

DESCRIPTIVE ANALYSIS OF CLASSROOM MANAGEMENT STRATEGIES FOR THE ENGLISH TEACHER

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Abstract

The purpose of this study was to determine the classroom management strategies of English teachers at SMP N 32 OKU and SMP N 10 OKU. This study uses a qualitative description where the population were the English teachers. The number of populations in this study were 11 teachers from 2 schools, the sampling was done by purposive sampling because all samples represented all grade levels. There were 8 teachers from SMPN 32 and 3 English teachers from SMPN 10 were taken as sample. Observation and documentation are used for data collection. The instruments in this study were observation and documentation. The results of the observation indicates that the classroom management strategy of the English teachers used 1) Get set up preparation is when the teacher will start learning in class the teacher prepares the lesson plans. 2) Make the room attractive is the teacher prepares a classroom that is fun, neat and comfortable. 3) Set classroom rules is the teacher sets a rule in the classroom so that students can learn responsibly. 4) the teacher always provides motivation and solutions to students. 5) the teacher being fair, namely by creating togetherness and paying attention to all students. The results of the supporting documentation are the RPP for the English teacher with different materials and it can be seen by the activities that the teacher has done. This means that the classroom management strategy by English teacher at SMP N 32 OKU dan SMP N 10 OKU is running well, optimally and in accordance with existing steps.

Keywords: Classroom Management, Strategic Classroom Management, Descriptive Analysis.

INTRODUCTION

In the teaching and learning process, the teacher is a motivator. According to Elly (2015 : 178), teacher as motivator means the teacher as a student encouragement in order to increase enthusiasm and development of student learning activities. There are often underachieving students, this is not due to having low abilities, however it is due to the lack of motivation to learn from students so that does not try to do everything in his power. According to Putu (2015 : 2), the teacher as a motivator will help and fulfill wishes students like, can make boards that can filled in by the students themselves, for example essays, pictures, paintings and so on. One of the important parts of teacher education must be fair and give priority to the good of being a professional educator. In the teaching and learning process, it must have teaching objectives. To achieve these teaching objectives a teacher must have a strategy in teaching in the classroom so that students can more easily understand the material provided.

A teacher must be creative in choosing a material to be taught. In the classroom the teacher acts as a facilitator, which means that the teacher must play a role in providing services to facilitate students in the learning process activities. Therefore, the teacher classroom management strategy should be fine. Classroom management is defined as the ability of a teacher to exploit the potential of students so that each student can be creative. According to Fauziati (2015: 79), argues that classroom management is a way for teachers to manage what happens in class. As a controller, whisperer, and observer, the teacher has a duty to create joy, environment, strong motivation, and good influence, as well as students can receive lessons well and the process of taking and releasing input and output in the minds of students is optimal.

McCreay (2013: 5) states that classroom management is a method and strategy used by an educator to maintain a classroom environment that is conducive to student success and learning. Classroom management used by teachers can influence the teaching of English. So that English teachers are challenged to be able to manage the class, including creating and maintaining optimal learning conditions. A teacher must have the skills and training to prepare classroom learning, because of the impact of using classroom management strategies, namely creating a conducive classroom atmosphere and being able to train teachers to be creative in teaching in class. The teacher has a very important role in terms of teaching, because the teacher is a manager in a class. Therefore, teachers must know and understand the principles of learning and then have the skills to teach classes. Successful teachers are often very effective in managing classroom environments because they create positive learning communities in which students are actively involved in their own learning and classroom management. Concept of Classroom Management

According to Marmoah (2017), said that classroom management is the overall teacher activity to improve student positive behavior and to reduce negative student behavior, this is related to the modification of student behavior, student success in learning is very much determined, with learning strategies carried out by the teacher.

a. Principles of Classroom Management

According to Sulaiman (2017), in order to develop a conducive classroom situation to achieve quality and interactive learning, teachers can use the following classroom management principles:

