Sit down! Sit down!*	Not mentioned name	Less effective
6.	**09.28**	The Immature	Students walked around and made noise when the teacher was checking the work of students who were not attend the class	Others commands	*Eee… Aduhh…*	Not mentioned name	Less effective
7.	**10.37**	The Immature	Students N12 made noise when the teacher will close the lesson	Others commands	*N12!* (mention students'name)	N12	Effective

Table 4.6 Observation sheet of meeting six

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

Topic : Degree of comparison (people)

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N(Number of Student)	Effective/ Less Effective/ Not Effective
1.	**00.33**	The Immature	Students N16 stood up when group work activity goes on	Question commands	*"Can you sit down?"*	N16	Effective
2.	**06.01**	The Immature	Student N1 danced when the teacher was checking other students' work	Others commands	*"N1!"*(mention student's name)	N1	Effective
3.	**09.58**	The Immature	Students N12 did others subject homework when the teacher was checking other students' work	Indirect commands	*"What are you doing?"*	N12	Not effective
4.	**10.20**	The Immature	Students N1 did others subject homework when the teacher was checking other students' work	Interrogations commands	*"Why do you make Mr. X's home work here? This is not his class."* (Mr. X is other teacher in this class who teach other subject)	N1	Effective
5.	**11.50**	The Immature	Student N1 walked around in the class when the teacher was checking other students' work	Others commands	*"N1!"*(mention student's name)	N1	Less effective
6.	**16.03**	The Immature	Students discussed when the teacher was checking other students' work	Other commands	*"Eee!"*	Not mentioned name	Effective
7.	**17.10**	The Immature	Students N16, N2, N1, N5 bunched up at the back and discuses when the teacher was checking other students' work	Regular commands	*"Eee..eee! Sit down on your own chair!"*	Not mentioned name	Less effective

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N(Number of Student)	Effective/ Less Effective/ Not Effective
8.	**21.55**	The Immature	Student N12 walked around and interrupted the students who was doing speaking test	Regular command	*"Sit down!"*	N12	Effective
9.	**26.57**	The Immature	Student N12 set the air conditioner when the teacher was checking other students' work	Question commands	*"Could you please keep quite?"*	N12	Less effective
10.	**28.19**	The Well to Do	Students N17 looked at her phone when the teacher was checking other students' work	Regular commands	*"Put back your phone!"*	N17	Less effective
11.	**35.43**	The Immature	Students debated when the air conditioner doesn't work	Stop commands	*"Stop it!"*	Not mentioned name	Less effective
12.	**35.56**	The Immature	Student walked around in the class when the teacher was checking other students' work	Regular commands	*"Eee sit down!"*	Not mentioned name	Less effective
13.	**38.15**	The Immature	Student N2 hit the table when the teacher was checking other students' work	Others commands	*"Eee!"*	N2	Effective
14.	**39.38**	The Immature	Students interrupted the teacher when the teacher was explaining the rule	Regular commands	*"You have to listen to me first!"*	Not mentioned name	Effective
15.	**46.36**	The Immature	Students N1 asked other students because Student N1 doesn't know what he has to read next.	Regular commands	*"I said that you have to listen when N12 read the text."*	N1	Less effective
16.	**57.40**	The Immature	Students made noise when the discussion session was taking place.	Don't commands	*"Hello... don't be noisy!"*	Not mentioned name	Less effective

Table 4.7 Observation sheet of meeting seven

Date of observation: 29th of January 2020 (Meeting 7)

Topic : Quiz (Degree of comparison)

