

Metacognitive Strategies in Learning Speaking Skills in The 60- Hari Lancar Berbahasa Arab

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ملخص

للتغلب على صعوبات التواصل باللغة العربية، يطبق الطلاب استراتيجيات التعلم كمحاولة لتسهيل التعلم. يتم تعريف استراتيجيات التعلم على أنها سلسلة من الخطوات التي يتم اتخاذها لتحقيق أهداف التعلم، مما يساعد الطلاب على الحصول على مزيد من المتعة وفهم المواد بسهولة أكبر. برنامج "٦٠ يوم من اللغة العربية بطلاقة" حل مع التنفيذ لمدة شهرين مقسم إلى ثلاثة مستويات باستخدام كتاب العربية بيئة يديك. يستخدم هذا البحث الملاحظة والمقابلات كتقنيات لجمع البيانات في دورة دار اللغة باندا آتشيه. يتم في هذا البرنامج تعليم المشاركين التحدث باللغة العربية بشكل صحيح باستخدام الطريقة المباشرة، حيث يستخدم المعلم اللغة العربية كلغة التدريس. تركز استراتيجيات ما وراء المعرفة على عملية التعلم والتنظيم والتخطيط والتقييم لزيادة ثقة المشاركين بأنفسهم. تتضمن مرحلة التركيز على العملية الاتصال بالمعرفة السابقة وتأخير التحدث للتركيز على الاستماع. تلعب مراحل تنظيم وتخطيط التعلم دورًا مهمًا، مع الاتفاق بين المعلمين والمشاركين، وكتابة الملاحظات، وتهيئة بيئة اللغة العربية. يتم إجراء التقييمات يوميًا وفي نهاية الفصل الدراسي لقياس مدى تقدم المشاركين.

الكلمات الرئيسية: استراتيجيات فوق المعرفة، تعلم مهارات الكلام، ٦٠ يوم من اللغة العربية بطلاقة.

Abstract

In overcoming difficulties communicating in Arabic, students apply learning strategies as an effort to facilitate learning. A learning strategy is defined as a series of steps taken to achieve learning goals, helping students have more fun and understand the material more easily. The "60 Days of Fluent Arabic" program is a solution with implementation for two months, divided into three levels using the book *Al-Arabiyyah Baina Yadaik*. This research uses observation and interviews as data collection techniques at the Darul Lughah Banda Aceh Course. In this program, participants are taught to speak Arabic correctly using the direct method, where the teacher uses Arabic as the language of instruction. Metacognitive strategies focus on the learning process, organizing, planning and evaluating to increase participants' self-confidence. The process focus stage involves connecting to previous knowledge and delaying speaking to focus on listening. The stages of organizing and planning learning play an important role, with agreements between teachers and participants, writing notes, and creating an Arabic language environment. Evaluations are carried out daily and at the end of the semester to measure participant progress.

Keywords: Metacognitive Strategies, Learning Speaking Skills, 60 Days of Fluent Arabic.

Introduction

In learning Arabic, there are several skills that learners must acquire. One of these skills is the ability to communicate or speak effectively. Communication skills, when understood in its true sense, refer to the ability to discourse, which includes the ability to produce and understand both oral and written texts realized in the four language skills: speaking (*kalam*), writing (*kitabah*), listening (*istima'*), and reading (*qira'ah*) (Rusdi & Marlina, 2017). This skill is crucial in everyday life. In communication, good and effective speaking skills are essential to convey messages or information clearly and easily understood by the interlocutor. Adults typically spend 40-50% of their time speaking. Through communication, individuals can develop intellectual, social, and character-building skills (Magdalena et al., 2021). Thus, it is understood that speaking skills are one of the most important factors in learning.

In the Aceh region itself, learning Arabic receives greater attention. This is due to the fact that Aceh is the largest majority Muslim region in Indonesia, making the language feel familiar. Consequently, Arabic is often taught in various formal and non-formal education settings. However, in its implementation, learners often experience factors that hinder them in Arabic communication. One of these is the lack of self-confidence. Learners feel embarrassed when they have to speak, experiencing self-doubt because they fear being blamed for mistakes (Muin & Aswati, 2019). Additionally, learners may not have identified their preferred learning style. Thus, it can be seen that learners' self-confidence significantly influences their learning patterns in achieving Arabic communication skills (Magdalena et al., 2021).

