



# APPENDIX

Appendix 1. Surat Keterangan Mencari Data



**PAUD  
PELITA KASIH**

*Character Building  
Academic Excellence  
Talent Discovery*

**SURAT KETERANGAN  
No. 013/SPK.II/VI/2020**

Yang bertandatangan di bawah ini :

Nama : Ni Luh Pudiarsini, S.Pd.  
NIP : -  
Pangkat/Gol : -  
Jabatan : Kepala Sekolah  
Unit Kerja : TK Pelita Kasih

Menerangkan dengan sebenarnya bahwa :

Nama : Ni Luh Okky Dastra Andriani  
NIM : 1612021061  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa Asing  
Fakultas : Bahasa dan Seni  
Universitas : Universitas Pendidikan Ganesha  
Judul Penelitian : Effective Commands Used by Kindergarten Teachers in Teaching English for Students with Disruptive Behavior at TK Pelita Kasih

Memang benar mahasiswa tersebut sudah melakukan penelitian pada guru dan siswa di kelas TK A dan TK B di TK Pelita Kasih, dari tanggal 6 November s/d 12 Desember 2019 pada tahun ajaran 2019/2020.

Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Singaraja, 29 Juni 2020  
Kepala TK Pelita Kasih  
Ni Luh Pudiarsini, S.Pd.

Appendix 2. Expert Judge Sheet 1

**Expert Judge Sheet**  
**Instrument: Questionnaire and Interview Guide**  
**Expert Judge I: Luh Diah Surya Adnyani, S.Pd., M.Pd.**

| No | Expert Response |            | Comment |
|----|-----------------|------------|---------|
|    | Relevant        | Irrelevant |         |
| 1  | ✓               |            |         |
| 2  | ✓               |            |         |
| 3  | ✓               |            |         |
| 4  | ✓               |            |         |
| 5  | ✓               |            |         |
| 6  | ✓               |            |         |
| 7  | ✓               |            |         |
| 8  | ✓               |            |         |
| 9  | ✓               |            |         |
| 10 | ✓               |            |         |
| 11 | ✓               |            |         |
| 12 | ✓               |            |         |
| 13 | ✓               |            |         |
| 14 | ✓               |            |         |
| 15 | ✓               |            |         |
| 16 | ✓               |            |         |
| 17 | ✓               |            |         |
| 18 | ✓               |            |         |
| 19 | ✓               |            |         |
| 20 | ✓               |            |         |
| 21 | ✓               |            |         |
| 22 | ✓               |            |         |
| 23 | ✓               |            |         |
| 24 | ✓               |            |         |
| 25 | ✓               |            |         |
| 26 | ✓               |            |         |

Singaraja, 20 February 2020



**Luh Diah Surya Adnyani, S.Pd., M.Pd.**  
**NIP. 198309233008122001**

Appendix 3. Expert Judge 2 Sheet

**Expert Judge Sheet**  
**Instrument: Questionnaire and Interview Guide**  
**Expert Judge II: Ni Putu Astiti Pratiwi, S.Pd., M.Pd.**

| No | Expert Response |            | Comment |
|----|-----------------|------------|---------|
|    | Relevant        | Irrelevant |         |
| 1  | ✓               |            |         |
| 2  | ✓               |            |         |
| 3  | ✓               |            |         |
| 4  | ✓               |            |         |
| 5  | ✓               |            |         |
| 6  | ✓               |            |         |
| 7  | ✓               |            |         |
| 8  | ✓               |            |         |
| 9  | ✓               |            |         |
| 10 | ✓               |            |         |
| 11 | ✓               |            |         |
| 12 | ✓               |            |         |
| 13 | ✓               |            |         |
| 14 | ✓               |            |         |
| 15 | ✓               |            |         |
| 16 | ✓               |            |         |
| 17 | ✓               |            |         |
| 18 | ✓               |            |         |
| 19 | ✓               |            |         |
| 20 | ✓               |            |         |
| 21 | ✓               |            |         |
| 22 | ✓               |            |         |
| 23 | ✓               |            |         |
| 24 | ✓               |            |         |
| 25 | ✓               |            |         |
| 26 | ✓               |            |         |

Singaraja, 20 February 2020



**Ni Putu Astiti Pratiwi, S.Pd., M.Pd.**  
**NIP. 198808252015042002**

Appendix 4. Observation Result

**LIST OF DISRUPTIVE BEHAVIOR AND COMMANDS**

**TK PELITA KASIH**

| Date of Observation : Wednesday, 6 <sup>th</sup> of November 2019 |                |                     |   |                  |   |               |   |
|---|----------------|---------------------|---|------------------|---|---------------|---|
| Time  | Name           | Disruptive Behavior | Commands  | Type of Commands | Student Response  | Effectiveness |   |
|   |                |                     |   |                  |   | E             | I |
| 00:16 (1 <sup>st</sup> )  | S 9            | Seeking attention   | <i>Made jamnya bagus ya. Duduk dong. (Made your watch is good. Sit down.)</i> | Other command    | Student sat down nicely.                                    | √             |   |
| 00:20 (1 <sup>st</sup> )  | Ss             | Making noises       | <i>Okay, dengerin Kenzi ya. (Now, listen to Kenzi)</i>                        | Regular command  | Students were silent.                                       | √             |   |
| 00:36 (1 <sup>st</sup> )  | Ss             | Making noises       | Sssttt  | Other command    | Students were silent.                                       | √             |   |
| 00:42 (1 <sup>st</sup> )  | S 2, S 3, S 10 | Praying improperly  | -   | -                | Students were praying improperly until the end of the pray. |               |   |
| 01:10 (1 <sup>st</sup> )  | S 10           | Out of seat         | -   | -                | Student sat down nicely after finding right place.          |               |   |

|                          |      |  |  |                 |  |   |  |
|--------------------------|------|--|--|-----------------|--|---|--|
| 01:25 (1 <sup>st</sup> ) | S 1  | Out of seat  | -  | -               | Student went back to his seat at minute 04.20 when the teacher start talking about the learning topic. |   |  |
| 04:15 (1 <sup>st</sup> ) | S 1  | Screaming  | De Gung (calling name)   | Other command   | Student was silent.  | √ |  |
| 05:24 (1 <sup>st</sup> ) | S 4  | Seeking attention through waving the book in his hand. | Made taruh bukunya (Made put the book)                                   | Regular command | Student put the book.  | √ |  |
| 05:53 (1 <sup>st</sup> ) | Ss   | Making noises<br>Out of seat                           | No, no, no, no. Sudah? Ssttt okay. (No, no, no, no. Enough? Ssttt okay.) | Other command   | Students sat down nicely and silent.   | √ |  |
| 08:37 (1 <sup>st</sup> ) | S 3  | Sitting improperly                                     | No, no, no, no.  | Other command   | Student sat down nicely.   | √ |  |
| 09:25 (1 <sup>st</sup> ) | S 1  | Sitting improperly                                     | De Gung, move back, please.  | Regular command | Student moved back.  | √ |  |
| 13:58 (1 <sup>st</sup> ) | S 10 | Laying on the floor                                    | Tristan, sit down nicely.  | Regular command | Student sat down nicely.   | √ |  |
| 18:53 (1 <sup>st</sup> ) | S 3  | Out of seat  | Louise, sit down nicely please (pointing the place                       | Regular command | Student sat down nicely.   | √ |  |

|                          |        |   |  |                    |                                  |   |  |
|--------------------------|--------|---|--|--------------------|----------------------------------|---|--|
|                          |        |   | where he had to sit)   |                    |                                  |   |  |
| 19:00 (1 <sup>st</sup> ) | Ss     | Making noises   | Dum dum dum dum dum<br>(sing magic word)                           | Other<br>command   | Students were silent.            | √ |  |
| 21:07 (1 <sup>st</sup> ) | S 10   | Sitting improperly                                    | Tristant, Tristant (calling<br>name)                               | Other<br>command   | Student sat down<br>nicely.      | √ |  |
| 21:12 (1 <sup>st</sup> ) | S 6, 7 | Taking out of turn                                    | No, no, no, no. Devan,<br>Ester. (No, no, no, no.<br>Devan, Ester) | Other<br>command   | Students sat down<br>nicely.     | √ |  |
| 21:26 (1 <sup>st</sup> ) | S 9    | Taking out of turn                                    | No, no, no, no Gede.   | Other<br>command   | Student sat down<br>nicely.      | √ |  |
| 22:15 (1 <sup>st</sup> ) | S 3    | Taking out of turn                                    | Louise, Louise tunggu ya<br>(Louise, Louise wait please)           | Regular<br>command | Student held back and<br>waited. | √ |  |
| 00:21 (2 <sup>nd</sup> ) | S 1    | Laying on the floor                                   | Come on De Gung, sit down<br>De Gung.                              | Regular<br>command | Student sat down<br>nicely.      | √ |  |
| 00:53 (2 <sup>nd</sup> ) | Ss     | Chitchatting with<br>their friends                    | Ssttt.   | Other<br>command   | Students were silent.            | √ |  |
| 01:39 (2 <sup>nd</sup> ) | S 6    | Taking other's<br>belonging                           | Devan, taruh Devan (Devan,<br>put it Devan)                        | Regular<br>command | Student gave the<br>crayon back  | √ |  |
| 07:17 (2 <sup>nd</sup> ) | S 3    | Making noises by<br>pretending to call<br>his parents | Louise, Louise, Louise no<br>(moving Louise hand down)             | Other<br>command   | Student was silent.              | √ |  |

|                          |                      |                  |   |               |   |   |   |
|--------------------------|----------------------|------------------|---|---------------|---|---|---|
| 08:05 (2 <sup>nd</sup> ) | S 10                 | Ignoring teacher | -   | -             | Student continued to chitchat with friend at minute 08.47.  |   |   |
| 08:47 (2 <sup>nd</sup> ) | S 10,<br>S 4, S<br>7 | Chitchatting     | No, no, no, no (correcting student position)                  | Other command | Students was silent and paying attention  | √ |   |
| 09:30 (2 <sup>nd</sup> ) | S 3                  | Making noise     | No, no, no, no Louise (grabbing student hands).               | Other command | Student stopped hitting the floor.  | √ |   |
| 09:50 (2 <sup>nd</sup> ) | S 1, 3               | Out of seat      | -   | -             | Student 3 went back to his seat by himself at minute 10:30. Student 1 went back to his seat at minute 11:00 | - | - |
| 10:30 (2 <sup>nd</sup> ) | Ss                   | Ignoring teacher | Hallo, hallo.   | Other command | Student paid attention to the teacher.  | √ |   |
| 11:43 (2 <sup>nd</sup> ) | S 3                  | Screaming        | Louise, Louise (calling name)                                 | Other command | Student was silent.   | √ |   |
| 14:29 (2 <sup>nd</sup> ) | S 4                  | Out of seat      | No, no, no. Ramdes, small circle (waving her hand to student) | Other command | Student went back to the right seat.  | √ |   |



|                          |              |  |   |                     |   |   |   |
|--------------------------|--------------|--|---|---------------------|---|---|---|
| 14:50 (2 <sup>nd</sup> ) | Ss           | Making noises  | Dum dum dum dum dum<br>(saying magic words). Zip.   | Other<br>command    | Students were silent.   | √ |   |
| 16:35 (2 <sup>nd</sup> ) | S 4, 5,<br>6 | Taking other's<br>belonging                                  | Tidak ambil gambar (don't<br>take the picture)  | Don't<br>command    | Students took the<br>picture back.                              | √ |   |
| 16:50 (2 <sup>nd</sup> ) | Ss           | Ignoring teacher   | Dum, dum, dum, dum, dum.  | Other<br>command    | Student listened to the<br>teacher.                             | √ |   |
| 17:55 (2 <sup>nd</sup> ) | S 1          | Out of seat  | Gung De mau dimana?<br>(Gung De where do you<br>want to be?)  | Question<br>command | Student was still out of<br>his seat and said<br>"enggak (no)". |   | √ |
|                          |              |  | Gung De disitu gambar<br>balon ya (Gung De draw<br>balloon over there okay).                                    | Regular<br>command  | Student moved to the<br>art corner.                             | √ |   |
| 19:40 (2 <sup>nd</sup> ) | S 8          | Seeking attention<br>by crying because<br>of ant on her feet | Eh tidak boleh nangis<br>(Don't cry) (teacher hugged<br>the student)  | Don't<br>command    | Student was still<br>crying.                                    | √ |   |
|                          |              |  | Kenapa itu tangannya Cece?<br>Aduh kok bisa jatuh. (What<br>happened to your hands<br>Cece? How could you felt) | Other<br>command    | Student stopped crying<br>after the small<br>conversation.      | √ |   |

|                          |     |   |   |               |   |   |   |
|--------------------------|-----|---|---|---------------|---|---|---|
| 20:58 (2 <sup>nd</sup> ) | S 1 | Taking his friend number (Taking friend's belonging)<br>Out of seat | No, no, De Gung itu punya Gelsy (No, no, De Gung it's Gelsy). | Other command | Student put friend's belonging back and back to his seat.   | √ |   |
| 21:48 (2 <sup>nd</sup> ) | S 3 | Disturbing teacher  | No, no, no, no  | Other command | Student stopped disturbing teacher.   | √ |   |
| 22:00 (2 <sup>nd</sup> ) | S 3 | Wandering around the class  | Louise, Louise (calling name while shaking her head)          | Other command | Student was still wandering around. He sat down at minute 24:20 after getting special attention from another teacher. |   | √ |
| 23:15 (2 <sup>nd</sup> ) | S 4 | Wandering around the class  | Ramdes, Ramdes, high five.                                    | Other command | Student did high five and sat down.   | √ |   |
| 26:00 (2 <sup>nd</sup> ) | S 4 | Laying on the floor   | -   | -             | Student went to his seat by himself at minute 26:30.  |   |   |
| 26:57 (2 <sup>nd</sup> ) | S 3 | Making noises   | -   | -             | Student was silent by himself at minute 27:08.  |   |   |

|                          |     |  |  |                    |  |   |   |
|--------------------------|-----|--|--|--------------------|--|---|---|
| 29:55 (2 <sup>nd</sup> ) | S 3 | Playing with chairs                            | Louise, Louise, jangan.<br>Taruh (Louise, Louise,<br>don't. Take it back)  | Other<br>command   | Student stopped<br>playing the chairs.   | √ |   |
| 31:00 (2 <sup>nd</sup> ) | S 3 | Wandering around                               | -  | -                  | Student still wandering<br>around for 2 minutes.                               |   |   |
| 31:43 (2 <sup>nd</sup> ) | S 8 | Seeking attention                              | Miss Nita lagi ngajar Cece.<br>Jangan nangis. (Miss Nita is<br>teaching Cece. Don't cry.)  | Other<br>command   | Student was trying to<br>stop crying.  | √ |   |
| 33:10 (2 <sup>nd</sup> ) | S 3 | Wandering around<br>the class<br>Making noises | Louise, Louise, duduk<br>Louise duduk. Yudah ayo<br>sini berhitung sama Miss<br>Nita. Louise, sini (Louise,<br>Louise sit down. Louise sit<br>down. Come here with Miss<br>Nita. Louise come here) | Regular<br>command | Student did not come to<br>the teacher. He just sat<br>down in the art corner. |   | √ |

