

Arabic Language Learning Strategies in Enhancing Students' *Maharah Istima'* at Al-Ghurabaa Islamic Institute Jakarta

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ABSTRACT

Listening comprehension (maharah istima') is a fundamental component of Arabic language proficiency and serves as the foundation for developing other language skills. However, many learners encounter difficulties in understanding authentic spoken Arabic due to limited vocabulary, variations in pronunciation, and insufficient exposure to native speakers. This study aims to examine the instructional strategies employed at the Islamic Institute of Al-Ghurabaa (IAI Al-Ghurabaa), Jakarta, to improve students' Arabic listening skills. This study adopted a qualitative research design. Data were collected through semi-structured interviews, classroom observations, and document analysis. The data were analyzed using the stages of data reduction, data display, and conclusion drawing to identify patterns in the implementation of listening instruction. The findings indicate that Arabic listening instruction at IAI Al-Ghurabaa Jakarta is based on the Direct Instruction strategy integrated with the drill-and-practice and Audiolingual methods. The instructional process is systematically organized into three stages: planning, implementation, and evaluation. Classroom implementation follows the pre-listening, while-listening, and post-listening framework, supported by authentic learning resources, including native-speaker audio recordings, Arabic-language videos, and digital learning platforms. The study also identifies several supporting factors, such as the availability of digital learning media, internet access, and students' learning motivation, as well as challenges related to learners' vocabulary limitations, differences in prior proficiency, the speed of native-speaker speech, and limited instructional time. These challenges are addressed through pre-listening vocabulary activities, repeated listening practice, and continuous feedback. The study concludes that integrating Direct Instruction with the drill-and-practice and Audiolingual methods effectively enhances students' Arabic listening comprehension. The findings suggest that systematic listening instruction based on the pre-listening, while-listening, and post-listening stages, supported by authentic digital media, provides an effective pedagogical approach for developing Arabic listening competence in higher education.

INTRODUCTION

Arabic language proficiency is an essential competency for students in Islamic higher education institutions, as it serves as the primary means of accessing Islamic primary sources and scholarly literature written in Arabic. Mastery of Arabic extends beyond the ability to read and write; it also encompasses listening (*maharah istima'*), speaking (*maharah kalam*), and writing (*maharah kitabah*) skills. Among these four language skills, listening (*maharah istima'*) occupies a fundamental position because it constitutes the primary gateway to language acquisition. Through listening, learners acquire new vocabulary, develop an understanding of linguistic structures, interpret spoken messages, and build communicative competence, which forms the foundation for the development of other language skills.

Despite its fundamental role, the teaching of Arabic listening comprehension (*maharah istima'*) continues to face numerous challenges. Many university students experience difficulty in comprehending spoken Arabic, particularly when listening to native speakers who communicate at a natural speech rate and employ diverse dialects and authentic communicative contexts. These difficulties are influenced by several factors, including limited exposure to authentic Arabic input, insufficient opportunities for sustained listening practice, inadequate use of diverse instructional media, and teaching strategies that have not fully supported the comprehensive development of listening comprehension skills. Consequently, while students may demonstrate adequate knowledge of Arabic grammatical rules, they often struggle to comprehend spoken discourse and extract information effectively in real-life communicative situations.

Conceptually, *maharah istima'* (Arabic listening comprehension) is an active process that involves hearing, attending to, comprehending, interpreting, and responding to orally transmitted information (Sardiyanah, 2019). Listening extends beyond the mere perception of linguistic sounds; it requires complex cognitive processes through which learners identify meaning, integrate new information with their existing knowledge, and draw inferences from spoken messages. Therefore, the effectiveness of *maharah istima'* instruction depends substantially on the instructional strategies employed by the lecturer to facilitate meaningful listening and promote learners' comprehension.

Instructional strategy is a fundamental component in achieving effective learning outcomes. A systematically designed instructional strategy facilitates an active, engaging, and learner-centered learning environment that promotes meaningful participation throughout the instructional process. In addition to enabling instructors to deliver course content effectively, appropriate instructional strategies encourage students to participate actively, enhance their learning motivation, and foster the development of critical thinking and communicative competence (Sanjani, 2021). In the context of Arabic language education, the selection and implementation of appropriate instructional strategies play a crucial role in enabling learners to comprehend spoken Arabic effectively and to develop comprehensive communicative competence.

