Istima' (Listening) Learning Strategy Used by Arabic Education Students

Moh Sholeh Afyuddin
Institut Agama Islam Negeri Kediri, Indonesia
sholehafyuddin@gmail.com

M. Syamsul Ma'arif
Institut Agama Islam Negeri Kediri, Indonesia
msymaarif@gmail.com

Keywords:	Abstract
language learning strategy; listening strategy, cognitive; metacognitive; socio-affective; maharah istima'	This study aims to reveal the learning strategies that are reported more often used by Arabic language education students in studying maharah istima' and to elaborate on the practices to provide a comprehensive overview of how to learn istima'. This study is a mixed method with a sequential explanatory design, where the researcher takes quantitative data first, then explores it in more depth through qualitative data. The quantitative data taken through a questionnaire, adapted from O'Malley and Chamot, and Vandergrift's taxonomy of learning strategies, reported that cognitive learning strategies are used by 50.3%, metacognitive learning strategies are used by 39.1%, while socio-affective learning strategies are used by 44.5%. The qualitative data collected by follow-up interviews reported that the cognitive strategies used by students included inferencing, elaboration, imagery, translation, summarization, note-taking, and substitution. Inferencing, elaboration, imagery, and translation strategies are reported to be the most used, compared to summarization, note-taking, and substitution. Metacognitive strategies are reported to be used entirely, namely planning, monitoring, evaluation, and problem identification. Meanwhile, the socio-affective strategy was reported to be the least used of the three learning strategies and only used lowering anxiety, taking emotional temperature, and questioning for clarification.

	Abstrak
	Penelitian ini bertujuan untuk mengungkapkan strategi pembelajaran yang dilaporkan lebih sering digunakan oleh mahasiswa pendidikan bahasa Arab dalam mempelajari maharah istima' dan mengelaborasi praktik untuk memberikan gambaran yang komprehensif tentang bagaimana belajar istima'. Penelitian ini merupakan metode campuran dengan desain sequential explanatory, dimana peneliti mengambil data kuantitatif terlebih dahulu, kemudian menggalinya lebih mendalam melalui data kualitatif. Data kuantitatif yang diambil melalui kuesioner, diadaptasi dari O'Malley dan Chamot, dan taksonomi strategi pembelajaran Vandergrift, melaporkan bahwa strategi pembelajaran kognitif digunakan sebesar 50,3%, strategi pembelajaran metakognitif digunakan oleh 39,1%, sedangkan strategi pembelajaran sosio-afektif digunakan digunakan sebesar 44,5%. Data kualitatif yang dikumpulkan melalui wawancara lanjutan melaporkan bahwa strategi kognitif yang digunakan siswa meliputi inferencing, elaboration, imagery, translation, summarization, note-taking, dan substitusi. Strategi inferencing, elaboration, imagery, dan translation dilaporkan paling banyak digunakan, dibandingkan dengan summarization, note-taking, dan substitusi. Strategi metakognitif dilaporkan digunakan seluruhnya yaitu perencanaan, pemantauan, evaluasi, dan identifikasi masalah. Sementara itu, strategi sosio-afektif dilaporkan paling sedikit digunakan dari ketiga strategi pembelajaran tersebut dan hanya digunakan menurunkan kecemasan, mengukur suhu emosi, dan bertanya untuk klarifikasi.

© Moh Sholeh Afyuddin, M. Syamsul Ma'arif

Introduction

Ideal learning is a simultaneous collaboration between professional teachers and students to achieve learning goals. One of the teacher's roles is to teach and prepare learning material according to the curriculum and students' characteristics. While one of the student's roles is to maximize their learning independence. Learning Independence is one of the variables raised to accompany the paradigm shift in the learning, from teacher-centered to student-centered. Learning independence could promise learning success because students will become more responsible, have good motivation to learn from their own will, be confident, not depend on others for their success, be able to control

themselves, monitor progress, and evaluate the learning process. (Hamzah B. Uno 2011)

The success of learning Arabic is certainly related to learning independence, because learning a language is essentially 'practicing the language' in various situations and contexts, with Arabic-speaking communities, with limited to teachers and students, or in other situations and contexts. (Wekke 2014) Arabic learners who practice the language more often have better learning progress than those who practice less بن سعدون)and(٢٠٢٢ لكحل The effort to find opportunities to practice Arabic is a form of learning strategy, so it can be concluded that learning strategies closely related to learning independence. Oxford in Imam Asrori (2014) emphasized that language learning strategies have a major contribution to the language learning process because they are tools for being active, self-directed, and essential in developing language competence. (Asrori 2014)