|                          |         |                                   |   |                    |   |   |   |
|--------------------------|---------|-----------------------------------|---|--------------------|---|---|---|
| 33:24 (2 <sup>nd</sup> ) | S 3     | Arguing with teacher              | Boleh tidak pukul-pukul?<br>Nanti kalau pukul-pukul<br>apanya yang hilang?<br>Starnya nanti hilang (Can<br>you hit someone? What will<br>be lost if you hit someone?<br>Your star will be lost)   | Other<br>command   | Student was silent and<br>approaching the<br>teacher.       | √ |   |
| 33:30 (2 <sup>nd</sup> ) | S 8     | Seeking attention<br>by crying    | Cece ayo sini duduk. Kalo<br>cece nangis nanti starnya<br>cece yang hilang. Jangan<br>nangis ce, cece kan sudah<br>janji (Cece sit down.. if you<br>are crying, your star will be<br>taken away. Don't cry ce,<br>you have promised not to<br>cry (pull the student down) | Other<br>command   | Student stopped crying<br>and sat down on<br>teacher's lap. | √ |   |
| 37:20 (2 <sup>nd</sup> ) | S 4     | Out of seat                       | Ramdes, sit down nicely<br>Ramdes.  | Regular<br>command | Student sat down<br>nicely.                                 | √ |   |
| 39:30 (2 <sup>nd</sup> ) | S 9, 10 | Wandering around<br>the classroom | Gede, Ramdes, ayo sini.<br>(Gede, Ramdes come here)   | Regular<br>command | Students approached<br>the teacher.                         | √ |   |
| 00:10 (3 <sup>rd</sup> ) | S1      | Laying on the floor               | De Gung, sit down.  | Regular            | Student was still laying                                    |   | √ |

|                          |     |  |  |                  |   |   |   |
|--------------------------|-----|--|--|------------------|---|---|---|
|                          |     |  |  | command          | on the floor.                                       |   |   |
| 00:45 (3 <sup>rd</sup> ) | Ss  | Making noises  | Tepuk diam. (silent clap)  | Other command    | Students did silent clap and silent.                | √ |   |
| 00:40 (3 <sup>rd</sup> ) | S 1 | Making noises  | De Gung! Duduk! De Gung,   | Other command    | Student was still laying on the floor.              |   | √ |
|                          |     | Laying on the floor  | De Gung. De Gung mau star? Ayo duduk kalau begitu. (De Gung! Sit down! De Gung, De Gung. Do you want star? Come on sit down if you want) |                  |   |   |   |
| 00:46 (3 <sup>rd</sup> ) | S 4 | Hanging on his friend's neck until felt down (Disturbing friend) | Oke nanti yang tidak bagus, tidak dapat star. (Okay, who are not good will not get star)   | Indirect command | Student stop disturbing friend and sat down nicely. | √ |   |
| 01:33 (3 <sup>rd</sup> ) | S 8 | Playing with the broken wooden wall                              | No, no, no. Jangan digituin. Sini geser (No, no, no. Don't play with it. Move here)  | Other command    | Student stopped playing.                            | √ |   |
| 02:08 (3 <sup>rd</sup> ) | S 4 | Laying on the floor  | Made, Made.  | Other command    | Student was still laying on the floor.              |   | √ |
| 02:20 (3 <sup>rd</sup> ) | S 1 | Out of seat  | De Gung. De Gung. De   | Other            | Student went back to                                | √ |   |

|   |          |   | Gung duduk. Jangan tidur.<br>Kalau De Gung tidur, nanti Miss marah. (De Gung. De Gung. De Gung sit down.<br>Don't sleep. If you sleep, I will be angry) (holding the student and correcting his position) | command          | his seat.                                 |               |   |
|---|----------|---|---|------------------|---|---------------|---|
| 04:55 (3 <sup>rd</sup> )  | S 4      | Taking the box's cover (Taking other's belonging) | Made, Made  | Other command    | Student put the box's cover back.         | √             |   |
| 05:18 (3 <sup>rd</sup> )  | S 3, S 6 | Taking out of turn                                | Stop!   | Stop command     | Student held back and sat down.           | √             |   |
| 09:35   | S 3      | Taking out of turn                                | No, no, no, no. Belum Louise (No, no, no, no. Not yet Louise)   | Other command    | Student held back.                        | √             |   |
| <b>Date of Observation : Monday, 11<sup>th</sup> of November 2019</b> |          |   |   |                  |   |               |   |
| Time  | Name     | Disruptive Behavior                               | Commands  | Type of Commands | Student Response                          | Effectiveness |   |
|   |          |   |   |                  |   | E             | I |
| 04:10 (1 <sup>st</sup> )  | S 17     | Ignoring teacher                                  | -   | -                | Students paid attention at the teacher by |               |   |

|                          |                   |  |  |                 |  |   |   |
|--------------------------|-------------------|--|--|-----------------|--|---|---|
|                          |                   |  |  |                 | himself at minute 06:15.   |   |   |
| 04:30 (1 <sup>st</sup> ) | S8,<br>S4,<br>S18 | Chitchatting                           | -  | -               | Students were silent and paid attention to the teacher by themselves at minute 05:10.  |   |   |
| 05:31 (1 <sup>st</sup> ) | Ss                | Making noises                          | Dun dum dum dum dum dum                          | Other command   | Students were still making noises.   |   | √ |
| 06:00 (1 <sup>st</sup> ) | Ss                | Making noises                          | Anak-anak jangan ribut (Students don't be noisy) | Don't command   | Students were silent.  | √ |   |
| 07:24 (1 <sup>st</sup> ) | S16,<br>S12       | Out of seat                            | Sit down please. Sit down                        | Regular command | Students sat down nicely.  | √ |   |
| 11:35 (1 <sup>st</sup> ) | S 18              | Disturbing friend by grabbing her hair | -  | -               | Student stopped after teacher told them to sing.                                       |   |   |
| 12:00 (1 <sup>st</sup> ) | S 18,<br>S8       | Playing around                         | Cece stand up please.                            | Regular command | Student 18 stood up but still playing around. Student 8 was still laying on the floor. |   | √ |
| 13:00 (1 <sup>st</sup> ) | S7                | Playing around                         | -  | -               | Student 16 went back   |   |   |

|                          |        |                     |  |                 |   |   |  |
|--------------------------|--------|---------------------|--|-----------------|---|---|--|
|                          |        |                     |  |                 | to his seat by himself after the song.                        |   |  |
| 13:30 (1 <sup>st</sup> ) | S 7    | Out of seat         | Sit down please. Tidak disana duduknya Ca (Don't sit there Ca) | Other command   | Students went to her seat and sat down nicely.                | √ |  |
| 14:00 (1 <sup>st</sup> ) | S 18   | Sitting improperly  | Kathleen, tanganya dilipat (Kathleen, fold your hand)          | Regular command | Student folded her hands.                                     | √ |  |
| 14:07 (1 <sup>st</sup> ) | S 10   | Interrupting        | Ssstttt  | Other command   | Student was silent.   | √ |  |
| 18:47 (1 <sup>st</sup> ) | S 16   | Ignoring teacher    | Devan lihat kedepan (Devan look in front)                      | Regular command | Student looked at the teacher                                 | √ |  |
| 18:52 (1 <sup>st</sup> ) | S 7    | Out of seat         | Caca, no, Caca.  | Other command   | Student went back to her seat.                                | √ |  |
| 20:25 (1 <sup>st</sup> ) | S7, S2 | Chitchatting        | -  | -               | Students stopped chitchat at minute 20:50 (1 <sup>st</sup> ). |   |  |
| 22:00 (1 <sup>st</sup> ) | S2     | Laying on the floor | -  | -               | Student got up by himself at minute 23:05 (1 <sup>st</sup> ). |   |  |
| 03:30 (2 <sup>nd</sup> ) | S7     | Playing             | Caca no Caca.  | Other command   | Student stopped playing with board                            |   |  |



|                          |                     |   |   |                 |  |   |   |
|--------------------------|---------------------|---|---|-----------------|--|---|---|
|                          |                     |   |   |                 | marker.  |   |   |
| 03:58 (2 <sup>nd</sup> ) | S 8, 18             | Playing                                     | -   | -               | Students stopped playing at minute 4:10 (2 <sup>nd</sup> )                                     | - | - |
| 04:12 (2 <sup>nd</sup> ) | S 7                 | Disturbing teacher                          | -   | -               | Student sat down nicely besides the teacher at minute 05:10 (2 <sup>nd</sup> )                 | - | - |
| 04:31 (2 <sup>nd</sup> ) | S,18,<br>S10,<br>S8 | Out of seat                                 | Sit down please Ce. Rani sit down please.             | Regular command | Students sat down nicely.  | √ |   |
| 00:01 (3 <sup>rd</sup> ) | S 18                | Out of seat                                 | Kathleen (calling name)                               | Other command   | Student went back to her seat.   | √ |   |
| 01:40 (3 <sup>rd</sup> ) | S 7                 | Disobeying teacher instruction              | -   | -               | Student went back to the group by herself after her friend danced at 04:48 (4 <sup>th</sup> ). |   | - |
| 02:00 (3 <sup>rd</sup> ) | Ss                  | Making noises<br>Wandering around the class | Ayo berbaris (Come on, make a line) (clapping hands). | Regular command | Students made a line.  |   | √ |
| 00:45 (4 <sup>rd</sup> ) | S 18                | Disobeying teacher                          | Kathleen, stand up please                             | Regular         | Student stood up.  | √ |   |

|                          |                     |                     |  |                 |  |   |  |
|--------------------------|---------------------|---------------------|--|-----------------|--|---|--|
|                          |                     | instruction         |  | command         |  |   |  |
| 01:30 (4 <sup>th</sup> ) | S 18                | Out of line         | Kathleen (calling name)                                    | Other command   | Student went back to her dance line.   | √ |  |
| 02:24 (4 <sup>th</sup> ) | S 20,<br>22         | Playing with friend | Koko pindah Ko (Koko move to other seat Ko)                | Regular command | Student moved to the place.            | √ |  |
| 06:33 (4 <sup>th</sup> ) | S2,<br>S17          | Chitchatting        | Raditha (calling name)                                     | Other command   | Student paid attention to the teacher. | √ |  |
| 06:43 (4 <sup>th</sup> ) | S10                 | Interrupting        | -  | -               | Student was silent after speaking.     |   |  |
| 08:10 (4 <sup>th</sup> ) | S20,<br>S22,<br>S16 | Playing             | Raditha duduknya yang good dong (Raditha, sit down nicely) | Regular command | The three students sat down nicely.    | √ |  |

**Date of Observation : Thursday, 21<sup>st</sup> of November 2019**

| Time                     | Name | Disruptive Behavior                   | Commands                                     | Type of Commands | Student Response  | Effectiveness |   |
|--------------------------|------|---------------------------------------|--|------------------|---|---------------|---|
|                          |      |                                       |  |                  |   | E             | I |
| 02:10 (1 <sup>st</sup> ) | S 12 | Talking to friend (Disturbing friend) | Dekta jangan ribut (Dekta don't make noises) | Don't command    | Student was silent.   | √             |   |
| 04:32 (1 <sup>st</sup> ) | S 8  | Disturbing friend                     | -  | -                | Student stopped playing her friend's hair at minute 05:05 (1 <sup>st</sup> ). |               |   |

|                          |              |                               |   |                    |   |   |   |
|--------------------------|--------------|-------------------------------|---|--------------------|---|---|---|
| 05:00 (1 <sup>st</sup> ) | Ss           | Chitchatting                  | Dum dum dum dum dum<br>(saying magic words)   | Other<br>command   | Students were silent.                             | √ |   |
| 05:50 (1 <sup>st</sup> ) | S 13         | Laying on the floor           | -   | -                  | Students got up by<br>himself at minute<br>06:15. |   |   |
| 07:53 (1 <sup>st</sup> ) | Bss          | Chitchatting                  | Cowok-cowok dengarkan<br>dulu ya (The boys listen<br>please)                          | Regular<br>command | Students were silent.                             | √ |   |
| 10:30 (1 <sup>st</sup> ) | S 13         | Laying on the floor           | -   | -                  |   | - | - |
| 10:52 (1 <sup>st</sup> ) | Ss           | Wandering around              | Ayo duduk semua (Come<br>on, everybody sit down) Sit<br>down nicely.                  | Regular<br>command | Students sat down<br>nicely.                      | √ |   |
| 20:55 (1 <sup>st</sup> ) | Ss           | Wandering around<br>the class | Sit down  | Regular<br>command | Student sat down<br>silently.                     | √ |   |
|                          |              | Making noises                 |   |                    |   |   |   |
| 22:05 (1 <sup>st</sup> ) | S15, 6,<br>7 | Out of seat                   | Widia ayo duduk (Widia sit<br>down).  | Regular<br>command | Students sat down.                                | √ |   |
|                          |              | Chitchatting                  |   |                    |   |   |   |
| 24:20 (1 <sup>st</sup> ) | Ss           | Playing with the<br>ball      | Tidak dilempar-lempar<br>bolannya. Sini bawa (Don't<br>throw the ball. Bring it here) | Other<br>command   | Student stopped<br>playing the ball.              | √ |   |

|   |                 |               |  |               |  |   |  |
|---|-----------------|---------------|--|---------------|--|---|--|
| 33:10 (1 <sup>st</sup> )                                      | Ss              | Making noises | Dum dum dum dum dum dum dum (saying magic words).  | Other command | Students were silent.  | √ |  |
|   |                 | Out of seat   |  |               |  |   |  |
| 33:20 (1 <sup>st</sup> )<br>until<br>38:02 (1 <sup>st</sup> ) | S 7, 8          | Playing       | Caca, Rani (calling name).<br>Caca kenapa main itu?<br>Tidak boleh (Caca why are you playing that. Don't playing with the bottle) (the teacher took the bottle). | Other command | Student stopped playing and paying attention.                    | √ |  |
| 39:55 (1 <sup>st</sup> )                                      | Ss              | Chitchatting  | Tangan ke atas. Tangan ke samping. Tangan ke depan.<br>Duduk yang rapi (singing: hands up, hands on the side, hands in font, sit down nicely)                    | Other command | Student did the movement of the song and then sat down silently. | √ |  |
| 51:50 (1 <sup>st</sup> )                                      | S 12,<br>13, 17 | Chitchatting  | Dekta, Ryu, Raditha. Kok tidak dengar-dengar ya?<br>Raditha, dengarkan dulu<br>Miss ngomong (Dekta, Ryu, Raditha. Why you are not listening? Raditha, listen to  | Other command | Student were silent and paying attention to the teacher          | √ |  |

