Conference Paper

Learning Strategy Patterns in Developing Skills for Listening of Arabic Speech

Nurhidayati, Irhamni, and Moh. Ainin

Arabic Literature - Faculty of Literature State University of Malang

Abstract

In accordance with the constructivist philosophy, student learning strategies are important things to be studied and activated by lecturers to achieve an effective level of learning in accordance with the characteristics of students who are ready to be independent. These strategies can be used for processing (internalitation), storage (starage), retrieval (retrival), and the use of newly learned languages. These strategies are also a set of tools for self-directed development of communication skills, including listening skills. Listening skills are an important part of communication, and are the basis of second language learning or foreign languages. The essence of interaction ability is the ability to understand what others say. The purpose of this study is to (1) describe the pattern of direct learning strategies used by students in listening to Arabic speech, (2) describe the pattern of indirect learning strategies used by students in listening to Arabic speech, and (3) describe student perceptions of the importance learning strategies in developing listening skills. The design of this research is qualitative descriptive research. This research includes ethnometodology and phenomenology research that will reveal students' learning attitudes both independent and guided learning in listening to Arabic speeches both in class and outside the classroom. The results showed that the direct learning strategies used by students in listening to Arabic speech can be categorized into three types, namely (a) memory strategy, (b) cognitive strategies, and (c) compensation strategies, the three strategies used by students when implementing skills listening in the class and outside the class with different compositions. The indirect strategies used by students when listening are: metacognitive strategies, affective strategies, and social strategies. These three strategies are used by students with techniques that vary with a number of different quantities. Based on the results of questionnaires, observations, and interviews, it was found that the majority of students used certain learning strategies in the listening process, both when listening guided in the laboratory and listening freely outside the laboratory.

Keywords: Learning Strategy Patterns, Developing Skills, Listening of Arabic Speech

1. Introduction

In the teaching and learning process in higher education, students are required to be more independent in learning. Not all material can be taught in class through face to

face. In addition, students are also required to study independently in class with the guidance of lecturers, as well as outside the classroom. Research results from Glogger et al. (2012) show that students who use varied learning strategies are more successful than students who only use one strategy in the learning process. This is reinforced by Uslu's research, et al. (2016) which explains that the use of learning strategies greatly influences learning outcomes, the results of the study show there is a positive and meaningful relationship between the use of learning strategies and learning outcomes. While the results of research by Durazo and Zaragoza (2017) state that student self-learning with Self Access Center facilities can improve language skills. In addition to the impact on improving learning outcomes, the use of learning strategies also increases student motivation in the learning process (Hou, Y.An, 2018). Corsetti's research (2014) shows that strategy-based listening can improve students' understanding of pragmatics in the listening process.

Based on the philosophy of constructivism, students are not regarded as an empty tabula rasa, which does not understand anything before. Students are understood as subjects who have brought "initial understanding" of something before they begin to study formally. This initial knowledge, although sometimes very naive or incompatible with the understanding of experts, needs to be accepted and guided to be more in line with the thinking of experts.

The lecturers are demanded to be extensive and profound knowledge, in order to understand the minds of students. The lecturer is expected to be able to challenge, sharpen, and show whether the student's mindset is correct. The lecturer does not claim that the only right way is the same as have. Students' misconceptions are accepted as the foundation of progress. because the development of all sciences starts with mistakes, said constructivists.

In accordance with the philosophy of constructivism, student learning strategies are important to be studied and activated by lecturers to achieve an effective level of learning in accordance with the characteristics of students who are ready to be independent. These strategies can be used for processing (internalitation), storage (starage), retrieval (retrival), and the use of newly learned languages. These strategies are also a set of tools to direct yourself to develop communication skills.

Learning strategies as stated by Oxford (1989: 235) are behaviors or actions used by learners, so that language learning is more successful, directed, and fun. From this understanding the learning strategy is an action that can be observed, which also allows to include cognitive actions that cannot be observed. Oxford (2002: 124) states that language learning strategies are specific actions, behaviors, stages, or techniques used

by learners to improve progress in developing language skills. Brown (in Huda, 1999: 144) emphasizes the concept of learning strategies as behavior that is not observed in the learner. Brown distinguishes between learning strategies and communication strategies. Learning strategies are related to processing, storing, and inputting language acquisition, while communication strategies are concerned with the output of language acquisition.

