The Effect of Cognitive and Metacognitive Learning Strategies in Maharah Qiraah based on Oxford's Strategy Inventory for Language on Students’ Learning Outcomes

Yuyun Zunairoh
Institut Agama Islam Negeri Kediri
zunairohyz@iainkediri.ac.id

Abstract

This study aimed to reveal the use of cognitive and metacognitive strategies by students in maharah qiraab 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 qiraab. 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 qiraab. 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 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 qiraab*

**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 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

---

⁵ Asrori, *Strategi Belajar Bahasa Arab*. 
strategies by students and teachers will provide good insight into learning.⁶ Fedderholdt 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 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

---

⁸ Liu, “Language Learning Strategies and Its Training Model.”
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 4\(^{th}\) semester students of the Arabic Language Education Study Program, State Islamic Institute of Kediri, in the *Maharah 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 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

---

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


\(^{17}\) Wang Song, “Listening Comprehension Strategies Used By EFL Postgraduate Students” (University of Malaya, 2016).
he/she can manipulate it by making inferences or elaborating on it\textsuperscript{18}, so something can be learned. Meanwhile, metacognitive strategies are actions outside of cognitive means that allow students to coordinate their learning process.\textsuperscript{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.\textsuperscript{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.\textsuperscript{21}

\textit{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 \textit{maharah qiraah} is that students are able to read any Arabic text correctly and understand the meaning contained in the reading.\textsuperscript{22} \textit{Maharah qiraah} can help learners to have a broad insight into culture, social politics, and language. \textit{Maharah qiraah} and \textit{istima’} are referred to as reception skills, while \textit{maharah kalam} and \textit{kitabah} are referred to as production or creation skills.\textsuperscript{23} All language skills have a reciprocal relationship, illustrating that \textit{istima’} and \textit{kalam} come together in sound and voice when one communicates

\begin{itemize}
\item \textsuperscript{19} Asrori, \textit{Strategi Belajar Bahasa Arab}.
\item \textsuperscript{20} Rahimi and Katal, “Metacognitive Listening Strategies Awareness in Learning English as Aforeign Language: A Comparison between University and High-School Students.”
\item \textsuperscript{21} Asrori, \textit{Strategi Belajar Bahasa Arab}.
\item \textsuperscript{22} Ibrahim Muhammad Ali Harasyah, \textit{Al Maharat Al Qiraiyah Wa Thariqatu Tadrisiha Baina Nadzariyah Wa Tathbiq} (Amman: Daar al Khizamy, 2020).
\item \textsuperscript{23} Thaer Yousef Oudeh, “Teaching Communication Skills In Arabic Language At The University Level (Between Reality And Desirability),” \textit{Multicultural Education} 7, no. 3 (2021): 379–88, https://doi.org/10.5281/zenodo.4651572.
\end{itemize}
with another, while *qiraah* and *kitabah* collaborate in crossing time boundaries to absorb and convey information, so the information will be usable in the current communication context. Based on the above background, this research aims to study cognitive and metacognitive learning strategies in learning *maharah qiraah*. Researchers want to reveal what strategies are widely used by State Islamic Institute of Kediri students in learning *maharah 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 *maharah qiraah* course without taking a sample because the questionnaire data aim to describe the facts of the use of language learning strategies.

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 *maharah 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 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 understanding the use of cognitive and metacognitive strategies in learning *maharah qiraah*. The findings also serve as a basis for further research in the field of language learning strategies.

---


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. 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 *maharab 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:

<table>
<thead>
<tr>
<th>Direct Strategies</th>
<th>Indirect Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Practice</td>
<td>1) Centralize learning activities</td>
</tr>
<tr>
<td>a) Repeat</td>
<td>a) Review and connect</td>
</tr>
<tr>
<td>b) Practice formally</td>
<td>b) Pay attention</td>
</tr>
<tr>
<td>c) Use formulas and patterns</td>
<td>c) Delay the speech</td>
</tr>
<tr>
<td>d) Re-join</td>
<td>2) Manage and plan learning activities</td>
</tr>
<tr>
<td>e) Practice naturally</td>
<td>a) Find out ways of learning</td>
</tr>
<tr>
<td>2) Receive and send messages</td>
<td>b) Organize</td>
</tr>
<tr>
<td>a) Get the ideas quickly</td>
<td>c) Formulating goals</td>
</tr>
<tr>
<td>b) Use number of sources</td>
<td>d) Identification of task purposes</td>
</tr>
<tr>
<td>3) Analysis and reasoning</td>
<td>e) Plan tasks</td>
</tr>
<tr>
<td>a) Deductive thinking</td>
<td>f) Seek for opportunities</td>
</tr>
<tr>
<td>b) Expression analysis</td>
<td>3) Evaluate the learning activities</td>
</tr>
<tr>
<td>c) Contrastive analysis</td>
<td>a) Self-monitoring</td>
</tr>
<tr>
<td>d) Translation</td>
<td>b) Self-evaluation</td>
</tr>
<tr>
<td>e) Transferring</td>
<td></td>
</tr>
<tr>
<td>4) Form structures for inputs and outputs</td>
<td></td>
</tr>
<tr>
<td>a) Make notes</td>
<td></td>
</tr>
</tbody>
</table>

