

## Strengthening Listening Skills through Learning Reflection: A Practical Guide for Students and Teachers

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**Abstract:** This research discusses the steps of Arabic language learning reflection that can improve students' listening skills. The research method used is a qualitative method with a narrative approach. The research data was collected from in-depth interviews, participant observation, and document analysis. The data generated were in the form of interview transcripts, field notes, observation notes, written documents, and video recordings. As for analyzing the data, the researcher used a narrative approach that involved the process of reading and understanding the data that had been collected, then identifying the main patterns and themes that emerged from the data. Furthermore, researchers categorized, compared, and connected these themes to make interpretations and understand the meaning obtained. The findings of this study show that activities such as listening then guessing style, listening then expressing meaning, listening then making sentences, and listening then writing sentences quickly can help improve students' listening skills. This research shows that although the use of innovative methods and media in Arabic language learning is quite diverse, there are still various problems that have not been covered, especially in terms of students' listening skills. The novelty of this study lies in the focus on strengthening learning reflection which can be a guide for teachers to improve the quality of their learning.

## INTRODUCTION

Listening skills are the ability to understand and interpret information received through hearing.<sup>1</sup> Listening skills include the ability to pay attention to what is being listened to, understand the meaning of spoken words, capture the intonation, tone, and facial expressions of the speaker, and interpret the meaning

<sup>1</sup> Amrina, Adam Mudinillah, And Durrotul Hikmah, "Pemanfaatan Aplikasi Audacity Dalam Proses Pembelajaran Maharah Istima' Kelas X Man 1 Solok," *Jurnal Teknologi Pendidikan (Jtp)* 15, No. 1 (April 7, 2022): 1-8, <https://doi.org/10.24114/jtp.V15i1.28962>.

of the message conveyed. Listening skills are essential in a variety of situations, including interpersonal communication, negotiations, presentations, and conflict.<sup>2</sup> By having good listening skills, one can avoid misunderstandings, improve interpersonal relationships, broaden understanding, and increase productivity.

Listening skills are one of the important skills in language learning. However, many students struggle to develop their listening skills.<sup>3</sup> This is due to various factors, such as difficulty understanding vocabulary and pronunciation, and lack of practice in listening. Arabic language learning is no exception. Arabic is an important language and is widely used in various fields such as science, religion, and culture. Good Arabic language skills, including listening skills, are key to understanding and utilizing the information available in the language.<sup>4</sup> However, not all Arabic students and teachers can master listening skills well, despite having studied the language for a long time.

So far, many studies have provided solutions to the difficulties faced by students to improve their listening skills, especially in Arabic language learning. These solutions vary, starting from the use of methods, or media. The research conducted by Mufida,<sup>5</sup> the results of his research shows that the use of audiolingual methods can improve students' listening skills in Arabic language learning. In addition, there is also Gunarti's research,<sup>6</sup> which uses media, as a means of improving students' listening skills. Similar research was also conducted by Adam Mudinillah and Durrotul Hikmah,<sup>7</sup> who utilized applications to

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<sup>2</sup> Muhamad Fathoni, "Pembelajaran Maharah Istima'," *Ihtimam : Jurnal Pendidikan Bahasa Arab* 1, No. 1 (June 1, 2018): 199-218, <https://doi.org/10.36668/jih.v1i1.162>.

<sup>3</sup> Aulia Mustika Ilmiani Et Al., "The Implementation Of Semester Learning Plan (Rps) On Maharahistima' Course By Using Cartoon Story Maker," *Lisania: Journal Of Arabic Education And Literature* 4, No. 1 (June 26, 2020): 1-22, <https://doi.org/10.18326/lisania.v4i1.1-22>.

<sup>4</sup> Alfianor Alfianor, "Pengelolaan Pembelajaran Maharah Istima' Dan Kalam Oleh Himpunan Mahasiswa Prodi Pba Stiq Amuntai," *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan* 16, No. 2 (February 8, 2022): 420-30, <https://doi.org/10.35931/aq.v16i2.869>.

<sup>5</sup> Chilma Munthia Syarul Mufida, "Penggunaan Metode Audiolingual Dalam Maharah Istima' Di Mts. Kh. Hasyim Asy'ari Malang," *Qismul Arab: Journal Of Arabic Education* 1, No. 02 (June 18, 2022): 16-29, <https://doi.org/10.1234/qismularab.v1i02.9>.