The study of language learning strategies stated that successful language learning came from the ability to combine different strategies in dealing with learning tasks or situations. (Rahimi and Katal 2012) There is no specific learning strategy that is superior to other strategies because each learning strategy has advantages and disadvantages according to the character of the learner and the task. An understanding of language learning strategies by students and teachers will provide better insight into learning(Liu 2010). Vandergrift and Tafaghodtari (2010) conducted an experimental study on learning strategy. In the Experiment class, the teacher gave instructions to students about using learning strategies, such as planning, monitoring, problem-solving, and evaluation. Whereas in the control class, the teacher did not give any instruction about the use of learning strategies. As hypothesized, the experimental group significantly outperformed the control group on the final comprehension measure, after we controlled for initial differences. The hypothesis that the less skilled listeners in the

experimental group would make greater gains than their more skilled peers was also verified. (Larry Vandergrift and Tafaghodtari 2010)

Fedderholt added that teachers can direct students to choose learning strategies, because students may not know which learning strategies match them and match with the task. (Fedderholdt 1998). The selection of learning strategies must consider many things, such as student culture, learning style, motivation and learning goals, level of ability, material or task being studied, etc. (Liu 2010) Some studies on learning strategies reveal different uses of learning strategies which are motivated by several reasons, including highly motivated students use more strategies than low motivated students; women use more strategies than men; older learners tend to use more complex learning strategies; and learners with different learning styles tend to use different learning strategies. (Iskandarwassid and Sunendar 2011)

Some scholars, who studied language learning strategies, classified them differently. Rubin's classification (1987), Oxford's classification (1990), and O'Malley and Chamot's (1990) classification. Their differences are caused by several things, one of which is about how they define and describe the learning strategies. Oxford saw learning strategies as just 'physical activity'. Rubin saw learning strategies only as strategies that are 'directly related' to learning activities. Meanwhile, Chamot saw them as an action carried out 'consciously'.

This study aims to examine learning strategies in *maharah istima* for students of Arabic Language Education, Tarbiyah Faculty, Institut Agama Islam Negeri Kediri. The researcher used the O'Malley and Chamot classification of language learning strategies, which grouped them into three major groups, namely: 1) cognitive strategies, 2) metacognitive strategies, and 3) socio-affective strategies. (Barnwell, O'Malley, and Chamot 1991). The O'Malley and Chamot classification has been widely used in studying listening strategy and is considered simpler than the Oxford classification which feels more complicated because the boundaries between several strategies are too close (overlap) to be

separated (Song 2016) such as memory strategy, cognitive strategy, and compensation strategy which are separated individually into direct sub-strategies.

Maharah istima' (listening) is one of the basic skills in Arabic learning. It is called a receptive skill, that is, the learners absorb information and gain knowledge through this skill. *Istima'* is the initial skill of other language skills. Someone who can't hear well, won't learn the language well. Psychologists and education experts tried to relate *istima'* skills to the learning of other language skills. They stated that a person who does not hear at all does not speak, does not read, or write, except with certain methods, and will not be able to achieve good competency.(Abdullah and Gholy 1991)

The four basic skills of Arabic, such as *istima', kalam, qiraah,* and *kitabah,* actually have a reciprocal relationship with each other as illustrated in the following: *istima' and kalam* work together in sound processing and are used simultaneously in verbal communication. *Maharah qiraah and kitabah* can penetrate the boundaries of space and time in conveying and obtaining information. *Maharah istima' and qiraah* are receptive skills that are a source of knowledge and experience for students. Meanwhile, *Maharah kalam and kitabah* are a combination of creative or productive skills that influence each other. (Zarkasyi, Hanina, and Fauziah 2022)

In summary, *maharah istima'* is defined as an effort to listen to Arabic with full attention, understanding, appreciation, and interpretation to obtain information, capture the content, and understand the meaning of communication that is conveyed through speech or verbally. (Tarigan 2008). This definition focuses on two main points: intentionality and efforts to understand the meaning (Abdullah and Gholy 1991) so that someone can give a proper response. From this definition, it is known that *maharah istima'* is different from hearing that occurs accidentally, such as hearing a crowd, etc., or occurs intentionally but

without any effort to understand the meaning. These two listening activities certainly are not the language skills that are meant to be learned here.

Learning *istima'* which aims to obtain and understand information requires the learners' ability to recognize sounds of Arabic characters and their *makhraj* (pronunciation) so that they will not experience bias when listening. In addition, students must also be equipped with enough *mufrodat* (vocabulary) and understanding of the *qawaid* (grammar). However, often students are still lacking in some of these basic things so they find difficulties in the learning process. Conscious use of language learning strategies will be able to assist students in organizing their learning process so that they can overcome their weaknesses in learning *istima'* and can find ways that suit their characteristics.

From the explanation above, the researchers are interested in studying in more depth the language learning strategies used by students of Arabic Language Education, Tarbiyah Faculty, Institut Agama Islam Negeri (IAIN) Kediri. Researchers will try to uncover what learning strategies are used more by these students in learning *maharah istima'* and what form of learning strategies they use in the *istima'* process. The results of this study can be used as a guide for students and lecturers in learning *istima'* to increase successful learning. In addition, this research can contribute to describing language learning strategies in *maharah istima'*, so that it can provide a better insight into how to learn *istima'* for lecturers and students.

