The Effective Commands Used by the Teacher in English Teaching at SMA

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Abstrak

Penelitian ini bertujuan untuk menyelidiki jenis perilaku mengganggu siswa, jenis perintah yang digunakan oleh guru bahasa Inggris, dan menganalisis perintah efektif yang digunakan oleh guru bahasa Inggris untuk mengatasi perilaku mengganggu siswa. Metode yang digunakan dalam penelitian ini adalah metode deskriptif dimana data dideskripsikan berdasarkan kenyataan untuk menjawab tujuan penelitian ini dalam menemukan bagian dan menarik kesimpulan. Temuan penelitian ini mengungkapkan bahwa perilaku disruptive siswa yang muncul selama proses pembelajaran dapat dikategorikan sebagai The Immature dan Well to Do. Dalam menangani kedua jenis perilaku mengganggu siswa tersebut, guru menggunakan beberapa perintah; itu adalah Perintah Interogasi, Perintah Biasa, Perintah Pertanyaan, Perintah Jangan, Perintah Tidak Langsung, dan Perintah Lainnya. Beberapa perintah yang efektif adalah Perintah Interogasi, Perintah Pertanyaan, Perintah Tidak Langsung, dan Perintah Lainnya.

Kata Kunci: Perintah, perintah yang efektif, perilaku yang mengganggu.

Abstract

This study aimed at investigating the types of students' disruptive behavior, the types of commands used by the English teacher, and analyzing the effective commands used by the English teacher to overcome students' disruptive behavior. The method used in this study was descriptive method in which the data were described under the reality to answer the purpose of this research in finding section and draw the conclusion. The findings of this study revealed that students' disruptive behaviors that appeared during the learning process could be categorized as The Immature and Well to Do. In handling both types of students' disruptive behavior, the teacher used several commands; those were Interrogation Commands, Regular Commands, Question Commands, Don't Commands, Indirect Command, and Other Commands. Several commands that were effective were Interrogation Command, Question Command, Indirect Command, and Other Commands.

Keywords: Commands, effective commands, disruptive behavior.

1. INTRODUCTION

Command is an effective tool used by the teacher to guide the students in starting or ending the class. Bertsch et al., (2009) explain that the teacher's command can push the students' verbal ability and social skills and also facilitate good behaviors of students. There are several types of commands; those are Interrogation Commands, Regular Commands, Question Commands, Indirect Commands, Stop Commands, Don't Commands, and Other Commands (Bertsch et al., 2009). The type and value of command used by the teachers are important aspects that affect students' behavior. Giving effective commands can minimize students' disruptive behavior. Matheson & Shriver (2005) defined an effective command based on its effect on students' behavior. It can be said as effective if the students could change their behavior from a disruptive student to a good student.

Giving less effective commands will weaken the students' compliant response or behavior (Bowen et al., 2004). According to Tirtayani, Mutiara, (2017) one of the causes that allow children to behave in disruptive behavior is the lack of detailed commands delivered by the teacher. The meaning of detail is the clarity of the sentence in giving commands and

compliance with the minimum response time requirements based on the students' ability level. By giving appropriate commands, students will be highly motivated and engaged that they will not have time to misbehave.

Disruptive behavior is an inappropriate students' behavior with a form of non-compliance and denies the teacher's commands, violates class rules, and disturbs friends in the classroom Bowen, Jenson (2004). There are several types of students' disruptive behavior; those are The Immature, Well to Do, Game Player, Mountain Climbers, and Learning Disabled (Seeman, 2010). Disruptive behaviors give impact on students and teachers, students' academic, and students' social interaction (Ndoro et al., 2006). Disruptive behaviors do not only disturb students' learning processes that exhibit them, but they also impact their classmates' ability to learn and their teachers' level of stress, and ability to teach effectively. Concerning academic ability, disruptive behavior can lead to low achievement, which starts from the low involvement of students in the academic process. Besides that, students' disruptive behavior also can be caused by bad social interaction between students with disruptive behavior with their teachers and their classmates.

However, there are no many teachers who already realize students' disruptive behaviors and commands, and the used of effective commands to overcome students' disruptive behavior. It is known by conducting initial observations and interviews in several Senior High Schools in Singaraja, the result showed that only the English teacher at SMAN 2 Singaraja used commands in the English teaching-learning process while other English teachers in the other Senior High Schools, the English teachers preferred to use punishment, suggestion, and sanction rather than commands during the English teaching-learning process. Therefore, this article is aimed at investigating the types of students' disruptive behavior, the types of commands used by the English teacher, and analyzing the effective commands used by the English teacher to overcome students' disruptive behavior.