No	Time	Types of Disruptive Behavior	Description	Types of Commands	Description	N(Number of Student)	Effective/ Less Effective/ Not Effective
1.	**01.58**	The Immature	Student's cell phone rang when the test was going on	Regular commands	*"Silent the phone!"*	N18	Effective
2.	**02.41**	The Immature	Student's cell phone rang when the test was going on	Indirect commands	*"Whose phone is ringing?"*	N6	Effective
3.	**09.31**	The Immature	Students N18 disturbed other students who was fixing the test	Don't commands	*"Don't disturb your friend!"*	N18	Less effective
4.	**24.15**	The Mountain Climbers	Student N2 cheated other students work	Indirect commands	*"Have you done?"*	N2	Effective
5.	**38.25**	The Mountain Climbers	Students N1, N11, N12 discussed when the test was going on	Interrogations commands	*"Why are you so noisy? I told you already, today we have a test"*	N1, N11, & N12	Less effective
6.	**44.50**	The Immature	Students N5 went to another student's desk when the test was going on	Don't commands	*"Student at the back, don't disturb your friend!"*	N5	Less effective
7.	**48.25**	The Immature	Students N1, N20 discussed when they were done working on the test	Don't commands	*"Student at the back, don't make a noise!"*	N1 & N20	Less effective
8.	**49.48**	The Immature	Students N6, N11, N12, N19 made a noise when they were done working on the test	Don't commands	*"Don't be noisy!"*	N6, N11, N12, N19	Less effective

APPENDIX 4 The result of quetionaire

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 ijinibu/bapak guru terlebih dahalu? Misalnya: siswa pergike toilet tanpa meminta ijin, minum air tanpa meminta ijin.	√ **Ya**	□ **Tidak**	1. Look at their mobile phone 2. Cheating 3. Disturbs other students 4. Sit on the table 5. Make noise 6. Not paying attention
2	Apakah siswa kerap menggangu temannya pada saat pelajaran berlangsung?	√ **Ya**	□ **Tidak**	**Meeting 2** - Student N.2 shouting at other students when the teacher checks student's work. **Meeting 4** - Student N18 disturbs other students when the teacher prepares the teaching. - Student N12 disturbs other students when the completing practice takes place. - Student N2 disturbs other students when the completing practice takes place.

				- Students N6 asks other students' work when the completing practice takes place. - Students N7 disturbs other student when the completing practice takes place. - Student N12 disturbs other students when the completing practice takes place. **meeting 5** - Students walk around to others students' desk when the teacher asks them to give back the result of the task. **Meeting 6** - Student N12 walks around and disturb another students who doing speaking test **Meeting 7** - Student N18 disturbs other students who fixing the test. - Students N5 goes to another student's desk when the test goes on. **Meeting 8** - Student N16 disturbs other student when the teacher asks them to take a note. - Student N18 disturbs other student when the teacher asks them to take a note.

3	Apakah siswa kerap berdebat satu sama lain pada saat pelajaran berlangsung?	√ **Ya**	□ **Tidak**	**Meeting 6** - Students debate when the air conditioner doesn't work **Meeting 8** - Students debate when the teacher asks them to take a note.
4	Adakah siswa yang menyela guru/siswa lain pada saat pembelajaran berlangsung?	√ **Ya**	□ **Tidak**	
5	Apakah bapak/ibu kerap menggunakan pertanyaan yang bersifat mengintrogasi untuk mengatasi perilaku disruptif siswa? Misalnya: *Why did you do that?*	√ **Ya**	□ **Tidak**	**Meeting 4** - Why do you play music? **Meeting 6** - Why do you make Mr. X's home work here? This is not his class. **Meeting 7** - Why are you so noisy? I told you already, today we have a test.
6	Apakah dengan menggunakan pertanyaan yang bersifat mengintrogasi; siswa merespon secara verbal?	√ **Ya**	□ **Tidak**	
7	Selain pertanyaan yang mengintrogasi, apakah bapak/ibu	√ **Ya**	□ **Tidak**	**Meeting 2** - Could you not make a noise?

	kerap mengatasi perilaku disruptif siswa dengan memberikan instruksi berupa pertanyaan retoris? Misalnya: *Would you go back to your seat?*			- Have you done? **Meeting 3** - Can you sit down? **Meeting 4** - Could you please sit down? - Eee.. Can you not make noise? - N1 have you done? - Could you finish your work? - Have you done? - Have you done? **Meeting 6** - Can you sit down? - Could you please keep quite? **Meeting 7** - Have you done? **Meeting 8** - Can you listen to me first? -
8	Apakah setelah mengajukan pertanyaan retoris, perilaku siswa yang disruptif langsung berubah?	√ **Ya**	□ **Tidak**	

9	Apakah bapak/ibu kerap memerintahkan siswa secara langsung, untuk melakukan hal baik yang bertujuan untuk mengatasi perilaku disruptifsiswa? Misalnya: *sit down please!*	√ **Ya**	□ **Tidak**	**Meeting 1** - Just Silent! - Just listen to me! **Meeting 2** - Read the text! - Students, who are not finished, please do it. - Eee.. Listen! - Put back your phone! - Come forward! - Sit down! **Meeting 3** - Sit down! **Meeting 5** - Silent! Silent! - Sit down! Sit down! - **Meeting 6** - Eee..eee! Sit down on your own chair! - Sit down! - Put back your phone! - Eee sit down!

