

Implementation of Cognitive Strategy in Arabic Listening Class

Raden Ahmad Barnabas, Zainal Rafli, Yumna Rasyid

The Study on Arabic Language Education Study Program at Jakarta State University

Keywords: Arabic, Cognitive, Listening, Strategy

Abstract: Listeners use cognitive strategies to understand elements of the text that have been heard (for example, summarize) or apply special techniques to work on listening tasks (for example concluding). The aim of study was to find out the effect of cognitive strategy on Arabic listening learning. The approach to research used quantitative research. The process of collecting data used documentation, test, and observation. The sample was taken by 22 students. Data analysis used independent sample t-test. The results showed that the cognitive strategy has a significant influence on students' Arabic listening ability. It can be seen from the independent t-test technique showed that $t\text{-Stat} (-6,924) < t\text{-table} (2.085)$.

1 INTRODUCTION

Listening is one of the skills and abilities that have an important role in everyone's life, especially when the listening process occurs in communication using foreign languages such as Arabic. Listening plays an important role in both everyday life and academic context. This is because listening activities are used by everyone to achieve success in various kinds of activities such as the success of education, understanding of information and world knowledge, the achievement of ideas, etc. Everyone is unwittingly, almost part of the time is used for listening. According to Mendelson (1994, p.9) stated that some people have used their time to communicate is different, example they used 40-50 % to listen; 25-30 % to speak; 11-16 % to read; and about 9 % to write. Research is from Yıldırım & Yıldırım (2016) stated that listening skills should not be ignored in language classrooms and the teacher must be aware of and must try to overcome and minimize the problem of listening comprehension experienced by students. The same opinion arises from Vandergrift & Goh (2012) stated that listening is a skill that has an important role, it is because language learners accept and interact with language input and facilitate the emergence of other language skills.

Listening is the most important and easy way to learn a foreign language. Therefore, listening has become one of the subjects that must be taken by students. Often these courses are considered difficult

because the process of Arabic listening is rarely done by students as part of daily activities. It can be seen from the learning outcomes that have not met the standard criteria that have been set. Rost stated that listening an important position in the language class because listening activities provide input for students. Without understanding input correctly, many learning processes cannot begin. Listening becomes a fundamental process or the basis of speaking activities (Richards & Renandya, 2002). Wilson (2009) says that we learn to listen and listen to the study. He continued that the main purpose of listening was to obtain information and pleasure, or for other reasons such as empathizing, examining, and criticizing.

The results of the observation and analysis of document data on the development of *Istima 2* learning outcomes in the 2016/2017 year found that the number who passed this listening course was still at the percentage of 40%, with the acquisition of 68-grade average scores. the learning process found the problem of listening learning namely, (a) students have difficulty distinguishing different accent of speakers; (b) students have difficulty understanding the message conveyed by the speaker; (c) minimal Arabic listening activities; (d) students have difficulty determining the conclusions of information heard; (e) students have not been able to express what has been heard and relate it to real life; (f) lack concentration and insufficient vocabulary. These problems are ever found in Hamouda's research. The results of the study showed that accent, pronunciation, speed of speech,

insufficient vocabulary, the different accent of speakers, lack of concentration, anxiety, and bad quality of recording were the major listening comprehension problems encountered by EFL Saudi learners (Hamouda, 2013). Recently, listening has been described as an interactive and interpretive process in which listeners use linguistic knowledge and prior knowledge in understanding messages (El-dali, 2017).

The findings of the problem are appropriate with Goh's view. In a study that specifically Goh has examined students' perceptions of the issue of listening comprehension, Goh investigated this problem from a cognitive perspective and identified three phases of the listening process: perception, decomposition, and utilization (Goh, 2000). If it understood more deeply, Arabic is unique and has a considerable degree of difficulty compared to other foreign languages such as Arabic. Language structure and language skills are diverse and have differences when they say, male or female.

The problem of listening learning is not only from students, but the use of strategy is one of the important factors in influencing the success of the learning process. If the teacher has not maximized it using the learning strategy, then the readiness of students to accept the lesson also experiences obstacles. From the results of interviews, the learning strategies used so far have not met the needs of students. The following is a listening teaching step conducted by lecturers, namely, (1) the lecturer tells the students about the topics they will discuss; (2) the lecturer asks what students know about the topics discussed; (3) the lecturer writes student's answers; (4) the lecturer asks students to read the instructions of listening to get information through a tape recorder; (5) the lecturers then play tapes and students listen. Students complete written assignments from lecturers about the material they are listening to. The lecturer played back the recording and asked students to correct their wrong answers. These problems are difficult because Arabic learning for non-native speakers is influenced by many factors that should be able to integrate and harmonize in the learning process in the classroom (Dajani, Mubaideen, & Omari, 2014). So Arabic learning requires a clear methodology in accordance with the context after creativity during the teaching and learning process (Dajani, 2015).