---

26 Liu, “Language Learning Strategies and Its Training Model.”
b) Summarize
c) Mark something up

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).

<table>
<thead>
<tr>
<th>Learning Strategies Used</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive learning strategies</td>
<td>11</td>
<td>17.74</td>
</tr>
<tr>
<td>Metacognitive learning strategies</td>
<td>39</td>
<td>62.9</td>
</tr>
<tr>
<td>Both cognitive and metacognitive</td>
<td>12</td>
<td>19.36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Hypothesis (H0)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>H0</td>
<td>there is no difference in student learning outcomes between those using cognitive, metacognitive, or both learning strategies.</td>
</tr>
<tr>
<td>H1</td>
<td>there is a difference in student learning outcomes between those using cognitive, metacognitive, and both learning strategies.</td>
</tr>
</tbody>
</table>

Rejection: Reject H0 if sign 2-tail < 0.05

---

27 Liu.
The results of data processing are as follows:

<table>
<thead>
<tr>
<th>ANOVA</th>
<th>Students’ Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sum of Squares</td>
</tr>
<tr>
<td>Between groups</td>
<td>56.792</td>
</tr>
<tr>
<td>Within groups</td>
<td>1614.175</td>
</tr>
<tr>
<td>Total</td>
<td>1670.968</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Types of learning strategies used by students</th>
<th>Average Students Score in Maharah Qiraah</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>87.73</td>
<td>3.44</td>
</tr>
<tr>
<td>Metacognitive</td>
<td>86.15</td>
<td>4.65</td>
</tr>
<tr>
<td>Cognitive &amp; Metacognitive</td>
<td>84.58</td>
<td>7.82</td>
</tr>
</tbody>
</table>

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 (*wazan*). They have had good memorization on the patterns of *isim* and *fiil* in the book of *Amtsilatut Tabrsif*, 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* madbi 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.

![Figure 1](image-url)

**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 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 *tasbir* 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 *harakat* *ain fiil* in *fiil madhi*, *fiil mudhore’*, and *fiil amar*, namely if following chapter 1, then the *ain fiil* in *fiil madhi* is written with *fathab*, while the *ain fiil* in *fiil mudhore’* and *fiil amar* is written with *dammab*. When following chapter 2, the *ain fiil* in madhi *fiil* is written with *fathab*, while the *ain fiil* in *fiil mudhore’* and *fiil amar* is written with *kasrab*, 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 mujarrod* 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 mujarrod, the forms of fiil madbi, fiil mudhore', and fiil amar are similar, so it is not easy to identify. For example: fiil madbi سَكَنََ, there is the possibility of following chapters 1, 2, and 3, so the form of the fiil mudhore' can take the form of بَسَكَنََ. In some fiil known before, the students can immediately read it with the correct barakat, 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 mufrodat searches in the Al Munawwir dictionary. Changes in tashrif fiil madbi and fiil mudhore' سَكَنََ (tsulatsi mujarrod). The dhommah-parameterized line in the box indicates that the ain form of the fiil in the fiil mudhore' is marked with dbommab.

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 madbi and fiil mudhore' in the tsulatsi mujarrod 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 nawasikh, d) distinguishing isti'naf and atbof, e) mudžakkar-muannast in fiil and fail relationships, and many others.

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 افترضا الله تعالى عز وجل على عباده وهي من آركان 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 mudžakkar-muannast match in the paragraph. The next example of reasoning in determining khobar

والراتب الذي تأخذته المرأة من عملها وتعطيه للخادمة لتربية أولادها، لا يضمن شيئًا في صلاحهم وسؤولية 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 *Maharrah 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 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

\(^{30}\) Song, “Listening Comprehension Strategies Used By EFL Postgraduate Students.”

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 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.
References


https://doi.org/10.31571/bahasa.v9i2.2319.