<sup>6</sup> Tri Tami Gunarti, "Pengembangan Media Pembelajaran Bahasa Arab Berbasis Audio Visual Untuk Meningkatkan Maharah Istima' Pada Siswa-Siswi Madrasah Ibtidaiyah," *Awwaliah: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 3, No. 2 (December 16, 2020): 122-29, <https://doi.org/10.58518/awwaliah.v3i2.598>.

<sup>7</sup> Amrina, Mudinillah, And Hikmah, "Pemanfaatan Aplikasi Audacity Dalam Proses Pembelajaran Maharah Istima' Kelas X Man 1 Solok."

improve students' listening skills. The latest class action research conducted by Syaipurrahman,<sup>8</sup> and Rayno,<sup>9</sup> shows that the use of methods and media can improve the ability of students.

In general, the use of learning methods and media can indeed improve students' listening skills in learning Arabic. However, researchers argue that the use of learning methods and media cannot be a comprehensive solution for learners to improve their listening skills, especially in Arabic language learning. This can be seen, from the many research results that offer the latest methods or media, to improve learners' listening skills. This means that it cannot be denied that the problems or obstacles faced by learners, to improve listening skills, have not been fully resolved by the use of various methods or media. And the use of methods or media has not been able to fully cover the problems that exist in improving listening skills.<sup>10</sup>

Based on this assumption, the researcher conducted a further examination of the efforts made by a teacher in improving listening skills in Arabic language learning in the form of learning reflection. According to him, learning reflection is one way to help students improve their listening skills. By reflecting on the learning that has been done, students can identify their strengths and weaknesses in listening, and find solutions to overcome their difficulties.

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<sup>8</sup> Syaipurrahman Syaipurrahman, "Meningkatkan Kemampuan Keterampilan Istimaâ€™™ (Menyimak) Pada Pelajaran Bahasa Arab Materi At Tasawwuq Melalui Model Cooperatif Learning Sq3r Pada Siswa Kelas Xi Agama Mapk Nu Haruyan," *Prosiding Pendidikan Profesi Guru Agama Islam (Ppgai)* 3, No. 1 (2023), <https://E-Proceedings.Iain-Palangkaraya.Ac.Id/Index.Php/Ppgai/Article/View/1437>.

<sup>9</sup> Rahmat Rayno, "Penerapan Strategi Pembelajaran Role Playing Dalam Mata Pelajaran Bahasa Arab Untuk Meningkatkan Keterampilan Kalam Siswi Kelas X Mas Puteri Annajah Cindai Alus," *Prosiding Pendidikan Profesi Guru Agama Islam (Ppgai)* 3, No. 1 (2023), <https://E-Proceedings.Iain-Palangkaraya.Ac.Id/Index.Php/Ppgai/Article/View/1476>.

<sup>10</sup> Sri Handayani And Syafi'i, "Pemanfaatan Video Animasi Youtube Untuk Meningkatkan Pengembangan Maharah Istima' Bahasa Arab," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 3, No. 2 (July 30, 2022): 105-16.

The ability to actively listen and understand the information provided by the teacher or instructor is essential to understanding the material learned. In addition, the ability to reflect on the material learned and relate it to personal experiences can help students deepen their understanding of a particular subject, as well as strengthen the connection between concepts and applications in daily life.

Based on these initial observations and interviews, the researcher focused on reflecting on learning carried out by teachers, especially on listening skills in Arabic language learning. It is hoped that the results of this study can provide practical guidance for students and teachers regarding the steps of learning reflection to strengthen listening skills. This article will discuss learning reflection that can help students and teachers strengthen their listening skills.

## **METHOD**

The research method that researchers will use in this study is a qualitative research method with a narrative approach. A narrative research method is one type of qualitative research method that uses stories or narratives as the main focus of research. Narrative research usually includes collecting, analyzing, and interpreting data in the form of stories or narratives compiled based on the experiences, events, or lives of a person or group of people.<sup>11</sup>

Narrative research methods are used in various fields of study, such as literature, social sciences, anthropology, and psychology. It allows researchers to understand the subjective experiences and perspectives of the individuals or groups of people being studied, as well as generate a deeper understanding of concepts such as identity, culture, and lived experience.<sup>12</sup> This research focuses on the experience of the informant, in reflecting on her learning as an Arabic teacher.