1. The principles of warmth and enthusiasm. In this point, the teacher can be warm and familiar with the learner, always showing enthusiasm on his or her work or on activities, will further support the success in implementing classroom management.
2. Create challenges that enable a teacher to be always passionate and keep learning in handling many things.
3. The use of varied methods, approaches, techniques, styles, media and teaching tools that can enhance the passion learning.
4. The use of more flexible and pleasant ways and actions.
5. Delivering positive things to learners and avoiding as far as possible doing the mistake that can provoke negative attitudes of students toward teachers.
6. Prioritizing the attitude in front of the students who then can encourage him to be a person who is always obedient to the teacher. It is not caused by fear, but because of pride and admiration.

b. Classroom Management Strategies

According to Rohmah (2019) classroom management divided into eight techniques. There were planning lessons, introductory strategies, responsibilities, motivating, create love and trust, arrange the classroom, set positive behavior and make rules.

1. Planning Lessons

In Implementation classroom management there are certain ways that the learning process can run effectively. This can be done by making planning lessons. the teacher uses lesson plans to guide in teaching. Everything the teacher does in the class according to guidelines in RPP.

2. Introductory Strategies

The second technique is the introductory strategy. In the learning process introductory strategies are needed, so that learning objectives can be achieved. at the beginning of learning usually, the teacher quotes a quote. After the teacher gives a quote, the learning begins. Students seemed eager to follow the learning.

3. Responsibilities

The third technique is responsibility. Each student must instill a sense of responsibility in each student. Every student is obliged to carry out the task because it is out of control because it is the student's responsibility. Students can also remember about students' obligations so students can learn responsibly.

4. Motivating

To implement a lesson, teachers must develop a clear understanding of the many managerial tasks that they must attend to before, during, and after a lesson in order to motivating lesson. Firstly, plan for the necessary materials. Secondly, when gave instructions, it was important for the students to check that the students have understood what the students were being asked to do. the teacher would ask to the students after the teacher told the material. When the students did not understand, the teacher would repeat it. The English teacher also gave reward by said "good" and gave big applause. This is aimed to motivate students, in order that the students more active in learning.

5. Creating love and trust

The next technique is to create love and trust with students. The teacher is one who does not meet the education system because it does not need the education specified by the teacher. When the learning process the teacher gives assignments to students then the teacher asks students to come forward to do the assignment. the teacher must believe in the abilities of students. This will make them feel that they are part of classroom management. The teachers also must have a good relationship with the students. Therefore, the teachers need a good communication skill. By communicating well with the students, the teachers can strive for a better classroom management. The students will respect the teacher and therefore a good classroom atmosphere can be build.

6. Arrange the classroom

Arrange the classroom can play a large part in management of the classroom environment. One of aspect in arranged the classroom was seating arrangement. Classroom arrangement using seating arrangement is very effective to be used in the learning process, it can be concluded when the teacher gives an assignment, students are faster in their workmanship and class conditions can be well controlled.

7. Set positive behavior

Set positive behavior is to teach students to do good habits. There were two aspect of Set positive behavior. Firstly, movement a positive behavior with students with explicit steps for entering, exiting, and moving about the classroom. Secondly, lesson running a positive behavior designed to facilitate tasks that occur regularly during instructional lessons such as how papers will be collected, how to collect and correct homework, what students should bring to class.

8. Make rules

Rules should cover several dimensions of behavior, including respect (listening to others, treating others respectfully) and making appropriate effort (doing one's best, coming to class prepared every day). The teacher used positive language with general rules. The advantage of general rules was that the teacher covered more situations and behaviors.

4. Step of Classroom Management Strategy

Classroom management is a very important aspect of teaching the researcher collects data within the strategy of the management class that teaching is a pleasure and the students would be enthusiastic in learning.

