

The Effect of Cognitive and Metacognitive Learning Strategies in *Maharah Qiraah* (Speaking Skill) based on Oxford's Strategy Inventory for Language on Students' Learning Outcomes

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Abstract

This study aimed to reveal the use of cognitive and metacognitive strategies by students in *maharah qiraah* and to compare such strategies with the success of their learning. Hence, the results can describe the differences in learning outcomes among students using cognitive and metacognitive strategies. This study also sought to get an overview of the cognitive and metacognitive practices in *maharah qiraah*. Such practices of learning strategies certainly got some modifications. This research was descriptive-quantitative. The instruments used were 1) a questionnaire adapted from Oxford's Strategy Inventory for Language Learning; and 2) follow-up interview to explore the cognitive and metacognitive practices. The conclusion was that 62.9% of the students used metacognitive; 17.74% of the students used cognitive; and 19.36% of the students used both cognitive and metacognitive. The questionnaire data were continuously processed by reviewing students' average scores in *maharah qiraah*. The students using metacognitive strategies obtained a score of 86.15, while those using cognitive strategies obtained a score of 87.73. Subsequently, those using both strategies received a score of 85.58. It was concluded that there was no difference in learning outcomes between students who used cognitive, metacognitive, or both strategies. From interview findings, there were several variations in the use of cognitive and metacognitive learning strategies used by students. Cognitive strategies consisted of identifying words and marking them, speed reading to get an

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outline or main idea, translating, reading repeatedly, using dictionaries and several other sources, analyzing, and reasoning. In the meantime, metacognitive strategies were carried out consciously by focusing attention, organizing alongside planning learning processes, monitoring, and evaluating learning processes. This study has implications to provide an overview of the development of practical forms of cognitive and metacognitive learning strategies so such strategies can be adapted by other language learners.

Keywords: Cognitive; metacognitive; language learning strategy; *maharah qiraah*

Introduction

Learning independence (self directed) in language learning is certainly closely related in determining the success or failure of learning. This is because learning Arabic is essentially learning to use the language for social communication purposes, so students should be encouraged to learn independently not only when they are in class, but also when they are in their social environment.¹ In order to help students to have good learning independence, a variety of learning strategies are needed because learning success comes from the ability to combine different strategies in dealing with tasks or learning situations.² Learning independence can be built through language learning strategies. It is Brown's assertion that language learning strategies are keys to learner autonomy and constitute an important goal in language teaching programs.³

Language learning strategies are essentially the characteristics, traits, behaviors, actions, steps, and techniques taken by learners to develop language skills and increase confidence in Arabic.⁴ Major figures who talk about language learning strategies give different definitions. This is due to their different ways of looking at these learning strategies. This difference in definition is one of the reasons why there are different classifications of language learning strategies. Oxford tends to see learning strategies as behavior or physical activities. In contrast, Stern sees language learning strategies as mental activities. Chamot tends to emphasize conscious actions, and Cohen defines learning strategies as

¹ Imam Asrori, *Strategi Belajar Bahasa Arab* (Malang: Misykat Indonesia, 2014).

² Mehrak Rahimi and Maral Katal, "Metacognitive Listening Strategies Awareness in Learning English as Aforeign Language: A Comparison between University and High-School Students," *Procedia - Social and Behavioral Sciences* 31, no. 2011 (2012): 82–89, <https://doi.org/10.1016/j.sbspro.2011.12.020>.

³ H.D. Brown, *Principles of Language Learning an Teaching*, third edit (London: Prentice Hall Regents, n.d.).

⁴ Nuril Huda, "Menuju Pengajaran Bahasa Berbasis Strategi Belajar: Implikasi Kajian Strategi Belajar Bahasa Kedua" (Malang, 1999).

processes that are deliberately chosen by the learners. Rubin tends to emphasize the 'direct impact' on the learning process.⁵

There is no particular strategy that is superior to another as each strategy has its own advantages and disadvantages. An understanding of learning strategies by students and teachers will provide good insight into learning.⁶ Fedderholt states that the selection of learning strategies can be teacher-directed as the learners may not be aware of the variety of strategies that can help them.⁷ The selection of learning strategies requires several considerations, such as learner culture, learning style, motivation and learning goals, ability level, and even the materials or tasks at hand.⁸

Language learning strategies are classified by several figures into several classifications, including Rubin's classification (1987), Oxford's classification (1990), O'Malley and Chamot's classification (1990), Cohen's classification (2000), and several other figures. The differences in classification among these figures are caused by several things, one of which is the way of defining learning strategies. Oxford's classification is based on its perspective on learning strategies which considers it more as a physical activity or behavior. Oxford's classification is considered the most comprehensive, thorough, practical, and accessible. In its classification, there are two kinds of learning strategies, namely 1) direct strategies and 2) indirect strategies. Direct strategies consist of three types, namely memory strategies, cognitive strategies, and compensation strategies. Meanwhile, indirect strategies consist of metacognitive strategies, social strategies, and affective strategies.⁹

A foreign language learner should know the effective and less effective strategies to use. A study in China explains that effective strategies are compensatory strategies.¹⁰ Likewise, Mey-Ling Chan's research states that the strategy most widely used by Taiwanese learners is also the Compensation strategy.¹¹ Meanwhile, Juyeon Lee stated that the strategy most used by Korean

⁵ Asrori, *Strategi Belajar Bahasa Arab*.