The stages of the listening learning process create many weaknesses that have an impact on the success of students' understanding of the audio that has been played. Therefore, in this study offers a strategy to reduce the weaknesses that have been caused so far,

namely cognitive strategies. Cognitive strategies are behaviours, techniques, or actions used by students to facilitate the acquisition of knowledge or skills, which are directly related to the performance of certain learning tasks, for example, elaboration, inference, and translation (Ratebi & Amirian, 2013). A different view from Buck, the cognitive strategy is a mental activity related to understanding and storing information in working memory or long-term memory so that it can be used again. So, there are three aspects contained in cognitive strategies, which are (1) the process of understanding; (2) storage process that is related to store linguistic and non-linguistic information in short or long term memory; and (3) the process of reuse is related to memory access (Richards, 2008).

In this study, the learning strategy leads to understanding the contents of the learning material is direct listening. This means that the strategy used is not only fully oriented to the strategy. So that this creates a difference with previous research. Students are directed to the concept of systematic learning and self-regulated learning. It has relevance finding from Mohamed (2012) that as school curricula, nowadays, encourage independent learning, teachers and caregivers should be aware to provide children with appropriate opportunities to use their metacognitive and self-regulatory abilities in a meaningful way. Extracurricular activities should also encourage children's autonomy and ownership of learning. Thus, this study aims to find a harmonious concept of cognitive strategies that can build awareness of the learning process of Arabic listening. Thus, research focuses how is the effect of cognitive strategy on Arabic learning?

2 METHODS

This study used a quantitative approach. Quantitative research problems require that you explain how one variable affects another. In quantitative research, the investigator identifies a research problem based on trends in the field or on the need to explain why something occurs. Describing a trend means that the research problem can be answered best by a study in which the researcher seeks to establish the overall tendency of responses from individuals and to note how this tendency varies among people (Creswell, 2012). Sample of research was taken by 22 students. The process of collecting data used; 1) documentation was processed to assess the result of learning as one semester; 2) test gave in the preliminary learning (pre-test) and the end (post-test), and 3) observation

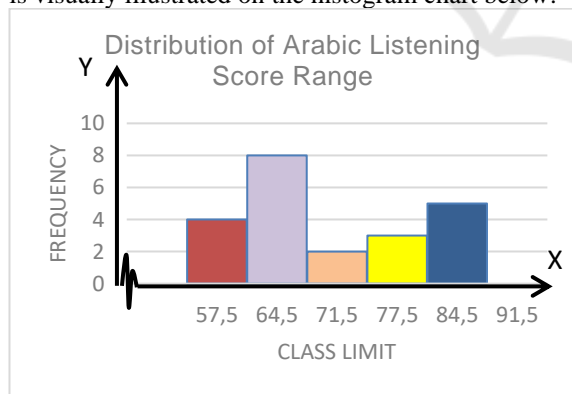
was to observe the learning process in the class. The validity of the study used credibility, transferability, dependability, and conformability. The independent t-test technique was implemented to know the difference between students' Arabic listening ability before and after the application of cognitive strategy.

3 RESULT AND DISUSSION

The test results of students who took using cognitive learning strategies showed that the highest score obtained was 90 and the lowest value was 58 with an average score of 73.59. While the median score obtained is 70, the mode score obtained 69, variant obtained 109.97, and standard deviation obtained 7.15. From the results of the calculation, the following is an explanation of the score of the Arabic listening ability arranged in the frequency distribution table as follows

Interval	Limit		Frequency		
	Low	High	Absolute	Cumulative	Relative
58 – 64	57,5	64,5	4	4	18
65 – 71	64,5	71,5	8	12	36
72 – 77	71,5	77,5	2	14	9
78 – 84	77,5	84,5	3	17	13,5
85 – 91	84,5	91,5	5	22	22,5

From table 1, it is known that there are 54% of student groups that have scored above the average score, and 36% of students are below the average. While the percentage of students in the average score range is 9%. From the table data presented above, it is visually illustrated on the histogram chart below.



