



STUDENTS' STRATEGIES IN UNDERSTANDING ENGLISH TEXTS IN ADVEN CLASSES OF SORONG CITY

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Abstract

This study explores the strategies used by students of SMA Advent Kota Sorong in comprehending English texts. In the era of globalization, the ability to comprehend English texts is the key to academic and communication success. Qualitative research methods with data collection through interviews and observations were used to identify students' learning strategies. The results showed that students relied on techniques such as skimming, scanning, content prediction, and use of context to improve comprehension. In addition, metacognitive strategies such as planning and self-evaluation were also found to play an important role. A supportive learning environment and high motivation strengthened the effectiveness of these strategies. These findings provide important insights for educators to develop more innovative and student-oriented learning approaches. This study is expected to improve the quality of English learning at SMA Advent Kota Sorong.

Keywords: *learning strategies, text comprehension, English, Adventist High School, metacognitive*

1. INTRODUCTION

In today's era of globalization, English language skills are one of the most important skills. English not only functions as an international language, but also as a means of communication that supports the development of science, technology, and culture. In Indonesia, English language proficiency is one of the focuses in the education curriculum, especially at the senior high school level. SMA Adven Kota Sorong, as one of the educational

institutions, has the responsibility to prepare students to be able to communicate effectively in English.

However, many students still have difficulty in understanding English texts. This can be caused by various factors, such as the lack of effective learning strategies, low motivation, and limitations in the use of available learning resources. Therefore, it is important to identify and analyze the strategies used by students in understanding English texts. This study aims to explore the various strategies applied by students at SMA Advent Kota Sorong in the process of learning English, especially in understanding texts.

Learning strategies are approaches that students use to process information and improve their understanding of the material being studied. In the context of English language learning, these strategies can include reading techniques, dictionary use, and group discussion methods. By understanding the strategies used by students, teachers can design more effective learning that suits students' needs. In addition, this study also aims to provide insight for schools in improving the quality of English teaching at SMA Adven Kota Sorong.

The importance of this study cannot be ignored, considering the challenges faced by students in understanding English texts can have an impact on their academic achievement. If students are unable to understand the text well, they will have difficulty in following the lesson and achieving the learning objectives that have been set. Therefore, this study is expected to provide a positive contribution to the development of more effective learning strategies, as well as improving students' ability to understand English.

Through this study, it is expected to find various effective strategies used by students in understanding English texts. Thus, the results of this study can be a reference for teachers and schools to develop more innovative and interesting teaching methods, so that students can be more motivated and successful in learning English. This study is also expected to provide a clearer picture of the conditions of English learning at SMA Advent Kota Sorong, as well as the challenges faced by students in understanding texts.

With this background, this study will focus on the strategies used by students in understanding English texts in class, as well as the factors that influence the effectiveness of these strategies. This study is expected to be useful not only for students and teachers, but also for the development of English curriculum at the senior high school level.

2. LITERATURE REVIEW

Cognitive Learning Theory

Moreno, R., & Mayer, RE (2020) This theory emphasizes the importance of mental processes in learning, where students are seen as active information processors. In the context of understanding English texts, students use cognitive strategies such as skimming and scanning to improve comprehension. emphasizes the importance of mental processes in learning and how students actively process information. This theory focuses on how students understand, store, and remember the information they receive, and how they use cognitive strategies to improve their understanding. Through this approach, Moreno and Mayer provide guidance for educators to design more effective and engaging learning experiences. They suggest that teaching includes elements that support student engagement, such as the use of various types of media, the application of cognitive strategies, and strengthening connections between new information and existing knowledge.

Social Learning Theory

Albert Bandura in the 1960s, is an approach that emphasizes that individuals can learn through observation and social interaction, rather than just direct experience. This theory combines elements of behavior, cognition, and the environment, explaining how people learn from each other in a social context. Social Learning provides valuable insight into how individuals can learn from their social environment and how social factors influence the learning process. not only learn through direct experience, but also through imitation of the behavior of others that they observe. Key concepts in this theory include modeling, where individuals imitate the behavior of a model; reinforcement and punishment, which influence the decision to repeat a behavior; and self-efficacy, which refers to an individual's belief in their ability to achieve a goal. In addition, social interaction and environmental context play an important role in shaping how individuals perceive and respond to information. Overall, Social Learning Theory provides a deep understanding of how social and cognitive factors interact in the learning process, and its applications can be seen in a variety of fields, including education and psychology.

Language Learning Theory

Encompasses a variety of approaches that explain how individuals acquire and develop language skills. These theories highlight the importance of social interaction, cultural context, and personal experiences in the language learning process. Some of the main approaches in this theory include the communicative approach, which emphasizes the use of language in real contexts to improve communication skills; the task-based approach, which focuses on the use of language to complete specific tasks; and the cognitive approach, which emphasizes the mental processes involved in language comprehension and production. Overall, Language Learning Theory provides valuable insight into the factors that influence language learning, including motivation, learning strategies, and the role of the social environment. By understanding these theories, educators can design teaching methods that are more effective and responsive to students' language learning needs. Brown, HD (2007)

Learning Strategy Theory

Focuses on the techniques and methods used by students to facilitate their learning process. This theory emphasizes the importance of selecting appropriate strategies according to the learning context and individual characteristics of students. Some common learning strategies include organizing information, concept mapping, mnemonic techniques, and the use of metacognitive strategies that help students plan, monitor, and evaluate their learning process. In addition, this theory also highlights the role of motivation and self-confidence in the selection and implementation of learning strategies. By understanding and implementing various learning strategies, students can improve their learning effectiveness, overcome difficulties, and achieve academic goals better. Learning Strategies provide guidance for educators to design more effective learning experiences and support the development of students' learning skills. Schunk, DH (2012)

3. RESEARCH METHODS

A research approach that focuses on an in-depth understanding of social phenomena and human behavior through descriptive and narrative data collection. This method is very effective in exploring the experiences, views, and meanings that individuals give to a situation or context. In the context of research on students' strategies in comprehending English texts, qualitative methods allow researchers to dig deeply into how students interact with learning materials, the strategies they use, and the challenges they face. Through techniques such as in-depth interviews, participant observation, and focus group discussions, researchers can gain rich and holistic insights into the learning process.