According to Borden (in Rohmah, 2019), this data is designed to give a few tips that would help the researcher with classroom management strategies :

1. Get Set Up Preparation

In the first teaching, a teacher must have preparation, when the teacher is about to start teaching, things that need to be prepared are the teaching materials and the lesson plan that will be delivered. Besides this, a teacher must check the attendance of students when learning begins, so that learning can run optimally. This trains teachers to be better in the teaching and learning process, and teachers should plan and develop daily schedules and lesson plans that are in line with the provisions given by the school district. This plan should suit the needs and learning styles of each student in the class.

2. Make the Room Attractive

Teachers should be able to create an attractive and conducive classroom atmosphere so that students can appreciate and enjoy a clean and comfortable room to carry out teaching and learning activities. In other words, teachers are required to be more creative and innovative in making students happy while learning, such as teachers making classes that are fun, interesting and arranging the classroom as best as possible so that students are more comfortable when receiving lessons or material that is explained and also make it easier for students to move. In class

management there must also be their own equipment, such as pens, pencils, markers or erasers so that there is no confusion and students do not interfere with the teaching and learning process.

3. Set Classroom Rules

The rules in the classroom is needed because it can be a tool of control and mentors in teaching, so it can make the classroom to be maximal and conducive, and the teacher involves students designing the rules and they will run it so as to enable students to work. discipline in running the rules. Once this rule has been made and then made it a responsibility, all students who violate or do not see that the rule is followed correctly or not. And give rewards to students who run the rules properly. This will encourage other students to continue to follow the rule and motivate students who are not successful enough to get rewards in the future.

4. Be Enthusiastic About The Lessons

When the teacher gives the lesson have earned more interactive with the students and engage them to participate and could understand. And develop methods that created and encourage all students to participate in lessons teachers teach and if students gave a wrong answer, the task of the teacher is to encourage and help them to succeed by helping them with the correct answer and give instructions, ask questions and answer appropriately. Make sure that the teachers always thank for the student to their participation in the following lesson in school classrooms.

5. Be Fair With The Students

As a teacher, teaching must be fair to all students. Make it a point to always listen to students and treat each student with dignity and respect. Don't make a difference in themselves and give people who seem a little disobedient as much as the teacher teaches to those who present themselves with respect all the time, because they will all love and appreciate the teacher for being fair to all the students. Teachers can interpret fair in the same sense, namely the same treatment or not differentiating between one another. Teachers have smart students who are quick to learn, not the least, there are students who learn too late.

METHODS

A. Method of the Study

According to Wiwin (2018), Qualitative Descriptive is a research method that moves on a simple qualitative approach with an inductive path. The purpose of this qualitative descriptive is to make descriptions, paintings systematically, factually and accurately regarding the facts, characteristics and relationships between phenomena being investigated. Sugiyono (2012), states that qualitative research pays attention to the text or subject or object of research in a natural setting that produces descriptive data. Descriptive data is used to describe how English teacher classroom management is in the English learning process.

a. Descriptive Analysis

Descriptive Analysis is a research method that investigates a problem or focuses attention on existing problems.

b. Classroom Management Strategies

Classroom Management Strategy is the activity or effort of a teacher to create, maintain and restore optimal classroom conditions in the learning process to achieve effective and efficient learning goals.

B. Population and Sample

According to Arikunto (2010:130), population is a group of elements or cases, whether individuals, objects, or events that conforms to specific criteria. According to Creswell (2012, p. 142), population is a group of individuals who have the same characteristics. In other word, the population of this study was English teacher at the SMP N 32 OKU & SMP N 10 OKU.

Table 1
The Population of the Study

No.	Name of School	Number of English Teacher
1.	SMP Negeri 32 OKU	8
2.	SMP Negeri 10 OKU	3
TOTAL		11

Sources : SMP N 32 OKU & SMP N 10 OKU

According to Cresswell (2012, p. 142), sample is a sub ground of the target population that the researcher plans to study for generalizing about the target population. According to Hanlon and Larget (2011) a sample is a subset of the individuals in a population there is typically data available for individuals in samples. Sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected. The sample for this study was 3 English teachers at SMP N 32 OKU & 3 English teachers at SMP N 10 OKU.