Method

This research used mixed methods with a sequential explanatory design, in which the researcher collected quantitative data from the questionnaires which were distributed to the student respondents, then carried out a follow-up by interviewing several students with the highest questionnaire scores to dig deeper about how the learning strategies used in learning *maharah istima'*. Sequential explanatory design is carried out to explain a general description of the research object. Researchers choose a combination of quantitative and qualitative methods

to gain a better understanding of the research problem, rather than doing it separately or individually. (Sugiyono 2017)

Researchers used two data collection techniques: 1) questionnaires to collect quantitative data, and 2) follow-up interviews to dig deeper. Before answering the questionnaire, students were given treatment to listen to recordings of Arabic conversations by native speakers and answer 20 written questions related to these conversations. This treatment is a warm-up so that students can recall their strategies in doing *istima'* assignments. Follow-up interviews were conducted to dig deeper into the forms of language learning strategies in *maharah istima'*. The researchers believe that there are developments in the practice of learning strategies, maybe there are even new practices of strategies carried out by students that have not been registered in the O'Malley and Chamot classification. Besides that, the interview also aims to minimize bias that might occur in the questionnaire data to increase the accuracy.

Istima' **learning strategies questionnaire, adapted from the** *istima'* **learning strategies taxonomy identified and validated by O'Malley and Chamot (1990) and Vandergrift (1996)**

The questionnaire was made in the google form and was given to 58 respondents. The questionnaire begins with questions about student demographics, including age, gender, and TOAFL scores to determine student ability levels. Questionnaire questions about *istima'* learning strategies' totaling 20 items, using a dichotomous scale with "yes" and "no" answer choices. The dichotomous scale does not provide neutral answer choices so it will be faster in identifying the use of certain learning strategies (Muhidin 2017). These questions in the questionnaire were adapted from the taxonomy of *istima'* learning strategies by Vandergrift (1997): cognitive, metacognitive, and socio-affective strategies.

Items 1, 2, 4, 5, 6, 7, and 9 in questionnaire questions, relate to cognitive strategies; while questionnaire questions number 3, 8, 10, 11, 14, 16, 18, 19, and

20 related to metacognitive strategies; and questionnaire questions number 12, 13,15, 17 related to socio-affective strategies. Questionnaire data is then presented in the form of percentages so that researchers can conclude which strategies are more widely used by students in maharah istima'.

Follow-up with interviews

To obtain more accurate data about learning strategies that tend to be widely used by students in the *maharah istima'* course and minimize bias that may occur in the questionnaire data, the researchers conducted a second data collection, that is interviews with several samples as a follow-up to the questionnaire data. The interviews aim to obtain information about the difficulties and causes that might influence the selection of certain learning strategies. Interviews were conducted with several students from the selected sample based on answering "Yes/Agree" in the questionnaire because the researchers assumed that information about *istima'* learning strategies could be explored in wider and more detail.

Qualitative data obtained through interviews will be analyzed using qualitative data analysis techniques in three main stages: 1) data collection, 2) data reduction, and 3) conclusions. The qualitative data aims to obtain wider about how the respondents learn *maharah istima'* so that the results of qualitative data analysis can provide a comprehensive overview of how to learn *istima'* effectively because researchers assume that there are still many students who do not have any idea about what they should do during learning *maharah istima'*.

Results and Discussion

Metacognitive Learning Strategies

Metacognitive strategies are mental activities that direct learners in their language-learning process. For example, when learners are aware of the fact that reading some related background material will prepare them for more effective

listening. Another example is learning to focus on the main topic and keywords while ignoring distractions like noise and other people around. (Larry Vandergrift 2003). The following are some metacognitive strategies listed by Vandergrift:

Planning: developing an awareness of what needs to be done to accomplish a listening task, developing an appropriate action plan and/or appropriate contingency plans to overcome difficulties that may interfere with successful completion of the task.

	Sub-Strategy	Definition	Representative Examples
1.a.	Advance Organization	Clarifying the objectives of an anticipated listening task and/or proposing strategies for handling it.	o I read over what we have to do. o I try to think of questions the teacher is going to ask.
1.b.	Directed Attention	Deciding in advance to attend in general to the listening task and to ignore irrelevant distractors; maintaining attention while listening.	o I listen really hard in doing *istima'*. o I pick out the words that are familiar so that... In combination with inferencina.
1.c.	Selective Attention	Deciding to attend to specific aspects of language input or situational details that assist in understanding and/or task completion.	o I listen for key words. o I establish the speakers in the conversation, their relationship by tone of voice, how they will address each other. This will limit the topics of discussion. In combination with planning, voice inferencing and elaboration.