Learning strategies are very important in language learning, because they are a means to activate students themselves, directors themselves to develop, especially developing language communication competencies (Oxford, 1990: 1). Nur (2004: 6) mentions learning strategies referring to behaviors and thought processes used by students that influence what is learned, including memory and metacognitive processes. Pressley (in Nur, 2004: 6) states that learning strategies are cognitive operators including and above processes that are directly involved in completing a learning task. These strategies are strategies used by students to solve certain learning problems. For example, when students are assigned to do certain learning tasks such as filling out a worksheet in reading learning for example, then completing learning tasks requires involvement in certain processes of thinking and behavior, such as skimming headlines, summarize, and take notes, and monitor the path of self-thinking.

The results of Simsek and Balaban (2010) at Turkish University show that female students use more varied learning strategies than male students. The results of the study also show that the learning performance of female students is better because it uses a variety of learning strategies. This shows that learning strategies are important things to consider in the teaching and learning process.

Research related to the study of listening and its aspects that have been carried out in Arabic Literature Faculty of Literature at the State University of Malang is the result of research (1) Kusumobroto (1995) with the title *Ability of FPBS IKIP MALANG Arabic Language Education Program students who have taken the listening II course in listening to Arabic news on the radio,* which concluded that the level of students 'ability to remember facts and understand vocabulary was low, and the level of students' ability to make conclusions and listen to news in general was very low, namely: 6.67%. (2) Nurhidayati (2003) with the title *Type and the cause of the difficulties faced by students in listening to the Arabic text,* which results in the conclusion that most students have difficulty remembering the details and sequences of the texts that are listened to. The reason for the difficulty of the linguistic aspect is due to the limitations of vocabulary, while the difficulties of the nonlinguistic aspect are due to extrinsic motivation factors, namely lack of student motivation in attending listening subjects

due to teaching methods, lack of material variation, and lack of optimal use of the media. (3) Nurhidayati (2004) with the title *Ability to listen to new students of the Arabic Literature Department of the Faculty of Literature at the State University of Malang,* which concluded that the students' initial ability to understand phoneme aspects in the category was lacking, word aspects in the category were sufficient, while sentence aspects were in good category. (4) Nurhidayati (2006) with the title *Learning Learning Appreciative Short Stories with Cooperative Learning Strategies*, which results in the conclusion that cooperative learning strategies are very effective to use in listening learning both when listening, listening, and following listening. The average value obtained by students in the first cycle is: 91.6 (very good), while the average value obtained in the second cycle is: 93 (very good).

The difference in the research with this research lies in the object of study. The object of the research study that has been mentioned lies in the use of learning strategies, listening difficulties, and the ability to listen to students. The research focuses on aspects of the learning strategy that students use in developing listening skills and their perceptions of the strategy.

Regarding the importance of listening skills, listening is the first form of language acquired by speakers and is a basic skill that assists other language skills (Tompkins and Hoskissons, 1991: 107). In listening to there are mental processes in various levels, ranging from identifying sounds, the process of understanding and interpretation, to the process of storing the results of understanding and sound interpretation (Ashin, 1981: 4). Listening skills can help students participate well in oral communication because communication cannot succeed if the message delivered is incomprehensible.

Some of the things that cause students to face difficulties in listening are as stated by underwood (1989: 16-20) which states that the fundamental problems faced by listening students are (1) the inability to control the speech speed of the speaker, (2) there is no chance to repeat the speech, (3) limitations of student vocabulary, (4) failure to recognize speaker signs, (5) difficulties in interpreting discourse, (6) inability to concentrate, and (7) study habits. Listening to Arabic language discourse is a language skill that is considered difficult by students because students are not familiar with the intonation and speed of native speakers.