Table 2
The Sample of Study

No.	Name of School	Number of English Teacher
1.	SMP Negeri 32 OKU	Sapta Heliyana, S.Pd
		Perta Rasia Dewi, S.Pd
		Tri Puji Lestari, S.Pd
2.	SMPNegeri 10 OKU	Meri Marlina, S.Pd
		Ahmad Eka Saputra, S.Pd
		Yulia yunita, S.Pd

Sources : SMP N 32 OKU&SMP N 10 OKU

Qualitative research can use many different techniques and instruments (Latief, A. M, 2012). Data collection techniques are observation, and documentation.

In this study writers used observation techniques, at SMP N 32 OKU & SMP N 10 OKU apply offline and online learning systems. For students whostudy offline do not have Handphone, divided into two sessions, namely the morning session and the afternoon systems. Writers observe the way the teacher manages the class in teaching English and the way the teacher applies classroom management. The writer used the observation sheet to create data about teacher classroom management strategies in the English learning process. The writermade notes about their observations. By making observations, writer can see and know the English teacher in managing in the classroom. The writer construct the table of specification of observation as follows :

Table 3
Specification of Observation

No.	Indicator of Item	Item Number
1.	Get set up	1,2,3
2.	Make the room attractive	4,5,6,7
3.	Set classroom rules	8,9,10,11
4.	Be Enthusiastic about the lesson	12,13,14,15
5.	Be fair with students	16,17,18,19

Documentation is a record of past events. Documents can be in the form of text, images, or someone's monumental work (Sugiyono, 2010: 240). Therefore, the documentation method is a data collection technique that is indirectly given to the research subject. These documents are in the form of a lesson plans, pictures, and field notes. Writer used this technique to support data collection from observations. In this case, by using instruments, namely documents that can be seen in the teacher's lesson plan and teacher material in teaching English, the writer collect data about the English teacher's strategies in managing the class.

FINDING AND DISCUSSION

1. Observation Result Classroom management strategies for the English teacher at SMP N 32 OKU

The writers got the data through observation and documentation. The writer made observations in one time meeting to obtain data about classroom management. The writer made an appointment to meet with the English teacher and came to class as an observer. In this observation, the writer observed the activities of the teaching and learning process during English lessons at SMPN 32 OKU. From these observations, the writer collected data about what English teacher classroom management strategies are in class in learning English.

1. Teacher I : Perta Rasia Dewi, S.Pd (seventh grade)

2. Teacher II : Tri Puji Lestari, S.Pd (Eight grade)

a.) Get set up preparation

The teacher prepares a lesson plan or lesson plan, because by making the lesson plan the teacher will know what to do when starting learning. In addition to the lesson plan or lesson plans, the teacher also prepares or selects the material to be delivered. When the teacher has started to enter the class, the teacher checks the attendance of students by mentioning one by one alphabetically and all 8th grade students are all present. After the teacher finishes checking the attendance list, the teacher begins to enter the material that has been selected or prepared before entering class. The teacher begins to explain the present continuous tense material.

b.) Make the room attractive

When you enter the class, the teacher regulates the condition of the class by making a fun class, such as inviting students to watch a video that has been prepared. At the beginning of learning the teacher always motivates students so that students are more enthusiastic when participating in the English learning process. The teacher arranges the classroom such as arranging student seats to facilitate movement. That way students will also more easily and understand the material presented in front of the class.

c.) Set classroom rules

in class VIII, before the teacher starts learning the teacher makes or sets rules during the teaching and learning process. The teacher does not set the rules themselves, but the teacher invites students to discuss the rules that will be made and agreed upon during the English learning process. The rules that teachers and students make are that each student must bring an English dictionary, when learning English takes place the condition of the class must be clean and tidy.