1.d.	Self-Management	Understanding the conditions that help ones successfully accomplish listening tasks and arrange for the presence of those conditions.	○ I try to get in the frame of mind to understand French. ○ I put everything aside and concentrate on what she is saying.

Monitoring: checking, verifying, or correcting one"s comprehension or performance in the course of a listening task.

	Sub-Strategy	Definition	Representative Examples
2.a.	Comprehension Monitoring	Checking, verifying, or correcting ones understanding at the local level.	○ I translate and see if it sounds right. (In combination with translation) ○ I just try to put everything together, understanding one thing leads to understanding another.
2.b.	Double-Check Monitoring	Checking, verifying, or correcting ones understanding across the task or during the second time through the oral text.	○ Saya mungkin memahaminya pada akhirnya, tapi kemudian saya akan kembali (untuk memeriksa ulang). ○ "….." ini terdengar seperti tidak masuk akal bagiku. Mungkin lebih tepat terdengar seperti "……" ○ I might catch it at the end and then I would go back. "Sunny in Lhe morning" that does not make sense... (earlier) it sounded like a cold front, something does not make sense to me.
2.c	Auditory Monitoring	Using one's "ear" for the language (how something sounds) to make decisions.	○ I use my knowledge of Portuguese, primarily sound (in combination with transfer). ○ I use the sound of words to relate to other words I know

Evaluation: Checking the outcome of ones listening comprehension against an internal measure of completeness and accuracy.

No	Sub-Strategy	Definition	Representative Examples
3.a.	Performance Evaluation	Judging one's overall execution of the task	o How close was I? (at the end of a think-alod report)
3.b.	Strategy Evaluation	Judging one's strategy use	o I don't concentrate too much to the point of translation of individual words because then you just have a whole lot of words and not how they're strung together into some kind of meaning
3.c.	Problem Identification	Eplicitly identifying the central point needing resolution in a task or identifying an aspect of the task that hinders its successful completion	o I'm not sure but "partager" and I'm not really sure what that means. I think that kind of has something to do with that. o Music, there is something, ...' des jeux", I don't know what that is.

Cognitive Learning Strategies

Vandergrift stated that cognitive strategies involve mental activity in using language to complete tasks. When students use known words to guess the meaning of unknown vocabulary in the text, they are using cognitive strategies. Similarly, focusing on some parts of the text while ignoring other less important parts is a cognitive strategy. The following are some cognitive sub-strategies. (Larry Vandergrift 2003)

Inferencing: using information within the text or conversational context to guess the meanings of unfamiliar language items associated with a listening task, to predict out-comes, Or to fill in missing information

	Sub-Strategy	Definition	Representative Examples
1.a.	Linguistic inferencing	Using known words in an utterance to guess the meaning of unknown words	o I use other words in the sentence. o I try to think of it in context and guess
1.b.	Voice and paralinguistic inferencing	Using tone of voice andlor paralinguistics to guess the meaning of unknown words in an utterance	o I listen to the way the words are said. o I guess, using tone of voice as a clue.
1.c	Kinesic inferencing	Using facial expressions, body language, and hand ovements to guess the meaning of unknown words used by a speaker	o I try to read her body language. o I read her face. o I use the teacher's hand gestures.
1.d.	Extralinguistic inferencing	Using background sounds and relationships between speakers in an oral text, material in the response sheet, or concrete situational referents to guess the meaning of unknown words	o I guess on the basis of the kind of information the question asks for. o I comprehend what the teacher chooses to write on the board to clarify what she is saying.
1.e	Between parts inferencing	Using information beyond the local sentential level to guess at meaning	o Because in the beginning she said "course," so maybe it was, maybe it was a race... may be a horse race... o You pick out things you do know and in the whole situation piece it together so

			that you do know what it does mean.

Elaboration: using prior knowledge from outside the text or conversational context and relating it to knowledge gained from the text conversation in order to predict outcomes or fill in missing information

	Sub-Strategy	Definition	Representative Examples
2.a.	Personal elaboration	Referring to prior experience personally	o I think there is some big picnic or a family gathering, sounds like fun, I don't know … o You know … maybe they missed each other, because that happens to me lots we just miss accidentally and then you call up and say, "Well, what happened?"
2.b.	World elaboration	Using knowledge gained from experience in the world.	o Recognizing the names in sports helps you to know what sport they are talking about. o I use the topic to determine the words that I will listen for (in combination with selective attention)
2.c	Academic elaboration	Using knowledge gained in academic situations.	o Saya menghubungkan kata tersebut dengan topik yang telah kami pelajari. o Saya mencoba memikirkan semua latar belakang saya dalam bahasa Arab
2.d.	Creative elaboration	Membuat alur cerita, atau mengadopsi perspektif yang cerdas	o [I know that] from doing telephone conversations in class. o I relate the word to a topic we've studied. o I try to think of all my background in French.