⁶ Jing Liu, "Language Learning Strategies and Its Training Model," *International Education Studies* 3, no. 3 (2010): 100–104, <https://doi.org/10.5539/ies.v3n3p100>.

⁷ Karen Fedderholdt, "Using Diaries to Develop Language Learning Strategies," JALT Publication, 1998, <https://jalt-publications.org/tlt/articles/2282-using-diaries-develop-language-learning-strategies>.

⁸ Liu, "Language Learning Strategies and Its Training Model."

⁹ Rebecca L. Oxford, "Language Learning Styles and Strategies," *Teaching English as a Second or Foreign Language* 41, no. January 2001 (2003): 359–66.

¹⁰ Fenfang Li, "Relationship between EFL Learners Belief and Learning Strategy Use by English Majors in Vocational Colleges," *Journal of Language Teaching and Research* 1, no. 6 (2010): 858–66.

¹¹ Mey-Ling Chan, "Personality Type, Perceptual Style Preferences and Strategies for Learning English as Foreign Language, Social Behavior and Personality," *Social and Personality Research*, 2012, <https://doi.org/http://dx.doi.org/10224/sbp.2012.40.9.1501>.

learners is the metacognitive strategy.¹² Some other research findings report that highly motivated learners use more strategies than low-motivated learners; women use more strategies than men; older learners tend to use more complicated learning strategies; and learners with different learning styles tend to use different learning strategies.¹³

This research examined the Arabic learning strategies used by 4th semester students of the Arabic Language Education Study Program, State Islamic Institute of Kediri, in the *Mabarab Qiraah* course. This research uses the Oxford's classification and only focuses on examining cognitive and metacognitive strategies. The cognitive strategies are directly related to the process of learning and doing tasks, namely all learner behaviors related to their thinking power including resourcing, repetition, grouping, keywords, elaboration, translating, taking notes, etc. Meanwhile, metacognitive strategies play a role in planning learning, monitoring, controlling and evaluating cognitive processes to be well organized.¹⁴ Bynes adds that cognitive strategies are strategies that involve processing understanding, while metacognitive is the process of making decisions about what strategies to use in learning, along with monitoring and evaluation during the learning process.¹⁵ Kusumaningsih in a study of learning strategies on speaking skills states that metacognitive strategies are used more by students with higher grades. She assumes that students with higher grades plan clear goals, control, review, and evaluate learning. Meanwhile, students with lower grades focus more on thinking, memorizing, summarizing, and repeating learning.¹⁶

From some explanations above, researchers specifically intend to examine both cognitive and metacognitive strategies because both are closely related in the learning process and work hand in hand. Metacognitive in the meaning of language is together with cognitive. That is, if students use these two strategies well, it can be likened to a pair of wheels that are balanced in the learning process. Cognitive strategies deal directly with incoming information to

¹² Juyeon Lee, "English Language Learning Strategies Reported By Advanced Language Learners, Hankuk University of Foreign Studies, Seoul, Korea," *Journal of International Educational Research – Second Quarter* 12, no. 2 (2016).

¹³ Iskandarwassid and Dadang Sunendar, *Strategi Pembelajaran Bahasa* (Bandung: PT. Ramaja Rosdakarya, 2011).

¹⁴ Rebecca Oxfrord, *Language Learning Strategies: What Every Teacher Should Know* (Boston: Heinle ELT, 1990), https://www.goodreads.com/book/show/1684602.Language_Learning_Strategies.

¹⁵ Mohamad Azrien Mohamed Adnan and Zamri Ghazali, "Persepsi Pelajar Terhadap Penggunaan Strategi Pembelajaran Bahasa Dan Efikasi Kendiri: Kajian Ke Atas Pelajar Universiti Di Semenanjung Malaysia," *Sarjana* 26, no. June 2011 (2011): 81–99, <https://ejournal.um.edu.my/index.php/SARJANA/article/view/10496/7440>.