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<sup>11</sup> A.M.Irfan Taufan Asfar, "Analisis Naratif, Analisis Konten, Dan Analisis Semiotik (Penelitian Kualitatif)," 2019, <https://doi.org/10.13140/Rg.2.2.21963.41767>.

<sup>12</sup> St Zakiah Darmanita And M. Yusri, "Pengoperasian Penelitian Naratif Dan Etnografi; Pengertian, Prinsip-Prinsip, Prosedur, Analisis, Intepretasi Dan Pelaporan Temuan," *As-Shaff: Jurnal Manajemen Dan Dakwah* 1, No. 1 (June 26, 2020): 24-34.

In general, research sources can be divided into two categories,<sup>13</sup> namely: *First*, Primary sources: Primary sources are sources that contain original data or information resulting from direct research. Examples include interviews, questionnaires, observations, official documents, and audio or video recordings. The primary sources in this research are Arabic language teacher at Madrasah Tsanawiyah Negeri Kapuas, Central Kalimantan. *Second*, Secondary sources: Secondary sources are sources that present data or information taken from primary sources or other sources. The secondary sources in this study are books, journal articles, reports, newspapers, magazines, and websites.

#### *Participant (Subject) Characteristics*

In the narrative research method, researchers focus on stories or narratives from Arabic language teachers as data sources and conduct text analysis to identify patterns, themes, and meanings contained in these stories or narratives. Researchers can also collect additional data from interviews, observations of the learning process, or supporting documents to strengthen the stories or narratives produced, such as Arabic teachers' journals, learning videos, and voice recordings when reflecting on learning. The Arabic language teacher who became the subject of the study was reviewed from the results of the reflection on the learning he had done. Other criteria that support this Arabic teacher to be the subject of research are, the length of time he has been teaching Arabic and also the professional competence he has, proven by having a professional certificate.

#### *Research Design*

The steps in qualitative research,<sup>14</sup> using a narrative approach are: (1) Determining the focus of research: the researcher focuses on reflective learning carried out by Arabic teachers in the Arabic language learning process to improve listening skills. (2) Determining sources: researchers choose sources that are the focus of the research and have experiences or life stories that are relevant to the reflective learning carried out by Arabic teachers. (3) Collecting data: researchers conducted in-depth interviews with Arabic teachers to obtain detailed and rich data. (4) Recording data: the researcher also recorded the interviews and took detailed notes to ensure no data was lost or forgotten. (5) Transcription: the researcher transcribed the interview data, which the researcher got from the Arabic teacher, peers, and also students into written form to facilitate analysis. (6) Data

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<sup>13</sup> Prof Dr Dede Rosyada M.A, *Penelitian Kualitatif Untuk Ilmu Pendidikan* (Prenada Media, 2020).

<sup>14</sup> Kirsti Malterud, Volkert Dirk Siersma, And Ann Dorrit Guassora, "Sample Size In Qualitative Interview Studies: Guided By Information Power," *Qualitative Health Research* 26, No. 13 (November 2016): 1753-60, <https://doi.org/10.1177/1049732315617444>.

analysis: The researcher analyzed the data systematically and based on reflective learning theory to identify important patterns and themes that emerged from the data. (7) Concluding: Drawing conclusions from the data collected and the analysis conducted to answer the research questions. (8) Writing the report: Write a narrative research report that contains a complete description of the research, methods used, results of the research, and conclusions. (9) Validation: Researchers validate data and research results by conducting validity testing or data triangulation by comparing the results of interview data, observation, and documentation through other sources or other relevant sources.

## RESULT AND DISCUSSION

The following research results were obtained after conducting in-depth interviews, participant observation, and document analysis. The resulting data are in the form of interview transcripts, field notes, observation notes, written documents, and video recordings. Furthermore, to analyze the data that has been obtained, researchers use a narrative approach that involves the process of reading and understanding the data that has been collected, then researchers identify the main patterns and themes that emerge from the data. Researchers also categorized, compared, and connected these themes to make interpretations and understand the meaning of the qualitative data obtained.