Previous studies have consistently demonstrated that the development of Arabic listening comprehension (*maharah istima'*) is strongly influenced by the instructional strategies employed during the learning process. Effective listening instruction should integrate metacognitive, affective, and psychomotor dimensions to foster a holistic learning experience. Similarly, Arista et al. (2025) reported that the use of behaviorism-based animated video significantly enhanced students' motivation and improved their comprehension in Arabic listening instruction. Furthermore, 'Amaliah and Baroroh (2025) found that the listening instruction framework proposed by Muhammad Shalih Al-Syanthi emphasizes the use of authentic materials, active listening practice, learners' psychological readiness, and formative assessment as essential components of contemporary Arabic language instruction. Collectively, these studies highlight the importance of implementing well-

designed instructional strategies to improve learners' listening comprehension and overall communicative competence in Arabic.

These findings are further supported by previous international studies. Gilakjani and Ahmadi (2011) argued that the effectiveness of listening instruction is influenced by the implementation of learner-centered instructional strategies, a supportive learning environment, and teachers' active guidance throughout the listening process. Likewise, Arono et al. (2022) demonstrated that digital literacy and metacognitive strategies have a significant positive effect on university students' listening comprehension. In addition, Canpolat et al. (2015) reported that successful active listening depends not only on learners' cognitive abilities but also on their affective readiness and psychomotor engagement. Collectively, these studies suggest that effective *maharah istima'* instruction requires a comprehensive pedagogical approach that integrates cognitive, affective, and psychomotor dimensions while incorporating appropriate instructional media and digital technologies to enhance the listening learning experience.

Nevertheless, the majority of previous studies have primarily focused on the development of instructional media, the effectiveness of specific teaching methods, or conceptual discussions of *maharah istima'* instruction. These studies have generally evaluated instructional effectiveness in terms of students' learning outcomes, while relatively limited attention has been given to how instructional strategies are designed, implemented, and adapted by lecturers within the context of Islamic higher education institutions. Furthermore, few studies have provided an in-depth exploration of the experiences of both lecturers and students, as well as the facilitating factors and challenges associated with the implementation of instructional strategies for Arabic listening comprehension. Consequently, important pedagogical aspects of listening instruction remain underexplored, particularly regarding how instructional strategies are enacted in authentic classroom settings and how they respond to learners' needs and institutional contexts.

This research gap warrants further investigation, given that each higher education institution operates within a distinct curriculum, academic culture, and language development program. The Islamic Institute of Al-Ghurabaa (IAI Al-Ghurabaa), Jakarta, is one of the institutions that places Arabic language education as a flagship academic program. Arabic instruction is delivered not only through four semesters of formal coursework but is also reinforced by a variety of non-formal language development programs designed to strengthen students' Arabic language proficiency. These institutional characteristics provide a distinctive educational context that differs from those examined in previous studies. Accordingly, investigating the instructional strategies employed at IAI Al-Ghurabaa Jakarta offers valuable insights into how Arabic listening comprehension (*maharah istima'*) can be effectively developed within the context of Islamic higher education.

Based on the foregoing discussion, this study aims to comprehensively examine the Arabic language instructional strategies implemented at the Islamic Institute of Al-Ghurabaa (IAI Al-Ghurabaa), Jakarta, to enhance students' Arabic listening comprehension (*maharah istima'*). Specifically, the study seeks to explore how these instructional strategies are planned, implemented, and evaluated, as well as to identify the supporting factors and challenges associated with their implementation. This study is expected to make both theoretical and practical contributions. Theoretically, it contributes to the growing body of literature on instructional strategies for Arabic listening comprehension in Islamic higher education. Practically, the findings are expected to provide evidence-based recommendations for Arabic language lecturers in designing and implementing listening instruction that is more effective, contextually relevant, and learner-centered. Furthermore, the study may serve as a valuable reference for curriculum developers and higher education institutions seeking to improve the quality of Arabic language teaching, particularly in the development of students' listening comprehension skills.