The teacher also strengthens class rules or conditions in class VIII, the goal is that students can be responsible and obey the agreed rules.

d.) Be enthusiastic about the lesson

When the learning process takes place in class VIII the teacher is very enthusiastic about the material presented, because with the teacher acting like that, students will be motivated and excited when learning. When finished explaining the material, the teacher gives students the opportunity to ask what they have not understood. In the material explained, the teacher gives students assignments and when there are students who still do not understand the teacher provides solutions.

At that time, the teacher reminded students to study harder in order to understand the material presented.

e.) Be fair with students

In the classroom management strategy, the teacher is fair to students, being fair here is that the teacher can pay attention to all students, not only focus on people who are more knowledgeable. In addition, the teacher also controls the attitude of the students by walking or walking around the chair to be able to control the behavior of students when the English learning process is in progress.

3. Teacher III : Sapta Hiliyana, S.Pd (Nineth Grade)

a) Get set up preparation

Before the teacher starts learning in class, the teacher first prepares a lesson plan or lesson plan, because by making lesson plans the teacher will know what to do when starting learning. In addition to the lesson plan or lesson plans, the teacher also prepares or selects the material to be explained, the teacher chooses the narrative text material to be explained in class. After selecting the material to be delivered, the teacher enters the class and starts checking the students' attendance. The teacher checks the students' attendance by mentioning one by one alphabetically. When a student who is called does not point, the teacher asks the student or his friend where the student is. After the teacher finishes checking the attendance list, the teacher goes around the class by checking the cleanliness of the class when all that is finished then the teacher enters the material that has been prepared earlier. The teacher begins to explain the narrative text material clearly in a loud voice.

b) Make the room attractive

In class IX the teacher manages the condition of the class by making the class fun, such as inviting students to play games. Not only that, the teacher also motivates students first so that students are more enthusiastic in participating in the English learning process. In addition, the teacher checks the classroom by checking class equipment such as pens, rulers, markers and erasers because in a class it must have its own equipment so as not to interfere with the teaching and learning process. The teacher also arranges the classroom according to his wishes and is adjusted to the material to be delivered.

c) Set classroom rules

When the teacher teaches in class IX the teacher before learning makes or sets rules in learning English during the teaching and learning process. The teacher invites students to discuss the rules that will be made and agreed upon during the English learning process. The rules that teachers and students make are that each student must bring an English dictionary, besides that the teacher wants when learning English takes place the condition of the class must be clean and tidy, and also when assignments are not allowed to be late, if someone is late then

the teacher will give punishment. This punishment is in the form of, students must do the tasks that have been given in front of the class. In addition, the teacher also strengthens the rules or conditions of the class in class IX. The goal is for students to be responsible and obey the agreed rules.

d) Be enthusiastic about the lesson

When the learning process takes place the teacher is enthusiastic about the material presented, because with the teacher acting like that, students will be motivated and excited when learning. just now. When a student asks a question, the teacher answers the question clearly. In the material explained, the teacher gives students assignments and when there are students who still do not understand the teacher provides solutions. At that time, the teacher reminded students to study harder in order to understand the material presented.

e) Be fair with students

In the classroom management strategy the teacher is fair to students, being fair here is that the teacher can pay attention to all students, not only focus on people who are more knowledgeable. The teacher also creates a sense of togetherness and can work together with students in the class. In addition, the teacher also controls the attitude of the students by walking or walking around the chair to be able to control the behavior of students when the English learning process is in progress.

2. Observation Result Classroom management strategies for the English teacher at SMP N 10 OKU

The writer got the data through observation and documentation. The writer made observations in one time meeting to obtain data about classroom management. The writer made an appointment to meet with the English teacher and came to class as an observer. In this observation, the writer observed the activities of the teaching and learning process during English lessons at SMP N 10 OKU. From these observations, the writer collected data about what English teacher classroom management strategies are in class in learning English.