2. METHOD

This study employed a Descriptive Method in the form of case study which aimed at focusing on the English teacher to identify types of students' disruptive behavior, types of commands used by an English teacher, and analyze how the effective commands used to overcome students' disruptive behavior. The case study was chosen because this study focused on the teacher which in the commands used by the English teacher to manage the classroom especially in students with disruptive behavior. The participants of this study were senior high school students of XII Bahasa 2 class which consisted of 28 students.

The instruments that used in this research were observation sheet, questionnaire, and interview. The observation sheet was used to obtain the data or information about the availability of the types students' disruptive behavior, types of commands teachers use during the teaching-learning process, and the effective commands to overcome students' disruptive behavior. The observation was conducted in eight meetings to make sure the data was saturated. After the observation was done, the questionnaire was distributed, and the interview was conducted to confirm the data. The questionnaire was used as a tool to collect information related to the teacher's understanding of students' disruptive behavior, the commands that had been used and the effects that result by giving those commands. The interview was conducted in-depth between researchers and English teachers to support the acquisition of information about the commands that had been used by the teacher during the learning process.

3. RESULT AND DISCUSSION

Result

After doing observations during the teaching-learning process and confirming by distributing questionnaire, and conducting interview, the researcher found several students' activities which could be categorized as disruptive behavior. It also found that the English teacher used several effective commands to overcome them. The result of this study could be seen in Table 1.

Table 1. The Distribution Data

Meeting	Types of Disruptive Behavior	Description of Disruptive Behavior	Types of Commands	Description of Commands	Frequency
(1)	(2)	(3)	(4)	(5)	(6)
Meeting 1	Well to Do	Playing phone during the learning process	Regular Command	"(N3) put your phone inside the table!"	1
Meeting 2	The Immature	1. Sitting in not good position 2. Talking with their friends 3. Standing up in the class while teacher was explaining the material	Regular Command	1. "(N1), sit in good position!" 2. "Students over there, listen to your friend's opinion!" 3. "(N2), sit down please!"	3
			Interrogation Command	1. "Okay (N1), do you know the difference?" 2. "(N2), what are you doing?" 3. "(N2), do you understand about the assignment?"	3
			Other Command	"(N4), Have you finished? Just continue your work"	1
			Question Command	"(N1), could you repeat it?"	1
Meeting 3	The Immature	1. Talking to his friend 2. Moving to his friend's seat	Interrogation Command	"(N4), have you done?	1
			Regular Command	"(N2), back to your sit, please!"	1
		1. Making noise when teacher was asking students to	Interrogation Command	1. "Students at the back, have you finished?" 2. "What is caldera,	4

Meeting	Types of Disruptive Behavior	Description of Disruptive Behavior	Types of Commands	Description of Commands	Frequency
Meeting 4	The Immature	answer several questions in the LKS 2. Talking to his friend 3. Talking to his friend 4. Disturbing other students when teacher was explaining about the text	Regular Command	(N1)?" 3. "Have you finished the discussion?" 4. "(N1) What are you doing?" "Please do the text!"	1
	Well to Do	Playing her phone	Indirect Command	*"Silent your hand phone or I'll take your hand phone"*	1
Meeting 5	The Immature	1. Moving to his friend's seat 2. Disturbing his friend when teacher was discussing about difficult word 3. Student (N1) was not really serious read the text 4. Disturbing his friend when teacher was discussing about the text 5. Talking to his friend 6. Disturbing his friend 7. Disturbing his friend 8. Disturbing his friend when teacher	Regular Command	*1. "(N1), please open your dictionary, and find out what terrible is!"* *2. "(N5), find out the meaning of terrified!"* *3. "(N1), open your dictionary, and find out what terrible is!"* *4. "Speak up please, (N1)!"* *5. "(N4), read the text"*	5
			Interrogation Command	*1. "(N5), understood?"* *2. "(N6), do you have any question?"* *3. "Do you clear about that?"* *4. "(N1), what is "meddled"?"* *5. "(N6), what is "reason"?"* *6. "(N1), what*	9

Meeting	Types of Disruptive Behavior	Description of Disruptive Behavior	Types of Commands	Description of Commands	Frequency
		was discussing about difficult word 9. Sleeping in the class 10. Disturbing his friend when teacher was discussing about the text 11. Making noise by talking to his friend		*are you doing?"* 7. *"(N7), are you OK?"* 8. *"(N4), do you understand the 2nd paragraph?"* 9. *"(N6), what is the answer number 22?"*	
	Well To Do	Playing phone when teacher was discussing about the text	Interrogation Command	*"(N3), what kind of information do you get?"*	1
Meeting 6	The Immature	1. Talking to his friend when teacher was discussing about difficult word 2. Talking to his friend when teacher was discussing about the answer 3. Making noise when his friend was explaining the text	Interrogation Command	1. *"(N2), what is high blood pressure?"* 2. *"(N2), why does the answer is C?"* 3. *"(N5), what is the answer?"* 4. *"(N4), what is the answer?'* 5. *"(N1), what is the meaning of "when you believe"?"* 6. *"(N2), what is this text talking about?"*	6
			Regular Command	*"(N1), please listen to her!"*	1
Meeting 7	The Immature	1. Talking to his friend when teacher	Interrogation Command	1. *"(N6), what is the meaning of justified?"*	3