METHODS

This study employed a qualitative field research design to investigate the implementation of Arabic language instructional strategies in their natural educational setting. Field research enables researchers to collect empirical data directly from participants and the research context, thereby providing an in-depth understanding of the phenomenon under investigation (Bailey, 2017). A qualitative approach was adopted because it is particularly suitable for exploring meanings, experiences, perceptions, and interpretations related to social and educational phenomena (Moleong, 2014). Specifically, this study used a descriptive qualitative design to provide a comprehensive account of the instructional strategies employed to enhance students' Arabic listening comprehension (*maharah istima'*), including their planning, implementation, evaluation, and the factors influencing their effectiveness.

The study was conducted at the Islamic Institute of Al-Ghurabaa (IAI Al-Ghurabaa), Jakarta, Indonesia, during the second semester of the 2025/2026 academic year. The institution was selected because Arabic language education constitutes one of its flagship academic programs, providing an appropriate context for investigating instructional strategies aimed at developing students' listening comprehension skills. Data were collected from both primary and secondary sources. The primary data consisted of semi-structured interviews with two Arabic language lecturers and twelve undergraduate students at the Islamic Institute of Al-Ghurabaa (IAI Al-Ghurabaa), Jakarta, as well as relevant institutional documents. Participants were selected using purposive sampling to ensure that they possessed direct experience and relevant knowledge regarding the implementation of Arabic listening instruction (*maharah istima'*). In addition, secondary data, including institutional documents and relevant scholarly literature, were examined to complement and support the primary data, thereby providing a more comprehensive understanding of the research phenomenon.

Data were collected through three complementary techniques: document analysis, semi-structured interviews, and non-participant classroom observations. To enhance the credibility of the findings, data were obtained from multiple sources and compared throughout the research process. The data were analyzed using the interactive model of qualitative data analysis proposed by Miles, Huberman, and Saldaña, which consists of four interconnected stages. First, data collection involved gathering information through in-depth interviews with Arabic language lecturers and students, classroom observations of *maharah istima'* instruction, and document analysis, including the Semester Learning Plan (SLP), instructional modules, teaching materials, classroom media, photographs, and other relevant institutional documents.

Second, during the data condensation stage, the collected data were transcribed, organized, coded, reduced, and categorized according to the research objectives. The coding process focused on identifying recurring themes related to instructional strategies, teaching methods, instructional media, supporting and inhibiting factors, and efforts to improve students' Arabic listening comprehension. Third, data display involved organizing the categorized data into narrative descriptions, matrices, tables, and conceptual displays to facilitate the systematic interpretation of relationships among the identified themes. The findings from interviews, observations, and document analysis were integrated to provide a comprehensive understanding of the instructional strategies implemented to enhance *maharah istima'*. Finally, conclusion drawing and verification were conducted by interpreting the patterns and meanings emerging from the data. Throughout the analysis, the preliminary findings were continuously verified through repeated examination of the field data, cross-checking information from different sources, and data triangulation to ensure the credibility and trustworthiness of the study.

RESULTS & DISCUSSION

The findings derived from interviews, classroom observations, and document analysis revealed that Arabic listening instruction (*maharah istima'*) at the Islamic Institute of Al-Ghurabaa (IAI Al-Ghurabaa), Jakarta, is primarily based on the Direct Instruction approach integrated with the drill-and-practice and Audiolingual methods. These instructional approaches are systematically implemented through three interrelated stages: instructional planning, instructional implementation, and learning evaluation. The integration of these stages provides a structured framework that facilitates the gradual development of students' Arabic listening comprehension skills.

In addition to identifying the instructional strategies employed, the study also revealed several factors that influenced their implementation. Supporting factors included the availability of digital learning resources, audio-visual media, and students' high learning motivation, whereas the primary challenges involved differences in students' initial language proficiency, limited vocabulary, the natural speech rate of native Arabic speakers, and limited instructional time. Despite these challenges, the lecturers employed various pedagogical strategies to facilitate students' listening comprehension and maintain the effectiveness of the instructional process.