1. Teacher I : Ahmad Eka Saputra, S.Pd (Seventh Grade)

a.) Get set up preparation

Before entering the classroom, the teacher must first prepare a lesson plan or lesson plan, because by making the lesson plan the teacher will know what to do when starting learning. In addition to the lesson plan or lesson plans, the teacher also prepares or selects the material to be delivered. When the teacher has entered the class the teacher checks the attendance of students by mentioning one by one alphabetically and all students are present and after that the teacher appoints one student to lead the prayer. After the teacher begins to enter the material that has been selected or prepared before entering class. Before entering

the material, the teacher gives trigger questions to students to build the spirit of student learning.

b.) Make the room attractive

When you enter class, the teacher manages the condition of the class by making the class fun, such as inviting students to sing English songs. The teacher always motivates students to make students more enthusiastic when participating in the English learning process. In addition, the teacher also checks class equipment such as markers, erasers, rulers and other equipment. Because it is included in things that must be supported when the class management process takes place and is mandatory for every class. After that the teacher arranges the classroom such as arranging student seats to facilitate movement.

c.) Set classroom rules

At the beginning of learning the teacher makes or sets rules during the teaching and learning process. The teacher does not set the rules themselves, but the teacher invites students to discuss the rules that will be made and agreed upon during the English learning process. The rules that teachers and students make are that each student must bring an English dictionary, when learning English takes place the condition of the class must be clean and tidy. By making rules at the beginning of learning, it also teaches students to learn responsibly and not only that, the teacher also strengthens the rules or conditions of the class in class VII.

d.) Be enthusiastic about the lesson

When the learning process takes place, the teacher must be very enthusiastic about the material presented, meaning the teacher must be excited when explaining the material in front of the class aloud because with the teacher acting like that, students will be motivated and excited when learning. When finished explaining the material, the teacher gives students the opportunity to ask what they have not understood. In the material explained, the teacher gives students assignments and when there are students who still do not understand the teacher provides solutions. At that time, the teacher reminded students to study harder in order to understand the material presented.

e.) Be fair with students

In the classroom management strategy the teacher is fair to students, being fair here is that the teacher can pay attention to all students, not only focus on people who are more knowledgeable. In addition, the teacher also controls the attitude of the students by walking or walking around the chair to be able to control the behavior of students when the English learning process is in progress.

2. Teacher II : Meri Marlina, S.Pd (Eight grade)

a.) Get set up preparation

Before entering the classroom, the teacher must first prepare a lesson plan or lesson plan, because by making the lesson plan the teacher will know what to do when starting learning. In addition to the lesson plan or lesson plans, the teacher also prepares or selects the material to be delivered. When the teacher has entered the class the teacher checks the attendance of students by mentioning one by one alphabetically and all students are present and after that the teacher appoints one student to lead the prayer. After the teacher begins to enter the material that has been selected or prepared before entering class. Before entering the material, the teacher gives trigger questions to students to build the spirit of student learning.

b.) Make the room attractive

When they enter class, the teacher regulates the condition of the class by making the class fun, such as inviting students to play games and sing. In addition, the teacher also provides a neat and comfortable room, so when the teacher enters the class, the teacher checks the condition of the class first, such as the cleanliness of the class, the student's seats because when everything is neat, the teacher starts his learning by explaining the material. That way the teaching and learning process can take place well and conducive. The teacher always motivates students to make students more enthusiastic when participating in the English learning process. In addition, the teacher also checks class equipment such as markers, erasers, rulers and other equipment. Because it is included in things that must be supported when the class management process takes place and is mandatory for every class. After that the teacher arranges the classroom, such as arranging student seats to facilitate movement.

c.) Set classroom rules

At the beginning of learning the teacher makes or sets rules during the teaching and learning process. The teacher also does not set a rule itself but the teacher invites students to discuss the rules that will be made and agreed upon during the English learning process. The rules that teachers and students make are that each student must bring an English dictionary, when learning English takes place the condition of the class must be clean and tidy. By making rules at the beginning of learning, it also teaches students to learn responsibly and not only that, the teacher also strengthens the rules or class conditions in class VIII.