¹⁶ Citra Kusumaningsih, Baharuddin JH, and Finny Anita, "Strategi Belajar Mahasiswa Terhadap Pengembangan Keterampilan Berbicara," *Jurnal Pendidikan Bahasa* 9, no. 2 (2021): 266, <https://doi.org/10.31571/bahasa.v9i2.2319>.

improve learning.¹⁷ A person can learn from any information, either information that is indeed teaching material, or information that is not teaching material, but he/she can manipulate it by making inferences or elaborating on it¹⁸, so something can be learned. Meanwhile, metacognitive strategies are actions outside of cognitive means that allow students to coordinate their learning process.¹⁹ Brown (1981) called metacognitive as a strategy are steps taken by a learner in order to organize and modify the progress of cognitive activities that are happening.²⁰ An Arabic learner often faces difficulties when encountering new things, such as unfamiliar vocabulary, linguistic rules that have not been mastered, unfamiliar language systems, etc. The conscious use of metacognitive strategies enables learners to plan, organize, and evaluate their learning process effectively and efficiently. Often learners have difficulty monitoring their mistakes and not evaluating them, so these mistakes become a source of trauma and have bad consequences, even though good monitoring of mistakes and evaluation will improve the progress of the learners, meaning that they will learn from mistakes and keep progressing, not the other way around. Besides, what is included in metacognitive strategies is the learners' ability to look for learning opportunities, so they will have the opportunity to practice as much language as possible.²¹

Maharah qiraah is an activity that involves the body, mind, and emotions. Benefits of text or reading will really be taken by someone when their physical (eyes) are healthy, intelligent mind, and stable emotions. This is because, basically, maharah qiraah is not just reading, but understanding the text written by the author, and understood and benefited by the readers. Therefore, to achieve the goals of maharah qiraah, strategies that suit the characteristics of the learners are needed.

In general, the purpose of learning *maharah qiraah* is that students are able to read any Arabic text correctly and understand the meaning contained in the reading.²² *Maharah qiraah* can help learners to have a broad insight into culture, social politics, and language. *Maharah qiraah* and *istima'* are referred to as reception skills, while *maharah kalam* and *kitabab* are referred to as production or

¹⁷ Wang Song, "Listening Comprehension Strategies Used By EFL Postgraduate Students" (University of Malaya, 2016).

¹⁸ Laurens Vandergrift, "The Comprehension Strategies of Second Language (French) Listeners: A Descriptive Study," *Foreign Language Annals* 30, no. 3 (1997): 387-409, <https://doi.org/10.1111/j.1944-9720.1997.tb02362.x>.

¹⁹ Asrori, *Strategi Belajar Bahasa Arab*.

²⁰ Rahimi and Katal, "Metacognitive Listening Strategies Awareness in Learning English as Aforeign Language: A Comparison between University and High-School Students."

²¹ Asrori, *Strategi Belajar Bahasa Arab*.

²² Ibrahim Muhammad Ali Harasyah, *Al Maharat Al Qiraiyah Wa Thariqatu Tadrisiha Baina Nadzariyah Wa Tathbiq* (Amman: Daar al Khizamy, 2020).

creation skills.²³ All language skills have a reciprocal relationship, illustrating that *istima'* and *kalam* come together in sound and voice when one communicates with another, while *qiraah* and *kitabab* collaborate in crossing time boundaries to absorb and convey information, so the information will be usable in the current communication context.²⁴ Based on the above background, this research aims to study cognitive and metacognitive learning strategies in learning *mabarab qiraah*. Researchers want to reveal what strategies are widely used by State Islamic Institute of Kediri students in learning *mabarab qiraah*, and how it affects learning outcomes, then how these students learn by using each strategy.

This research is a quantitative descriptive. The instruments used to gain data are questionnaire and follow-up with interview. The questions in the questionnaire were adapted from Oxford's Strategy Inventory for Language Learning version 7.0 and focused only on cognitive and metacognitive strategies. The questionnaire amounted to 23 questions, using a Likert scale with answer options 1 to 5. The questionnaire was given to 62 Arabic Language Education students at the State Islamic Institute of Kediri who had completed the *mabarab qiraah* course without taking a sample because the questionnaire data aim to describe the facts of the use of language learning strategies.²⁵

The quantitative data analysis steps are as follows: first, questionnaire data were processed so as to divide students into three groups, 1) the group that used more cognitive learning strategies, 2) the group that used more metacognitive learning strategies, and 3) the group that used cognitive and metacognitive learning strategies. Second, the researchers looked at the average score of these students in the *mabarab qiraah* course. In the end, the researchers concluded the difference in learning outcomes between students who used more cognitive, metacognitive, or both learning strategies.

After obtaining data from the questionnaire, the researchers followed up by conducting interviews with several student respondents to explore more deeply and try to find other forms of learning strategies that might not have been inventoried in the theory of language learning strategies. At the interview stage, the researchers still focused the questions on the use of cognitive and metacognitive learning strategies only. How students used these learning strategies, whether they were aware of the use of learning strategies, was there a

²³ Thaer Yousef Oudeh, "Teaching Communication Skills In Arabic Language At The University Level (Between Reality And Desirability)," *Multicultural Education* 7, no. 3 (2021): 379–88, <https://doi.org/10.5281/zenodo.4651572>.

²⁴ Ahmad Hidayatullah Zarkasyi, Gita Hanina, and Siti Anne Barkah Nur Fauziah, "Teaching Aids Development for Arabic Lessons to Enhance Student's Reading Skills," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 9, no. 1 (2022): 124–36, <https://doi.org/10.15408/a.v9i1.25496>.

²⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, CV, 2013).

form of development of learning strategies having been classified by Oxford, etc. The researchers took 10 students as interview respondents, namely students with the highest scores on the questionnaire, so the researchers were able to explore more deeply. The findings of this research are useful as a reference for students and lecturers in choosing the right learning strategies. In the end, this research on learning strategies promised learning independence in students.

Findings and Discussion

Classification of Cognitive and Metacognitive Learning Strategies

There are several figures who propose a classification of language learning strategies, including Rebecca Oxford. The classification of learning strategies proposed by Oxford is considered more comprehensive and detailed than the classification of learning strategies proposed by other figures.²⁶ Oxford divides learning strategies into two broad groups, namely, direct strategies and indirect strategies.

Direct strategies include three sub-strategies, namely 1) memory strategies, 2) cognitive strategies, and 3) compensation strategies. Meanwhile, indirect strategies also include three types of sub-strategies, namely 1) metacognitive strategies, 2) affective strategies, and 3) social strategies. This research is focused on cognitive and metacognitive strategies only in *maharah qiraah*, so the researchers ruled out findings about other strategies. The following are the cognitive and metacognitive strategies of the Oxford's model and some sub-strategies under it:

Direct Strategies	Indirect Strategies
a. Cognitive Strategies <ol style="list-style-type: none"> 1) Practice <ol style="list-style-type: none"> a) Repeat b) Practice formally c) Use formulas and patterns d) Re-join e) Practice naturally 2) Receive and send messages <ol style="list-style-type: none"> a) Get the ideas quickly b) Use number of sources 3) Analysis and reasoning <ol style="list-style-type: none"> a) Deductive thinking b) Expression analysis c) Contrastive analysis d) Translation 	a. Metacognitive strategies <ol style="list-style-type: none"> 1) Centralize learning activities <ol style="list-style-type: none"> a) Review and connect b) Pay attention c) Delay the speech 2) Manage and plan learning activities <ol style="list-style-type: none"> a) Find out ways of learning b) Organize c) Formulating goals d) Identification of task purposes e) Plan tasks f) Seek for opportunities 3) Evaluate the learning activities

²⁶ Liu, "Language Learning Strategies and Its Training Model."

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- | | |
|---|--------------------|
| e) Transferring | a) Self-monitoring |
| 4) Form structures for inputs and outputs | b) Self-evaluation |
| a) Make notes | |
| b) Summarize | |
| c) Mark something up | |
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Oxford adds to her comments on her classification that there is no agreement on the basic definitions of direct and indirect strategies, how many strategies fall under them, and how they should be defined, delimited and categorized.²⁷

The use of cognitive and metacognitive strategies by university students in *maharah qiraah*

Questionnaire Data Analysis

The researchers then used the questionnaires adopted from Oxford's SILL, after being measured by testing the reliability and validity. The researchers wanted to measure the cognitive and metacognitive learning strategies used by students in *maharah qiraah* course. The data collected from the questionnaire filled out by 62 students concluded that there were 39 students who tended to use metacognitive strategies (62.9%), 11 students to use cognitive learning strategies (17.74%), and 12 students to use both, namely cognitive and metacognitive (19.36).

Learning Strategies Used	Number of Students	Percentage
Cognitive learning strategies	11	17.74
Metacognitive learning strategies	39	62.9
Both cognitive and metacognitive	12	19.36
Total	62	100%

From these data, it can be concluded that metacognitive learning strategies are more widely used by Arabic Language Education students of the State Islamic Institute of Kediri in *maharah qiraah* course.

To see the learning outcomes of each learning strategy, the researchers started by testing the hypotheses with the following conditions:

H0	there is no difference in student learning outcomes between those using cognitive, metacognitive, or both learning strategies.
H1	there is a difference in student learning outcomes between those using cognitive,

²⁷ Liu.

	metacognitive, and both learning strategies.
Rejection:	Reject H0 if sign 2-tail < 0.05

The results of data processing are as follows:

ANOVA					
Students' Scores					
	Sum of Squares	Df	Mean Square	F	Sig.
Between groups	56.792	2	28.396	1.038	.361
Within groups	1614.175	59	27.359		
Total	1670.968	61			

Sign 2-tail = 0.361 was obtained, thus sign 2-tail > 0.05 can be concluded that it fails to reject H0. That is, there is no difference in learning outcomes between students who use cognitive, metacognitive, and both strategies.

The above conclusion is supported by the average score of students (student learning outcomes) in *maharah qiraah* course; in the three types of learning strategies are almost the same, as depicted in the following table:

Types of learning strategies used by students	Average Students Score in <i>Maharah Qiraah</i>	Standard Deviation
Cognitive	87.73	3.44
Metacognitive	86.15	4.65
Cognitive & Metacognitive	84.58	7.82

Cognitive and Metacognitive Strategies in *Maharah Qiraah* by Students of Arabic Education Department, Institut Agama Islam Negeri (IAIN) Kediri.