Instructional Planning for *Maharah Istimah*

The interview findings indicated that Arabic listening instruction (*maharah istima'*) was systematically designed through the Semester Learning Plan (SLP), which was aligned with the intended course learning outcomes. According to Mifatchul Huda, an Arabic language lecturer, the instructional materials were sequenced progressively, beginning with simple conversational texts and gradually advancing to more complex audio materials. As the participant explained:

“Students are not immediately exposed to difficult materials. We begin with simple conversations and gradually progress to dialogues and recordings by native speakers so that their listening skills develop step by step”.

Classroom observations further revealed that, before each listening activity, the lecturer consistently introduced the learning objectives, provided key vocabulary (pre-listening vocabulary), and explained the context of the listening materials. These preparatory activities helped students activate their prior knowledge and facilitated their comprehension before engaging in the listening tasks. The interview and observation findings were corroborated by document analysis, including the Semester Learning Plan (SLP), instructional modules, and teaching materials. These documents demonstrated that the listening materials had been systematically organized according to students' proficiency levels, ensuring a gradual progression from basic to more advanced listening tasks.

Implementation of *Maharah Istimah* Instruction

Classroom observations revealed that Arabic listening instruction (*maharah istima'*) was implemented through three sequential stages: pre-listening, while-listening, and post-listening. During the pre-listening stage, the lecturer activated students' prior knowledge, introduced key vocabulary, and provided contextual information related to the listening materials. These preparatory activities were intended to facilitate students' comprehension and enhance their readiness for the listening tasks. During the while-listening stage, students listened to Arabic audio recordings two to three times. The listening materials consisted of recordings by native speakers, instructional videos, and other authentic resources obtained from various digital platforms. Throughout the listening activities, students were asked to take notes on important information, identify the main ideas, and answer comprehension questions prepared by the lecturer. Classroom observations indicated that students remained actively engaged and focused during the listening process. Most students produced

brief notes containing newly encountered vocabulary and key information from the recordings, demonstrating active participation in the listening activities.

These observations were supported by an interview with Muhammad Husni Tamrin, a fourth-semester student, who stated:

“When the lecturer introduces the vocabulary before the listening activity, it becomes much easier for us to understand the recordings. The videos and audio recordings by native speakers also help us become familiar with authentic Arabic pronunciation”.

During the post-listening stage, the lecturer facilitated a class discussion, reviewed and clarified students’ responses, provided constructive feedback, and encouraged students to summarize the content of the listening materials. These activities enabled students to confirm their understanding, reflect on the information they had heard, and strengthen their listening comprehension through collaborative discussion and feedback.

Instructional Media

Classroom observations and document analysis revealed that the lecturers employed a variety of instructional media to support Arabic listening instruction (*maharah istima*). These included Arabic-language YouTube videos, native-speaker dialogue recordings, PowerPoint presentations, LCD projectors, audio speakers, and online learning platforms. The integration of these instructional media provided students with authentic listening input and created a more engaging learning environment. Interview findings further indicated that the use of authentic materials was intended to familiarize students with the natural variations in Arabic pronunciation, intonation, and speech rate encountered in real-life communication. As explained by Ahla Kembara, an Arabic language lecturer:

“Students need to become accustomed to authentic Arabic because, in real communicative situations, they will encounter different pronunciation patterns and speaking styles”.

The observation and interview findings suggest that authentic audio-visual resources were deliberately incorporated into classroom instruction to expose students to naturally occurring spoken Arabic. Such exposure enabled students to develop greater familiarity with authentic pronunciation patterns while improving their listening comprehension through meaningful interaction with real-world language input.

