**STUDENTS’ LEARNING STRATEGIES AND TEACHERS’ TEACHING STRATEGIES IN ENGLISH LANGUAGE TEACHING AT SMP BETHESDA PALEMBANG**

**ROFRIYANTI VERONIKA TAMBUNAN**

**20226012028**

# ABSTRACT

This study explored students’ learning and teachers’ teaching strategies in English Language Teaching at SMP Bethesda Palembang. The study utilized qualitative descriptive methodology by having two teachers as samples and 45 students from seventh grade and eighth grade as samples of the study. The instruments used in the study were questionnaires, interviews, and documentation. The results confirmed that 83% of students used direct strategies and 75% of students used indirect strategies. The two teachers used six strategies in the class, they were discussion, role-play, simulation, information gap, brainstorming, and interview. Both teachers and students played important roles in teaching and learning strategies. Students should actively seek out opportunities to engage in conversation outside the classroom and receive feedback from peers or teachers to improve their English. Teachers should try games such as icebreaking before opening the lesson. The writer expected that future research could utilize teachers’ teaching strategies based on communicative events or everyday situations.

Keywords*:* Learning Strategies, Teaching Strategies, Perception