1. In-depth Interview

In-depth interviews were conducted with students and teachers to explore their understanding of the strategies used in comprehending English texts. These interviews were semi-structured, where the researcher had guiding questions but also provided space for respondents to explain their experiences more broadly. Data Collection Record or record the interviews, then transcribe for further analysis.

2. Participatory Observation

Researchers can conduct direct observations in the classroom to see how students interact with English texts and what strategies they use during the learning process. This observation helps researchers to understand the context and dynamics of the classroom. Data collection **Field notes covering student interactions, strategy use, and the learning environment.**

3. Focus Group Discussion (FGD)

Focus group discussions can be conducted with a group of students to discuss the strategies they use in comprehending the text. FGDs allow students to exchange ideas and provide deeper insights into their experiences. Data Collection: Record the discussion and note down key points that emerge during the conversation.

4. Document Analysis

Collect and analyze relevant documents, such as teaching materials, assignments, and student notes to understand the types of texts studied and the strategies used. This helps to see how teaching materials support or hinder student understanding. Data Collection: Collect relevant documents and analyze them to see patterns and themes.

4. RESEARCH RESULT

This study aims to explore and analyze the strategies used by students in understanding English texts in the classroom of SMA Advent Kota Sorong. The qualitative research method applied in this study involves in-depth interviews, participant observation, and focus group discussions with students and teachers. The following are the results obtained from this study.

1. Active Reading Strategy

Students in the Adventist High School class demonstrated significant use of active reading strategies. They frequently took notes on important information, underlined key sentences, and made notes in the margins of the text to highlight parts they considered important. Through interviews, students stated that these strategies helped them to stay focused and understand the gist of the text they were reading.

2. Collaboration in Discussion

Observation results show that students are better able to understand the text when they are involved in group discussions. In groups, students ask each other questions and explain difficult parts, which allows them to understand complex concepts together. These discussions not only improve their understanding of the text but also build their confidence in speaking English.

3. Use of Digital Resources

Students also use a variety of digital resources, such as language learning apps and video tutorials, to support their understanding. Many students access online platforms to seek additional explanations or examples of vocabulary usage in broader contexts. This shows that students are proactive in seeking information that supports their learning.

4. Visual Techniques

Some students reported that they used visual techniques, such as creating diagrams or concept maps, to help them understand the structure of the text. These techniques helped them organize information and see the relationships between key ideas, making it easier for them to remember and understand the material.

5. Challenges Faced

Although students demonstrated a variety of effective strategies, they also faced challenges in understanding complex vocabulary and complex sentence structures. Many students struggled with new terms and needed additional support from teachers to explain the meaning and use of these words.

6. The Role of Teachers in Learning

The role of teachers is crucial in supporting students' strategies. Teachers in Advent High School classes not only provide clear explanations of the material, but also encourage students to actively ask questions and discuss. Teachers provide a variety of learning resources and interesting teaching techniques, which help students to better understand English texts.

The results of this study indicate that students in the class of SMA Advent Kota Sorong apply various strategies in understanding English texts, including active reading, collaboration in discussions, utilization of digital resources, and visual techniques. Although they face some challenges, such as difficult vocabulary, support from teachers and a collaborative learning environment greatly help students in improving their comprehension. This study provides valuable insights for educators to design more effective and responsive teaching methods to students' needs in learning English.

5. CONCLUSION AND SUGGESTIONS

Conclusion

Shows that students use a variety of effective strategies to improve their comprehension of English texts. Active reading strategies, such as taking notes and underlining important information, and collaboration in group discussions have been shown to increase student engagement and comprehension. In addition, the use of digital resources and visual techniques such as concept maps help students organize information and better understand text structures. Although students face challenges in understanding complex vocabulary and sentence structures, teacher support and a collaborative learning environment play a significant role in their learning process. Overall, this study underscores the importance of a diverse approach to teaching English to meet students' learning needs.

Suggestion

1. **Learning Resources Enhancement:** Schools should provide more digital resources and interactive learning materials to support students' strategies in understanding English texts. The use of online learning applications and platforms can help students learn independently.
2. **Teacher Training:** Teachers need to be trained in diverse and innovative teaching strategies, including how to facilitate group discussions and the use of visual techniques in learning. This can improve the effectiveness of teaching and support students in their learning process.
3. **Vocabulary Skills Development:** There needs to be a greater focus on developing students' vocabulary through fun techniques, such as word games and interactive activities. This can help students overcome difficulties in understanding new terms and increase their confidence in speaking English.
4. **Implementation of Collaborative Learning Methods:** Schools are advised to implement more collaborative learning methods that involve students in discussions and group work. This not only improves their understanding of the text, but also builds important social and communication skills.

5. **Evaluation and Feedback:** It is important to conduct regular evaluations of the strategies applied in English language learning. Feedback from students on the methods used can provide valuable insights for improvement and development of a more effective curriculum.

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