Evaluation of *Maharah Istima*’ Instruction

The interview findings revealed that students’ listening comprehension was evaluated through multiple assessment methods, including listening comprehension tests, individual assignments, group discussions, and classroom participation. These complementary forms of assessment enabled the lecturers to evaluate students’ listening performance from multiple perspectives rather than relying solely on conventional testing. Classroom observations further indicated that the lecturers assessed not only the accuracy of students’ responses but also their listening comprehension processes. Particular attention was given to students’ ability to understand the content of the listening materials, identify the main ideas, and accurately restate the information they had heard. This process-oriented approach allowed the lecturers to monitor students’ progress in developing Arabic listening comprehension throughout the instructional process.

These findings were supported by document analysis of assessment sheets and scoring rubrics, which demonstrated that students were evaluated based on several criteria, including the accuracy of information comprehension, the ability to summarize the content of audio recordings, vocabulary mastery, and active participation during classroom learning activities. The assessment documents

further indicated that listening evaluation was designed to measure both students' comprehension outcomes and their engagement throughout the learning process, providing a comprehensive assessment of their maharah istima' development.

Supporting and Inhibiting Factors

The interview findings identified several factors that supported the implementation of the instructional strategies for maharah istima'. These included the availability of reliable internet access, audio-visual learning media, and students' high levels of learning motivation. Together, these factors created a supportive learning environment that facilitated the effective implementation of Arabic listening instruction and encouraged students' active engagement throughout the learning process. Conversely, several challenges were found to hinder the implementation of the instructional strategies. These included differences in students' initial Arabic language proficiency, limited vocabulary knowledge, the natural speech rate of native Arabic speakers, and limited instructional time. These challenges were also evident during classroom observations. Some students experienced difficulty understanding audio recordings delivered at a natural speaking pace, requiring the lecturer to replay the recordings several times and provide additional explanations to facilitate comprehension.

Document analysis of students' learning records further indicated a gradual improvement in listening comprehension following regular listening practice using a variety of instructional media. The findings suggest that continuous exposure to authentic listening materials, combined with repeated listening activities and appropriate instructional support, contributed to the progressive development of students' Arabic listening comprehension (maharah istima'), despite the challenges encountered during the learning process.

DISCUSSION

The findings demonstrate that Arabic listening instruction (maharah istima') at the Islamic Institute of Al-Ghurabaa (IAI Al-Ghurabaa), Jakarta, is based on the Direct Instruction approach integrated with the drill-and-practice and Audiolingual methods. The combination of these three pedagogical approaches is implemented systematically through the stages of instructional planning, classroom implementation, and learning evaluation. This integrated instructional framework indicates that maharah istima' instruction is designed not only to achieve expected learning outcomes but also to foster the gradual development of listening competence through repeated practice and sustained exposure to authentic language use.

The learning process is carried out through three main stages: pre-listening, while-listening, and post-listening. These stages show that the lecturer has applied a listening learning procedure that is widely recommended in second language learning studies. In the pre-listening stage, the lecturer provides an introduction and introduces new vocabulary to build students' schemata. The while-listening stage involves listening to a recording two to three times, along with activities like taking notes on important information, identifying main ideas, and answering questions. Then, in the post-listening stage, the lecturer facilitates discussions, gives feedback, and asks students to retell the content they have heard.

These findings are in line with Vandergrift (2007), who explained that effective listening comprehension comes from integrating bottom-up and top-down processes. According to him, second language learners don't just rely on recognizing sounds and vocabulary but also use prior knowledge, context, and metacognitive strategies to make sense of the information they hear.

Research findings also show that using the drill and practice method gives students the chance to develop the habit of listening to Arabic through repeated exercises. Meanwhile, the Audiolingual

method provides experience hearing native pronunciation, so students get used to variations in intonation, word stress, and speaking speed. These findings align with the research by Rochma et al. (2021), which shows that using authentic media based on Learning.Aljazeera.Net in maharah istima' learning gives a more contextual listening experience through exposure to Arabic from native speakers. Using this media helps students adapt to variations in pronunciation, intonation, and speaking speed, making it more effective to understand spoken information.