2.e. Imagery	Using mental or actual pictures or visuals to represent information; coded as a separate category but viewed as a form of elaboration.	o I can picture the words in my mind. o I make pictures in my mind for words I know, then I fill in the picture that's missing in the sequence of pictures in my mind.
1. Summarization:	Making a mental or written summary of language and information presented in a listening task.	o I remember the key points and run them through my head, "what happened here and what happened here" and get everything organized in order to answer the questions.
2. Translation:	Rendering ideas from one language to another in a relatively verbatim manner.	o I translate. o I'll say what she says in my head, but in Arabic. o A little voice inside me is translating.
3. Transfer:	Using knowledge of one language (e.g., cognates) to facilitate listening in another.	o I try to relate the words to English. o I use my knowledge of other languages: English to understand German and Portuguese (primarily sound) to understand French.
4. Repetition:	Repeating a chunk of language (a word or phrase) in the course	o I sound out the words. o I say the word to myself.

	of performing a listing task.	
5. Resourcing:	Using available reference sources of information about the target language, including dictionaries, textbooks, and prior work..	o I look it up in a dictionary. o I look in the back of the book.
6. Grouping:	Recalling information based on grouping according to common attributes	o I try to relate the words that sound the same. (In combination with auditory monitoring). o I break up words for parts I might recognize.
7. Note-taking:	Writing down key words and concepts in abbreviated verbal, graphic, or numerical form to assist performance of a listening task	o I write down the word. o When I write it down, it comes to my mind what it means.
8. Deduction/Induction:	Consciously applying learned or self-developed rules to understand the target language	o I use knowledge of the kinds of words such as parts of speech.
9. Substitution:	Selecting alternative approaches, revised plans, or different words or phrases to accomplish a listening task.	o I substitute words, translate and see if it sounds right (In combination with translation and comprehension monitoring).

Socio-Affective Learning Strategies

Socio-affective strategies refer to activities that involve interactions with other individuals or affective control in language learning. Common examples of socio-affective strategies include working with others to solve a listening problem or trying to relax when feeling afraid of not understanding another person. (Larry Vandergrift 2003)

1.	Questioning for Clarification	Asking for explanation, verification, rephrasing, or examples about the language and/or task; posing questions to the self.	o I'll ask the teacher. o I'll ask for a repeat.
2.	Cooperation	Working together with someone other than an interlocutor to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance.	o I ask someone who knows the word. o I ask a friend. o I ask the person next to me
3.	Lowering Anxiety	Reducing anxiety through the use of mental techniques that make one feel more competent to perform a listening task	o I think of something funny to calm me down. o I take deep breaths.
4.	Self-Encouragement	Reducing anxiety through the use of mental techniques that make one feel more competent to perform a listening task	o I try to get what I can. o OK … my hunch was right. o I tell myself that everyone else is probably having some kind of problem as well.
5.	Taking Emotional Temperature	Becoming aware of, and getting in touch with one's emotions while	o I take it home and take it out on my family. o O.K. I'm getting mad 'cause I don't understand..

listening, in order to avert negative ones and make the most of positive ones	

Table 1:

The Taxonomy of *Istima'* Learning Strategies Identified and Validated by O'malley and Chamot (1990) and Vandergrift (1996): Definitions and Representative Examples.

Questionnaire Data Processing

The followings are the results and percentages of the data obtained through the questionnaire that is given to 58 student respondents:

Cognitive learning strategies

	Quisionaire questions	Score
Item 1	I focus on the meaning of each word to understand in listening	48
Item 2	I try to capture the setting of the conversation (circumstances, place, context) as an attempt to understand what the speaker is talking about	56
Item 4	I use words I understand to help guess words I don't understand	55
Item 5	I use the main ideas from the text to help me guess the words I don't know	47
Item 6	I use personal knowledge and experience to help understand topics	48
Item 7	While listening, I compare what I understand with what I already know about the topic	48
Item 9	While listening, I translated in my head	50

Total score : 352

: 50.3% (352 : 7 = 50.3)

Metacognitve learning strategies

	Quisionaire questions	Score
Item 3	Before listening, I think about some similar texts I may have heard.	41
Item 8	Before I start listening, I have a plan on how I will listen	42
Item 10	While listening, I adjusted my interpretation when I found it was not quite right	42
Item 11	While listening, there are times when I ask myself if I am satisfied with my level of understanding	46
Item 14	When listening, I have a goal in my head	42
Item 16	When I guess the meaning of a word, I recall everything I've ever heard, in order to gauge whether my guess makes sense	52
Item 18	After listening, I think back about how I listened and think about what else I might do during my next listening	43
Item 19	I focus more on the text when I struggle to understand	50
Item 20	I feel that listening to Arabic is a challenge for me	51

Total Score : 359

: 39.1% (359 : 9 = 39.1)

Socio-affective learning strategies

	Quisionaire questions	Score
Item 12	While listening, I try to relax	45
Item 13	I try not to get nervous when listening to Arabic	50

Item 15	When I don't understand something, I try not to worry about it.	35
Item 17	I always try to enjoy listening to Arabic	48

Total Score : 178

: 44.5% (178 : 4 = 44.5)

Table 2: Data processing and percentages obtained from questionnaires

The questionnaire data confirmed that "cognitive learning strategies" are used more by Arabic Education students in learning *maharah istima'*: Cognitive learning strategies were used by 50.3%, while metacognitive were used by 39.1% and socio-affective were used by 44.5%.