Graph 1: Frequency Distribution Histogram of Arabic Listening Score

The result of analysis data used independent t-test technique showed that $t\text{-Stat} (-6,924) < t\text{-table} (2.085)$, which means H_0 is rejected and H_1 is accepted. Besides that, it sees $P(T-t) \text{ two-tail} (9.85) > t\text{-table} (t \text{ Critical two-tail}) = 2.085$. It can conclude that learning process using the cognitive strategy on

Arabic listening learning has improved. Thus, it can be concluded that the post-test and pre-test is significantly different. The cognitive strategy is effective to use.

Based on the data findings and analysis of the data presented, it shows that this study has had success in finding the right concept of learning strategies for the problems of Arabic listening learning. Cognitive strategies have directed students to manage themselves regularly during the learning process in class. This is because self-management in learning is also influenced by different learning strategies. Thus, between students and lecturers become the concept of unity that must be fostered, so that learning objectives can be achieved and students have the ability in accordance with the expertise of the study program taken.

The problems that have been found in listening learning that is related to student itself have been overcome with the use of appropriate learning strategies, namely cognitive strategies. Broadly speaking, the findings related to the listening process are students' ability to manage and interpret information that is heard, determine the meaning or message to be conveyed by speakers, and how to distinguish sounds from different words. The learning process uses cognitive strategies have required students to be able to use information that they already have in understanding the meaning or message that they have heard. So, this strategy requires students to think hard, serious, and have high thinking patterns. Although, cognitive strategies have also demanded a continuous learning pattern and self-regulation in self-regulated learning.

Self-regulation can be associated with the application of cognitive strategies. As explained in previous research. Self-regulated learning has built a lot of interest among academics and psychologists because research shows that it has a positive effect on students' academic performance while experts suggest that "meta-cognitive awareness" influences one's thinking and can lead to deeper learning and improved performance, especially among students who experience problems in learning (Mahadi & Subramaniam, 2013). The same thing has also been proven in research (Yusri, Rahimi, Shah, & Wah, 2013). This study investigated cognitive and metacognitive strategies in Arabic listening learning among students at Universiti Teknologi MARA (UiTM), Malaysia. The concept of this strategy comes from an independent learning framework, which consists of five components, namely training, elaboration, organization, critical thinking, and meta-cognitive strategies. Similar to the study, this study

also found the effectiveness of the five components of independent learning during the experimental process in the classroom.

In addition, the emphasis on independent learning and self-regulated learning is based on the consideration that if students have a thinking pattern, and the right learning pattern will have a big influence on achieving learning success. Moreover, both of these strategies require students to be able to think critically and learn in a continuous manner. However, this can be realized when students are also in accordance with their learning needs. Moreover, listening learning requires high concentration. Because students must really listen to audio carefully, managing the information becomes the right message.

The process of research has been carried out obstacles during implementation. However, researchers have overcome these obstacles in accordance with the problems. This obstacle comes from the researcher's own self and the external factors that influence it. Following are the limitations of the research that has been found:

1. The Arabic listening learning process requires clear media and audio support and clear sound, so students can easily listen to the text. However, when the research took place sometimes the audio played had problems, so that the sound from the audio was unclear. This requires audio checking time which is quite time-consuming. Therefore, lecturers must prepare audio and material backups that have harmony with the material being taught.
2. The researcher must carefully select the material and audio according to the needs of the students so that the researcher must provide special time in preparing the learning material.
3. Students who have introverted personality are very difficult to be invited to discuss or active in class during the learning process, so researchers must prepare appropriate stimulation to involve the student.
4. Research only focuses on one language ability which is listening. In addition, this study still does not integrate other language skills consistently.
5. Research is still limited to one college, so the results of this study are difficult to apply to many other universities. Unless other universities have the same problem characteristics as this research.

4 CONCLUSIONS

Based on the results of the analysis, it was concluded that cognitive strategies had a significant influence on the development of the Arabic listening ability. It can

be seen from the results of differences in score obtained by students before and after using cognitive strategies. In addition, when viewed from the overall value of each individual it is known that there is a very good increase. The results of this study provide several recommendations for consideration in improving the quality of teaching and learning processes in Arabic listening learning process.

The first is for teachers. The selection of learning strategies is the main key to achieving successful learning in the classroom. Therefore, the teacher can develop cognitive learning strategies in a whole or in combination. So that the learning process of Arabic listening becomes easier to understand. Lecturers must also consider the learning context and school environment so that the success of teaching and learning in the classroom can be achieved comprehensively. In addition, the factors that originate from the students must be considered and used as material for analysis.