Listening skills are an important part of communication, and are the basis of second language learning or foreign languages. The essence of interaction ability is the ability to understand what others say. The estimated time in adult human communication activities is 45% used for listening, 30% for speaking, 16% for reading, and 9% for writing (Rivers & Temperley, 1978: 62).

Listening skills for learners of foreign languages are very important skills, because these skills are needed to master the subject matter, and are needed to listen to lectures delivered in the language concerned (Tresnadewi, 1994: 28). Learners are not only required to understand what is said, but also to select important and relevant parts of information to be compiled quickly in oral and written forms and as notes that can be understood in the future.

The importance of listening skills is also emphasized by Cahyono (1997: 14) that listening skills can help learners participate well in oral communication, because communication cannot succeed if the message delivered is incomprehensible. Anderson and Lynch (1988: 16) state that the success of speaking skills depends on the success of listening skills.

Listening skills are important part of communication, and are the basis of second language learning or foreign languages. The essence of interaction ability is the ability to understand what others say. The estimated time in adult human communication activities is 45% used for listening, 30% for speaking, 16% for reading, and 9% for writing (Rivers & Temperley, 1978: 62). Listening skills for foreign languages are very important skills, because these skills are needed to master the subject matter, and are needed to listen to lectures delivered in the language concerned (Tresnadewi, 1994: 28).

The importance of listening skills is also emphasized by Cahyono (1997: 14) that can help learners listening skills participate well in oral communication, because communication cannot succeed if it is incomprehensible. Anderson and Lynch (1988: 16) state that the success of speaking skills depends on the success of listening skills.

2. Research Methods

In accordance with the purpose of this study, which is to describe the pattern of learning strategies used by students in developing listening skills and perceptions of the urgency of the strategies used, this study uses qualitative design. The subjects of this study were students of the Arabic Literature Department of the Arabic Language Education Program at the Faculty of Letters, Malang State University who attended the Listening Course I. The data of this study included qualitative data categories which included (a) learning strategy patterns used by research subjects in developing listening skills, both direct and indirect strategies and (b) student perceptions of the urgency or benefits of learning strategies used to develop listening skills. Mean while, the source of the data in this

study was the subject of the research itself, namely students who attended listening,s lectures.

As qualitative research, the key instruments in research are human instruments (Bogdan and Biklen, 1982) which are reinforced by assistive instruments in the form of observation guides, interview guides, and questionnaires. The data collection technique is observation. The types of observations used were passive participant observations (Spradley, 1980), interviews, and questionnaires. The data analysis technique uses interactive model data analysis techniques proposed by Mile and Huberman (1984) which include (a) data collection, (b) data reduction, (c) data presentation, and (d) inference. To obtain a valid analysis result, from the process of collecting data to analyzing the data, data validation techniques were used which were adapted from Linconl and Guba (1985). Adapted recovery techniques are (a) continuous observation, (b) discussing data and results of analysis with certain parties deemed by experts, (c) checking field notes carefully, and (d) utilizing sources outside the analyzed data (triangulation)

3. Findings and Discussion

3.1. Direct Learning Strategy Pattern

The research data shows, that the direct learning strategy pattern used by students in listening to Arabic speech is categorized into three, namely (a) memory strategy, (b) cognitive strategy, and (c) compensation strategy. There are five types of memory strategies used by students, namely (1) association or elaboration activities and using imagination, (2) use of keywords, (3) putting new words in context, (4) mapping of meanings, and (5) grouping activities. Of these five types of memory strategies, association or elaboration activities and the use of imagination are most widely used by students.

The second pattern of direct learning strategies (cognitive strategies) used by students there are six types of strategies, namely strategies (1) repetition, (2) translating, (3) marking or marking sentences that have not been understood, (4) making summaries, (5) analyze and conclude, and (6) make notes. Of these six types of cognitive strategies, the most widely used repetition strategies. This repeating technique can be implemented in a variety of ways, in listening for example students can listen to the words of the native speaker repeatedly, as a whole and repeat the repetition through listening activities and watching the material through the media of CD, MP3, Mp4, or listening directly from YouTube media TV or internet. This is consistent with the results of Ngadiyono's

research (2009) which states that students who are treated with a repetition learning strategy are higher in terms of retention and learning achievement compared to students who do not get a repetition learning strategy.