|                            |            |                    |  |                  |  |   |  |
|----------------------------|------------|--------------------|--|------------------|--|---|--|
|                            |            |                    | me)  |                  |  |   |  |
| 53:57 (1 <sup>st</sup> )   | S 7        | Arguing            | Caca taruh dulu pada tempatnya (the bottle)(Caca put the bottle to the place). | Regular command  | Student put the bottle on the table.                                 | √ |  |
| 59:35 (1 <sup>st</sup> )   | Ss         | Making noises      | Sudah (Enough). Ssttt. Zip.  | Other command    | Students were silent.  | √ |  |
| 1:07:02 (1 <sup>st</sup> ) | S 7        | Screaming          | Caca, tidak teriak-teriak (Caca don't scream).                                 | Don't command    | Student was silent.  | √ |  |
| 1:12:54 (1 <sup>st</sup> ) | S 7        | Playing            | Caca, Caca, Caca no (take student's bottle).                                   | Other command    | Student stopped playing.   | √ |  |
| 1:14:48 (1 <sup>st</sup> ) | Ss         | Making noises      | Tepuk diam (silent clap).  | Other command    | Student did silent clap ( <i>tebuk diam</i> ) and sat down silently. | √ |  |
| 1:16:40 (1 <sup>st</sup> ) | S 7        | Interrupting       | -  | -                | Student was silent after speaking.                                   |   |  |
| 1:17:50 (1 <sup>st</sup> ) | S 7,<br>S6 | Out of seat        | Kalau mau makan duduknya yang rapi (If you want to eat, sit down nicely).      | Indirect command | Students sat down nicely   | √ |  |
| 1:21:27 (1 <sup>st</sup> ) | S17        | Sitting improperly | Raditha hadap ke depan kak (Raditha look in front).                            | Regular command  | Students seat facing the teacher                                     | √ |  |
| 02:18 (2 <sup>nd</sup> )   | Ss         | Making noises      | Jangan ribut (Don't make   | Don't            | Students were silent   | √ |  |

|   |             |                     | noise).   | command          |  |               |   |
|---|-------------|---------------------|---|------------------|--|---------------|---|
| 08:05 (2 <sup>nd</sup> )  | Ss          | Wandering around    | Tepuk diam (silent clap).   | Other command    | Student sat down silently                                  | √             |   |
|   |             | Making noises       |   |                  |  |               |   |
| 32:26 (2 <sup>nd</sup> )  | S17,<br>S18 | Praying improperly  | -   | -                | Students kept praying improperly till the end of the pray. |               |   |
| <b>Date of Observation : Monday, 25<sup>th</sup> of November 2019</b> |             |                     |   |                  |  |               |   |
| Time  | Name        | Disruptive Behavior | Commands  | Type of Commands | Student Response   | Effectiveness |   |
|   |             |                     |   |                  |  | E             | I |
| 02:05 (1 <sup>st</sup> )  | Ss          | Sitting improperly  | Tangannya dilipat.  | Other command    | Student sat down nicely and silently.                      | √             |   |
|   |             | Making noises       | Dengarkan Miss mau absen. Sit down nicely. Tidak ada yang mengobrol dengan teman (Fold your hands. Listen to me. Sit down nicely. Don't talk to your friend.) |                  |  |               |   |
| 03:35 (1 <sup>st</sup> )  | Bss         | Chitchatting        | Jangan ada yang mengobrol ya the boys (Don't chitchat the boys).  | Don't command    | Student was silent.  | √             |   |
| 03:36 (1 <sup>st</sup> )  | S 10        | Interrupting        | Tidak mengobrol. Urus diri  | Other            | Student was silent.  | √             |   |

|                          |            |                  |  |                       |  |   |   |
|--------------------------|------------|------------------|--|-----------------------|--|---|---|
|                          |            |                  | sendiri (Don't chitchat. Take care of your own self).  | command               |  |   |   |
| 05:14 (1 <sup>st</sup> ) | S 17       | Making noises    | Kakak (calling name).  | Other command         | Student was silent.  | √ |   |
| 06:00 (1 <sup>st</sup> ) | S 17       | Playing          | Raditha, sini duduk disamping Gaby (Raditha, sit beside Gaby).                                 | Regular command       | Student moved to the place.  | √ |   |
| 07:40 (1 <sup>st</sup> ) | S2, 16, 22 | Chitchatting     | King kok ngobrol sama Devan sama Vincent? (King why are you chitchat with Devan and Vincent?). | Interrogation command | Students were silent and paying attention to the teacher.                                | √ |   |
| 09:10 (1 <sup>st</sup> ) | S 2, 16    | Chitchatting     | -  | -                     | Students stopped chitchatting at minute 09:48.   | - | - |
| 11:10 (1 <sup>st</sup> ) | S 22       | Ignoring teacher | -  | -                     | Student stopped ignoring teacher and sat down nicely at minute 13:10 (1 <sup>st</sup> ). |   |   |
| 13:10 (1 <sup>st</sup> ) | Ss         | Chitchatting     | Dum dum dum dum dum (saying magic words) Stop.   | Other command         | Students sat down silently.  | √ |   |
|                          |            | Wandering around | Jangan jalan-jalan lagi  |                       |  |   |   |

|                          |         |                    |   |                    |  |   |  |
|--------------------------|---------|--------------------|---|--------------------|--|---|--|
|                          |         | the classroom      | (Stop. Don't walk around)   |                    |  |   |  |
| 15:06 (1 <sup>st</sup> ) | S 7     | Interrupting       | Jangan ada yang ngobrol<br>(Don't chitchat)   | Don't<br>command   | Student was silent.  | √ |  |
| 15:33 (1 <sup>st</sup> ) | S 2     | Sitting improperly | Tangannya dilipat King (fold<br>your hands King)  | Regular<br>command | Student folded his<br>hands.   | √ |  |
| 15:48 (1 <sup>st</sup> ) | S 12    | Disturbing friend  | Dekta pindah kesini (Dekta<br>move here)  | Regular<br>command | Student moved from<br>his place.   | √ |  |
| 16:35 (1 <sup>st</sup> ) | S 7     | Interrupting       | Bukan gilirannya Caca. No,<br>tidak ada omongan dari<br>Caca (It's not your turn<br>Caca. No, no speech from<br>Caca) | Other<br>command   | Student was silent.  | √ |  |
| 19:32 (1 <sup>st</sup> ) | S 6     | Disturbing friend  | -   | -                  | Student stopped<br>disturbing friend at<br>minute 20:20 (1 <sup>st</sup> )                   |   |  |
| 19:44 (1 <sup>st</sup> ) | S 23    | Out of seat        | -   | -                  | Student went back to<br>her seat when teacher<br>give example of how to<br>do art and craft. |   |  |
| 25:37 (1 <sup>st</sup> ) | S 6, 7, | Wandering around   | Sit down please. Caca mau   | Other              | Students sat down  | √ |  |



|                          |     |                          |   |                  |   |   |  |
|--------------------------|-----|--------------------------|---|------------------|---|---|--|
|                          | 10  |                          | mengerjakan tidak? Yang berdiri berarti tidak mau mengerjakan (Caca do you want to do this or not? Standing up means you don't want to make art and craft).                       | command          | nicely and silently.                    |   |  |
| 26:30 (1 <sup>st</sup> ) | Ss  | Sitting improperly       | Miss akan panggil yang duduknya good saja (I will call the students who are Sitting down nicely).   | Indirect command | Students sat down nicely and silently.  | √ |  |
| 35:47 (1 <sup>st</sup> ) | S 7 | Making noises            | Caca jangan panggil-panggil teman (Caca, don't call your friend).   | Don't command    | Student was silent.                     | √ |  |
| 37:30 (1 <sup>st</sup> ) | S 2 | Taking other's belonging | King silent chair King! Miss Susan tidak mau ngomong lagi. Ayo duduk di silent chair (King silent chair King! I don't want to talk anymore. Sit on silent chair) (negative tone). | Negative command | Student put his friends belonging back. | √ |  |

|                            |     |   |   |                       |  |   |   |
|----------------------------|-----|---|---|-----------------------|--|---|---|
| 43:10 (1 <sup>st</sup> )   | S 7 | Disturbing friend                             | Caca tidak ada ngajak ngomong. (Caca don't start conversation).   | Don't command         | Student stopped disturbing her friend.                               | √ |   |
| 57:00 (1 <sup>st</sup> )   | Ss  | Playing around                                | Tepuk diam (silent clap) (1:05:11 (1 <sup>st</sup> ))   | Other command         | Some student were still making noises                                |   | √ |
|                            |     |   | Tepuk diam (1:05:20 (1 <sup>st</sup> ))   | Other command         | Student did silent clap ( <i>tebuk diam</i> ) and sat down silently. | √ |   |
| 1:19:23 (1 <sup>st</sup> ) | S 7 | Ignoring teacher                              | Caca yang di depan, Miss Susan yang di disana ya? (How about Caca be in front, and Miss Susan right there?).  | Question command      | Student paid attention to the teacher.                               | √ |   |
| 1:21:14 (1 <sup>st</sup> ) | S 7 | Busy correcting her friend (Ignoring teacher) | Caca kenapa sih repot sekali urus teman tapi barisannya Caca tidak rapi? (Caca why are you busy correcting your friend while you are not standing in your line nicely?) | Interrogation command | Student was silent and paid attention to the teacher.                | √ |   |
| 01:50 (2 <sup>nd</sup> )   | Ss  | Making noises                                 | Okay, semuanya zip (Okay,   | Other                 | Students were silent.  | √ |   |

|  |          |                     | zip please). Dum dum dum dum dum (saying magic words)  | command          |   |               |   |
|--|----------|---------------------|--|------------------|---|---------------|---|
| 05:58 (2 <sup>nd</sup> )   | Bss      | Playing around      | Tidak ada yang ganggu (Don't disturb)  | Don't command    | Students kept on playing around.        |               | √ |
| 19:50 (2 <sup>nd</sup> )   | Ss       | Making noises       | Dum dum dum dum dum (saying magic words)   | Other command    | Students were silent.                   | √             |   |
| 27:52 (2 <sup>nd</sup> )   | S17      | Praying improperly  | Raditha (calling name)   | Other command    | Student corrected his praying position. | √             |   |
| <b>Date of Observation : Monday, 9<sup>th</sup> of December 2019</b> |          |                     |  |                  |   |               |   |
| Time   | Name     | Disruptive Behavior | Commands   | Type of Commands | Student Response                        | Effectiveness |   |
|  |          |                     |  |                  |   | E             | I |
| 02:38 (1 <sup>st</sup> )   | S 13, 17 | Playing             | Raditha, Raditha duduknya maju lagi kak. Ryu duduknya juga pindah di belakang Rani (Raditha, Raditha sit down in front. Ryu move and sit behind Rani). | Regular command  | Student moved from his seat.            | √             |   |
| 05:00 (1 <sup>st</sup> )   | S 7      | Interrupting        | Caca, King belum bercerita Ca (Caca, King haven't tell   | Indirect command | Student was silent.                     | √             |   |

|                          |                    |                     |   |                  |  |   |   |
|--------------------------|--------------------|---------------------|---|------------------|--|---|---|
|                          |                    |                     | his story Ca).  |                  |  |   |   |
| 05:18 (1 <sup>st</sup> ) | S 7, 17            | Chitchatting        | -   | -                | Students were silent after a while.                        | - | - |
| 06:24 (1 <sup>st</sup> ) | S 7                | Interrupting        | -   | -                | Student was silent after interrupting and got no response. | - | - |
| 06:55 (1 <sup>st</sup> ) | S 10               | Interrupting        | -   | -                | Student was silent after interrupting and got no response. | - | - |
| 07:00 (1 <sup>st</sup> ) | S 7, 9, 13, 17, 22 | Chitchatting        | Yang lain jangan mengobrol (The rest of you, don't chitchat)        | Don't command    | Students were silent.                                      | √ |   |
| 10:55 (1 <sup>st</sup> ) | Ss                 | Making noises       | Dum dum dum dum dum (saying magic words)                            | Other command    | Students were silent.                                      | √ |   |
| 11:56 (1 <sup>st</sup> ) | S 7                | Interrupting        | Kak Raditha yang mau bercerita (He is Raditha who will tell story). | Indirect command | Student was silent   | √ |   |
| 13:40 (1 <sup>st</sup> ) | S 2, 16            | Playing             | Devan mendengarkan dong Caca ngomgong (Devan listen to Caca).       | Regular command  | Student listened to his friend.                            | √ |   |
| 14:43 (1 <sup>st</sup> ) | S 17               | Laying on the floor | Raditha mendengarkan ceritanya                                      | Regular          | Student sat down nicely                                    | √ |   |

|                          |          |   |   |                  |   |   |  |
|--------------------------|----------|---|---|------------------|---|---|--|
|                          |          |   | Ryu (Raditha listen to Ryu's story).                                      | command          | and paid attention.                     |   |  |
| 14:50 (1 <sup>st</sup> ) | S 7      | Wandering around the class<br>Screaming | Caca tidak teriak-teriak Ca. Duduk (Caca don't scream. Sit down).         | Other command    | Student sat down silently.              | √ |  |
| 14:58 (1 <sup>st</sup> ) | Ss       | Ignoring teacher                        | Dum dum dum dum dum (saying magic words).                                 | Other command    | Students paid attention to the teacher. | √ |  |
| 17:30 (1 <sup>st</sup> ) | S 7      | Out of seat                             | Caca, mau dibacakan gak bukunya? (Caca, do you want me to read the book?) | Question command | Student sat down nicely on her seat.    | √ |  |
| 21:22 (1 <sup>st</sup> ) | S2, S 16 | Playing                                 | Devan pindah kesini (Devan move here).                                    | Regular command  | Student moved from his seat.            | √ |  |
| 22:30 (1 <sup>st</sup> ) | Ss       | Chitchatting                            | Bisa tidak jangan ngobrol dulu? (Can you not chitchat?) (negative tone).  | Negative command | Students were silent.                   | √ |  |
| 35:00 (1 <sup>st</sup> ) | Bss      | Making noises                           | Kok ribut sekali ya (You're so noisy).                                    | Indirect command | Students were silent.                   | √ |  |
| 00:09 (2 <sup>nd</sup> ) | S 17     | Playing                                 | Raditha tidak bercanda (Raditha don't playing).                           | Don't command    | Student stopped playing his shocks.     | √ |  |
| 04:57 (2 <sup>nd</sup> ) | S 16,    | Falling down                            | Dekta, Raditha (calling   | Other            | Student continued                       | √ |  |

|                          |                    |                                      |   |                     |   |   |  |
|--------------------------|--------------------|--------------------------------------|---|---------------------|---|---|--|
|                          | 17                 | during the dance<br>(Playing around) | name).  | command             | dancing.  |   |  |
| 15:59(2 <sup>nd</sup> )  | S7,<br>S16         | Playing                              | Caca nanti Caca mengeluh<br>capek lagi (Caca later on<br>you will tell me that you are<br>tired). | Indirect<br>command | Students stopped<br>playing and paid<br>attention to the teacher. | √ |  |
| 05:30 (3 <sup>rd</sup> ) | S 6, 7,<br>13, 16  | Chitchatting                         | Sstttt  | Other<br>command    | Students were silent.   | √ |  |
| 12:30 (3 <sup>rd</sup> ) | S2,<br>S16,<br>S17 | Praying improperly                   | -   | -                   | Students kept praying<br>improperly until the<br>end of the pray. |   |  |