To overcome difficulties in communicating in Arabic, learners use learning strategies. Learning strategies are actions taken by learners to facilitate the learning



process, making it more enjoyable and easier to understand what is being learned to achieve predetermined learning goals. As stated by (Pratiwi et al., 2021), strategies are understood as a broad direction of action to achieve predetermined goals. Thus, strategies can address difficulties in speaking Arabic to achieve the specified goal, which is to communicate fluently in Arabic.

Oxford (1990) elaborately describes learning strategies as specific actions taken by learners to make learning easier, faster, enjoyable, independent, effective, and self-directed. Oxford classifies language learning strategies into six categories: memory, cognitive, compensation, metacognitive, affective, and social. Among these, metacognitive strategies are dominant among learners of foreign languages. In fact, learners who successfully use metacognitive strategies have higher success rates than those who do not (د. ربيكا أكسفورد, ١٩٩٦).

Oxford (1996) also emphasizes the importance of metacognitive strategies for successful language learning (د. ربيكا أكسفورد, ١٩٩٦). O'malley and Chamot (1990: 8) reinforce the significance of metacognitive strategies, stating that "learners who use metacognitive strategies are learners who have direction or opportunities to plan learning, monitor progress, and achieve in the future". Therefore, learners using metacognitive strategies are more likely to supervise and implement learning strategies such as planning for learning tasks, continuous self-monitoring of learner performance, finding solutions to encountered problems, and self-evaluating after completing the learning process (Malley et al., 1995).

Hence, many students choose to study outside school hours to enhance their speaking skills. Learning outside school hours is an indirect strategy for students to achieve proficiency in communication skills (Werdiningsih, 2015). Those who do not have a conducive formal learning environment seek non-formal environments to practice their Arabic language skills. One of the effective non-formal programs is the 60-day intensive Arabic language program in Banda Aceh.

The 60-day intensive Arabic language program is a quarantine program conducted over two months in three levels of learning using the Al-Arabiyyah Baina Yadaik book. This program has graduated participants from various provinces in Indonesia, addressing their limitations in learning Arabic. In this program, participants are required to speak Arabic correctly. Classroom learning also employs a direct method, where teachers use the foreign language as the medium of instruction without using the students' native language at all. This allows students to achieve proficiency in communicating in Arabic. The program is also supported by extracurricular activities such as drama, speeches, and debates to enhance participants' communication skills. Metacognitive strategies are applied in this program, demanding students to boost their confidence and find their own learning patterns. Thus, the program can run optimally.

The urgency of studying metacognitive strategies in learning communication skills in the 60-day intensive Arabic language program lies in the fact that metacognitive strategies can help participants understand themselves and identify the most effective learning methods for each individual. It assists learners in identifying what they know and don't know about communication skills in Arabic, helping them understand which areas need more attention and effort in the learning process. It also helps participants



in learning to develop and monitor effective communication strategies. Learners can think about their best ways of communicating and monitor the effectiveness of their strategies. The focus of this study is to guide learners in learning to communicate in Arabic using metacognitive strategies in the 60-day intensive Arabic language program at Darul Lughah Banda Aceh.

Method

The method used in this research is a descriptive qualitative method, namely, the data presented in the form of words that are described by the researcher without guidance in statistical data or formulas and adjusted to the facts found during observations and interviews in the field (Sugiyono, 2009). The data from this research comes from two things, namely primary and secondary data. What is meant by primary data is data discovered by researchers and used for the specific purpose of resolving the problem they are dealing with. Researchers collect Data directly from the first sources or objects of research (Miles, M. B., Huberman, A. M., & Saldana, 2014). The primary data on this research is sourced from 1) Teachers of the 60 Days Program speaking fluently in Arabic and 2) Students of the 60 Days Program speaking fluently in Arabic. The second is secondary data, which refers to information collected from existing sources. Secondary data in this research include documentation of Arabic language program activities.

This research uses two data collection techniques, namely observation and interview. What is meant by observation in this content is participatory observation, in which the researcher is involved in the daily activities of the person who is being observed or which is used as a source of research data. Observations were conducted at the Darul Lughah Course in Banda Aceh, in the 60-Day Fluent Arabic program. What is meant by an interview is a meeting of two or more people to exchange information and ideas through questions and answers so that the meaning can be constructed on a particular topic (Sanjaya, 2013). The interviews in this research were carried out at the the 60-Day Fluent Arabic program, where the object was the teachers and students of the program.