Meanwhile, the compensation strategy used by students is divided into 11 sub-categories, namely strategy (1) choosing a topic, (2) defining words, (3) borrowing Mother's language or translation, (4) requesting help by asking friends, (5) sentence avoidance or overall communication, (6) estimating meaning, (7) using expression or marker, (8) using other markers, namely understanding the meaning of words, sentences or discourses with the help of nonlinguistic aspects, (9) asking for help by asking the lecturer, (10) looking for similarities or differences, and (11) using language markers, namely understanding the meaning of discourse or sentence with the help of linguistic aspects such as insertion, affixing, or understanding discourse based on an understanding of some discourses heard or read. From these 11 types of sub compensation strategies, the topics choosing strategy is the most used.

Choosing a topic is a compensation strategy which is one of the most direct learning strategies students use when listening to free speech. This technique provides an opportunity for students to choose topics that suit their interests and abilities. However, when choosing this speech, it should not deviate from the topics that have been determined in the RPS, and students can choose the speech that will be presented according to the type of text they are interested in, whether the speech is in the form of songs, poems, dialogues, interviews, films, etc.. With this freedom of choice, students can determine which speeches are able to be understood by the group both in terms of grammar tarkib and the contents of the speech. This strategy is a strategy to overcome the limitations of language knowledge and understanding which is one part of the compensation strategy which is a direct strategy in language learning (Oxford, 1990).

The findings as stated are in line with what Oxford (1985) points out, that direct strategies include three learning strategies, namely memory strategy, cognitive strategy, and compensation strategies. Learning strategies according to Oxford (1989: 235) are behaviors or actions used by learners, so that learning is more successful, directed, and fun. The language learning strategy is a special action, behavior, stage, or technique used by learners to improve progress in developing language skills. These strategies can be used for processing (internalitation), storage (starage), retrieval (retrival), and the use of newly learned languages. These strategies are also a set of tools to direct yourself to develop communication skills. Direct strategies include three learning strategies, namely memory strategy, cognitive strategy, and compensation strategies.

3.2. Indirect Learning Strategy Patterns

The pattern of indirect learning strategies used by students in listening to Arabic speech is a strategy of monitoring or evaluating themselves and strategies for creating training opportunities. The self-evaluating strategy is used by the way students identify errors in understanding or producing the language learned. The form of activity involves recording important errors and efforts to eliminate errors. Meanwhile, the strategy of creating training opportunities is carried out in the form of activities to find and create opportunities for listening practice. This strategy is carried out when given assignments by lecturers, and only a few have an interest in developing the ability to listen to it independently or through practicing activities.

Self-evaluation is the most metacognitive strategy used by students in developing listening skills. This strategy is carried out by students when given the task of learning to convince themselves of the truth of the task being done. In addition, strategies to evaluate themselves are also carried out in the form of evaluating learning progress, for example progress in reading ability in one month, two months, three months and so on.

According to Oxford (1989), there are three strategies which include this indirect strategy, namely: metacognitive strategies, affective strategies, and social strategies. Metacognitive meaning behind on the side or with cognitive attitudes. This metacognitive strategy is used to help language learners who still have weaknesses in understanding new words, grammatical expressions, and differences in writing systems (Oxford, 1989: 138). Metacognitive strategies can be pursued through three techniques, namely through learning concentration strategies, compiling and planning learning, and evaluating learning.

The self-centering strategy is a technique where students focus on tasks, activities and language skills. This technique occurs through a variety of processes, namely compiling and planning learning, and which consists of strategies to direct and remind things that have been understood, share attention, avoid speaking techniques and focus on listening activities. The strategy or technique of compiling and planning learning is a technique to help students arrange and plan language learning activities. This activity occurs through a variety of processes, namely looking for learning assignments, organizing, designing long and short term goals, identifying learning objectives and tasks, planning learning tasks, and creating training opportunities. Meanwhile, the strategy of evaluating learning is a strategy for controlling language skills both in

recording errors and in recording learning progress. The main thing about this strategy is monitoring yourself and evaluating yourself.