**Note**

Bss : Boy students

Ss : Students

S (number) : Students (number of students in the class to differentiate every individual)

Appendix 5. Questionnaire Result of TK A Teacher

TK A

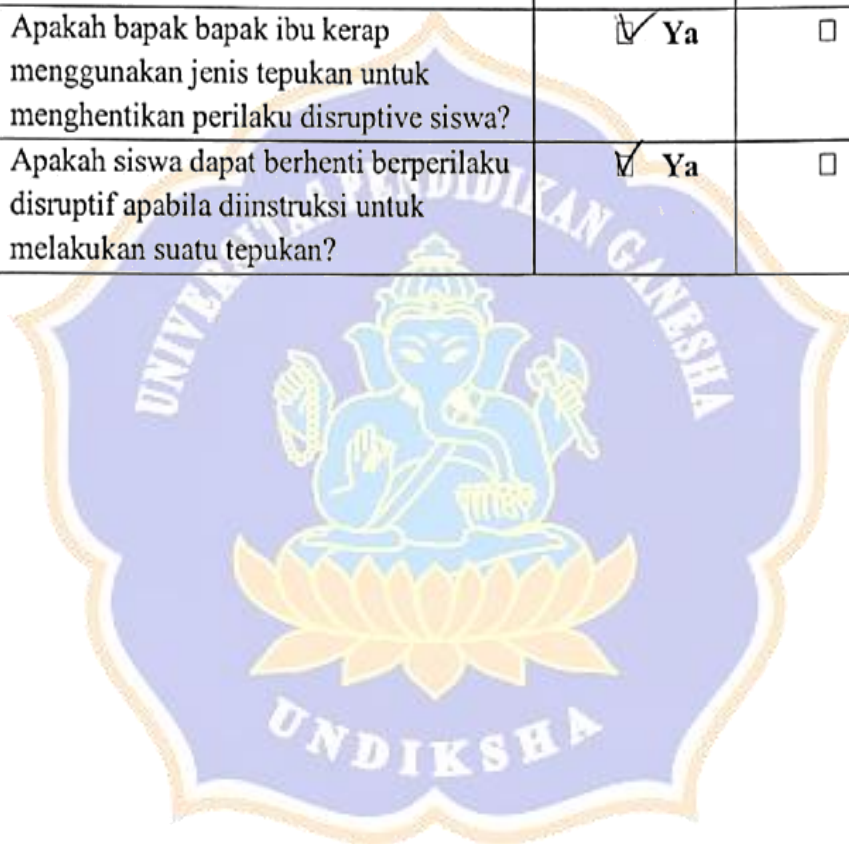
Berilah *checklist* (✓) pada kolom Ya/Tidak sesuai dengan pertanyaan di bawah ini!

| No | Pertanyaan  | Ya/Tidak                               |   |
|----|---|--|---|
| 1  | Apakah siswa kerap berdebat satu sama lain pada saat pelajaran berlangsung?   | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak            |
| 2  | Apakah siswa kerap menyela guru/siswa lain pada saat pembelajaran berlangsung?  | <input type="checkbox"/> Ya            | <input checked="" type="checkbox"/> Tidak |
| 3  | Apakah siswa kerap melakukan suatu hal yang tidak berkaitan dengan pembelajaran (mengobrol, bermain, dll)?  | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak            |
| 4  | Apakah siswa kerap mengganggu guru/siswa lain pada saat pembelajaran?   | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak            |
| 5  | Apakah bapak/ibu kerap menggunakan pertanyaan yang bersifat mengintrogasi untuk mengatasi perilaku disruptif siswa? Misalnya: <i>Why did you do that?</i>   | <input type="checkbox"/> Ya            | <input checked="" type="checkbox"/> Tidak |
| 6  | Apakah dengan menggunakan pertanyaan yang bersifat mengintrogasi; siswa dapat berperilaku lebih baik?   | <input type="checkbox"/> Ya            | <input checked="" type="checkbox"/> Tidak |
| 7  | Selain pertanyaan yang mengintrogasi, apakah bapak/ibu kerap mengatasi perilaku disruptif siswa dengan memberikan instruksi berupa pertanyaan retorik? Misalnya: <i>Would you go back to your seat?</i> | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak            |
| 8  | Apakah setelah mengajukan pertanyaan retorik, perilaku siswa yang disruptif langsung berubah?   | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak            |
| 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            |
| 10 | Apakah perintah yang bapak/ibu berikan dituruti oleh siswa?   | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak            |
| 11 | Apakah bapak/ibu kerap menggunakan instruksi berupa pernyataan yang   | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak            |

|    |   |  |   |
|----|---|--|---|
|    | memberikan siswa pilihan untuk mengatasi perilaku disruptif?<br>Misalnya: <i>I will not play the music if you are still making noises.</i>                              |  |   |
| 12 | Apakah pernyataan yang berupa pilihan tersebut mampu mengentikan perilaku disruptif siswa?  | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak            |
| 13 | Apakah bapak/ibu kerap menggunakan instruksi dengan kata 'stop'?<br>Misalnya: <i>stop running students!</i>   | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak            |
| 14 | Apakah dengan menggunakan instruksi dengan kata 'stop' siswa mau berhenti berperilaku disruptif?  | <input checked="" 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 checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak            |
| 16 | Apakah dengan menggunakan instruksi dengan kata 'don't' siswa mau berhenti berperilaku disruptif?   | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak            |
| 17 | Apakah bapak/ibu kerap menggunakan instruksi yang terdengar negatif tanpa menggunakan kata 'stop' dan 'don't'?<br>Misalnya: <i>Quit yelling.</i>                        | <input type="checkbox"/> Ya            | <input checked="" type="checkbox"/> Tidak |
| 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?<br>Misalnya: <i>No talking. Please sit down nicely!</i> | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak            |
| 20 | Apakah instruksi gabungan tersebut dapat mengubah perilaku disruptif siswa menjadi lebih baik?  | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak            |
| 21 | Apakah bapak/ibu kerap memanggil nama siswa untuk menghentikan perilaku disruptif?  | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak            |



|    |  |  |                                |
|----|--|--|--------------------------------|
| 22 | Apakah perilaku disruptif siswa bisa diatasi dengan memanggil nama siswa tersebut?                                       | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |
| 23 | Apakah bapak/ibu pernah menggunakan “magic words” untuk menghentikan perilaku disruptif siswa? Misalnya: dum dum dum dum | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |
| 24 | Apakah intruksi berupa “magic word” dapat menghentikan perilaku disruptif siswa?   | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |
| 25 | Apakah bapak/ibu kerap menggunakan jenis tepukan untuk menghentikan perilaku disruptive siswa?                           | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |
| 26 | Apakah siswa dapat berhenti berperilaku disruptif apabila diinstruksi untuk melakukan suatu tepukan?                     | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |



Appendix 6. Questionnaire Result of TK B Teacher

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

| No | Pertanyaan  | Ya/Tidak                               |                                |
|----|---|--|--------------------------------|
| 1  | Apakah siswa kerap berdebat satu sama lain pada saat pelajaran berlangsung?   | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |
| 2  | Apakah siswa kerap menyela guru/siswa lain pada saat pembelajaran berlangsung?  | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |
| 3  | Apakah siswa kerap melakukan suatu hal yang tidak berkaitan dengan pembelajaran (mengobrol, bermain, dll)?  | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |
| 4  | Apakah siswa kerap mengganggu guru/siswa lain pada saat pembelajaran?   | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |
| 5  | Apakah bapak/ibu kerap menggunakan pertanyaan yang bersifat mengintrogasi untuk mengatasi perilaku disruptif siswa? Misalnya: <i>Why did you do that?</i>   | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |
| 6  | Apakah dengan menggunakan pertanyaan yang bersifat mengintrogasi; siswa dapat berperilaku lebih baik?   | <input checked="" 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 checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |
| 8  | Apakah setelah mengajukan pertanyaan retoris, perilaku siswa yang disruptif langsung berubah?   | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |
| 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 |
| 10 | Apakah perintah yang bapak/ibu berikan dituruti oleh siswa?   | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |
| 11 | Apakah bapak/ibu kerap menggunakan instruksi berupa pernyataan yang   | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |

|    |   |  |                                |
|----|---|--|--------------------------------|
|    | memberikan siswa pilihan untuk mengatasi perilaku disruptif?<br>Misalnya: <i>I will not play the music if you are still making noises.</i>                              |  |                                |
| 12 | Apakah pernyataan yang berupa pilihan tersebut mampu mengentikan perilaku disruptif siswa?  | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |
| 13 | Apakah bapak/ibu kerap menggunakan instruksi dengan kata 'stop'?<br>Misalnya: <i>stop running students!</i>   | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |
| 14 | Apakah dengan menggunakan instruksi dengan kata 'stop' siswa mau berhenti berperilaku disruptif?  | <input checked="" 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 checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |
| 16 | Apakah dengan menggunakan instruksi dengan kata 'don't' siswa mau berhenti berperilaku disruptif?   | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |
| 17 | Apakah bapak/ibu kerap menggunakan instruksi yang terdengar negatif tanpa menggunakan kata 'stop' dan 'don't'?<br>Misalnya: <i>Quit yelling.</i>                        | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |
| 18 | Apakah dengan menggunakan instruksi yang bersifat negatif mampu menghentikan perilaku disruptif siswa?  | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |
| 19 | Apakah bapak/ibu kerap menggunakan gabungan dari beberapa instruksi yang disebutkan pada butir pertanyaan 4-10?<br>Misalnya: <i>No talking. Please sit down nicely!</i> | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |
| 20 | Apakah instruksi gabungan tersebut dapat mengubah perilaku disruptif siswa menjadi lebih baik?  | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |
| 21 | Apakah bapak/ibu kerap memanggil nama siswa untuk menghentikan perilaku disruptif?  | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |

|    |  |  |                                |
|----|--|--|--------------------------------|
| 22 | Apakah perilaku disruptif siswa bisa diatasi dengan memanggil nama siswa tersebut?                                       | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |
| 23 | Apakah bapak/ibu pernah menggunakan "magic words" untuk menghentikan perilaku disruptif siswa? Misalnya: dum dum dum dum | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |
| 24 | Apakah intruksi berupa "magic word" dapat menghentikan perilaku disruptif siswa?   | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |
| 25 | Apakah bapak/ibu kerap menggunakan jenis tepukan untuk menghentikan perilaku disruptive siswa?                           | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |
| 26 | Apakah siswa dapat berhenti berperilaku disruptif apabila diinstruksi untuk melakukan suatu tepukan?                     | <input checked="" type="checkbox"/> Ya | <input type="checkbox"/> Tidak |



## Appendix 7. Interview Transcript

### Interview Transcript (Indonesia)

1. Perilaku disruptif apa saja yang muncul dan paling sering dilakukan oleh siswa pada saat pelajaran berlangsung? Apakah perilaku disruptif tersebut lebih mengarah pada argumentasi/interupsi, pelanggaran peraturan atau tata tertib kelas, ataukah mengarah pada perilaku yang mengganggu guru dan siswa lainnya?

**Jawaban :**

T A : Yang muncul itu sepertinya semua pernah Miss. Tapi, paling sering yang kedua sih Miss. Siswa paing sering ribut atau keluar dari tempat duduk. Kadang mereka suka tiduran di lantai juga.

T B : Di TK B paling sering siwanya melanggar tata tertib Miss. Mereka suka ngobrol dan main-main sama temennya. Kadang sering mereka bangun keluar dari tempat duduk sendiri. Tapi ketiga jenis itu pernah aja dilakuin oleh siswa di kelas Miss. Ganggu teman lumayan sering juga di TK B.

2. Apa yang menyebabkan siswa berperilaku disruptif saat pelajaran berlangsung?

**Jawaban :**

T A : Dominan sih dari sifat siswanya sendiri. Kan mereka masih kecil. Konsentrasinya sering keganggu, cepet bosan, sukanya main-main, belum bisa kontrol diri sendiri.

T B : Karakter siswanya Miss. Karena ada yg memang tertib dia belajar. Yang nakal ya nakal. Tapi namanya juga anak TK. Mereka gak full konsentrasinya belajar, kadang bosan, kadang main-main gitu pengennya.

3. Apa yang menyebabkan kenaikannya dan penurunan jumlah kenakalan siswa yang terjadi di dalam kelas?

**Jawaban :**

T A : Kalau di tk a kayaknya sama miss tiap hari kenakalannya. Memang siswa di tk a begitu kesehariannya yg seperti miss lihat waktu masuk kelas itu. Kadang kalo kegiatannya di ruang balet, lebih nakal mereka. Karena

kan itu ruangnya luas. Kalo lepas dari pengawasan bentar aja muridnya udah ada yang main, ada yang lari-larian. Ada juga memang dari siswanya sendiri. Ada siswa yang cengeng jadinya dikit-dikit nangis. Kalo ada salah sedikit langsung nangis, malah jadi ganggu yang lain. Kadang ada siswa yang tidur di lantai pas yang lain lagi belajar. Kadang ada suka ngomongnya kenceng.

T B : Kadang siswa jadi sangat nakal terutama kalau lagi ada waktu senggang antar sesi pelajaran itu Miss. Misalnya siswa yang udah selesai mengerjakan tugas, saya periksa duluan. Nah setelah itu dah, biasanya yang udah selesai kerja jadi main-main dia kesana kemari. Selain itu kadang kalau aktifitasnya ada dancing mereka jadi aktif kesana kemari, jadi malah mengganggu jadinya abukanya fokus gerakannya. Kalau misal ada topik menarik, mereka mulai dah ngobrol sama temennya. Kadang langsung nyeletuk sendiri ngasi komentar walau saya masih ngomong di depan. Kadang kalau topiknya tidak menarik malah tidak mendengarkan mereka.

4. Apa yang biasanya anda lakukan pada siswa yang berperilaku disruptif?

**Jawaban :**

T A : Dikasi perintah biasanya Miss dan kasi pengertian atau perhatian kalo perlu. Saya bilangin siswanya untuk duduk yang manis, yang kayak gitu miss. Kadang saya isi geleng-geleng kepala atau isyarat lainnya kalau ngasi komen.

T B : Saya biasanya langsung suruh diem, suruh duduk, dan lainnya. Kalo nyuruh siswa diem saya juga buat tanda diem pake jari juga. Tapi biasanya dibilangin gitu aja udah ngerti mereka Miss.