The following is a description of the research results that can be reported. Reflection steps for Arabic language learning that can help improve listening skills: First, Arabic teachers set learning objectives: The first step is to set clear and measurable learning objectives. These objectives should be specific, achievable, relevant to the topic, and appropriate to students' learning needs. The findings in this study show that Arabic teachers set ten new vocabularies that must be understood by students in one meeting, then in the conversation or discourse that is listened to by students, it must contain these ten vocabularies.

Second, Arabic teachers explain the material clearly: Teachers should ensure that learning materials are explained clearly and easily understood. This will help students understand the material better and improve their listening skills. Here, the Arabic teacher ensures that the audio uses intonation and easy-to-understand

Arabic dialog according to the learners' ability at their age limit. The material explained has different levels of difficulty according to the ability strata in the learning process.

Third, Arabic teachers apply appropriate learning methods: Arabic teachers choose learning methods that suit the needs and conditions of students to improve students' listening skills, such as the use of audio recordings, simulations, role plays, and others. Interactive and fun learning methods can help students be more interested and motivated to improve their listening skills. In Arabic language learning, the teacher focuses on the use of recordings, rather than picture audio. He chooses this because he wants learners to focus on listening only, without being distracted by pictures. The audio is played repeatedly with different speed durations. In the first playback, the audio was played very slowly. The second playback was slow and the third playback was fast.

Fourth, Arabic teachers provide regular feedback: Teachers provide feedback regularly to help students improve their listening skills. Feedback should be constructive and provide positive support to students. Arabic teachers apply a variety of feedback, not in the form of right or wrong scores. However, learners who have not listened to the right vocabulary are asked to listen again until they get it right. Then asked, to listen again, until answering correctly.

Fifth, Arabic teachers encourage reflection: After students complete a task or activity in learning, Arabic teachers ask them to reflect on their experience. This can help students to improve their listening skills and develop more effective learning strategies. Here, there is two-way communication, between teachers and learners, about the learning that has been done. So that the teacher knows the obstacles experienced by students, although it has not been able to cover all the obstacles experienced, the hope is that Arabic teachers can apply different methods or media so that other students can also hone and strengthen their listening skills.

Sixth, Arabic teachers actively involve students: Teachers actively involve students in the learning process. This will help students to focus and engage in

learning activities that can improve their listening skills. To the research findings, Arabic teachers conduct Arabic learning activities to strengthen their listening skills not only with listening activities. But it is also accompanied by other activities such as listening then guessing the style, listening then expressing the meaning, listening then making sentences, and also listening then writing sentences quickly. This aims to make students' listening activities not monotonous.

Seventh, using the right media: Choose the right media, such as audio and video, which can help improve students' listening skills. The audio chosen by the teacher is audio of native Arabic speakers with Saudi Arabic dialog. This audio uses fusha Arabic and also intonation that is not too fast. The pronunciation is easy to imitate and is closest to Indonesian intonation in Arabic expressions.

Eighth, it encourages collaboration: Collaboration between students can help students improve their listening skills through discussion and information exchange. Arabic teachers also make the class feel fun with peer interaction in the classroom. Arabic teachers make games in groups. So that groups have competitive competitiveness. This can add fun to learning Arabic.

The results of this study are new compared to the findings of previous studies that focused on strengthening listening skills by using Arabic language learning methods and media. In Arabic language learning, listening ability is the most basic level of language proficiency. Often we focus on automatic speaking skills the most concerned in terms of language skills, but we must also know, that good speaking skills are measured by the success of understanding meaning through listening skills. So in the learning process, reflection on learning should be done from the beginning on the most basic language skills.

This research contributes to and provides options for teachers and students to reflect on the learning that has been carried out. If the use of various media or methods is not enough to make significant changes in learning outcomes. It could be that there are learning steps that have been missed, in the learning process that



has been implemented. So we must reflect on our learning, with the steps of learning reflection, as the findings of the researchers mentioned earlier.

In the theory of reflective teaching methodology, reflection on learning involves teachers looking at and considering how they teach, and evaluating their teaching practices to find ways to improve learning outcomes.<sup>15</sup> In short, reflective teaching is a process in which teachers make observations and self-evaluations to improve themselves.<sup>16</sup> This process requires a conscious effort to reflect on events and gain new understanding.<sup>17</sup> In general, reflective teaching involves cycles of observation, reflection, and improvement. The steps are as follows: First, conduct the learning process. Second, self-assess the teaching results. Third, consider other better teaching methods that can improve performance and the standard and quality of learning. Fourth, putting these ideas into practice. Fifth, repeat the exercise.