Other strategies found in this study are affective strategies. Affective strategies refer to the terms emotions, attitudes, motivations, and values. According to Oxford (2009), good language learners are students who are able to control affective aspects. In this study five strategies were found related to this affective strategy, namely discussing with others, writing diaries and learning notebooks, using checkbooks (by marking sentences that were not understood), evaluating the results of their own work, and using music to relax and interlude when listening. Research data shows that of the various types of affective strategies, the strategy of discussing with others is the most frequently used.

The findings related to the use of strategies for discussing with others as the most widely used strategy are very positive. This is because through discussion activities, students become more active and collaborate to solve problems during the listening process. In the discussion the students interacted with both students and lecturers to analyze, solve problems, discuss a topic or problem, to argue with each other and get a joint solution to the problem at hand. The results of Suhandi's research, et al. (2013) stated that the discussion method was very effective in improving learning outcomes.

The second most effective of affective strategy used in the listening process is writing a diary or learning record. The diary or learning notes are used by students to record assignments given by the lecturer, record new vocabulary meanings, record the design or conclusions of the speech text which are tasks to be presented, record new sentence patterns, record questions asked by the lecturer, or ask questions to be compiled, and record various other learning tasks.

The third most effective of affective strategy used in the listening process is using a check list (by marking sentences that have not been understood). This strategy is used by students to mark words or sentences that are not understood. The word or sentence is then discussed with the lecturer or fellow students, or attempted through a dictionary.

The fourth most effective strategy used in the listening process is evaluating the work itself. This strategy is used by students when given assignments after the listening process in the class, as well as finish preparing the task of presenting a particular theme in the form of group assignments.

The use of music is the least used last affective strtaegi. This strategy is actually a good strategy for training and developing listening skills. Through song students can avoid boredom and boredom. The results of Romero's research (2017) show that the use of songs in the language learning process can increase motivation, increase the acquisition of vocabulary and sentence patterns, and obtain information from the

material being studied. Therefore the use of songs is very good for students and their use should be improved.

Another form of strategy used by students in listening is social strategy. In this study it was found, that the social strategy used was collaboration with peers, asking for clarification or verification, and collaborating with experts. The strategy of collaborating with peers is the type of social strategy that is most often carried out to develop listening skills. This is done by students, especially when students are asked to do assignments in groups, both when listening to class and listening to outside the class. Peers are the most comfortable discussion place because they are friends of the same age and class, and are also friends of discussion groups who get the same task. The results of the research of Hayani and Mustikawati (2016) showed that there was a positive influence between the use of collaboration with peers and learning outcomes.

Asking for clarification or verification is the second social strategy that students use in the listening process. Based on the results of the interview, students stated that clarification to the lecturer was carried out when the conditions forced or after all independent efforts and cooperation and asking friends were no longer bringing results. This is very unfortunate because the reluctance of students to ask questions or clarify lecturers is a positive learning process and should often be done. Likewise, cooperation with experts, both from students, lecturers, and other sources is rarely done by students.

3.3. Student,s Perception of Strategy Use

Based on the results of observations and interviews, it was found that all students used certain learning strategies in the listening process, both when listening guided in the laboratory and listening freely outside the laboratory. This was also reinforced from the results of the questionnaire that 74% (pretty much) of students said that when listening, it was necessary to use learning strategies to achieve the listening goals. 22% (a little)said it was needed, and only 4% (so little) said little was needed, and no one student stated that they did not need a particular learning strategy in the listening process. From these data it can be concluded that learning strategies are very necessary in the listening process.