5. Apa pertimbangan anda dalam memberikan command pada siswa yang berperilaku disruptif?

**Jawaban :**

T A : Enggak ada sih Miss pertimbangan khusus gitu. Dari pengalaman aja biasanya Miss. Misalnya “dum dum dum dum” itu efektif banget buat siswa kalo ribut. Saya cenderung pake itu kalo ada kenakalan yang sama. Tapi umumnya saya pake yang siswa gampang ngerti, yang simple.

T B : Kalau pertimbangan dasarnya sih pada komen yang biasanya efektif dari waktu ke waktu Miss. Komennya yang gampang dipahami. Kadang saya kasi komen yang agak panjang juga biar mereka ada refleksi.

6. Dari 8 jenis *command* yang dikemukakan oleh Bertsch pada tahun 2009, *command* manakah yang paling sering anda gunakan untuk mengatasi perilaku siswa?

**Jawaban :**

T A : Yang paling sering itu *other command* kayak manggil nama siswa, magic words, kadang komen yang gabungan juga. Atau nggak yang *regular command* Miss.

T B : Saya sering makek yang *other command* Miss. Yang simple panggil nama siswa, bilang sssttt, kadang juga ada komen gabungan. Yang *regular command* lumayan sering sih juga saya pake di TK B.

7. Mengapa anda sering menggunakan *command* tersebut?

**Jawaban :**

T A : Biasanya itu yang efektif Miss. Kayak panggil nama siswa, magic words juga simple, tapi siswanya ngerti. Kadang saya suka kombinasiin jenis kemnnya gitu. Tapi siswanya ngerti juga dibilangin gitu. Hal-hal dasar seperti *regular command* kan gampang dimengerti anak kecil. Jadi saya sering pake itu juga.

T B : *Other command* mungkin yang banyak kepikiran di saya. Kayak manggil nama siswa, magic words, dan tepuk diam kan sudah dari dulu saya gunakan. Itu juga efektif. Karena efektif saya sering gunakan jadinya. Komen seperti *regular command* juga kan biasa saya gunakan sehari-hari dan anak-anak juga lumrah banget dengar itu. Jadi efektif dan sering saya gunakan setelah *other command*.

8. Apakah semua *commands* yang anda berikan dapat mengatasi perilaku disruptive siswa?

**Jawaban :**

T A : Enggak semua efektif Miss. Kadang komen yang simple juga bisa enggak efektif di TK A.

T B : Tergantung Miss, ada juga yang enggak efektif. Komen yang biasa tak gunain di kelas itu dah kayak magic words kadang bisa aja enggak efektif di situasi tertentu. Misalnya, kelas udah lama banget ribut, terus tiba-tiba saya bilang “dum dum dum dum” itu kadang jadi enggak efektif komennya.

9. Apakah setiap perilaku disruptif siswa diberikan *command*?

**Jawaban :**

T A : Tidak Miss. Kalau terlalu krodit di kelas apalagi di TK A ya. Kadang ada yang nakal tapi saya enggak lihat kan jadinya enggak saya kasi komen. Kalau dia terlalu sering nakalnya kadang saya diemin dulu. Siapa tau dia bisa refleksi diri.

T B : Enggak Miss, kalau kebetulah saya tidak lihat. Mereka nanti akhirnya diem sendiri. Tapi kalau saya liat saya kasi komen. Kadang saya juga diemin biar mereka diam sendiri, soalnya saya harus fokus ke siswa yang lain juga. Harus menjelaskan materi juga ke anak yang lain. Jadi fokusnya tidak terus-menerus ke siswa yang nakal.

10. Dari semua *commands* yang anda guakan, *command* manakah yang cenderung efektif dan tidak efektif untuk mengatasi perilaku disruptif siswa? Mengapa?

**Jawaban :**

T A : Komen yang efektif itu kebanyakan ya other *command* karena itu paling banyak saya gunakan. Pada dasarnya semua komen siswa mau nurut sih Miss. Cuma beberapa siswa aja yang emng lebih nakal jadi lebih susah dibilangin. Kalau yang tidak efektif itu biasanya question *command* atau indirect *command*. Kadang siswa tidak megerti kalau sebenarnya itu komen dari saya. Tapi itu saya jarang gunakan juga. Karena, pengalaman dulu-dulu make itu malah enggak efektif tapi kadang bisa effective juga.

T B : Rata-rata komenya efektif kok Miss. TK B sudah mengerti kalau misal saya bilang sesuatu ke mereka walau gak komen yang seperti regular *command*, pasti menandakan ada yang salah yang mereka lakukan. Langsung dah berbenah diri. Cuma kan setiap komen itu pasti ada kalanya tidak efektif juga. Kadang komen jadi engak efektif kalau tiba-tiba saya berikan ketika suasana kelas kacau sekali. Seperti yang tadi saya bilang. Kalau siswa belum mau menurut juga menyebabkan komennya jadi enggak efektif Miss.

Catatan :

T A : Guru TK A

T B : Guru TK B



## Interview Transcript (English)

1. What is the type of disruptive behavior done by students during the class? Does it refer to arguing/interrupting, disobeying classroom rules and procedure, or disturbing classroom member?

**Answer :**

T A : It seems like all type of disruptive behavior have been occurred in the classroom. However, the second type of disruptive behavior occurred more often. Students usually made noises or out of their seats.

T B : In TK B, students frequently disobeyed rules and procedures Miss. They liked to chitchat and playing with their friends. Sometimes, they often stood up and out of their seats. However, the three type of disruptive behavior have been done by the students in the class Miss. Disturbing friends also occurred in TK B often after the second type.

2. What are the causes of students' disruptive behavior during the learning process?

**Answer :**

T A : Dominantly, the cause was students' characteristics. They were still immature. Their concentrations were easily distracted. They were easily bored. They liked playing. They cannot control their own self yet.

T B : The causes were students' nature. There were students who behave nicely in learning. The naughty students will be naughty. However, they were kindergarten students. Their concentration was not always full in learning. Sometimes, they were bored and wanted to play.

3. What were the causes of the increase and decrease of disruptive behaviors which happened in the class?

**Answer :**

T A : In TK A, the number of disruptive behavior was usually the same. That was TK A students learning habit, just like what you see in the class. Sometimes, if the activity was done in ballet room, they became more disruptive. Because the room was large. If they were out of my control for few minutes, the students were already playing and running. The cause can be from the students. There was a crybaby student. If there is something wrong,

she will cry. It disturbed the others. Sometimes, the student laid on the floor while the others were studying. Sometimes, the students liked to talk out loud.

T B : Sometimes, students became more disruptive during the free time between the learning sections. For instance, there were students who already finished their works. I would check those works first. After that, the student who already finished their work would play and wandering around the class. Besides, when the activity was dancing, the students were actively moving. Sometimes, it turned to disturbance to others students. If there is interesting topic, they will talk about it with their friends. Sometimes, they suddenly spoke up for giving opinion while I was speaking. Otherwise, when the topic is uninteresting, they will not listen.

4. How do handle the disruptive students?

**Answer :**

T A : I gave them command and explanation or attention if it was needed. I told them to sit down nicely, something like that. Sometimes, I add hand shaking or other cues in giving command.

T B : I usually told them to be silent, sit down, and so on. If I told them to be silent, I also used cues with my finger. However, they already understood my commands even without cues.

5. What are your considerations in giving command to the disruptive students?

**Answer :**

T A : There was no special consideration in giving command. I usually used my experiences as consideration. For instance, “Dum dum dum dum dum” was effective in handling noisy students. I tended to use it when there were noisy students. However, generally I used understandable command, the simple one.

T B : My common consideration was command which was effective over time. I used command which was easily understood. Sometimes, I gave complex command for their self-reflection.

6. From the eight types of command proposed by Bertsch in 2009, which command do you use frequently in handling disruptive students?

**Answer :**

T A : Other command such as calling name, magic words, and combination of commands were frequently used command. Regular command was also frequently used Miss.

T B : I regularly used other command. The simple command like calling students' name, saying "ssstt", and combination of commands were used often. Regular command was also used often in TK B.

7. Why do you use it frequently?

**Answer :**

T A : Basically, it was effective Miss. Calling name and magic words were also simple and understood by the students. Sometimes, I liked to combine the commands. However, the students understood by being given the command. General thing such as regular command was easily understood by the students. Therefore, I also used it often.

T B : Other command which often came to my mind. For instance, calling student's name, magic words, and silent clap was used from previous time. Because they were effective, I often used them. I also often used regular command in daily basis in class. Therefore, the students were familiar with that command. Moreover, it was effective and often used after the other command.

8. Can all of your commands handle students' disruptive behaviors?

**Answer :**

T A : Not all of the command was effective. Sometimes, simple command could be ineffective in TK A.

T B : It depended, there was also ineffective command Miss. The common command such as magic words could be ineffective in certain situation. For instance, the students have been very noisy for a long time. Then, I suddenly said "dum dum dum dum". The command became ineffective sometimes.

9. Do all of students' disruptive behaviors get command?

**Answer :**

T A : They were not Miss. Sometimes, I did not see the disruptive students. Therefore, I did not give them command. When they were often disruptive, I did nothing to them. Who knew they could do self-reflection.

TK B : They were not Miss, if I did not see them. At the end, they would be silent by themselves. However, if I saw them, I would gave them command. Sometimes, I ignore them for letting them behaved nicely by themselves because I had to focus to other students. I had to explain the material to other students as well. Therefore, I cannot focus only to the disruptive students.

10. From all commands used, which command that tended to be effective and ineffective in handling disruptive students? Please explain!

**Answer :**

T A : The effective command was mostly the other command. Basically, the students complied with all of the command. However, some students were more disruptive and they were harder to be handled. The ineffective command was usually question command or indirect command. Sometimes, the students did not understand that that was my command. Yet, I rarely used it. Because from my past experience it could be effective or ineffective as well.

T B : Approximately, the command that I gave was effective. TK B students already understood if I say something. Although it was not something like regular command, it indicated that they did something wrong. They directly corrected their behavior. However, every type of command could be ineffective sometimes. Sometimes, it became ineffective when it were suddenly given during the chaotic situation. Like what I have said. If the students did not want to show their compliances, it made the command became ineffective sometimes.

Note:

T A : Teacher of TK A

T B : Teacher of TK B

## Appendix 8. Transcript of Observation Videos

### **Transcript of Observation on Day 1**

Date : Wednesday, 6<sup>th</sup> of November 2019

Place : TK A Pelita Kasih

Theme : Air

#### **Teacher did opening.**

T A : Siapa piket hari ni? Oh ada Kenzi, Aurum, Kela, dan Kenzi. Kenzi, pimpin doa ya..

S 9 : (Showing his new watch to teacher/disturbing teacher)

T A : Made jamnya bagus ya. Duduk dong.

S 9 : (Going back to his seat and sittin down nicely)

Ss : (Making noises)

T A : Okay, dengerin Kenzi ya.

S 2 : (Sit badly)

T A : Kenzi, duduknya yang baik kan mau pimpin doa.

#### **Teacher give example of how to lead the pray.**

Ss : (Making noises)

T A : Sssttt (continue giving example)

#### **Teachers and students pray together in English.**

S2, 3, 10 : (Praying improperly)

#### **After praying, they sang a song (Good Morning and How Are You)**

T A : Good morning Gelsy and how are you?

S 8 : I am fine.

S 10 : (Out of his seat while teacher asking students condition by singing)

T A : Good morning Devan and how are you?

S 6 : I am fine.

T A : Good morning Gede and how are you?

S 9 : I am fine.

T A : Good morning Tristan and how are you?

S 10 : I am fine. (Giving left hand to be shaken)

T A : (Giving hand sign to change the hand to the right in front of Nugi)

S 5 : (Changing the hand to the right) I am fine.

T A : Good morning Kenzi and how are you?

S 2 : I am fine.

T A : Good morning De Gung and how are you? (Waving hand)

S 1 : I am fine. (Answering while sitting out of the group' circle)

T A : Good morning Nugi and how are you?

S 5 : I am fine.

T A : Good morning Louise and how are you?

S 3 : I am fine.

T A : Good, let's do cheer up clap.

**Teacher instructed students to do cheer up clap together. Then, teacher checked students' attendance.**

T A : Miss mau kasi tahu temanya hari ini.

S 1 : (Screaming) aaawaaaa

T A : De Gung (calling name). Siapa masih ingat tema kita minggu lalu?

S 8 : Water.

T A : Okay good! Kita sudah belajar tentang water. Water itu apa ya?

Ss : Air.

T A : Minggu lalu temanya tentang air. Minggu ini temanya diganti. Temanya baru yaitu air.

S 3 : Air? Kepala?

T A : No, kepala itu head. Apa itu air? Air itu *udara*. Kalian tua ndak udara tu apa?

S 9 : Awan!

**Teacher explained what air is. Suddenly, two students came to the class (student 4 & 7)**

S 4 : (Seeking attention through waving the book in his hand)

T A : Made taruh bukunya.

**Teacher asked the reason of their lateness.**

Ss : (Making noises and out of their seat)

T A : No, no, no, no. Sudah? Ssttt okay.

Ss : (Sitting down nicely and silently)

**Teacher explained what air is in Bahasa Indonesia. After explaining the theme, she continued to talk about air transportation.**

T A : Anak-anak tau nggak alat transportasi udara ada apa aja? Ada pesawat terbang. Pesawat terbang Bahasa Inggrisnya apa ya?

S 3 : (Turn his body while sitting/sitting improperly)

T A : No, no, no, no.

S 3 : (Sitting down nicely).

**Teacher and students talked about airplane.**

S 1 : (Seating in front of his friend which made his friend cannot see the teacher/sitting improperly)

T A : De Gung. Move back, please.

S 1 : (Moving back)

**Teacher explained the upcoming activity. After that she invited students to sing English fruit song one by one in front of the class. After the student sang a song, teacher asked the color of the fruit mentioned in the song and whether they like the fruit mentioned or not in English.**

S 10 : (Laying on the floor)

T A : Tristan, sit down nicely.

S 10 : (Sitting down nicely)

**Teacher continued asking question to the students. Teacher continued pointing students to sing a song. After singing, teacher asked students to translate some English vocabularies to Bahasa Indonesia. Teacher and the students sang together. Finished singing the song, teacher continued giving instruction to the next activity.**

S 3 : (Out of seat)

T A : Louise, sit down nicely please (pointing the place where he had to sit)

S 3 : (Move to the place pointed by the teacher)

Ss : (Making noises)

T A : Dum dum dum dum dum

Ss : Dum dum. (Reducing the noise)

T A : Oke, ssttt. Kita mau belajar ke ruang ballet ya. Anak-anak coba duduknya yang manis dulu. Sit down nicely.

S 10 : (Sitting improperly)

T A : Tristan, Tristan.

S 10 : (Sit facing the teacher)

T A : Ambil crayonnya.