The second is for students. The results of this study provide the student to manage the ways of learning. So that, it can affect the level of Arabic listening ability. Therefore, students should also be able to comprehensively understand the objectives of listening learning and the procedure for using cognitive learning strategies. So when the teacher gives a lot of practice, it can be used as a venue for listening practice. Students can also build collaboration with colleagues, so they can develop themselves to become more developed and qualified.

The third is for researchers. This study has several obstacles during implementation. Therefore, the next researcher can prepare himself to minimize the obstacles or problems faced during the research process. The results of this study can be used as a guide to developing the application of learning strategies and personality

ACKNOWLEDGEMENTS

I thank the Ministry of Research, Technology and Higher Education for providing doctoral program scholarship assistance. I thank all my students that have been subjecting of my research and all people have given their help to me.

REFERENCES

- Creswell, J. W. (2012). *Educational Research: Planning, Conducting and Evaluating*

- Quantitative and Qualitative Research*. London & New York: Pearson Education.
- Dajani, B. A. S. (2015). Teaching the Arabic Language: Towards a New Beginning that Stimulates Creativity. *Procedia - Social and Behavioral Sciences*, 192, 758–763. <https://doi.org/10.1016/J.SBSPRO.2015.06.086>
- Dajani, B. A. S., Mubaideen, S., & Omari, F. M. A. (2014). Difficulties of Learning Arabic for Non-native Speakers. *Procedia - Social and Behavioral Sciences*, 114, 919–926. <https://doi.org/10.1016/J.SBSPRO.2013.12.808>
- El-dali, M. (2017). L2 Listening Comprehension: Is it a Language Problem or Listening Problem? *English Linguistics Research*, 6(1), 14. <https://doi.org/10.5430/elr.v6n1p14>
- Goh, C. C. (2000). A cognitive perspective on language learners' listening comprehension problems. *The system*, 28(1), 55–75. [https://doi.org/10.1016/S0346-251X\(99\)00060-3](https://doi.org/10.1016/S0346-251X(99)00060-3)
- Hamouda, A. (2013). An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening. *International Journal of Academic Research in Progressive Education and Development*, 2(2), 113–155. Retrieved from <http://hrmars.com/admin/pics/1882.pdf>
- Mahadi, R., & Subramaniam, G. (2013). The Role Of Metacognitive Self Regulated Learning Strategies In Enhancing Language Performance: A Theoretical And Empirical Review. *Journal of Asian Scientific Research*, 3(6), 570–577. Retrieved from [http://www.aessweb.com/pdf-files/jasr 3\(6\)570-577.pdf](http://www.aessweb.com/pdf-files/jasr 3(6)570-577.pdf)
- Mohamed, A. H. H. (2012). The Relationship Between Metacognition and Self-regulation in Young Children. *Procedia - Social and Behavioral Sciences*, 69, 477–486. <https://doi.org/10.1016/J.SBSPRO.2012.11.436>
- Mendelson, D. J. (1994). *Learning to listen*. USA: Dominie Press.
- Ratebi, Z., & Amirian, Z. (2013). The Use of Metacognitive Strategies in Listening Comprehension by Iranian University Students Majoring in English: a Comparison between High and Low Proficient Listeners. *Journal of Studies in Education*, 3(1), 140. <https://doi.org/10.5296/jse.v3i1.2969>
- Richards, J. C. (2008). *Teaching Listening and Speaking From Theory to Practice*. Cambridge: Cambridge University Press.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Vandergrift, L., & Goh, C. C. M. (2012). *Teaching and Learning Second Language Listening Metacognition in Action*. New York & London: Routledge.
- Wilson, J. (2009). *How to Teach Listening*. Malaysia: Pearson.
- Yıldırım, S., & Yıldırım, Ö. (2016). Yabancı Dil Öğreniminde Dinleme Becerisinin Önemi Ve Yabancı Dil Öğrenenlerin Yaşadığı Dinleme Anlama Problemleri: Bir Alanyazın Değerlendirmesi. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 16(4). Retrieved from <http://dergipark.gov.tr/aibuefd/issue/28550/304614>
- Yusri, G., Rahimi, N. M., Shah, P. M., & Wah, W. H. (2013). Cognitive and metacognitive learning strategies among Arabic language students. *Interactive Learning Environments*, 21(3), 290–300. <https://doi.org/10.1080/10494820.2011.555840>