				- You have to listen to me first! - I said that you have to listen when N12 read the text. **Meeting 7** - Silent the phone! **Meeting 8** - Listen to me first!
10	Apakah perintah yang bapak/ibu berikan dituruti oleh siswa?	√ **Ya**	□ **Tidak**	
11	Apakah bapak/ibu kerap menggunakan instruksi berupa pernyataan yang memberikan siswa pilihan untuk mengatasi perilaku disruptif? Misalnya: *I will not play the music if you are still making noises.*	√ **Ya**	□ **Tidak**	**Meeting 3** - If you are here only for play mobile phone, better go out! **Meeting 4** - I told you before. Please don't make noise in my class. If you don't like me, just go out from my class. **Meeting 5** - Don't huddle over there! Or I will call you one by one.
12	Apakah pernyataan yang berupa pilihan tersebut mampu mengentikan perilaku disruptif siswa?	√ **Ya**	□ **Tidak**	
13	Apakah bapak/ibu kerap menggunakan instruksi dengan kata	□ **Ya**	√ **Tidak**	

	‘stop’? Misalnya: *stop running students!*			
14	Apakah dengan mengunakan instruksi dengan kata ‘stop’ siswa mau berhenti berperilaku disruptif?	□ **Ya**	√ **Tidak**	
15	Apakah bapak/ibu kerap menggunakan dengan kata ‘don’t’? Misalnya: *don’t disturb your friend!*	√ **Ya**	□ **Tidak**	**Meeting 1** - Don’t be noisy! **Meeting 2** - Don’t be noisy! - Others don’t be noisy! - Don’t be noisy! **Meeting 3** - Don’t cheating! - Don’t be noisy! - Don’t be noisy! **Meeting 4** - Don’t make noise! - Don’t disturb your friend! - Don’t make noise! - Don’t cheating! - Don’t disturb your friend!

				Meeting 5 - Don’t disturb your friend! Don’t disturb your friend! **Meeting 6** - Hello... don’t be noisy! **Meeting 7** - Don’t disturb your friend! - Student at the back, don’t disturb your friend! - Student at the back don’t make a noise! - Don’t be noisy! **Meeting 8** - Well, don’t extend it! - Don’t sit over there!
16	Apakah dengan mengunakan instruksi dengan kata ‘don’t’ siswa mau berhenti berperilaku disruptif?	√ **Ya**	□ **Tidak**	
17	Apakah bapak/ibu kerap menggunakan instruksi yang terdengar negative tanpa menggunakan kata ‘stop’ dan ‘don’t’? Misalnya: *You! daydreamig.*	√ **Ya**	□ **Tidak**	**Meeting 2** - N1! Daydreaming!

18	Apakah dengan menggunakan instruksi yang bersifat negative mampu menghentikan perilaku disruptif siswa?	√ **Ya**	□ **Tidak**	
19	Apakah bapak/ibu kerap menggunakan gabungan dari beberapa instruksi yang disebutkan pada butir pertanyaan 4-10? Misalnya: *No talking. Please sit down nicely!*	√ **Ya**	□ **Tidak**	**Meeting 2** - Students, who are not finished, please do it. Don't make a noise! **Meeting 4** - Just do the practice, don't disturb your friend!
20	Apakah instruksi gabungan tersebut dapat mengubah perilaku disruptif siswa menjadi lebih baik?	√ **Ya**	□ **Tidak**	
21	Apakah bapak/ibu kerap memanggil nama siswa untuk menghentikan perilaku disruptif?	√ **Ya**	□ **Tidak**	**Meeting 1** - N11! N11! **Meeting 2** - N12! - N11! **Meeting 3** - N18! - N2!