S 6, S 7: (Taking out of turn)

T A : No, no, no, no. Devan, Ester. Tidak semuanya kesana oke. Dua-dua orang. Ayo.

**Teacher started calling students name.**

S 9 : (Come to the shelf/taking out of turn)

T A : No, no, no, no. Gede. (Shaking her head and continuing calling students' name).

S 9 : (Sitting down)

S 3 : (Come to the shelf/taking out of turn)

T A : Louise, Louise tunggu ya.



S 3 : (Sitting down)

**Teachers and students went to the ballet room**

T A : Semua sudah ambil crayon? Miss Nita mau tanya dulu ada warna apa saja ya crayonnya ya. Ada yang hilang nggak crayonnya?

S 1 : (Laying on the floor)

T A : Come on De Gung, sit down De Gung.

S 1 : (Sitting down nicely)

Ss : (Chitchatting with their friends)

T A : Ssttt.

Ss : (Silent)

T A : Kalau Miss Nita bilang orange. Anak-anak ambil warna orange. Oke siapa ya? Miss Nita mau tau siapa yang crayonnya tidak lengkap sebelum kita mewarnai (continued giving instruction after giving command).

S 6 : (Taking his friend' crayon/taking other's belonging)

T A : Devan, taruh Devan.

S 6 : (Putting the crayon back)

**Teacher said the color of the crayon. Students rose green crayon and teacher giving reinforcement. Teacher continued to the other color and taught students to pronoun the color in English. Then, Teacher A talked about balloon.**

S 3 : (Pretended to call someone which cause disturbing noise)

T A : Louise, Louise, Louise no (moving Louise hand down)

S 3 : (Silent)

**Teacher A explained about the color that can be used to color the balloon.**

S 10 : (Ignoring teacher)

**Teacher A talked about the balloon that she drew. She asked students to count the balloon in English. All students and teachers count from one to three.**

S 4, 7, 10: (Chitchatting).

T A : No, no, no, no, no (correcting students' sitting position).

S 4, 7, 10: (Sit down nicely)

**Teacher A taught students to pronoun balloon in English. After that, she explained the activity.**

S 3 : (Making noises by hitting the floor)

T A : No, no, no, no Louise (grabbing student hands).

**Teacher A kept on explaining how to draw balloon.**

Ss : (Not paying attention to the teacher/ignoring teacher)

T A : Hallo, hallo.

Ss : (paying attention)

T A : Ini warna apa?

Ss : Green (paying attention).

**Teacher A continued to talk about the balloon that she drew.**

S 3 : (Screaming)

T A : Louise, Louise.

S 3 : (stop screaming)

T A : Ini angka berapa? One

S 3 : One.

**Teacher A continued showing others numbers and asked students. After that, Teacher A divided students into groups. One group did the art activity first. Second group accompanied by Teacher A did math activity. In math activity, they learned to count in English. They also learned about colors in English.**

S 4 : (Out of seat)

T A : No, no, no. Ramdes, small circle (waving her hand to student).

S 4 : (Sat down nicely)

Ss : (Making noises).

T A : Dum, dum, dum, dum, dum. Zip (while making gesture of zipping her mouth).

Ss : Dum, dum (while correcting their sitting position)

**The groups continued their learning. Teacher A explained how to pass the math activity.**

S 4, 5, 6: (Taking other belonging)

T A : Tidak ambil gambar.

S 4, 5, 6: (Taking the pictures back)

T A : Nah ini angka berapa ya Ce?

S 8 : Four

T A : Four, okay. Miss Nita jelasin lagi ya.

Ss : (Ignoring the teacher)

T A : Dum dum dum dum

Ss : Dum dum (paying attention)

**Teacher continued teaching number to students.**

S 1 : (Out of seat).

T A : De Gung, mau dimana?

S 1 : Enggak.

T A : De Gung disitu gambar balon ya.

S 1 : (Going back to the art group).

**Teacher continued teaching number to students.**

S 8 : Miss semut (crying)

T A : Eh tidak boleh nangis (teacher hugged the student). Kenapa itu tngannya Cece? Aduh kok bisa jatuh.

S 1 : (Taking his friend number and sitting in math group).

T A : No, no, De Gung itu punya Gelsy.

S 1 : (Leave the number and going back to the art group)

T A : Ambil dua Ramdes. Sudah belum? Kak Ugi sini kak. Balonnya ini belum diwarnai. Ini jepit disini.

S 3 : (Disturbing teacher by grabbing teacher' hands.)

T A : No no no no

S 3 : (Stop disturbing teacer)

T A : Ramdes itu cuma perlu dua. Ramdes two. Ayo jepit dua. Ramdes no, itu angka dua. Ayo Ramdes hitug yang baik.

S 3 : (Wandering around the class)

T A : Louise, Louise.

S 3 : (Sitting down)

**Teacher A continued asking student to sound and say the color of the clips in English.**

S 4 : (Walking around the class)

T A : Ramdes, Ramdes, high five!

S 4 : (Doing high five and sitting down).

**Teacher A continued the activity with counting balloons and saying the color of the balloon in student's drawing for those who did art activity first.**

S 4 : (Laying on the floor while the teacher teaching number to another students. He going back to his seat after two minutes)

T A : Ini angka berapa, six

S 3 : (Making noises by saying aaaa while the teacher teaching number to another student.)

**Teacher A continued teaching number.**

S 3 : (Playing with chair)

T A : Louise, Louise, jangan. Taruh

S 3 : (Stop playing chair)

T A : Ayo Kenzi sebutkan warna balonnya.

S 2 : Red, Yellow, Blue, Black

T A : Okay, thank you. High five. Ayo yang sudah gambar balon cari Miss Nita.

**Teacher A continued teaching number.**

S 8 : (Crying and asking for teacher companion/disturbing teacher)

T A : Cece, Cece, Miss Nita lagi ngajar Cece. Jangan nangis.

S 8 : (Trying to stop crying)

S 3 : (Wandering around the class and making disturbing noises)

T A : Louise, Louise duduk. Yaudah ayo sini berhitung sama Miss Nita. Louise, sini.

S 3 : (Sitting down in the art corner for a while) Pukul, tak pukul.

T A : Boleh tidak pukul-pukul? Nanti kalau pukul-pukul starnya hilang. Starnya nanti hilang.

S 3 : (Silent and approaching the teacher)

T A : Ayo Ce gambar dulu Ce.

S 8 : (Seeking attention by crying)

T A : Cece ayo sini duduk. Kalo cece nangis nanti starnya cece yang hilang. Jangan nangis ce, cece kan sudah janji.

**The activity was continued.**

S 4 : (Out of seat)

T A : Ramdes, sit down nicely Ramdes!

S 9, 10 : (Wandering around the classroom)

T A : Gede, Ramdes. Ayo sini.

S 9, S 10: (Coming to the teacher).

**Teacher continued the activity. After math and art activity, the teacher and students playing catch and throw a ball in the ballet room. Finish playing ball, they went back to the classroom. Teacher closed the class.**

S1 : (Laying on the floor)

T A : De Gung, sit down.

Ss : (Making noises while teacher taking the equipment)

T A : Tepuk diam

- Ss : (Doing tepuk diam/silent clap and behave nicely).
- T A : Miss Nita mau bagi star.
- S 4 : (Hanging on his friend's neck until felt down/disturbing friend)
- T A : Oke nanti yang tidak bagus, tidak dapat star.
- S 1 : (Making noises and laying on the floor)
- T A : De Gung! Duduk! De Gung, De Gung. De Gung mau star? Ayo duduk kalau begitu.
- S 1 : (Still laying on the floor)
- S 8 : (Playing with broken wooden wall)
- T A : No, no, no. Jangan digituin. Sini geser.
- S 8 : (Throwing the splinters)
- T A : Tidak main tembok lagi yaa. Nanti kalau rusak temboknya bagaimana.
- T A : Tepuk diam.
- Ss : (Doing tepuk diam)
- S 4 : (Laying on the floor)
- T A : Made, Made.
- S 4 : (Still laying down the floor)
- T A : Cece, jangan duduk disana Ce. Pindah kesini. Jangan nempel di tembok.
- S 8 : (Moving to the new place)
- S 1 : (Out of seat)
- T A : De Gung. De Gung. De Gung duduk. Jangan tidur. Kalau De Gung tidur, nanti Miss marah (holding the students to correct his position).

**Teacher gave learning reflection to the student. Teacher explained the rule of giving star. After explaining the rules, teacher called student name and gave them star.**

- S 4 : (Taking the box's cover)
- T A : Made, Made.

T A : Kalau dikasih sesuatu bilang apa? Thank you Miss. Bilang apa?

Ss : Thank you Miss.

**Teacher continued giving star.**

S 3, 6 : (Asking for stars although it was not their turns/taking out of turn)

T A : Stop! Selanjutnya Gelsy ambil starnya maju (continued calling the students)

S 3 : (Asking for stars again/taking out of turn)

T A : No, no, no, no. Belum Louise

**Teacher continued giving star.**

T A : Kalau sudah selesai susuk yuk. Miss Susan hitung dari 1 sampai 10 (counting from 1 to 10).

Ss : (Siting down)

T A : Siapa mau pulang?

Ss : Saya

T A : Miss Nita mau tanya. Tadi kita sudah belajar apa saja ya?

Ss 1 : (Standing up)

T A : Jangan berdiri.

**Teacher A and students recalled what they have learned. Teacher asked whether the students were happy or not.**

T A : No, no, no. Louise are you happy?

S 3 : Happy Miss, tidak boleh nangis.

T A : Semua happy? Kasi happy-nya dulu dong.

Ss : (Smiling and showing cute pose)

T A : Good, tepuk tangan. Hari ini semua good, walaupun ada yang belum dengar-dengaran. Besok semua dengar-dengaran okay?

Ss : Okay.

T A : Okay, besok semangat sekolahnya ya. Kita sekolah pakai baju batik. Miss Nita mau panggil satu-satu ambil tas.

**Teacher called students' name to get ready to go home. Then, they made a line, praying and go home.**

**Note**

Ss : Students

T A : TK A teacher

S (number) : Students (number of students in the class to differentiate every individual)

**Transcript of Observation on Day 2**

Date : Monday, 11<sup>th</sup> of November 2019

Place : TK B Pelita Kasih

Theme : Fire

**Teacher greeted the student.**

T B : Good morning everybody.

Ss : Good morning Miss Susan.

T B : How are you today?

Ss : I am fine. Thank you, and you?

T B : I am fine. Thank you. Kak Raditha pindah duduk di depan ya? Kok tempat duduknya anak-anak sudah diganti ini ya. Cowoknya dimana duduk?

Ss : Di depan.

T B : Kok sekarang di belakang cowoknya? Ayo sekarang yang cowok-cowok pindah kedepan.

**Teacher asked about the day, date, month, and year to the students.**

T B : Anak-anak masih ingat nama-nama hari?



Ss : Masih Miss.

T B : Ayo sekarang nyanyi. Sunday, Monday. Tau lagunya?

Ss : Tau.

T B : Siapa yang tau lagunya?

S 10 : Saya.

T B : Kita nyanyi sama-sama ya

**Teacher and students sang “Name of the Day” song. Then, teacher checked students’ attendance.**

S 17 : (Ignoring teacher by looking at the wall)

**Teacher continued to check students’ attendance.**

S8, 4, 18 : (Chitchatting)

T B : Berapa temannya yang tidak sekolah?

Ss : Dua.

T B : Dua dalam Bahasa Inggris apa?

Ss : Two.

T B : Sekarang Miss Susan akan mengajak anak-anak untuk mengenal tema minggu ini. Tadi Miss Susan sudah kasi tau apa tema minggu ini.

Ss : Api.

T B : Apia pa Bahasa Iggrisnya?

Ss : Fire.

**Teacher asked students about their experience with fire. Then, the teacher prepared video for the students.**

Ss : (Making noises)

T B : Dum, dum, dum, dum, dum, dum.

Ss : Dum, dum (still making noises)

**Teacher prepared a video.**

Ss : (Making noises)

T B : Anak-anak jangan ribut.

Ss : (Silent)

**Teacher played the video. Student watched the video.**

S16, 12 : (Out of seat)

T B : Sit down please. Sit down.

S 16, 12 : (Sitting down)

T B : Okay, anak-anak sudah menonton video tentang kegunaan api. Apa saja kegunaan api?

S 10 : Memasak.

T B : Memasak itu apa Bahasa Inggrisnya?

S 10 : Cooking.

**Teacher continued asking about the function of fire.**

S 8 : (Disturbing friend by grabbing her hair)

**Teacher played a song about water, air, and fire. Teacher and students sang together.**

S 18, 8 : (Playing around)

T B : Cece stand up please.

S 7 : (Playing around while the others were singing)

**Singing activity was over.**

T B : Ayo sekarang duduk semua.

S 7 : (Out of seat)

T B : Sit down please. Tidak disana duduknya Ca.

S 7 : (Going back to the group)

T B : Sekarang Miss mau memberikan tiga area.

S 18 : (Sitting improperly)

T B : Kathleen, tangannya dilipat.

S 18 : (Folding hands and sitting down nicely)

S 10 : Miss (making interruption while teacher was talking)

T B : Sssttt

S 10 : (Silent)

**Teacher giving explanation about the areas**

T B : Di area matematika anak-anak menghitung, firefighter counting. Coba sekarang menghitung menggunakan Bahasa Inggris.

Ss : One, two.

T B : Yang mana angka two?

Ss : Tengah-tengah (while pointing the number).

T B : Satu-satu. Yang good duduknya yang Miss Susan tunjuk.

Ss : (Sitting down nicely)

**Teacher pointed the student to point the number.**

T B : Berikutnya kita hitung lagi ya.

Ss : On, two, three.

T B : Jarinya diangkat. Angkat jari three.

Ss : (Showing three fingers)

T B : Okay, good. Sekarang siapa ya yang ditunjuk.

Ss : Saya (raising their hands).

**Teacher pointed the student to point the number. Teacher and students continued the activity to count in English and point the number. Then, she explained the next activity in art area.**

T B : Berikut di area seni. Miss akan mengajak anak-anak coloring fire picture. Gambar apa ini?

Ss : Fire!

T B : Lihat ada berapa api di gambar ini?

Ss : Two

T B : Anak-anak harus mewarnai api yang di tengah dengan warna kuning. Kuning apa Bahasa Inggrisnya?

Ss : Yellow!

T B : Okay, good. Kemudian yang lebih besar, yang di luar diwarnai dengan warna red. Okay, bisa?

Ss : Bisa.

T B : Ana-anak tadi habis dijelaskan warna-warna api. Ada berapa warna api?

Ss : Yellow, red, blue, orange!

T B : Satu-satu. Siap yang Miss Susan tujuk dia yang jawab. Devan warna api apa aja?

S16 : Red and yellow.

S7 : (Out of seat)

T B : Caca, no, Caca.