Meeting	Types of Disruptive Behavior	Description of Disruptive Behavior	Types of Commands	Description of Commands	Frequency
		was discussing about the difficult word 2. Disturbing his friend while others were discussing the text 3. Student (N1) was not really serious read the text 4. Making noise when his friend was reading the text	Regular Command	*2. "(N4), what is the meaning of first paragraph?"* *3. "(N1), speak up, please!"* *1. "(N6), find out the meaning of "desensitize"!"* *2. "(N7), listen to your friend!"*	2
Meeting 8	The Immature	1. Making noise and did not answer the questions in LKS 2. Sleeping in the class 3. Talking to his friend when teacher was asking students to answer the question	Interrogation Command	*1. "(N5) do you bring LKS?"* *2. "(N7), are you okay?"* *3. "(N4), have you finished?"* *4. "(N1), what are you doing?"*	4
		4. Walking around his friend 5. Standing up in the class while teacher was explaining the material	Regular Command	*1. "(N1) discuss with your friend!"* *2. "(N2), sit down!"* *3. "(N7), sit down!"*	3
Total					51

NB: N is number of students

Regarding to the Table 1, it could be seen that types of students' disruptive behavior could be categorized as The Immature and Well to Do. Students who categorized as The Immature showed their behaviors in the form of making noise when the teacher explained the learning material, talking with their friends when other students were presenting their works, disturbing their friends, and sleeping in the class. Ghazi et al., (2013)found that one of the

students' disruptive behaviors that appeared during the teaching-learning process was sleeping in the class. Actually, after doing analyzes of the results, five students could be categorized as The Immature and one student could be categorized as Mountain Climbers. In the theory stated that students who slept in the class during the learning process was one of the examples of Student Immature. According to Seeman (2010), The Immature is disruptive behavior comes because students have difficulties in developing the knowledge especially the material that has been learned in the teaching-learning process, for example: sleeping during the teaching process and disrupting other students by taping something.

Discussion

The findings showed that this type of student disruptive behavior was in contrast with the theory. In fact, the student who slept in the class was because of the different levels of knowledge which was categorized as Mountain Climbers. Mountain Climbers is disruptive behavior comes because the students have different abilities about English (Seeman, 2010). In this case, the student felt bored and preferred to sleep in the class because the teacher focused more on the students with a low level of knowledge. In other words, students who slept in the class had a high level of knowledge. It also had similar findings to the previous study which was conducted by Andriawan (2017) that the cause of students' disruptive behavior because of less attention from the teacher. It was the same with the findings in this study, in this study found that student who had disruptive behavior who slept during the learning process because of less attention from the teacher. The teacher focused more on the students with low level of knowledge by repeating the learning material.

Students also felt bored because the teacher always repeated the learning-material due to make students' with a low level of knowledge could understand the learning-material. This result was in the line with research conducted by Jati (2019)who conducted a study in one of senior high school in Indonesia aimed at investigating causes of students' disruptive behavior in the English teaching-learning process. The results stated that there were several causes of students' disruptive behavior, one of them was feeling boredom. Students felt bored when teachers always repeating the learning-material that they had mastered. He felt bored when the teacher repeated the learning material. He already familiar with the English language and felt easy in catching the learning-material that delivered by the teacher. It could be one of the causes students felt bored and preferred to sleep in the class.

Another type of students' disruptive behavior appeared was Well to Do students. Well to Do defines as students who have high economic support or comes from the middle until upper economic class status (Seeman, 2010). Student had complete facilities but used in an inappropriate time. Meanwhile, on the contrary, Jati (2019) found that playing phone during the learning process was not because of social-economic status, but it was because of media addiction. Based on the data in this study, it showed that there was one student who was student N3 played her phone during the learning process. Actually, the teacher allowed students to use their phones during the learning process to find the meaning of difficult words but based on the teacher's instruction. Meanwhile, student N3 used her phone in an inappropriate time. She played her phone such as opening Instagram, chatting via WhatsApp, and playing games when students were asked to answer questions in LKS (students' worksheet book). This result was in the line with a study conducted by Ghazi et al., (2013) that one of the types of students' disruptive behavior was chatting with one another during the teaching-learning process.