Cognitive Learning Strategies in *Maharah Qiraah*

After obtaining data from the questionnaire, the researchers conducted interviews as a follow-up. The researchers selected several students with the highest scores on the questionnaire to be more deeply explored about their learning strategies in *maharah qiraah*.

1. Identifying words and marking them up.

Identifying words (read: sentences) in Arabic is a fundamental thing that must be mastered in order to understand the meaning of a reading because each type of word has a different meaning, so errors in identifying words can result in

errors in translating or difficulty understanding. Words/sentences in Arabic are divided into three types, namely *isim*, *fiil*, and *letter*. Letter sentences are the least in number and do not change their shape, so they are easy to memorize and remember. On the other hand, *isim* and *fiil* sentences are very numerous and change in form, so they require some strategies to identify them. Some *isim* and *fiil* sentences also have the exact same form even though their meaning and function in the word order are different.

Some students admitted to identifying some sentences that were unclear to them, so they were able to interpret them correctly according to the functions of the sentence. They admitted that identifying sentences in the early stages helped in understanding the reading, as well as when referring to the dictionary. Identification of word types in Arabic can be carried out in several ways, one of which is by looking at the marks. In addition, some students with better language skills claimed to be able to identify the type of a word just by looking at the pattern of the word (*wasʿan*). They have had good memorization on the patterns of *isim* and *fiil* in the book of *Amtsilatut Tabsrif*, so they are able to identify faster by just looking at the patterns.

In the short reading text assignment, one student admitted to identifying all the words in the reading text and marking them with certain marks, namely letter sentences marked with a circle, *isim* sentences marked with one line above, *fiil madhi* marked with one underline, *fiil mudhore'* marked with two underlines, and *fiil amar* marked with three underlines. He admitted that he was used to identifying words and marking them since learning *qawaid* using the Tamyiz Method in *madrasah diniyyah* (Islamic elementary school level). After identifying each word, he was able to refer to the dictionary to find some words whose meanings are unknown. The activity of identifying words and marking these words is quite helpful for students because this eases them to determine the meaning of words according to the type of word.

The above learning strategies are a group of cognitive learning strategies in the Oxford's classification of learning strategies, which involve analyzing and reasoning, and marking.

أَمَّا الْفَرِيْقُ الثَّالِثُ، يَرَى أَنَّ الْعَمَلَ حَقًّا لِلْمَرْأَةِ فَتَعْمَلُ عَمَلَهَا الْأَسَاسِيَّ فِي بَيْتِهَا، وَلَهَا أَنْ تَعْمَلَ خَارِجَ بَيْتِهَا بِشَرْطِ أَنْ تَعْمَلَ فِي الْمَجَالَاتِ الَّتِي تُنَاسِبُهَا وَتَحْفَظُ أَخْلَاقَهَا وَتُبْعِدُهَا عَنِ مَخَالَطَةِ الرِّجَالِ، كَالْعَمَلِ فِي الْمَجَالِ الطِّبِّيِّ فَتَعْمَلُ طَبِيبَةً أَوْ مُمَرِّضَةً، أَوْ فِي الْمَجَالِ التَّعْلِيمِيِّ فَتَعْمَلُ مُعَلِّمَةً، أَوْ مُرَبِّبَةً، أَوْ غَيْرَ ذَلِكَ فِي مُجْتَمَعِ نِسَائِيٍّ

Figure 1: Students identify each word and mark it with a specific mark using a pencil. Some words are not marked as they are already understood. This method

of marking was introduced by the Tamyiz Method and is referred to as symbolism.²⁸

2. Speed reading to get an outline or main idea

This way of reading is known as scanning or skimming aimed at getting ideas or information more quickly, also known as the top-down model. Top-down reading aims to capture the big idea and puts aside understanding the meaning word by word, especially words that are difficult and have no known meaning, so students do not need to interrupt their reading activities by opening the dictionary many times. Top-down reading requires adequate mastery of *mufrodat*, so novice students who have only mastered a few *mufrodat* will find it difficult to apply this model.

Some students admitted to doing top-down reading and focusing on getting the main idea. During speed reading, they only marked some difficult *mufrodat* and have them ignored. They finished the reading first, then made notes and summary. After that, they reviewed some difficult *mufrodat* and find their meanings in a dictionary or encyclopedia in order to get a more detailed understanding, as well as checking whether there are any misunderstandings caused by those *mufrodat*.

3. Translating

The opposite of top-down model is the bottom-up reading model. Bottom-up reading starts with small things, namely from words to sentences to paragraphs, and ends with the whole text. There are some students who claimed to be uncomfortable and unsatisfied when there were still *mufrodat* that have unknown meanings. This happened because they are accustomed to the bottom-up reading method, which starts with interpreting word by word, then leading to understanding the entire reading text. They admitted that *mufrodat* with unknown meanings would feel stuck in their hearts. Therefore, whenever they find a difficult *mufrodat*, they tend to immediately open the dictionary and look up its meaning.