S 7 : (Going back to the seat)

**Teacher continued asking students experience about fire.**

T B : Okay, sekarang Miss mau tanya ya. Warna merah muda Bahasa Inggrisnya apa?

Ss : Pink.

S 12 : (Hitting his friend softly and repeatedly/disturbing friend)

T B : Dekta, apa Bahasa Inggrisnya merah muda?

S 12 : Pink (stop disturbing his friend)

T B : Warna kuning?

Ss : Yellow.

**Teacher continued asking students the English of colors.**

S 7, S 2: (Chitchatting)

T B : Kalau hitam?

S : Black.

**Teacher continued asking students the English of colors. Then, teacher asked students to mention colors in English.**

S 2 : (Laying on the floor. He got up by himself few minutes later).

**Another student continued to mention colors in English. After the activity, teacher instructed the students to do the three activities in three different areas (math, art, and lego area). Finishing three areas, teacher introduced students to geometry shapes in English.**

T B : Sekarang Miss Susan mau mengajak anak-anak mengenal bentuk-bentuk geometri. Siapa yang sudah bisa mengenal bentuk-bentuk geometri?

Ss : Saya.

T B : Okay. Miss Susan ada empat bentuk geometri. Nah, perhatikan ya. Yang pertama.

Ss : Lingkaran! Circle!

T B : Satu orang ya, dalam Bahasa Inggris.

Ss : (Raising their hands immediately)

T B : Raena.

S 1 : Circle.

**Teacher continued asking students about geometry shape in English.**

T B : Okay. Sekarang ulangi, biar anak-anak ingat. Ini bentuknya apa?

Ss : Circle.

T B : Warnanya?

Ss : Blue.

T B : Circle warnanya blue.

**Teacher continued recalling the shape that students have learned. Teacher also instructed students to mention the color of the shape in English.**

S 7 : (Playing with board marker)

S 20 : Miss, Caca corat coret disitu.

T B : Caca no Caca.

S 7 : (Sitting down nicely)

T B : Selanjutnya, ini apa?

S 8, S 18: (Playing at the back)

S 7 : (Moving closer to the teacher, hugging her while teaching, playing with her hair/disturbing teacher)

S 18, 10, 8 : (Out of seat)

T B : Okay, good. Berapa tadi anak-anak mengenal bentuk geometri?

Ss : Empat.

T B : Sit down please Ce. Rani sit down please.

S 10, 8, 18: (Sitting down nicely).

T B : Coba ulangi bentuk geometri yang sudah anak-anak pelajari.

S 7 : (Sitting down after a while playing teacher's hair)

Ss : Circle.

T B : Yang keras.

Ss : Triangle. Rectangle. Square.

T B : Sudah ingat bentuknya sekarang?

Ss : Sudah, Miss.

**After the activity, teacher called students' name one by one to wash their hands. Then, they have snack. Teacher accompanied students to play in the IPI room. Then, the activity continued to dancing.**

S18 : (Out of seat)

T B : Kathleen

S 18 : (Sit down in the group)

T B : Lagu berikutnya adalah lagu Dip Dip Dip. Nanti anak-anak menari yang semangat. Semangat semua.

Ss : Okay, Miss.

T B : Okay, sekarang yang haus boleh minum dulu ya.

S 7, 17 : (Chitchatting and hitting each other heads intentionally)

T B : Kenapa Caca?

S 17 : Maaf, maaf maaf.

S 7 : Raditha.

T B : Diapain sama Raditha?

S 7 : Tadi kan Caca glitik glitikin Raditha terus Raditha gini.

S 17 : Maaf, maaf maaf.

T B : Jadi itu bukan slalahnya Kak Raditha. Itu terjadi tanpa sengaja ya Caca. Ayo berdiri semua.

Ss : (Getting up from the seat)

T B : Ayo atur posisi, tidak boleh dekat, dekat. Baris, baris.

S 7 : (Disobeying teacher instruction by leaving the group)

Ss : (Making noise and moving around).

T B : Ayo berbaris (clapping her hands).

Ss : (Making a line).

T B : Ready? Ayo mulai.

**Students listened to Five Little Monkey song and danced.**

S 18 : (Disobeying teacher instruction by sitting down while dancing)

T B : Kathleen, stand up please.

S 18 : (Standing up)

S 18 : (Out of line)

T B : Kathleen.

**Students and teacher continued dancing to the next song.**

S 20, 22, 16 : (Playing with friend)

T B : Raditha duduknya yang good dong.

**Singing activity was over.**

T B : TK B, Miss mau bertanya. Tadi anak-anak sudah belajar apa saja?

Ss : Api.

T B : Tadi anak-anak sudah belajar dengan tema apa?

Ss : Fire!

T B : Di berapa area?

Ss : Tiga, three.

T B : Sebutkan.

Ss : Area seni, matematika, dan balok.

T B : Tadi Miss juga mengajarkan counting fire fighter dengan Bahasa Inggris. Coba sekarang sebutkan 1 sampai 10 dengan Bahasa Inggris. Bersamaan, jarinya diangkat. Up!

**Teacher and students count from one to ten in English.**

T B : Tadi Miss jua ajarkan bentuk-bentuk geometri dalam Bahasa Inggris ya. Ada apa aja bentuknya?

Ss : Circle, triangle.

T B : Persegi panjang apa Bahasa Inggrisnya?

Ss : Rectangle.

T B : Persegi Bahasa Inggrisnya?

Ss : Square.

T B : Good. Raditha, Miss ngomong dari tadi Raditha denger gak? Apa Bahasa Inggrisnya kuning kak?

S 10 : Dia tidak tau Bahasa Inggris Miss.

T B : Tidak boleh gitu. Ayo kak, Bahasa Inggrisnya kuning?

S 17 : Yellow.

T B : Good. Ayo sekarang semua. Miss sebutkan Bahasa Indonesianya. Kalian sebutkan Bahasa Inggrisnya ya. Kuning Bahasa Inggrisnya?

**Teacher mentioned the color in Bahasa Indonesia and students translate it to English.**

T B : Sekarang anak-anak siapa yang sudah siap mau pulang?

Ss : Saya!



T B : Duduknya yang good dong kalau mau pulang. Siapa yang duduknya yang paling good, Miss susan ijin kan palai sepatu duluan.

**Teacher called students name to wear their shoes. Then, they pray together, make a line and leave the class.**

#### Note

Ss : Students

T B : TK B teacher

S (number) : Students (number of students in the class to differentiate every individual)

#### Transcript of Observation on Day 3

Date : Thursday, 21<sup>th</sup> of November 2019

Place : TK B Pelita Kasih

Theme : - (Fun Game)

**The class began with greeting. The teacher asked students the name of the day. Teacher continued asking about date and year.**

T : Bulan apa sekarang Rani?

S8 : November

T : Rani, duduknya dibelakan Kathleen.

S8 : (Move to the front seat)

**After greeting and asking about day and date, teacher checked students' attendance. Teacher called students' name one by one. Students had to answer "present Miss" when his/her name was called.**

S12 : (Talking to his friend/disturbing friend)

T B : Dekta, jangan ribut.

S12 : (Silent)

**Teacher continued checking students' attendance. Teacher asked students to recall her/his friends who were absent.**

S8 : (Playing with her friend's hair/disturbing friend and stop by herself after a while)

Ss : (Chitchatting with friends)

T B : Dum dum dum dum dum.

Ss : Dum dum (Silent after answering the magic word)

**Teacher and students continued to discuss about the theme. The theme was sun.**

S13 : (Laying on the floor and getting up by himself after a while)

Bss : (Chitchatting while teacher discussing about the function of the sun)

T B : Cowok-cowok dengarkan dulu ya.

**Teacher continued question and answer session.**

S13 : (Laying on the floor and getting up by himself after a while)

**Teacher gave explanation about the activity that they would do in the classroom.**

T B : Miss Susan mau contohin gimana caranya bermain.

Ss : (Wandering around the class)

T B : Ayo duduk semua. Sit down nicely.

**Teacher continued giving example of how to do the game.**

T B : Sekarang coba sebutkan urutan warnanya dalam Bahasa Inggris.

Ss : green, orange, blue, yellow. Green, orange, blue, yellow.

T B : Good. Sekarang angkanya.

Ss : One, two, three, four, five, six, seven, eight.

T B : Okay, good. Bisa?

Ss : Bisa Miss.

T B : Raenna tolong bantu Miss ya. Yang lain duduk. Sit down . Caca, sit down please. Nanti yang duduknya good yang main duluan. Dua orang.

Ss : (Sitting down nicely).

**Teacher prepared for the game and explained the rules of the game while students were listening. After explaining the rules, the game began. The teacher and her partner played the game to give example to the students. Then, teacher pointed two students to play the game. Other students had to support and watch their friend without disturbing them.**

Ss : (Wandering around and making noises)

T B : Sit down

Ss : (Sitting down on their positions silently)

**The game was continued.**

S 15, 6, 7 : (Out of seat and chitchatting)

T B : Widia duduk

S 15, 6, 7 : (Siting down nicely)

Ss : (Taking the ball and using it to play)

T B : Tidak dilempar-lempar bolanya. Sini bawa.

Ss : (Giving back the ball)

**Teacher continued pointed the students.**

Ss : (Making noise and out of seat while teacher were giving instruction)

T B : Dum, dum, dum, dum, dum, dum.

Ss : Dum, dum

T B : Yang lain sit down. Tidak ada yang pidah kesini.

**Students continued playing the game.**

S 7, S 8 : (Playing with bottle)

T B : Caca, Rani, kenapa main itu? Tidak boleh (taking student's bottle away)

S 7, 8 : (Stop playing the bottle)

**The game was continued until all students got their turns.**

Ss : (Chitchatting while teacher giving instruction)

T B : (Singing) Tangan ke atas. Tangan ke samping. Tangan ke depan. Duduk yang rapi.

Ss : (Doing teacher instruction and sitting down nicely)

**Teacher invited students who would like to do the game again. After the game, they took pictures together. Then, students tidied up the room. Teacher continued the activity to reviewing section.**

S 12, 13, 17 : (Chitchatting while teacher were talking)

T B : Dekta, Ryu, Raditha. Kok tidak dengar-dengar ya? Raditha, dengarkan dulu Miss ngomong.

S 12, 13, 17 : (Silent)

T B : Kalau sudah TK B boleh tidak sering-sering Miss Susan kasi tau? Semestinya kalau sudah TK B dikasi tau sekali saja sudah mengerti kalau itu artinya tidak boleh.

S 7 : (Taking the bottle of tea and drinking)

T B : Boleh tidak anak-anak kalau bukan waktunya minum, minum sendiri? Seperti Caca. Caca boleh gak seperti itu Ca?

S 7 : Sudah habis (showing her bottle).

T B : Kenapa itu Ca? Sudah habis. Kalau sudah habis taruhnya di tempat sampah.

S 7 : Mau pakai main Miss (arguing).

T B : Caca taruh dulu pada tempatnya.

S 7 : (Putting the bottle on the table)

**Teacher give instruction to make line based on their group dance. The activity continued to dancing. Teacher prepared the music and speaker.**

Ss : (Making noises)

T B : Sudah. Ssttt. Zip.

Ss : (Silent)

**The music was playing and the students were dancing. After that, teacher was looking for another speaker. While teacher was not in the class, students**

**were sitting down, chitchatting, and playing. Then, the teacher came and instructing the students to make a line.**

S 7 : (Screaming)

T B : Caca, tidak teriak-teriak. Nanti teman-teman tidak bisa dengar.

S 7 : (Silent)

**Teacher explained the position of the student. Then, the music was played. Students continued dancing. After dancing, students and teacher took a break.**

S 7 : (Playing with bottle while teacher talking)

T B : Caca, Caca, Caca no

S 7 : Sorry Miss (giving bottle and hugging the teacher)

**Teacher continued giving instruction to the students.**

Ss : (Making noise while teacher were talking)

T B : Tepuk diam

Ss : (Did tepuk diam/ silent clap and silent)

**Teacher continued instructing students. Teacher continued to give students explanation about caring their belongings.**

S 7 : Bercanda Kak Raditha Miss. Miss (interrupting while the teacher is speaking).

T B : Kak Raditha kan punya udengnya ini. Anak-anak ingat barang-barangnya agar tidak ketinggalan di kelas. Yang tidak ketinggalan barang barangnya sudah good. Sekarang kita mau makan.

S 7, 6 : (Out of seat)

T B : Kalau mau makan duduknya yang rapi.

S 7, 6 : (Siting down)

**After that, teacher explained the rule of washing hand. Then, she called students one by one to wash hand and have break.**

S 17 : (Siting improperly)

T B : Raditha hadap ke depan kak.

S 17 : (Correcting his seat)

**After the break, students continued to dancing activity.**

T B : Siap gerak. Rentangkan tangan. Siap-siap (Teacher prepared the music).

Ss : (Making noises)

T B : Jangan ribut.

**Teacher leded the students to dance. Students danced cheerfully. Then, teacher gave reflection to the dancing activity. After that, teacher instructed students to dance again.**

T B : Ayo sekarang coba mundur dulu. Miss Susan mau atur barisan buat nanti.

Ss : (Wandering around and making noises)

T : Tepuk diam

Ss : (Did tepuk diam and sitting down)

**Teacher arranged students' lines. Students tried some moves. Then, the music played. They danced. After dancing, teacher told the students to take their bags, make lines, singing and pray.**

T B : Ayo Ayu Mang pimpin temannya berdoa.

S 19 : Teman-teman mari kita berdoa. Berdoa mulai.

**Students and teacher prayed together.**

S 17, 18 : (Praying improperly)

**After praying the students leave the class.**

**Note :**

Ss : Students

T B : TK B teacher

S (number) : Students (number of students in the class to differentiate every individual)

Bss : Boy students

### **Transcript of Observation on Day 4**

Date : Monday, 25<sup>th</sup> of November 2019

Place : TK B Pelita Kasih

Theme : Moon

**The class began with greeting. The teacher asked students the day, date, and year. Then, teacher checked students' attendance.**

Ss : (Sitting improperly and making noises while teacher was talking)

T B : Tangannya dilipat. Dengarkan Miss mau absen. Sit down nicely. Tidak ada yang mengobrol dengan teman.

Ss : (Silent)

**Teacher started calling students' name one by one.**

Bss : (Chitchatting with friends)

T B : Jangan ada yang ngobrol ya the boys.

S 10 : Miss Vio (interrupting the teacher).

T B : Tidak mengobrol. Urus diri sendiri. Tidak urus teman. Kalau semua mengurus teman, nanti semua jadi ribut.

S 10 : (Silent)

**Teacher continued checking students' attendance.**

S 17 : (Making noises)

T B : Kakak.

S 17 : (Silent)

**Then, teacher asked students to recall their friends who were not coming.**

S 17 : (Playing with his bracelet).

T B : Raditha, sini duduk disamping Gaby (moving the student to the front line).