Research results from Glogger et al. (2012) show that students who use learning strategies vary more successfully than students who only use one strategy in the learning process. This is reinforced by the research of Tur and Işıklar (2016) which explains that the use of learning strategies greatly influences learning outcomes, the

results of the study show there is a positive and meaningful relationship between the use of learning strategies and learning outcomes. This is consistent with Mu-Hsuan's (2016) research that task-based learning can improve students' listening skills. Tasks given can be called synonymous with strategy-based learning, through the assignment of tasks that vary in learning strategies. Learning strategies are very important in language learning, because it is a means to activate students, self-directed to develop, especially developing language communication competencies (Oxford, 1990: 1).

4. Conclusion

From the descriptions above, the conclusion that can be put forward is that students in the listening process use a variety of strategies. The strategies used include direct strategies and indirect strategies. There are three types of direct strategies used by students, namely (a) memory strategy, (b) cognitive strategies, and (c) compensation strategies. Meanwhile, the pattern of indirect learning strategies used by students in listening to Arabic speech is a strategy to monitor or evaluate themselves and strategies to create training opportunities. Other strategies used are affective and social strategies.

Affective strategies used include discussing with others, writing diaries and learning notebooks, using check lists (by marking sentences that have not been understood), evaluating their own work, and using music to relax and interlude when practicing listening, while social strategies consist from the strategy of collaborating with peers, asking for clarification or verification, and collaborating with experts.

In terms of student perceptions of the use of learning strategies, they agreed that the use of learning strategies when listening was needed. This is in accordance with the results of previous studies, that the use of learning strategies greatly affects learning outcomes, the results of the study show there is a positive and meaningful relationship between the use of learning strategies and learning outcomes.

Based on the results of the study as stated, some relevant suggestions to be put forward, namely. (1) Arabic Literature Department lecturers are expected to utilize various learning strategies, both direct and indirect strategies in order to create varied and interesting learning and can support independent learning, strategies through singing activities, should be further enhanced, because through student singing strategies can learn more relaxed; (2) students should try to use a variety of learning strategies to improve their listening skills, (3) there needs to be further research on learning strategies that are different subject of study and the subject is expanded.

References

[1] Anderson & Lynch. 1988. *Listening*. Editor: Candlin & Widdowson. New York: Ocford University Press.

[2] Ashin, A. 1981. *Pengajaran Menyimak: Memimlih dan Mengembangkan Tujuan Pengajaran*. Jakarta: P2LPTK.

[3] Bogdan & Biklen. 1982. *Qualitative Research for Education: An Introduction to Theory and Methods.* Boston: Allyn aand Bacon Inc.

[4] Cahyono, B.Y. 1997. *Pengajaran Bahasa Inggris: Teknik, Strategi, dan Hasil Penelitian*. Malang: Penerbit IKIP Malang.

[5] Corsetti, Cristiane Ruzicki. (2014).Strategy-based listening and pragmatic comprehension. Brazilian English Language Teaching Journal. 2014;5(1):4-14.**ISSN**: 2178-3640 (Online)

[6] Denzin, Norman K, Lincoln, Yvonna S. 1994. *Handbook of Qualitative Research*. London: Sage Publications.

[7] Durazo, G. Victorio Madrid & Zaragoza E. Dezire Castillo. 2017. Learners Work in SAC: in Longitudinal Study. SiSAL Journal vol 8 no 3 September 2017:203-222.

[8] Glogger, I., Schwonke, R., Holzäpfel, L., Nückles, M., & Renkl, A..2012. Learning Strategies Assessed by Journal Writing: Prediction of Learning Outcomes by Quantity, Quality, and Combinations of Learning Strategies. *Journal of Educational Psychology*. Advance online publication. doi: 10.1037/a0026683

[9] Hayani, Septi Nur dan Mustikawati, Rr. Indah. 2016. Pengaruh Pemanfatan Internet, Lingkungan Teman Sebaya, dan Motivasi Belajar Siswa terhadap Prestasi Belajar Siswa. Dalam *Jurnal kajian Pendidikan Akuntansi Indonesia*. Edisi 6 Tahun 2016.

[10] Huda, N. 1999. Pengajaran Bahasa Kedua Berbasis Strategi Belajar. Dalam: *Bahasa dan Seni*. Tahun: 27, 2: 143-145.