Istima' Learning Strategy Reported by Arabic Education Students

As a mixed methods research with sequential explanatory design, the researchers continued to collect qualitative data through interviews in order to draw a comprehensive overview on *istima'* learning strategy used by Arabic Language Education students.

Cognitive learning strategy

From the questionnaire data, it is known that the use of cognitive strategies is the highest among the three groups of learning strategies. Several cognitive strategies reported by students are inferencing, elaboration, imagery, translation, summarization, note-taking, and substitution. The frequency of using some of these strategies is different. Inferencing, elaboration, imagery, and translation strategies are reported to be more frequent-used compared to summarization, note-taking, and substitution. The translation strategy is the most frequent-used strategy among them, in combination with other strategies. All interview respondents admit that they still translate the conversation into Indonesian

mentally first, either through global translation or word-by-word translation, then they make substitutions by replacing some words or phrases to make it sound better.

The inferencing strategy is concluding using the information in the text or conversational context. In practice, this strategy is carried out together with a translation strategy to guess the missing information or meaning of words. Students who focus on capturing the meaning of words are often distracted by some foreign words that appear in the middle of a conversation. These words made him feel uncomfortable in understanding. This problem can be overcome by using the cognitive inferencing strategy and its sub-strategies. Students can guess the meaning of the missing word by thinking about the overall phrase or the main idea, or by using other words that they already know the meaning of. Listening does not focus on understanding each word but rather on understanding the meaning of all phrases and then giving proper responses.

"Some difficult words, I just guess them immediately. I can understand the whole conversation." One of the students reports about using the inferencing strategy.

Besides that, guessing the meaning listening task can also be done by using the elaboration strategy and its several sub-strategies. The elaboration strategy is to use information outside the text or conversation context. Students admit that they are easier to guess conversations about the topics that they already know or about things that they have experienced, so they can more easily build their understanding and guess the conversation even though they do not understand some words

"The conversation recording (in the istima' task) is about the interaction between student and lecturer, or about topics that I know. But when it talks about unfamiliar contexts for me, such as mentioning places

that I don't know, heavy topics, or complicated conversation, hehe..." one of the students report about using elaboration strategies.

The Elaboration strategy is quite close to imagery by definition, but they are defined separately. Students conducted imagery strategy by mentally describing (visualizing) to represent an information. (Asrori 2014)

In understanding a conversation-recorded listening task, students admit that they like to imagine (visualize) the person who is speaking after getting the setting of the conversation (circumstances, place, or context) so that they can also understand the meaning of the conversation from how the conversation goes

Summarization and note-taking strategies are carried out by students while listening to relatively long conversations on certain topics so that students can easily remember them to answer written questions. While listening, students focus on the key points in the conversation setting and write down a few words quickly so they do not get distracted for too long. The note-taking strategy on the one hand is useful for helping to remember long recorded conversations, but it also has the potential to distract students' focus if not properly controlled.

Metacognitive learning strategy

One of Vandergrift's researches stated that learning istima' by instructing teachers to students about using metacognitive strategies, could provide a significant increase. (Larry Vandergrift and Tafaghodtari 2010) He also stated that metacognitive plays an important role in successful istima learning of students who had good competency. (Laurens Vandergrift 1997) Practically, metacognitive learning strategies do not stand alone without cognitive at all, because metacognitive strategies are mental activities that function to direct the learning process, while cognitive strategies are mental processes used to manipulate the target language to

complete tasks. In other words, metacognitive strategies may exist or not in the learning process, because metacognitive only play a role in regulating the process, in contrast to cognitive strategies which are directly related to learning processes.

Henner Stanchina pays attention to the importance of metacognitive strategies in effective listening comprehension, especially the role of monitoring the learning process. According to him, effective listeners are always elaborating and changing what they hear. They use their stored knowledge to construct a hypothesis of the meaning of what they hear; then integrate the new material that they get (in the process of istima') into their interpretation so that they can make inferences (make conclusions) to guess the meaning of unknown words or missing information. In the final stage, they will evaluate the results of their interpretations and revise their hypotheses if necessary. (Stanchina 1987) Another study conducted by Chamot and Kupper states that effective listeners use a variety of strategies well, including directed attention, self-evaluation, note-taking, and elaboration. (Chamot and Others 1987). From these two studies, it is known that effective istima' learners combine cognitive and metacognitive strategies well because students who are successful in learning a language tend to use more learning strategies and have a long list of strategies. (Altuwairesh 2016)

From the interview results, researchers found that students were less aware of metacognitive strategies in maharah istima' which included planning, monitoring, evaluation, and problem identification. This is because the students do not know well about what to do in learning maharah istima' and how to do it. One of the students admitted that he had not made any preparation or planning (pre-listening) to welcome the istima' material or task.