S 17 : (Moving to the front line and paying attention to the teacher)

**Teacher explained about the theme (moon). Teacher asked students' experience about moon.**

T B : Ayo King, kapan bulan muncul?

S 16 : Malam

S 2, 16, 22 : (Chitchatting)

T B : King kok ngobrol sama Devan sama Vincent?

S 2, 16, 22: (Sitting down nicely)

**Teacher continued giving question and explanation about moon.**

S 2, 16 : (Chitchatting and be silent by themselves after a while)

**The activity continued to sing a song together.**

S 22 : (Looking at the floor while teacher and his friends were singing.)

**After singing, they discuss the song.**

Ss : (Wandering around and chitchatting with friend)

T B : Dum dum dum dum dum.

Ss : Dum dum.

T B : Stop. Jangan jalan-jalan lagi.

Ss : (Sitting down nicely).

S 7 : Miss di depan sekolah ada... (trying to tell story/interrupting)

T B : Jangan ada yang ngobrol.

S 7 : (Silent)

**Teacher gave advice to all students.**

S 2 : (Sitting improperly)

T B : Tangannya dilipat King.

S 2 : (Folding his hand).

**Teacher continued giving advice.**

S 12 : (Disturbing friend through playing with his friend's shirt)

T B : Dekta pindah kesini (moving his seat to the front line).

S 12 : (Moving)



**Teacher rearranged students' seat. She also explained that she has prepared one chair (silent chair) for those who were not good in the classroom.**

S 7 : Miss kalau tidak nakal tidak ya (interrupting).

T B : Bukan gilirannya Caca. No, tidak ada omongan dari Caca.

S 7 : (Silent)

**Teacher kept giving advice to students. After giving advice, she explained what the activity (art and craft activity).**

T B : Kita akan membuat art and craft moon. Menggunakan kertas berwarna black.

S 10 : Black paper.

T B : Iya black paper. Good.

T B : Kenapa Miss Susan memilih warna black? Karena di malam hari langit warnanya black.

**Teacher continued explaining what they would do, the equipment needed to make moon art and craft. She also gave example about how to make moon art and craft.**

S 6 : (Disturbing friend through playing friend's hair and stop after a while)

S 23 : (Out of seat and going back to the group after a while)

**Teacher continued giving example.**

S 6, 7, 10: (Wandering around)

T B : Sit down please. Caca mau mengerjakan tidak? Yang berdiri berarti tidak mau mengerjakan.

S 6, 7, 10: (Sitting down nicely)

T B : Semua bisa? Nanti taruh nama anak-anak pakai crayon.

**After explaining and giving example, teacher started to call students' name one by one to take the equipment for making the art and craft.**

T B : Sekarang Miss akan panggil satu-satu anak-anak kedepan untuk magambil star.

Ss : (Sitting improperly)

T B : Miss akan panggil yanguduknya good saja.

Ss : (Sitting down nicely).

**Before calling students' name, teacher arrange students' seat. After that, she calling students' name one by one for taking the equipment.**

S 7 : Devan, Devan ini crayonnya (making noises by calling his friends).

T B : Caca tidak panggil-panggil teman. Urus diri sendiri.

**Teacher continued calling students name.**

S 2 : (Taking his friend' paper)

T B : King silent chair King! Miss Susan tidak mau ngomong lagi. Ayo duduk di silent chair

S 2 : (Taking back the paper and keep on sitting on his seat silently)

T B : King dari waktu ini lho bercanda terus. Kan sudah janji sama Miss Susan tidak bercanda lagi. Kan ada waktunya bercanda. Sekarang Miss Susan maafin tapi jangan bercanda lagi.

S 2 : (Nodding his head and Sitting down nicely).

**Teacher gave instructions to the students.**

S 7 : Raditha, Raditha janji katanya sama Miss (talking to his friends/disturbing friend).

T B : Caca tidak ada ngajak ngobrol.

S 7 : (Continuing her art and craft silently).

**Students continued working on their art and craft while the teacher was controlling them. After the activity, teacher told students to wash their hands. All students have finished their art and craft, they sing "Tidy Up" song while cleaning the room.**

Ss : (Chitchatting and playing around while the teacher finishing the art and craft)

T B : Tepuk diam.

Ss : (Doing tepuk diam/silent clap but still not in a good sitting position)

T B : Tepuk diam.

Ss : (Doing tepuk diam/silent clap and sitting down nicely).

**Teacher gave learning reflection. She also asked a student to explain her art and craft. After that, teacher instructed students to make a line for dancing. Students danced while the teacher controlling their movement.**

S 7 : (Not paying attention to teacher)

T B : Caca yang di depan, Miss Susan yang di disana ya?

S 7 : (Standing up in the line nicely)

**Students continued dancing.**

S 7 : (Busy correcting her friend)

T B : Caca kenapa sih repot sekali urus teman tapi barisannya Caca tidak rapi?

S 7 : (Standing in the line nicely)

**Teacher and students continued dancing. After dancing, teacher told the student to wash their hand again and have break. Then, they continued to dance. In this section students were dancing and taking picture in turn.**

Ss : (Making noises)

T B : Okay, semuanya zip. Dum dum dum dum

Ss : Dum dum

**Teacher 2 explained what the special group dance had to do. Meanwhile, other students taking picture with their works.**

Bss : (Playing around)

T B : Tidak ada yang ganggu.

**Teacher took pictures of students. After that, a student learned to sing in front of the class. The rest of the student watched their friend. Then, they had a break. After the break, the teacher danced again.**

**Students started dancing while the teachers were controlling them. After dancing, teacher review the material.**

Ss : (Making noises)

T B : Dum dum dum dum dum

Ss : Dum dum (silent)

T B : Sekarang ada ekstra robotik ya. Yang ikut extra jangan dulu pulang. Sekarang miss mau tunjuk yang duduknya good untuk ambil tas pertama.

**Teacher called students name to take their bag. After prepared their stuff, the students made a line, sang songs, and pray.**

T B : Semua dengarkan ya sekarang Yande pimpin doa.

S 3 : Teman-teman mari kita berdoa. Berdoa dimulai.

**Teacher and students prayed together.**

S 17 : (Looking around and not closing his eyes during the pray).

**After praying, the students left the class.**

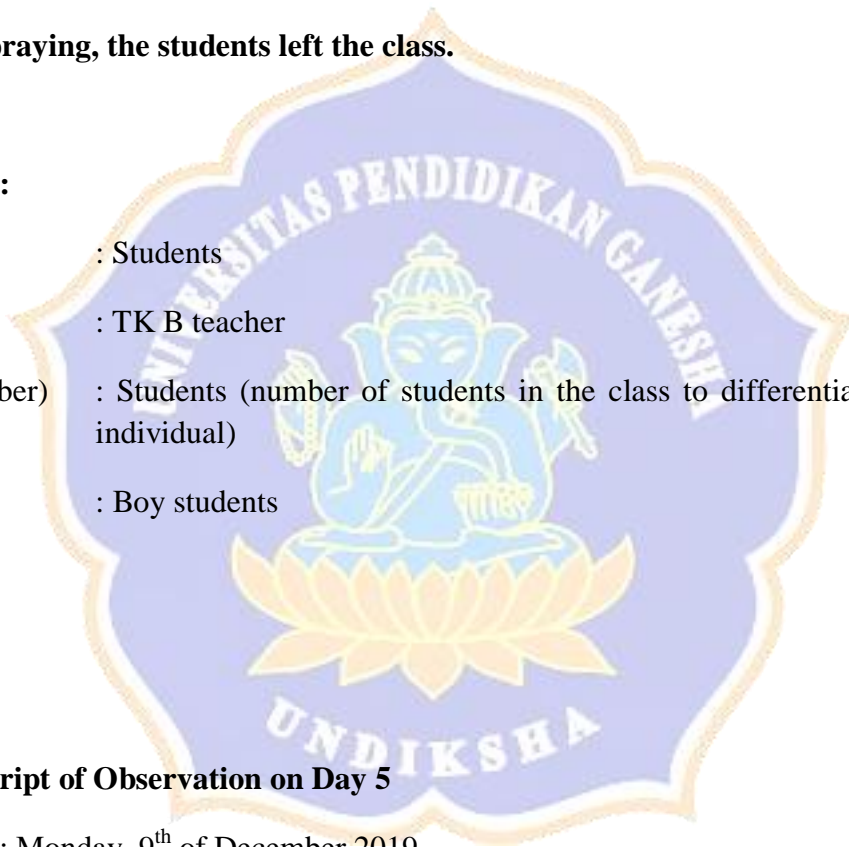
**Note :**

Ss : Students

T B : TK B teacher

S (number) : Students (number of students in the class to differentiate every individual)

Bss : Boy students



**Transcript of Observation on Day 5**

Date : Monday, 9<sup>th</sup> of December 2019

Place : TK B Pelita Kasih

Theme : Star

**The class began with teacher and students talked about health. After that, teacher greeted the students.**

T : Good morning everybody.

Ss : Good morning Miss Susan.

T : How are you today?

Ss : I am fine. Thank you, and you?

T : I am fine too. TK B sudah duduknya yang good?

S 13, 17 : (Playing by covering friends' mouths)

T : Raditha, Raditha duduknya maju lagi kak. Ryu duduknya juga pindah, di belakang rani ya (pointing the place).

S 13, 17 : (Moving from their seat).

T : Sudah tidak ada yang ngomog.

**Teacher asked about day. After that, teacher asked about how students spent their weekends.**

Ss : (Talking about their experience).

T : Berikutnya King. Ayo sini kedepan King. King kemarin kemana King? Ayo dengarkan King dulu.

Ss : (Making noises).

T : Dum dum dum dum dum.

Ss : Dum dum.

**Teacher leaded the students to tell their experience last weekend.**

S 7 : Oh King ke the Silas di FB (interrupting).

T : Caca, King belum bercerita Ca.

S 7 : (Silent).

**The student continued telling his experienced.**

S 7, 17 : (Chitchatting).

S 7 : (Interrupting).

S 10 : (Interrupting).

T : Iya.

S 7, 9, 13, 17, 22: (Chitchatting with friends).

T : Yang laing jangan mengobrol.

S 7, 9, 13, 17, 22: (Silent).

**Teacher pointed other students to tell their weekend experience.**

Ss : (Making noises)

T : Dum dum dum dum dum.

Ss : Dum dum (silent).

**A student continued telling his experience.**

S 7 : (Interrupting)

T : Kak Raditha yang mau bercerita.

S 7 : (Silent).

**The activity was continued.**

S 2, 16 : (Playing)

T : Devan dengarkan dong Caca ngomong.

S 2, 16 : (Silent)

S 17 : (Laying on the floor)

T : Raditha dengarkan ceritanya Ryu.

S 17 : (Sitting down nicely).

S 7 : (Wandering around the class while screaming and grabbing a book).

T : Caca tidak teriak-teriak Ca. Duduk.

S 7 : (Sitting down and showing her book to her friends)

Ss : (Gathering to see Caca's book/not paying attention to the teacher).

T : Dum dum dum dum dum.

Ss : Dum dum (going back to their seats).

S 7 : (Giving the book to the teacher)

**The story was continued. After that, teacher checked student's attendance.**

S 7 : (Out of seat).

T : Caca, mau dibacain nggak ceritanya?

S 7 : (Sitting down) Mau Miss.

**Teacher continued checking student's attendance. Then, teacher asked students to recall their friends who were not coming. After checking students' attendance, teacher and student talked about star in Bahasa Indonesia.**

S 2, 16 : (Playing).

T : Devan pindah ke sini (pointing the place).

**Teacher and students continued talking about star.**

Ss : (Chitchatting while the teacher talking).

T : (Silent for a while) Bisa tidak jangan mengobrol dulu?

Ss : (Silent).

**Teacher gave advice to the students. After that, she gave explanation about the activity. She also gave example about how to do the activity. Teacher distributed the equipment for making the star. Then, students arrange their own table and chairs. When the student did their work, teacher walked around to manage the students.**

Bss : (Making noises)

T : Kok ribut sekali ya?

Bss : (Silent)

**Students continued working. After working, they took picture with their works. When they have done their work they could play lego. After playing they had to tide up the room together. Then, they made a line, washed their hand, and have a break. After the break, they danced together. Teacher told students to make lines.**

S 17 : (Playing)

T : Raditha tidak bercanda.

**Then teacher continued instructing the students. The music was played and the students danced.**

S 16, 17: (Falling down during the dance).

T : Dekta, Radtiha.

S 17, 12: (Keep on dancing).

**Students continued dancing. After dancing, teacher gave instruction and arranged students' lines. The dance began again.**

S 7, 16: (Playing by dancing while teacher was talking and the others were listening silently).

T : Caca nanti Caca mengeluh capek lagi.

S 7, 16: (Stop playing).

**The students dance again. After dancing, they gathered together to do learning reflection. Teacher also gave some advices.**

S 6, 7, 13, 16: (Chitchatting while teacher was talking)

T : Sssttt.

S 6, 7, 13, 16: (Stop chitchatting)

T : Anak-anak sudah siap untuk pulang?

Ss : Siap Miss.

**After learning reflection, teacher made lines and singing.**

T : Ayo kita berdoa. Jangan main-main yaa. Aileen ayo pimpin teman-teman berdoa.

S 11 : Teman-teman ayo kita berdoa. Berdoa mulai.

**Teacher and students prayed together.**

S 2, 16, 17 : (Praying improperly)

**After praying, the students left the classroom.**

**Note :**

Ss : Students

T B : TK B teacher

S (number) : Students (number of students in the class to differentiate every individual)

Bss : Boy students



## RIWAYAT HIDUP



Ni Luh Okky Dastra Andriani lahir di Bangli pada tanggal 26 September 1998. Penulis lahir dari pasangan suami istri Bapak I Nengah Swidastra dan Ibu Ni Ketut Supariniathi. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini, penulis beralamat di Banjar Tanggahan Peken, Desa Sulahan, Kecamatan Susut, Kabupaten Bangi, Provinsi Bali. Penulis menyelesaikan pendidikan dasar di SD Negeri 1 Sulahan dan lulus pada tahun 2010. Kemudian, penulis melanjutkan pendidikan menengah pertama di SMP Negeri 1 Susut. Penulis menyelesaikan pendidikan di sekolah menengah pertama pada tahun 2013. Lalu, penulis melanjutkan pendidikan di SMA Negeri 1 Bangli. Pendidikan menengah atas diselesaikan pada tahun 2016. Selanjutnya, penulis melanjutkan pendidikan di Universitas Pendidikan Ganesha dan mengambil program studi Pendidikan Bahasa Inggris. Pada semester akhir di tahun 2020, penulis telah menyelesaikan Skripsi yang berjudul *“Effective Commands Used by Kindergarten Teachers in Teaching English for Students with Disruptive Behavior at TK Pelita Kasih”*. Jadi dari tahun 2016 sampai dengan penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa Pogram S1 Pendidikan Bahasa Inggris.