[11] Kusumobroto, R.I. 1995. *Kemampuan Mahasiswa Program Studi Pendidikan Bahasa Arab Jurusan Pendidikan Bahasa Arab FPBS IKIP Malang yang Telah Menempuh Matakuliah Istima' II dalam Menyimak Berita Berbahasa Arab di Radio.* Skripsi tidak diterbitkan. Malang: IKIP Malang.

[12] Lincoln, Yvonna S. dan Guba, Egon G. 1985. *Naturalistic Inquiry*. London: Sage Publication.

[13] Mu-Hsuan, Chou. 2016. *A Task-based Language Teaching Approach to Developing Metacognitive Strategies for Listening Comprehension*. Pages 51-70 | Published online: 17 Feb 2016. https://doi.org/10.1080/10904018.2015.1098542.

[14] Oxford, R.L. 1989. Use of Learning Strategies: a Synthesis of Studies with Implications for Strategy Training. Dalam: *System*, 12, 2: 235-247.

[15] Oxford, R. L. 1990. *Language Learning Strategies. What Every Teacher Should Know*. USA: Newbury House Publishers.

[16] Oxford, R.L. 2002. *Language Learning Strategies in a Nutshell: Update and ESL Suggestions*. Dalam: Methodology in Language Teaching. Richards J. C. & Renandya W.A. (Eds). Cambridge: University Press.

[17] Nurhidayati, 2004. *Kemampuan Menyimak Mahasiswa Baru Jurusan Sastra Arab Fakultas Sastra Universitas Negeri Malang*. Laporan Penelitian. Malang:Lembaga Penelitian Universitas Negeri Malang.

[18] Nurhidayati. 2005. *Pembelajaran menyimak Apresiatif Cerita Pendek dengan Strategi Belajar Kooperatif*. Laporan Penelitian. Malang : Lembaga Penelitian Universitas Negeri Malang.

[19] Nurhidayati. 2006. *Pembelajaran Menyimak Apresiatif Cerita Pendek dengan Strategi Belajar Koperatif di Jurusan Sastra Arab Fakultas Sastra UM*. Laporan Penelitian. Malang:Lembaga Penelitian Universitas Negeri Malang.

[20] Nur, M. & Wihandari, P.R. 2004. *Pengajaran Berpusat kepada Siswa dan Pendekatan Konstruktivis dalam Pengajaran*. Surabaya: Pusat Sains dan Matematika Sekolah Unesa: University Press.

[21] Rivers & Temperley. 1978. *A practical Guide to the Teaching of English as Second or Foreign Language*. New York: Oxford University Press.

[22] Romero, Paola, X. 2017. Teaching and Learning English through Songs: ALiterature *Review*.

[23] Spradley, James P. 1980. *Participant Observation*. New York: Holt, Rinehart and Winston.

[24] Suhandi, Dayang Yuliana; Ibrahim, M. Yusuf; dan Budjang, Gusti. 2013. *Efektifitas Penggunan Metode Diskusi pada Mata Pelajaran Sosiologi di SMA Negeri 2 Sungai Ambawang* (htpp://media. neliti.com Publications.PDF)

[25] Simsek, Ali dan Balaban, Jale. 2010. Learning Strategies of Successful and Unsuccessful University Students.Jurnal: *Contemporary Educational Technology*, 2010, 1(1), 36-45. Turkey: Anadolu University

[26] Tompkins, Gaile E. dan Hoskissons, Kenneth. 1991. *Language Arts: Content and Teaching Strategies*. New York: Macmillan Publishing Comapny.

[27] Underwood, M. 1989. Teaching Listening. London: Longman.

[28] Uslu, Mehmet Emin; Şahin Eyüp; dan Odemis, Ibrahim Serkan. 2016. The Effect of Language Learning Strategies on Academic Achivement. *Journal of Educational and*

*Instructional Studies in The World.*August 2016, Volume: 6 Issue: 3 Article: 09 ISSN: 2146-7463