"Emh..., I'm just waiting for the conversation recording that I have to listen to, that's okay." This situation illustrates that the learning process has not yet reached deep processing and is still centered on the use of cognitive strategies such as translation, inference, elaboration, etc. This is confirmed by questionnaire data which stated that metacognitive strategies were the least used. However, the researchers suspected that students who answered using metacognitive strategies in the questionnaire did not really understand them well, or maybe they used them sporadically without awareness. In the interview session, the researchers saw that some students did not answer questions in a straightforward manner related to the use of metacognitive strategies and tended to wait for explanations to gain new insights about istima' ways of using metacognitive strategies.

Some students reported using metacognitive strategies to overcome difficulties when istima'. Lack of mufrodat is a common difficulty while istima', especially when listening to native speakers from audio recordings. Several students admitted that they were trying to focus their attention (directed attention) so hard then they could guess the global meaning of the conversation (inference).

Another difficulty is the conversations of native speakers in an audio recording that are relatively fast and heard unclearly because of different accents or because the quality of the recording is unclear. However, several students admitted that they were getting accustomed to listening to that audio recording after some repetition and could catch the conversation when the recording played for the second and third time. "In the first listening, we usually lost a lot. Often we did not even get anything." These difficulties happened because they did not accustom to listening to Arabic conversations by native speakers. In the first listening, students were still not ready yet, so they were overwhelmed to listen to it. But in the second repetition, students admitted to being able to control themselves and have

self-management, find key points to pay more attention to, monitor their initial understanding, and identify the problems they experienced during the first screening. "During the second or third screening, it usually starts to get answered. Starting to know what to do, which ones to pay attention to, etc." Actually, the first playback was deliberately used by students as a process of assessing the istima' material, because the lecturer would always repeat the audio for two to three times.

In addition, the lecturer often gave written questions related to the audio recording that will be played. Several students admitted that they took the time to read a few of these written questions quickly to get an idea of the setting of the conversation (circumstances, place, context) or the theme that the native speakers would talk about in the audio recording. This effort is a form of metacognitive-advance organization strategy combined with cognitive elaboration or imagery.

Socio-affective learning strategy

Socio-affective learning strategies are strategies that involve interaction with other individuals and control the emotional temperature in the learning process. In learning maharah istima', students were exposed to audio recordings containing native speakers' conversations, so there is not much interaction with other individuals, except as an evaluation or clarification activity to the lecturer. In maharah istima' this strategy is used more by students as an effort to control their emotional temperature so that students can learn.

Vandergrift's study of listening learning strategies using the think-aloud procedure resulted in less than 1% use of socio-affective learning strategies by students, so he ignored them in discussion sessions (Laurens Vandergrift 1997). In learning passive skills, socio-affective seems more important for teachers to implement. Teachers need to be aware of negative

attitudes and behaviors in students that can make progress hard to achieve, such as expecting perfection, perceiving themselves as having low abilities, pressure from being lower than their peers, and anxiety about failure. Such thinking can be reduced through goal setting, good attention, background knowledge of listening content, and recommendations for appropriate strategies. (Bao and Guan 2019)

Several student respondents admitted that they only used strategies of lower anxiety and taking emotional temperature so they could learn in a relaxed manner, not nervous or worried, and could enjoy learning Arabic although with several difficulties. The questioning for clarification strategy was also reported to be used at the post-listening stage, where lecturers and students provide feedback and responses to each other.

Conclusion

The quantitative data taken through a questionnaire, adapted from O'Malley and Chamot, and Vandergrift's taxonomy of learning strategies, reported that cognitive learning strategies are used by 50.3%, metacognitive learning strategies are used by 39.1%, while socio-affective learning strategies are used by 44.5%. The qualitative data collected by follow-up interviews reported that the cognitive strategies used by students included inferencing, elaboration, imagery, translation, summarization, note-taking, and substitution. Inferencing, elaboration, imagery, and translation strategies are reported to be the most used, compared to summarization, note-taking, and substitution. Metacognitive strategies are reported to be used entirely, namely planning, monitoring, evaluation, and problem identification. Meanwhile, the socio-affective strategy was reported to be the least used of the three learning strategies and only used lowering anxiety, taking emotional temperature, and questioning for clarification.