The use of learning media turned out to be one of the key findings in this study. The lecturers used Arabic-language YouTube videos, recordings of native speakers, PowerPoint presentations, LCD projectors, speakers, and online learning platforms. Using these authentic media provided a more contextual learning experience because students could hear Arabic as it's spoken by native speakers. This finding aligns with the research by Rochma et al. (2021), which explains that authentic audio-visual media can boost learning motivation, concentration, and the ability to understand recordings compared to conventional media. Additionally, digital media allows students to get exposed to a wider range of language input, helping their listening skills develop more optimally.

In this study, learning evaluation was carried out comprehensively through listening tests, individual assignments, group discussions, as well as assessments of student participation during the learning process. The lecturer not only assessed the final results in terms of correct or incorrect answers but also paid attention to the students' process of understanding information, identifying main ideas, and summarizing the recording content. This approach demonstrates the implementation of authentic assessment, which evaluates students' abilities holistically. According to Brown and Abeywickrama (2019), listening skill evaluation should not only focus on learning outcomes but also consider the thinking strategies and comprehension processes used by the learners. Therefore, the evaluation system applied at IAI Al-Ghurabaa Jakarta has reflected the principles of comprehensive language learning assessment.

This study also found supporting and inhibiting factors in the implementation of the maharah istima' learning strategy. Supporting factors include the availability of internet access, audio-visual media, and high student motivation to learn. These findings are reinforced by Baity et al. (2025), who explained that the use of authentic digital media in maharah istima' learning can expand students' learning opportunities through more flexible access to Arabic learning resources and support the gradual improvement of listening comprehension.

On the other hand, this study found several hindering factors, namely differences in students' initial abilities, limited vocabulary knowledge, the speed of native speakers' speech, and limited learning time. These obstacles are common issues in second language learning. This finding aligns with the research by Wang and Treffers-Daller (2017), which shows that vocabulary mastery is one of the important predictors of success in understanding speech in a second language. The higher the learners' vocabulary mastery, the better their ability to catch information and build meaning from the material they hear. Besides that, Wallace's research (2022) explains that providing vocabulary support before listening activities (pre-teaching vocabulary) can reduce students' cognitive load, allowing them to focus on understanding the content of the speech rather than just recognizing the words they hear. Therefore, the strategies of introducing vocabulary beforehand, repeating recordings, and giving feedback used in this study are appropriate pedagogical steps to help students overcome difficulties in learning maharah istima'.

Overall, the research results show that the Direct Instruction learning strategy combined with drill and practice and the Audiolingual method can support improvements in students' listening skills. The success of implementing this strategy is influenced not only by systematic lesson planning but also by the use of authentic media, comprehensive evaluation, and listening exercises carried out

continuously. Although there are still various challenges, documentation results show that students' ability to understand recording content improved after regularly participating in listening exercises. These findings reinforce the view that effective listening learning requires a combination of the right learning strategies, authentic media, repeated practice, and ongoing evaluation to optimally increase students' listening competence.

CONCLUSION

Based on the research results, it can be concluded that the teaching strategy for maharah istima' at IAI Al-Ghurabaa Jakarta uses a Direct Instruction strategy combined with drill and practice methods and the Audiolingual method. This strategy is implemented systematically through three stages: planning, implementation, and learning evaluation. The success of implementing this strategy is influenced by several supporting factors. In addition, there are some obstacles in implementing the strategy. However, these obstacles can be overcome by the course lecturers. Documentation results show that the strategy has a positive impact on the listening skills of IAI Al-Ghurabaa Jakarta students. Thus, applying the Direct Instruction strategy combined with drill and practice and the Audiolingual method has been proven to effectively support the development of maharah istima' competence for students at IAI Al-Ghurabaa Jakarta.

This finding has theoretical and practical implications that learning Arabic listening skills will be more effective if carried out systematically through the stages of pre-listening, while-listening, and post-listening. These stages allow students to build prior knowledge, process information step by step, and confirm understanding through discussion and feedback activities. This study of course has several limitations, including: It was only conducted at one campus, so it can't yet be generalized to universities with different characteristics. Besides that, this study used a qualitative approach with data collection techniques through interviews, observation, and documentation. This approach hasn't measured things quantitatively. Future studies could be done with a larger sample and a quantitative approach so that the effect size of the strategy can be measured.

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