In overcoming students' disruptive behavior, the important aspect of teacher ability is giving the effective command. Command is a tool that teacher can use to guide the students in starting or ending the activity. Several commands that were used by the teacher that were effective were Interrogation Command, Question Command, Indirect Command, Regular

Command, and Other Command. Interrogation Commands is a command in the form of a question or typical interrogation question which only can be responded by the students verbally, for example: "*How old are you*?", "*What is your name*?" (Bertsch et al., 2009). In fact, teacher used this type of commands with the expressions were *"(N2), what are you doing?", "(N2), do you understand about the assignment?", "What is caldera, (N1)?","Do you clear about that?", "(N1), what is "meddled"?","(N6), what is "reason"?","(N3), what kind of information do you get?","(N2), what is high blood pressure?",* etc. Based on the theory, those expressions can be categorized as Interrogation Commands. This type of commands appeared 8 times from meeting 1 to meeting 8. Interrogation Command was the command which was the most frequently used during the teaching-learning process. Based on the result of teacher interviews, the reasons why teacher used Interrogation Command frequently rather than the others were; to deliver the learning material while giving a command, make students realize that the teacher paid attention to them, check whether they paid attention to the learning process or not, make them do introspection to themselves. The purpose of giving a question or interrogation command was to make students change their behavior by feeling shy. It meant, when the teacher gave questions to students who did disruptive behavior and they could not answer the questions for many times, it would make them feel shy to their friends and their disruptive behavior would be increased because they felt afraid that they would be given questions by teacher.

Beside Interrogation Command, teacher also used Regular Command. Bertsch et al., (2009) stated that Regular Command is a command that is stated directly to stop ongoing disruptive behavior done by the students, for example: "*Come here!", "Sit down please!*". The result of this research was in the line with the theory from Bertsch et al., (2009), teacher used this command with the expressions were *"(N3) put your phone inside the table!", "(N1), sit in good position!","(N2), back to your sit, please!", "Speak up please, (N1)!","(N4), read the text","(N1), please open your dictionary, and find out what terrible is!", "(N5), please find out the meaning of terrified!",* etc. Based on the theory, those expressions can be categorized as Regular Commands. This type of commands appeared 7 times in the meeting 1 to the meeting 8.

Furthermore, teacher also used other commands to overcome students' disruptive behavior during the learning process. According to Bertsch et al., (2009) Question Commands is a command in the form of a question that expects the response in a motoric way, for example: "*Would you sit down in the good position?"*. Along the lines of the theory, it was found in this study that the teacher used this command with the expression was *"(N1), could you repeat it?"* This expression could be categorized as Question Commands. This type of commands appeared only once in the meeting 1 to the meeting 8.

In overcoming students' disruptive behavior, teacher also used Indirect Commands. Indirect Commands is the opposite of the direct commands which refers to suggestions or options about something, for example: "*I will not play the music if you still make noise*" (Bertsch et al., 2009). In fact, the teacher used Indirect Command with the expression was "*Silent your phone or I'll take your phone*!" This command appeared only once in the meeting 1 to the meeting 8. The last command that teacher used was Other Command. Other Command is a command which sometimes consisting of two or more types of commands, for example: "*Why don't you stop*?" (Bertsch et al., 2009). It was observed, teacher used this type of command with the expression was "*Have you finished? Just continue your work*!" This command was the combination between Interrogation Command and Regular Command. This command appeared only once in the meeting 1 to the meeting 8. Matheson & Shriver (2005) defined an effective command based on its effect on students' behavior. It can be said as effective if the students could change their behavior from a disruptive student to a good student. Interrogation Command was effective to overcome students' disruptive behavior in

the types of The Immature and Well to Do. This command was able to decrease students' disruptive behavior in the form of talking with their friends, disturbing their friends, making noise, and playing phone during the learning process. Other commands that were effective to overcome students' disruptive behavior were Question Command, Indirect Command, and Other Command. Those three types of command were also able to overcome students' disruptive behavior, in which Question Command and Other Command were effective for The Immature students, and Indirect Command was effective for Well to Do student. It could be said that the findings were in the line with the theory stated that by using effective commands could change students' disruptive behavior from a disruptive student to a good student. Those types of commands could be said as effective command because there was a change in their behavior. Students followed the teacher commands during the observation and they became students with better behavior.

4. CONCLUSION

Disruptive behavior is a students' behavior which does not appropriate with the norms, value, and school's regulation. Types of students' disruptive behavior that appeared in this study were The Immature and Well to Do. In handling both types of students' disruptive behavior, the effective commands that were used by the teacher were Interrogation Commands, Regular Commands, Question Commands, Indirect Commands, and Other Commands. Interrogation Command was effective to overcome students' disruptive behavior in the types of The Immature and Well to Do. Question Command and Other Commands were effective for The Immature students, and Indirect Command was effective for Well to Do student.

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