In this research, the Miles and Huberman models are used in the analysis, and it has three stages: 1) data reduction, i.e., the data obtained in the field is quite significant, of which it is necessary to record it carefully. 2) Display Data, i.e., data arranged in short descriptions, diagrams, and relationships between categories. 3) Conclusion drawing/verification, namely, concluding data that is already valid and consistent.

Results and Discussion

Metacognitive strategies are related to the use of knowledge about cognitive processes and are an attempt to organize language learning with Focus on the learning process, organize and plan learning, and evaluate learning (Rebecca, 1996). This strategy functions to carry out directed attention and self-management. Another definition of metacognitive strategy is a strategy that goes beyond cognitive, which allows a student to coordinate their learning process (Vindayani, 2019). In this program, metacognitive strategies are essential in achieving the target language. The



60-day fluent Arabic program has been running for nine years and has produced many alums. The learning time is Monday to Saturday. Every day, the learning begins with Istima' then Kalam skills, followed by Qiraah and closed with Kitabah. Study time starts from 6 am to 10 pm.

This program is implemented through 3 levels, Muftadi', Mutawassith, and Mutaqadim levels, for 60 days. The material taught is adapted to the mandatory book, Arabiyyah Bayna Yadaik, and adapted to the daily life of Mahasantri, both in and outside the dormitory. With a busy Arabic language learning schedule, participants take learning steps by applying metacognitive strategies proposed by OXFORD, namely focusing on learning, planning learning, and evaluating learning (Glen & Hight, 1992).

Focus on the learning process

Focus on the learning process in the context of Arabic language learning involves the application of metacognitive strategies, which entail understanding and self-management in the learning process. There are three components of metacognitive strategies that assist learners in directing their attention and energy towards language tasks, activities, skills, and materials. These strategies help students concentrate on language learning (Oxford, 1990:138). The following are explanations of the components: (1) connecting with what is already understood; (2) delaying speaking to focus on listening.

1. Connecting with What is Already Understood

Connecting the understood Arabic language comprehension with the yet-to-be-understood is a crucial step in learning the Arabic language. This can be achieved through the application of metacognitive strategies involving understanding and monitoring the learning process, including comprehension of learning objectives, self-comprehension monitoring, regulation of learning strategies, and evaluation of learning outcomes. In the Arabic language learning process within the 60-day fluent Arabic program, students connect their understanding by asking questions to their teachers about the material being explained. As RH mentioned in the interview:

"I will ask questions to the instructor by connecting them with real-life facts. For example: In the book 'Bayna Yadaik,' the mention of currency is called riyal, so I will inquire about numbers and Indonesian currency related to it."

Here, students connect their understanding with real-life occurrences while learning inside the classroom. After making these connections, students take notes to revisit them during future learning sessions. This aligns with what SG mentioned in their interview:

"Teachers often connect occurrences with real-life facts, which is new to us. We also take notes on these explanations to avoid forgetting easily."



Through this method, it is hoped that students can link their already understood Arabic language comprehension with what they have yet to understand, enabling them to deepen their overall understanding of the Arabic language. By associating understanding, students can enhance their thinking patterns and expand their vocabulary (As'ari, 2016).

2. Listening Focus Before Speaking

The strategy of attentive listening before speaking or responding can be linked to self-awareness in the listening process and understanding the context before giving a response. In the context of language learning, this strategy can assist students in comprehending conversations or texts better, enabling them to respond more appropriately and accurately in speech. By understanding the context and information heard, students can respond more accurately and precisely when speaking in Arabic.

Listening before speaking constitutes an Auditory learning style practiced by students to train their ability to concentrate on the material taught by the instructor in class. In this regard, students train their listening skills to assess the extent of their comprehension of the taught material. As explained by FK, a participant in this program:

"I usually listen to everything the teacher says before asking questions. Because the teacher listens to the instructional audio twice, so through that repetition, it convinces me of my previous understanding."

The student's statement reflects their learning process in grasping the material. By listening, information processing occurs in the brain, and the repetition of the material validates the understanding of available information. By focusing on listening, students can take notes on the presented material or ask the teacher to validate their learning. This aligns with SG's explanation in the interview:

"After listening attentively, we are able to take notes and validate our understanding of the learning. We can either ask the teacher or open a discussion in the class."