				- N18! - N2! **Meeting 4** - N15! N15! **Meeting 5** - N12! **Meeting 6** - N1! - N1! **Meeting 8** - N18! - N2! - N18! - N7!
22	Apakah perilaku disruptif siswa bisa diatasi dengan memanggil nama siswa tersebut?	√ **Ya**	□ **Tidak**	
23	Apakah bapak/ibu pernah menggunakan “magic words” untuk menghentikan perilaku disruptif siswa?	√ **Ya**	□ **Tidak**	**Meeting 1** - Ee.. Hello… **Meeting 3** - Eee!

	Misalnya: dumdumdumdum			- Eeeh! **Meeting 5** - Eee… Aduhh… **Meeting 6** - Eee! **Meeting 8** - Hey!
24	Apakah intruksi berupa “magic word” dapat menghentikan perilaku disruptif siswa?	√ **Ya**	□ **Tidak**	
25	Apakah bapak bapak/ibu kerap menggunakan jenis intruksi mengetuk papan untuk menghentikan perilaku disruptive siswa?	√ **Ya**	□ **Tidak**	
26	Apakah intruksi mengetuk papan dapat menghentikan perilaku disruptif siswa?	√ **Ya**	□ **Tidak**	

APPENDIX 5 Results of Interview

1. **Question:** Please mention examples of disruptive behavior that students often did during the English class take place!

   Answer:

   "Perilaku yang sering terjadi adalah satu cheating atau tanpa sengaja melihat hp kan.. ya termasuk ya karna gak minta izin karna dia sekarang boleh bawa hp. Teruss ganggu temannya misalnya kayak N7 (N=student's name) selalu diganggu modelnya contohnya, teruuus kadang kadang mereka duduk dibangku kan gak boleeh..ha a..teruuus biasahsih biasanyasih kayak N12 (N=student's name) suka mengganggu ya ha a sukanya mengganggu itu aja sih biasanya yang sering saya temukan atau ribut ya yak ribut paling sering itu ribut ya itu sih. Keluar masuk kelas sih kadang kadang tapi dia minta ijin biasanya iya, karna kalo untuk keluar masuk kelas itu memang harus mereka kebudayaan memang minta izin cuman ya itu lagi setelah itu baru yee yaa atau mungkin yang dr luar mungkin mengganggu ya kadang kadang.. yaaa kadang buka pintu aja gak minta izin krecekseksek.. yaa..ha a.., (kalau menepuk meja?) jarang sih saya temukan cuman memang kadang kadang ada tapi jarang lah ha a ,yang lebih sering sih memang ribut ya yhaa, mengobrol, dan juga ngambil HP ya iyaa.. hooh."
   [The most common disruptive behaviors that occurred in the class are cheating or accidentally looking at their cellphone. That includes disruptive behaviors because of not asking permission. Now students are permitted to carry cellphones to the school. Then disturb other students, for example N7 (N = student's name) students who are always bullied. Sometimes they also sit on the bench. Another example is N12 (N = student's name) likes to annoy other students. It is a common thing. The disruptive behavior that very common also was noisy. While students who enter and exit the class in the learning process are rare, they always ask permission before leaving or entering the classroom because of the culture. *("How about hit the table?")* I rarely found students hitting tables, but sometimes there were but very rarely. The more common ones were students made a noise, chatting and also taking cellphones.]

6. **Question:** How do you deal students with disruptive behavior?

   Answer:

   "Eee.. langsung dikasi tau, misalnya kayak jangan lakukan itu, atau pa.. apa namanya kasi tau mereka kenap.. ee.. tanyak dulu kenapa mereka ngelakuin itu, atau nggak munkin langsung marah kadang ya.. hooh , knpa si.. ya direct langsung iya. Atau misalnya kadang-kadang juga ngasik saran kenapa si bisa kayak gini, apa yang menyebabkan, segala macem."

[I immediately reprimanded students who behaved disruptive, for example “Don’t do that!”, or ask questions in advance why they did that. Sometimes I also get angry and give direct instructions. In addition, sometimes I also give advice to the students and so on.]