At the next stage, the students with the bottom-up model translated the text into Bahasa Indonesia in a well-organized and easy-to-understand manner. At the stage of word-for-word translation, they have actually obtained the meaning of the outline of the reading text, but to further assure themselves that they have understood all the text without any part being ignored, they feel the

²⁸ Moh Sholeh Afyuddin, "Ta'lim al-Qawaid bi Thariqah Tamyiz fi Daurah Usyian 'Arabiyah bi Bari Kediri," *Al-Irfan: Journal of Arabic Literature and Islamic Studies* 2, no. 1 (2019): 20–48, <https://doi.org/https://doi.org/10.36835/al-irfan.v2i1.3383>.

needed to translate the text as a whole. This translation is generally done orally, so they do not have a written translation.²⁹

4. Reading repeatedly

In learning *maharah qiraah*, the lecturer assigns students in groups to understand reading texts, sometimes in the form of simple short texts, sometimes in the form of Arabic classics (*Kitab Kuning*). In one of the interviews, students admitted to doing repeated readings with the group. The number of repetitions was relatively different, depending on the completeness of understanding of the reading text. The repeated reading is in principle carried out in different ways and for different purposes. The first reading was done quickly and briefly as an exploration of the text, namely checking the difficulty level of the text in terms of topic, *mufrodat*, and syntax. On this first reading, the students had gained some global understanding although it was relatively poor.

The second reading was carried out in order to double-check some difficult *mufrodat*, find their meanings in a dictionary or encyclopedia, and ensure the accuracy of the *harakat* of each *mufrodat*. The next reading was taken slowly by paying attention to the syntactic elements, so the understanding of the overall meaning of the text was better, as well as the *harakat* of each word..

In the final stage of repeated reading, the students read the text aloud in groups in turn to make sure everyone has got the *harakat* of each word correctly, as well as explaining the meaning of the entire reading text. This final reading aimed at checking the work of the group and equalizing the understanding.

5. Using dictionary and other sources

In learning *maharah qiraah*, students will be exposed to more new vocabulary that may not yet know its meaning. Further, someone with good Arabic language skills may also encounter some unknown vocabulary. Therefore, a dictionary certainly cannot be separated in learning *maharah qiraah*.

The students of Arabic Language Education at the State Islamic Institute of Kediri admitted that they use digital dictionaries more because such dictionaries are easier to use and more accurate in showing the meaning of vocabulary. In addition, digital dictionaries can also display changes in the *tashrif of fiil tsulatsi mujarrod*, so the students can determine whether a *fiil* follows chapter 1, chapter 2, chapter 3, and so on. Determining the chapter of *fiil tsulatsi mujarrod* is important because it is related to the *harokat ain fiil* in *fiil madhi*, *fiil mudhore'*, and *fiil amar*, namely if following chapter 1, then the *ain fiil* in *fiil madhi* is written

²⁹ Moh Sholeh Afyuddin and Riski Gunawan, "Analysis of Translation Techniques and Syntactic in Translation of the Kediri State Islamic Institute for the Academic Community of the Arabic Education Study Program," *Asalibuna* 5, no. 1 (2021): 64–80, <https://doi.org/10.30762/ASA.V5I1.3225>.

with *fathab*, while the *ain fiil* in *fiil mudbore'* and *fiil amar* is written with *dhommah*. When following chapter 2, the *ain fiil* in *madhi fiil* is written with *fathab*, while the *ain fiil* in *fiil mudbore'* and *fiil amar* is written with *kasrah*, and so is in chapter 3 to chapter 6.

In the skill of reading Arabic texts without *harakat*, the students are also required to be able to read each vocabulary with the correct *harakat*. *Fiil tsulatsi mujarrood* is different from *fiil tsulatsi mazid*. The *harakat* pattern of *fiil tsulatsi mazid* is quite easy to identify because not many similarities in its form. Each chapter of *fiil tsulatsi mazid* has a very different shape, so it is quite easy to identify. Unlike the six chapters of *fiil tsulatsi mujarrood*, the forms of *fiil madhi*, *fiil mudbore'*, and *fiil amar* are similar, so it is not easy to identify. For example: *fiil madhi* سَكَنَ, there is the possibility of following chapters 1, 2, and 3, so the form of the *fiil mudbore'* can take the form of يَسْكُنُ atau يسكنُ atau يسكن. In some *fiil* known before, the students can immediately read it with the correct *harakat*, but for *fiil* not familiar and not known before, then the student definitely need a dictionary to be able to pronounce correctly.