The results of this study can have implications in providing a comprehensive picture of the use of 'istima' learning strategies from O'Malley

and Chamot's and Vandergrift's taxonomy of learning strategies. Researchers found that there were several developments in the practice of learning strategies from what was previously introduced by researchers, such as inferencing, elaboration, translation, and several metacognitive strategies.

Learning language skills is learning that brings students to immediately practice the skills learned. A person learns to speak by speaking, as well as by listening, reading, and writing skills. This resulted in most students reporting confusion about what they should do in learning language skills and how to do it, especially istima skills'. The results of this study can be a guide for students and teachers to get an idea of what they can do in learning istima'.

Bibliography

Abdullah, Abdulhamid, and Nasheer Abdullah Al Gholy. 1991. "Usus I'daad Al-Kutub Al-Ta'liimiyah Li Ghoiri Al-Nathiqiina Bi Al-Arabiyah."

Altuwairesh, Nasrin. 2016. "EFL Saudi Undergraduate Students' Use of Metacognitive Listening Strategies." *Arab World English Journal* 7 (1): 78–93. https://doi.org/10.24093/awej/vol7no1.6.

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

Bao, Dat, and Cheng Guan. 2019. "Listening Strategies." *The TESOL Encyclopedia of English Language Teaching*, no. January 2019: 1–6. https://doi.org/10.1002/9781118784235.eelt0588.

Barnwell, David, J. Michael O'Malley, and Anna Uhl Chamot. 1991. "Learning Strategies in Second Language Acquisition." *Language* 67 (2): 416. https://doi.org/10.2307/415153.

Chamot, Ana Uhl, and Others. 1987. "A Study of Learning Strategies in Foreign Language Instruction. First Year Report." https://eric.ed.gov/?id=ED352824.

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

Hamzah B. Uno. 2011. *Teori Motivasi Dan Pengukurannya*. Jakarta: Bumi Aksara.

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

Liu, Jing. 2010. "Language Learning Strategies and Its Training Model." *International Education Studies* 3 (3): 100–104. https://doi.org/10.5539/ies.v3n3p100.

Muhidin, Aeng. 2017. *Statistika Pendidikan: Pendekatan Berbasis Kinerja*. Edited by Saiful Anwar. 1st ed. Banten: Unpam Press.

Rahimi, Mehrak, and Maral Katal. 2012. "Metacognitive Listening Strategies Awareness in Learning English as Aforeign Language: A Comparison between University and High-School Students." *Procedia - Social and Behavioral Sciences* 31 (2011): 82–89. https://doi.org/10.1016/j.sbspro.2011.12.020.

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

Stanchina, Carolyn Henner. 1987. "Autonomy as Metacognitive Awareness: Suggestions for Training Self-Monitoring of Listening Comprehension." *Melanges Pedagogiques*, 69–84. https://www.atilf.fr/wp-content/uploads/publications/MelangesCrapel/file-17-6-1.pdf.

Sugiyono. 2017. *Metode Penelitian Kombinasi (Mixed Method)*. Bandung: Alfabeta.

Tarigan, Henry Guntur. 2008. *Menyimak Sebagai Suatu Keterampilan Berbahasa*. Ed. Revisi. Bandung: Angkasa.

Vandergrift, Larry. 2003. "Orchestrating Strategy Use: Towards a Model of the Skilled L2 Listener." *Language Learning* 53 (September): 461–94.

Vandergrift, Larry, and Marzieh H. Tafaghodtari. 2010. "Teaching L2 Learners How to Listen Does Make a Difference: An Empirical Study." *Language Learning* 60 (2): 470–97. https://doi.org/10.1111/j.1467-9922.2009.00559.x.

Vandergrift, Laurens. 1997. "The Comprehension Strategies of Second Language (French) Listeners: A Descriptive Study." *Foreign Language Annals* 30 (3): 387–409. https://doi.org/10.1111/j.1944-9720.1997.tb02362.x.

Wekke, Ismail Suardi. 2014. *Model Pembelajaran Bahasa Arab*. Ed. 1,

Cet. Yogyakarta: Deepublish.

https://books.google.co.id/books?id=ManiCQAAQBAJ&lpg=PR6&ots=74-DDtbeKw&dq=praktik bahasa arab&lr&hl=id&pg=PR5#v=onepage&q=praktik bahasa arab&f=false.

Zarkasyi, Ahmad Hidayatullah, Gita Hanina, and Siti Anne Barkah Nur Fauziah. 2022. "Teaching Aids Development for Arabic Lessons to Enhance Student's Reading Skills." *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 9 (1): 124–36. https://doi.org/10.15408/a.v9i1.25496.

بن سعدون, مهدي and "الممارسة اللغوية وأثرها في تنمية المهارات .٢٠٢٢ .أمينة لكحل

tiaret.dz:80/handle/123456789/2247. اللغوية ـالسنة الثانية ابتدائي نموذجا" July. http://dspace.univ-