It's evident that focusing on listening before speaking is one of the metacognitive strategies that can enhance listening skills in Arabic language learning. This strategy involves students' awareness to actively listen and comprehend the context before responding in speech: (1) through this process, students can prepare plans beforehand to enhance creative thinking; (2) by applying this metacognitive strategy, students can become more aware, independent, and effective in the Arabic language learning process. They not only learn the material but also understand the best ways to learn, establishing a solid foundation for better Arabic speaking abilities.



Learning planning stages

This stage is the first step before speaking activities, such as determining objectives and analyzing topics, helping to activate relevant knowledge, and making it easier to organize and understand topics in discussions. In this case, the teacher has determined and explained both orally and in writing the learning objectives that the participants will achieve. Explaining the learning objectives can motivate students in learning because students understand from the start the goals to be achieved. Awareness of the aims and objectives of discussion topics is related to students' knowledge and thinking or cognitive abilities so that they understand what is needed or vice versa. This stage has a significant role at the beginning of learning because it will determine the following stages. After all, at this stage, there are agreements between the teacher and participants throughout the learning process until the lesson is over.

1. Participate in The Activities Contained in The Program

Participating in the activities in the Arabic language program aims to improve the ability to understand and use Arabic. In this case, it helps students improve their communication skills. Because the teacher involves them in speaking practice and there is an Arabic language environment, it will gradually make it easier for them to achieve their target of speaking Arabic effectively and fluently. By participating in the program activities, students can broaden their horizons regarding vocabulary they do not understand and their ability to speak Arabic in front of the public. This is what one of the MN participants felt as follows;

"Following the available programs will make it easier for us to achieve the targets we want to achieve. "And the activity system here is not to impose, but the ustadz and ustadzah provide guidance and give examples so that we can also practice Arabic well and correctly."

In this case, following the available programs can positively impact and help students communicate. They find an environment that does not force them with punishment alone but also feels comfort and guidance. This has an impact on their self-confidence and optimistic attitude in learning. As Ubaid stated, guidance and a caring attitude toward learning can help students fight pessimism and change it into optimism (Yofangka, 2019).

2. Organizing Activities

In the context of learning, metacognitive strategies can assist students in organizing their learning activities more effectively. By organizing activities, students can manage their time as efficiently as possible, thus making the learning process in this 60-day fluent Arabic program more effective. This ability enables students to balance the dense schedule of various activities. One way students organize their activities is by scheduling their tasks, as mentioned by SG in the interview:



"I organize my activities by creating a note list that I stick in front of my wardrobe. This is because the schedule in this program is very tight from morning until evening. Therefore, I utilize that spare time so that I don't stress during studying by engaging in beneficial activities, such as discussing with friends."

From the research findings, it is observed that the efforts made by students in learning Arabic align with metacognitive learning strategies. Some efforts made by students, such as time management by creating a note list agenda and utilizing friends to converse in Arabic, fall under the category of metacognitive learning steps. According to Oxford's model, the implementation steps of metacognitive learning strategies encompass several aspects, including focusing on learning activities, organizing and planning learning activities, and evaluating the outcomes of learning activities (Vindayani, 2019). These strategies are representative of students' application, considering their busy schedules that require them to engage in various learning activities. Creating a note list or a list of notes can assist students in organizing and planning their learning activities (Audina et al., n.d.).

3. Write Notes

Writing notes when learning Arabic can help students remember new vocabulary or words that are difficult to understand. Apart from that, writing can also help students understand the structure of the Arabic language. In this case, writing notes is one of the students' plans for understanding the material and gaining knowledge. As a proverb once said: *الْعِلْمُ صَيْدٌ وَالْكِتَابَةُ قَيْدُهُ*. Knowledge is the pursuit and writing is the bond. In this case, students record every lesson in class; this is used to remember students so they do not easily forget knowledge (Dewi & Indrawati, 2014). Usually, students take notes to help expand their vocabulary, and by writing notes, students can improve their speaking skills by noting the words and phrases used by the person they are talking to and minimizing errors in language. Taking notes also helps students express the arguments they want to convey when there is a practice exam or debate practice. This is what CK conveyed in the following interview:

"In Early Mustawa, the function of notes was usually just to record vocabulary, but at the level of Muttawasith and Mutaqadim, the function of notes was not only to record vocabulary. However, it can help us in preparing what points we want to convey."