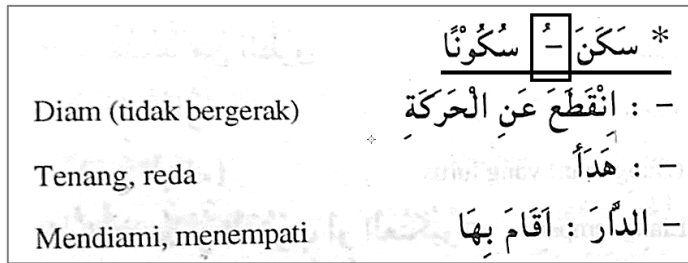


Figure 2: Examples of one of the *mufrod* searches in the Al Munawwir dictionary. Changes in *tasbrif fiil madhi* and *fiil mudbore'* سَكَنَ (*tsulatsi mujarrood*). The dhommah-parameterized line in the box indicates that the *ain* form of the *fiil* in the *fiil mudbore'* is marked with *dhommah*.

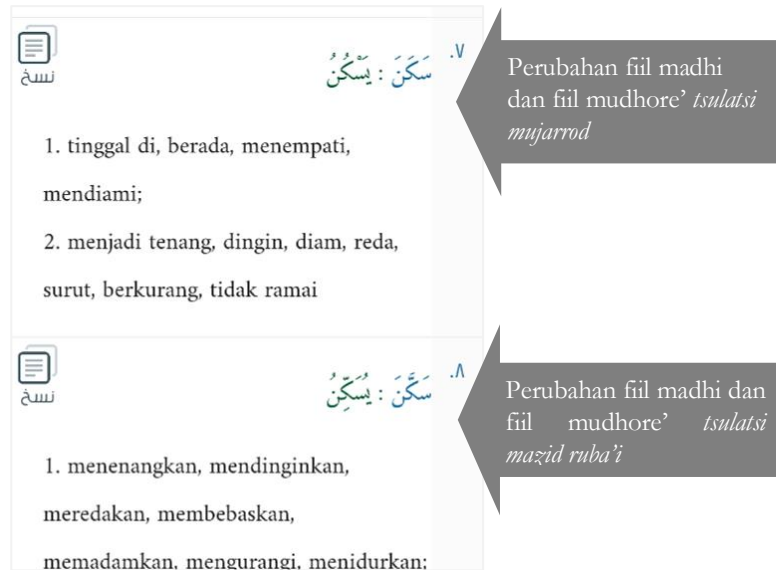


Figure 3: Examples of one of the *mufrodat* searches in the digital dictionary (Mu'jam al-Ma'ani). In addition to displaying the meaning of words, the digital dictionary also displays changes in the form of *fiil madhi* and *fiil mudhore'* in the *tsulatsi mijarrood* chapter.

In addition to using a dictionary, the students also look for several other source books that provide a more detailed explanation of the reading text. The tasks given by the lecturer is to translate ancient Arabic books (*Kitab Kuning*). In the *Kitab Kuning* tradition, there are terms of *Kitab Matan* and *Kitab Syarah*. *Kitab Matan* is the basic and more concise book, so some explanations are not conveyed in detail. Meanwhile, *Kitab Syarah* is a book written as an explanation of the earlier book, so the material is more detailed and lengthy. Some students admitted to referring to *Kitab Syarah* and other books to strengthen their understanding of the reading text being worked on and making a summary, so they are able to explain the meaning of the reading text in a proper and correct manner.

6. Analysing and Reasoning

Arabic reading skills are closely related to understanding Arabic grammar because it will affect efforts to understand reading texts. Understanding Arabic grammar is used to explain the relationship between words in the paragraph. There are several things that make grammatical aspects important to pay attention to in an effort to understand the meaning of reading texts, including a) *dhomir* and the word being replaced, b) finding *ma'thuf* and *ma'thuf alaih* relationship, c) finding *khobar* as a complement to the meaning of

mubatada' or the *isim* of *amil nawasikah*, d) distinguishing *isti'naf* and *athof*, e) *mudzakkar-muannast* in *fiil* and *fail* relationships, and many othes.

The students conduct group discussions in an effort to analyze and reason the grammatical aspects of the reading text. Each word must be able to explain its grammatical function in the text structure. This activity, in addition to requiring an understanding of grammatical theory, also requires careful reasoning because several words's relationship and function must be found in logical reasoning. One example of grammatical reasoning is determining *fail mustatir dhomir* (subject) of *fiil madhi* that ends with *ta' ta'nist sakinah*. As in the example below, in the underlined word:

إن الصلاة فريضة افترضها الله تعالى عز وجل على عباده وهي من أركان الإسلام بعد
الشهادتين، وهي الفارقة بين المسلم وغيره ... فإن صلحت صلح سائر عمله، وإن فسدت
فسد سائر عمله

If the students cannot find the *fail* of the underlined word correctly, they will certainly experience errors in understanding the text above. Finding *fail* can be done by reasoning the global meaning plus finding the *mudzakkar-muannast* match in the paragraph. The next example of reasoning in determining *khobar*

والراتب الذي تأخذه المرأة من عملها وتعطيه للخادمة لتربية أولادها، لا يضمن شينا في
صالحهم وسيؤدي إلى ضياع أولادها

The first underlined word is the *mubtada*, while the second one is the *khobar*. Their positions are quite far apart. *Khobar* is a word that completes the meaning of *mubtada'*, namely a word becoming the final point where the information to be conveyed has been completed, so the hearer can be silent and not wait for the continuation.