There is no denying that the process of reflective teaching is essential for professional and personal development and improvement as it is a continuous and never-ending process.<sup>18</sup> A teacher can record their observations or record their teaching as a form of reflection.<sup>19</sup> This includes evaluating successful teaching performance with students and how to address mistakes by reworking or eliminating them. A teacher can also videotape their teaching or lessons to reflect on body language and classroom management.<sup>20</sup> A teacher can also videotape their teaching or lessons to reflect on body language and classroom

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<sup>15</sup> Bo Chang, "Reflection In Learning.," *Online Learning* 23, No. 1 (March 2019): 95-110.

<sup>16</sup> Abdelhamid M. Ahmed, "From Reluctance To Addiction: The Impact Of Reflective Journals On Qatari Undergraduate Students' Learning," *Reflective Practice* 21, No. 2 (March 3, 2020): 251-70, <https://doi.org/10.1080/14623943.2020.1735328>.

<sup>17</sup> Christine Hamel And Anabelle Viau-Guay, "Using Video To Support Teachers' Reflective Practice : A Literature Review," Ed. Bernard Nkuyubwatsi, *Cogent Education* 6, No. 1 (January 1, 2019): 1673689, <https://doi.org/10.1080/2331186x.2019.1673689>.

<sup>18</sup> Khalil Motallebzadeh, Fatemeh Ahmadi, And Mansooreh Hosseinnia, "The Relationship Between Efl Teachers' Reflective Practices And Their Teaching Effectiveness: A Structural Equation Modeling Approach," Ed. Meihua Qian, *Cogent Psychology* 5, No. 1 (December 31, 2018): 1424682, <https://doi.org/10.1080/23311908.2018.1424682>.

<sup>19</sup> Ridwan Sanjaya (Editor), *21 Refleksi Pembelajaran Daring Di Masa Darurat* (Scu Knowledge Media, 2020).

<sup>20</sup> Degife Gudeta, "Professional Development Through Reflective Practice: The Case Of Addis Ababa Secondary School Efl In-Service Teachers," *Cogent Education* 9, No. 1 (December 31, 2022): 2030076, <https://doi.org/10.1080/2331186x.2022.2030076>.

management.<sup>21</sup> By reflecting on the video footage, a teacher can self-assess and correct deficiencies in their overall teaching.

Implementing reflective teaching can be done in many ways. One of them is by recording your activities in the classroom. Some teachers keep notes in their notebooks to help them remember details about what happened during the lesson.<sup>22</sup> Some blog share their thoughts and views on successful or unsuccessful teaching.<sup>23</sup> In addition, you can create a personal blog to reflect on your thoughts privately. Another method is to video yourself, which can help you set goals and reflect on them at the end of the week.<sup>24</sup> Although it takes time and effort, implementing reflective teaching practices will help you improve the quality of your teaching and save time in the future.<sup>25</sup> It can be an effective way to improve as a teacher and help students achieve learning success.

A teacher who teaches in a school must conduct self-evaluation to teach effectively. This evaluation is done through the process of reflection, which is the key to successful learning for both teachers and students. The process of reflection is a fundamental value and a necessary condition for becoming a professional teacher. The ability to reflect on what, why, and how we do things can develop and enrich teaching practice and is an essential characteristic of a good teacher. Through reflection on one's own experiences and assumptions, as well as critical observation and reflective analysis of teaching practices, a teacher can grow and develop professionally.<sup>26</sup> Reflection is also very important in improving skills and identifying a teacher's strengths and weaknesses. Teachers should question all aspects of their teaching practice, and find out which aspects are most effective

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<sup>21</sup> Hamel And Viau-Guay, "Using Video To Support Teachers' Reflective Practice."

<sup>22</sup> Ma Joahna Mante-Estacio And Ruanni Tupas, "Questions As Beliefs: Investigating Teachers' Beliefs In Reading Through Inquiry Questions," *Education Inquiry* 0, No. 0 (September 13, 2022): 1-20, <https://doi.org/10.1080/20004508.2022.2123121>.