d.) Be enthusiastic about the lesson

When the learning process takes place, the teacher must be very enthusiastic about the material presented, meaning the teacher must be excited when explaining the material in front of the class aloud because with the teacher acting like that, students will be motivated and excited when learning. When finished explaining the material, the teacher gives students the opportunity to ask what they have not understood. In the material explained, the teacher gives students assignments and when there are students who still do not understand the

teacher provides solutions. At that time, the teacher reminded students to study harder in order to understand the material presented.

e.) Be fair with students

In the classroom management strategy, the teacher is fair to students, being fair here is that the teacher can pay attention to all students, not only focus on people who are more knowledgeable. In addition, the teacher also controls the attitude of the students by walking or walking around the chair to be able to control the behavior of students when the English learning process is in progress.

3. Teacher III : Yuli Yunita, S.Pd (Nineth grade)

a.) Get set up preparation

Before entering the classroom, the teacher must first prepare a lesson plan or lesson plan, because by making the lesson plan the teacher will know what to do when starting learning. In addition to the lesson plan or lesson plans, the teacher also prepares or selects the material to be delivered. When the teacher has entered the class the teacher checks the attendance of students by mentioning one by one alphabetically and all students are present and after that the teacher appoints one student to lead the prayer. After the teacher begins to enter the material that has been selected or prepared before entering class. Before entering the material, the teacher gives trigger questions to students to build the spirit of student learning.

b.) Make the room attractive

When in class the teacher manages the condition of the class by making the class fun. In addition, the teacher also provides a neat and comfortable classroom, so when the teacher enters the class, the teacher checks the condition of the class first, such as the cleanliness of the class, the student's seats because when everything is neat, the teacher starts his learning by explaining the material. Do not forget at the beginning of learning the teacher always motivates students to make students more enthusiastic when participating in the English learning process. In addition, the teacher also checks class equipment such as markers, erasers, rulers and other equipment. Because it includes things that must be supported when the class management process takes place and it is mandatory for every class to exist and the teacher arranges classrooms such as arranging student seats to make it easier movement.

c.) Set classroom rules

At the beginning of learning the teacher makes or sets rules during the teaching and learning process. The teacher also does not set a rule itself but the teacher invites students to discuss the rules that will be made and agreed upon during the English learning process. The rules that teachers and students make are that each student must bring an English dictionary, when learning English takes

place the condition of the class must be clean and tidy. By making rules at the beginning of learning also teaches students to learn to be responsible.

d. Be enthusiastic about the lesson

When the learning process takes place, the teacher is enthusiastic about the material presented, meaning that the teacher must be enthusiastic when explaining the material in front of the class aloud because with the teacher acting like that, students will be motivated and excited when learning. When finished explaining the material, the teacher gives students the opportunity to ask what they have not understood. In the material explained, the teacher gives students assignments and when there are students who still do not understand the teacher provides solutions and the teacher reminds students to study harder in order to understand the material presented.

e.) Be fair with students

In the classroom management strategy the teacher is fair to students, being fair here is that the teacher can pay attention to all students, not only focus on people who are more knowledgeable. In addition, the teacher also controls the attitude of the students by walking or walking around the chair to be able to control the behavior of students when the English learning process is in progress.

CONCLUSION

The result was found that there are several kinds of classroom management strategies used by the learning process. There are by get set up preparation, make the room attractive, set classroom rules, be enthusiastic about the lesson, be fair with students. Based on findings above, it can be concluded that the use of Classroom management strategies in the teaching and learning process by teachers of SMP N 32 OKU and SMP N 10 OKU is by each teacher went well and was still successful with the mastery achievement planned by the teacher. So that the process of learning English can run well and efficiently. In addition, when opening lessons, the teacher always provides motivation that can arouse students' enthusiasm and enthusiasm for learning. Classroom management strategies are very important and needed by teachers when teaching in class, because the existence of a classroom management strategy can make the class conducive.

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