

**EFFECTIVE COMMANDS USED BY KINDERGARTEN TEACHERS
IN TEACHING ENGLISH FOR STUDENTS WITH DISRUPTIVE
BEHAVIOR AT TK PELITA KASIH**

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ABSTRAK

Berhadapan dengan siswa taman kanak-kanak yang berperilaku disruptif merupakan sebuah tantangan bagi guru. Walau demikian, perilaku disruptif siswa harus ditangani karena itu dapat memberikan pengaruh negatif terhadap performa siswa dalam bersosialisasi dan belajar di masa depan. Melihat tantangan yang dihadapi oleh guru, maka sebuah penelitian yang berkaitan dengan cara menghadapi siswa disruptif dibutuhkan. Penelitian deskriptif ini bertujuan untuk mengidentifikasi (1) jenis perilaku disruptif yang dilakukan oleh siswa di TK Pelita Kasih, (2) jenis instruksi yang diberikan kepada siswa disruptif di TK Pelita Kasih, dan (3) instruksi yang efektif digunakan oleh guru dalam mengatasi perilaku disruptif siswa di TK Pelita Kasih. Data didapatkan dari subjek yaitu 2 orang guru dan siswa TK A dan TK B sejumlah 35 orang. Perilaku disruptif siswa dan intruksi dari guru merupakan objek dari penelitian ini. Penelitian ini menggunakan pendekatan kualitatif. Semua data berasal dari hasil observasi, kuesioner, dan wawancara. Data yang diperoleh diolah secara kualitatif. Hasil penelitian menunjukkan bahwa (1) siswa melakukan tiga jenis perilaku disruptif (berdebat dan menginterupsi, tidak mematuhi tata tertib, dan mengganggu anggota kelas), (2) guru menggunakan tujuh jenis instruksi dalam mengatasi perilaku disruptif siswa namun, *regular command* dan *other command* merupakan yang paling sering digunakan, dan (3) pada dasarnya, instruksi yang diberikan oleh guru telah efektif terkecuali instruksi tersebut dipengaruhi oleh beberapa faktor (cara pemberian instruksi, keadaan siswa, dan bahasa yang digunakan).

Kata kunci: siswa berperilaku disruptif, instruksi efektif, siswa usia dini

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ABSTRACT

Dealing with disruptive preschoolers is challenging for teacher. However, the disruptive students still have to be treated. Disruptive students could give negative impact on their social and academic performance. Considering the challenge, a study related to coping with disruptive students was prospectively required. This descriptive study was aimed at identifying (1) types of disruptive behavior done by students at TK Pelita Kasih, (2) types of command used by teachers in handling disruptive students at TK Pelita Kasih, and (3) effective commands used by teachers for handling students with disruptive behavior at TK Pelita Kasih. The subjects in the study were 2 teachers and 35 students of TK Pelita Kasih. Students' disruptive behaviors and teachers' command towards the disruptive students were objects in this study. Qualitative approach was applied in this study. Data were collected through observation, administering questionnaires, and interview. The data were analyzed qualitatively. The result showed that (1) three types of disruptive behavior were (arguing and interrupting, disobeying classroom rules and procedures, and disturbing classroom members) done by TK Pelita Kaish students, (2) eight types of command were used in handling disruptive students but, other command and regular command were highly used among the eight types of command, (3) the commands used by the teacher were generally effective except they were influenced by several factors (delivering way, students' situation, and language).

Keywords: disruptive behavior, effective command, early childhood learner