Metacognitive Learning Strategies in *Maharah Qiraah*

Metacognitive in the meaning of language means outside, beside, or together with cognitive. Therefore, it can be understood that metacognitive strategies in practice do not stand alone without cognitive because metacognitive strategies work to refer to cognitive messages and evaluate them. Vandergrift in Wang Song states that students with higher language ability are more aware of the use of strategies and able to use metacognitive strategies more effectively. In contrast, lower ability students use fewer metacognitive strategies and use fewer other strategies.³⁰ Experts mention that metacognitive strategies play a vital role in facilitating the language learning process, namely

³⁰ Song, "Listening Comprehension Strategies Used By EFL Postgraduate Students."

where a learner will be able to see, organize, and direct their learning process.³¹ Someone who uses metacognitive strategies will be able to realize their mental processes. Chamot (2005) also mentions that metacognitive is believed to be involved in both cognitive processes, namely declarative and procedural. This involvement is evidence that metacognitive is one of the major contributors to second or foreign language learning.

Students who use metacognitive strategies mean the students who have a broader awareness of how to learn, meaning that the learning is not only in the cognitive process. This is due to the effectiveness of students in learning as accustomed to doing various tasks, or as their cognitive development is much better than that of the elementary level students. Imam Asrori explains that learning strategies are actually students' efforts to be able to look for learning opportunities whether under the guidance of a teacher or not, inside or outside the classroom. .

As a group of indirect strategies, metacognitive strategies do not directly involve and operate the target language. Metacognitive strategies are more visible when the learner is trying to overcome difficulties in the learning process. The student will try to focus his/her attention, organize the learning process, monitor, and evaluate it. In an interview with one of the students known to use metacognitive strategies in answering the questionnaire, he/she admitted to fancy on investigating the background that underlies the writing of a reading text or book. He/she would start by reading the author's preface, so being able to capture the core problem or main purpose of the book. He/she admitted knowing this can make the reading process more focused so as to get a fuller understanding because he/she seems to have equalized her perception with the author of the book. This also helps him/her to connect the reading text with the information already known and to guess some big ideas to be conveyed by the author.

Furthermore, some students also conduct group learning by taking turns reading and expressing understanding of the text being worked on. They admitted to have still found it difficult to study alone because their level of language mastery is relatively inadequate. Studying in groups also increased their motivation, so they were not easily bored and tired. This is a form of student effort in organizing and planning effective learning activities in accordance with personal characteristics and the tasks being faced.

Another student claimed that group study helped him/her find more mistakes and learn from such mistakes, so he/she was able to avoid repeating them. He/she was also able to monitor progress by seeing the progress of

³¹ Nasrin Altuwairesh, "EFL Saudi Undergraduate Students' Use of Metacognitive Listening Strategies," *Arab World English Journal* 7, no. 1 (2016): 78–93, <https://doi.org/10.24093/awej/vol7no1.6>.

his/her friends by building healthy competition. The student also admitted that grouping with people with better abilities eased him/her seeing his/her progress.

Conclusion

From the data collected through a questionnaire adapted from Oxford's Strategy Inventory for Language Learning version 7.0 on 62 students who had taken the *maharah qiraah* course, it was concluded that 62.9% of the respondent students used metacognitive strategies, 17.74% of students used cognitive strategies, and 19.36% used both strategies. The questionnaire data were then continued by reviewing the average scores of students in *maharah qiraah*. The students used metacognitive obtained score 86.15, while the students used cognitive obtained score 87.73, and 85.58 for students used both. It was concluded that there was no difference in learning outcomes between students who used cognitive, metacognitive or both. It was concluded that it failed to reject H₀, meaning that there was no difference in learning outcomes between students who used cognitive, metacognitive, and both strategies. From the findings of follow-up interview, there were several variations in the use of cognitive and metacognitive learning strategies adopted by the students. Cognitive consists of identifying words and marking them, speed reading to get an outline or main idea, translating, reading repeatedly, using dictionary, and several other sources, analyzing and reasoning. Meanwhile, metacognitive strategies were carried out consciously in focusing attention, organizing and planning the learning process, monitoring, and evaluating the learning process.

The research has implications in providing an overview of the development of practical forms of cognitive and metacognitive strategies. Researchers found several forms of learning strategies that were different from the strategies that had been known and described in the Oxford version of the classification of learning strategies. Although these different strategies can still be grouped under several strategies that have been inventoried by Exford, they can provide a new picture which is the development of previously known practices and can be adapted by other Arabic language learners in order to learn maharah qiraah more effectively. .

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