7. **Question:** Have you ever called the name of the student to stop students’ disruptive disruptive?

   Answer:

   “Mmm ya kayak saya bilang tadi ya hooh, kadang kalo iya langsung dah saya jawab, munkin kayaknya saya ngasi langsung panggil namanya juga sering gtu, kyak N12 kenapa sih kamu kayak gitu ? Gtu.. atau nggak , N7 duduk dengan baik. N1 misalnya kan kayak gitu ya, hooh. Jadi mereka tau siapa yang sebenernya saya tunjuk, siapa yang sebenernya.. naa modelnya kayak leadernya yang bikin ketika ributnya itu. Atau munkin.. ya mention name langsung. Kadang misalnya kalok yang megang HP kan langsung saya kasi tau kek gtu.”
   ["Yes, I ever called the student's name. I often call the names of students directly, for example N12 (N=students’ name) *“why are do that?”*, N7 (N=students’ name) “*Sits well!”*. *“N1!”* (Mention students’ name). So they know who I'm actually referring to, who is actually making a noise. Also for the students who were caught using their cellphones during the class, I immediately called his name and I told him not to be like that.]

8. **Question:** What instructions do you use to overcome students' disruptive behavior?

   Answer:

   “Paling banter sih jangan.. atau duduk manis, jangan ribut, jangan ganggu temannya, nggak boleh lo kayak gitu, gtu.. kalo disini tu belajar segala macem gitulah.”
   [The most frequently commands that I use is don’t and direct. For example sit nicely, don't make noise, don't disturb your friends, you cannot be like that, and here is a place to study.]

9. **Question:** What are the reasons you often use don't command and regular command and why you rarely use other commands?

   Answer:

   “Saya harus makeknya.. saya biasanya pakeknya dua language ya, karna satu kadang mereka kalau kita pakek bhs inggris tu, mereka pikir kita nggak terlalu marah, gtu.. saya pikir ya. Sedangkan mereka kan indonesian ya students bukan luar , kalau luar

munkin ngerti ya dengan sinisnya kita , tapi kalo mereka bahasa bali.. kadang tiga lang.. tiga bahasa jadinya, sekarang bahasa bali ke bahasa indonesia mereka baru mengerti gitu lo, bahwa kita bener-bener serius ngasi tau bahwa mereka tu mengganggu yang lain gtu, karna ada beberapa yang memang suka mereka belajar, dan mereka tu merasa terganggu gtu.. kelihatanlah gtu.. Ee.. langsung direct aja keknya iya langsung.. iya jadi langsung direct langsung apa namanya mereka langsung diem gtu.. ya munkin beberapa saat ya munkin ya tapi agak mengena lah gtu.. dari pada atention please.. mereka bakal tetep ribut kek gitu.. iya seketika. Itu aja sih ha a. Dan untuk pertanyaan knapa jarang menggunakan jenis command lain yaitu karena saya lupa ya ada berapa banyak jenis commads, jadi mengalir begitu saja memberikan command kepada anak-anak jadi nggak ada alasan yang khusus"

[I usually use two languages, because sometimes when I give commands with only in English, they think I'm not serious about reprimanding them. Because they are Indonesian students, foreign students may immediately understand cynically the teacher when giving commands. Sometimes when I use three languages they really want to obey and understand that they are bothering other students. Because there are some who really like them learning, and they feel disturbed. So when I use the direct command they immediately keep quite even though it works for a while. I'm unconsciously dominant giving that commands than others commands. For the question why I rarely use other types of commands because I forget how many types of commands, so it just flows to give commands to students so there is no specific reason]

10. **Question:** I just want to clarify, in previous observation I found you gave command like "stop" to the students who was debating. Does that mean you told them to stop debating?

    Answer:

    "Saya emang nyuruh mereka untuk berhenti rebut karena dah capek banget dengerin mereka ngomong, jadi munkin waktu itu ya saya tidak tau juga eee..biar nggak trus jangan jangan aja jadi saya bilang sudah sudah gtu"
    [I really told them to stop make noise because I were so tired of listening them to talk, so maybe at that time to make it not give don't commands only so I said stop.]