<sup>23</sup> Jing Liu, "A Dynamic Approach To Understanding Motivation In An Interpreting Course," *Language Sciences* 92 (July 1, 2022): 101472, <https://doi.org/10.1016/j.langsci.2022.101472>.

<sup>24</sup> Kåre Hauge, *Self-Study Research: Challenges And Opportunities In Teacher Education, Teacher Education In The 21st Century - Emerging Skills For A Changing World* (Intechopen, 2021), <https://doi.org/10.5772/intechopen.96252>.

<sup>25</sup> Jennifer Leigh And Richard Bailey, "Reflection, Reflective Practice And Embodied Reflective Practice," *Body, Movement And Dance In Psychotherapy* 8, No. 3 (August 1, 2013): 160-71, <https://doi.org/10.1080/17432979.2013.797498>.

<sup>26</sup> T. Marshall Et Al., "Facilitating Reflection: A Review And Synthesis Of The Factors Enabling Effective Facilitation Of Reflective Practice," *Reflective Practice* 23, No. 4 (July 4, 2022): 483-96, <https://doi.org/10.1080/14623943.2022.2064444>.

and need to be maintained, and which need to be improved. Through reflection, teachers can understand the teaching context well and develop alternative approaches to address problems that arise during teaching practice.

If a teacher engages in reflective teaching practices, they will spend time evaluating their teaching practices, examining their curriculum choices, considering student feedback, and making necessary changes to improve student learning.<sup>27</sup> To do this, teachers need to gather information, interpret data, and plan.<sup>28</sup> Reflective teaching involves examining basic beliefs about teaching and learning and the congruence of classroom practice with those beliefs before, during, and after the course is taught.<sup>29</sup> In reflective teaching, teachers critically analyze their teaching practices and look for evidence of effective teaching. There are many sources that teachers can use for critical analysis, such as students' views, colleagues' views, personal experience, and theory and research. Teachers can use a variety of tools and methods, both simple and formal, and both personal and inter-collegial, to learn from these sources and reflect on their teaching practices. Examples of tools and methods that can be used are self-assessment, classroom observation, consideration of student evaluations, or exploration of educational research. As each semester and the student has different needs, reflective teaching is an ongoing practice to support effective and student-focused teaching.

## CONCLUSION

This study provides steps for Arabic learning reflection that can help improve students' listening skills. There are seven steps, namely setting clear learning objectives, explaining the material clearly, applying appropriate learning methods, providing regular feedback, encouraging reflection, actively involving

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<sup>27</sup> Oksana Kharlay, Wei Wei, And Jeremy Philips, "How Do I Teach? Exploring Knowledge Of Reflective Practice Among In-Service Efl Teachers In Ukraine," *Teachers And Teaching* 28, No. 2 (February 17, 2022): 188–205, <https://doi.org/10.1080/13540602.2022.2062709>.

<sup>28</sup> Hamidulloh Ibda, *Guru Dilarang Mengajar!: Refleksi Kritis Paradigma Didik, Paradigma Ajar, Dan Paradigma Belajar* (Cv. Asna Pustaka, 2019).

<sup>29</sup> Dutamo Fonkamo And Assefa Zeru, "Exploring The Impediments On The Application Of Reflective Teaching In Efl Paragraph Writing Classes," *Cogent Education* 9, No. 1 (December 31, 2022): 2109648, <https://doi.org/10.1080/2331186x.2022.2109648>.

students, and using appropriate media. The research findings show that the use of audio as learning media that is played repeatedly at different speeds and equipped with new vocabulary can improve students' listening skills. In addition, the application of interactive and fun learning methods, as well as providing regular feedback, can help students improve their listening skills. The novelty of this research is that it guides the steps of reflecting on Arabic learning, especially to strengthen learners' listening skills. The use of innovative learning methods and media is not enough, if not balanced with the application of learning reflection. It is necessary to review the learning that has been done, instead of always updating the learning methods or media. So that the solution provided is right on target.

This study recommends further research to reflect Arabic language learning in other language proficiency areas, such as speaking ability, reading ability, and writing ability. Thus, the problems that occur in the learning process can be found solutions according to the needs of students.

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