Writing notes can also improve the brain's memory in remembering things, making you more confident in what you want to convey because one of the purposes of writing notes is to minimize all mistakes when speaking Arabic (Hamsia, 2017). Ida's research found a positive relationship between the attitude of writing notes and increasing memory. As the results of a simple linear regression equation



test show, it is found that if the attitude variable of recording behavior experiences an increase in value, then the attitude variable of memory ability will tend to experience an increase in value (Dewi & Indrawati, 2014).

Evaluation Stages

Evaluation is an action or a process for determining the value of the content of something, and educational evaluation can be interpreted as an action or activity that is carried out to determine the value of everything in the world of education, that is, everything that is related to, or that occurs in the field. education (Nurfitriyanti & Vitalaya, 2019). Evaluation is a systematic assessment of the benefits and usefulness of an object. In carrying out the evaluation, there are considerations to determine the value of a program that contains more or less subjective elements. Evaluation is an activity that includes measurement and assessment steps (Idrus, 2019).

The purpose of learning evaluation is to determine the effectiveness and efficiency of the learning system, including objectives, materials, methods, media, learning resources, environment, and assessment systems, and to collect information (data) that is used as evidence regarding the level of progress of students in experiencing the educational process during a specific period. In evaluating each Darul Lughah language fluency program, several evaluation activities are carried out as follows:

1. Daily Evaluation

This daily evaluation is usually carried out through quizzes or practice tests held by the teacher. In this case, teachers often reflect at the end of each lesson. At the end of each lesson, students can be asked to reflect on what they learned today, their difficulties, and what they need to improve on in the following learning opportunity. In this reflection, students must use Arabic according to their Arabic language skills. When learning is in progress, the teacher appoints random students to be asked to have a short conversation about the learning topic that has been given. Students must use Arabic according to their Arabic language skills in this conversation. This conversation aims to measure students' ability to communicate using Arabic. This is as conveyed by SY in his interview as follows:

"Usually the teacher often asks us to have a short conversation. As an evaluation of ourselves regarding our understanding of the topics presented that day. This aims to add to our attitude of courage in expressing understanding and training our focus on learning."

This evaluation aims to assess students' abilities in Arabic language communication, both orally and in writing. It provides information about students' proficiency in understanding and using Arabic vocabulary and grammar, as well as their ability to construct correct and clear sentences and texts in Arabic. Furthermore, the evaluation assists teachers in planning and structuring appropriate teaching materials and provides feedback to students regarding their strengths and weaknesses in communicating in Arabic (Audina et al., n.d.).



2. End of Semester Evaluation

The final Evaluation of this semester is to evaluate students' ability to communicate in Arabic. The Evaluation will assess the student's ability to understand, speak, read, and write in Arabic and apply the vocabulary and grammar learned throughout the semester. This Evaluation aims to determine students' level of understanding and ability in Arabic, as well as preparation for improving their Arabic language skills in the following semester. Apart from that, this Evaluation can also be a reference for teachers to assess the effectiveness of the learning methods implemented and improve them in the future. This final Evaluation can be an oral exam or practice making a video. This is what RK said in his interview:

"A final evaluation will be held, in this case we must have thorough preparations to be able to qualify for the next mustawa. And in this case, self-confidence is also very important, because the exams are practice-based."

The aim of the final evaluation is to measure the students' abilities and assess the extent to which they have achieved the predetermined learning objectives. The final evaluation also aims to provide feedback to students regarding their proficiency in understanding and mastering the learning material. Therefore, the goal of the final evaluation is to comprehensively measure students' abilities and provide accurate information about their achievements in learning (Fitriana. Yunita, 2017).

Conclusion

In order to overcome difficulties communicating in Arabic, students use learning strategies as an action to facilitate the learning process. Learning strategies are defined as steps taken to achieve learning goals, helping students have more fun and understand the material more easily. The "60 Days of Fluent Arabic" program is one solution with implementation for two months, divided into three levels of learning using the book Al-Arabiyyah Baina Yadaik.

In this program, participants are taught to speak Arabic correctly, using direct methods in the study room, where the teacher uses Arabic as the language of instruction without using Indonesian. Metacognitive strategies, focus on the learning process, organizing and planning learning and evaluating learning to increase participants' self-confidence and enable them to find their own learning patterns. The stages of the focus factor in the process being implemented involve: (1) connecting with what has been understood, (2) delaying speaking to focus on listening. The stages of organizing and planning learning play an important role at the beginning of learning with an agreement between the teacher and participants, writing notes and an Arabic language environment during the learning process. The evaluation stage is carried out daily and at the end of the semester to measure participants' progress and achievements during the program.



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