



## The Integration of the Cooperative Integrated Reading and Composition (CIRC) Method in Arabic Language Learning

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Informasi Artikel	Abstract
Submitted: 28-05-2025 Published: 03-07-2023  <b>Keywords:</b>  CIRC Method Arabic Language Learning Cooperative Learning	<i>This study aims to analyze the effectiveness of integrating the Cooperative Integrated Reading and Composition (CIRC) method in Arabic language learning at the madrasah level. The background of this research is the low reading and writing skills of students, as well as the lack of interaction in the learning process. This study employs both quantitative and qualitative approaches using a classroom action research design. The research sample consists of eighth-grade MTs (Islamic junior high school) students selected through purposive sampling. Data collection techniques include observation, interviews, documentation, and learning achievement tests. Data analysis is conducted using both descriptive quantitative and qualitative methods, along with triangulation to ensure the validity of the findings. The results show that the application of the CIRC method enhances text comprehension, enriches vocabulary, and encourages active student participation through group discussions. The average post-intervention scores increased significantly compared to the initial scores. Thus, the CIRC method is proven to be effective in fostering a more cooperative, communicative, and student-centered Arabic language learning environment.</i>

### INTRODUCTION

Arabic language learning at the madrasah tsanawiyah (Islamic junior high school) level still faces various challenges, particularly in terms of students' motivation and their comprehensive mastery of language skills. Based on preliminary observations conducted at the MTs where this study was carried out, it was found that most students still struggle to understand Arabic reading texts and to express their ideas in writing (Maula, 2022). The learning process tends to remain teacher-centered, relying heavily on lectures and rote vocabulary memorization, which causes students to become passive and disengaged (Musgamyaliah, 2020).

The low level of student engagement in the learning process directly impacts their academic achievement. Initial pre-test results administered to two Grade VIII classes showed that the average reading comprehension scores were below the minimum passing criteria (KKM) set by the madrasah, which was 70. Only around 35% of students were able to correctly answer the reading comprehension questions. This fact highlights the urgent need to improve the approach to Arabic language instruction to make it more contextual and participatory.

In principle, Arabic language learning encompasses four key skills: listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah) (Hasan et al., 2023). However, in practice, instruction often focuses primarily on grammar and vocabulary memorization. This hinders students from developing a holistic and practical understanding of Arabic as a means of communication (Saputra et al., 2023). To address this issue, there is a need for an approach that actively involves students, encourages collaboration, and fosters meaningful learning experiences.



One relevant approach to address this need is cooperative learning (Ramzi, 2022). Among various cooperative learning models, the Cooperative Integrated Reading and Composition (CIRC) method offers an integrated strategy for reading and writing in groups, allowing students to support one another in comprehending texts and developing their written ideas (Aprilentina et al., 2020). This method has been proven effective in enhancing language skills in subjects such as Indonesian and English (Azizah & Yanti, 2022).

Research conducted by Karim and Fathoni (Karim & Fathoni, 2022) showed that the application of the CIRC method in Indonesian language learning improved students' reading comprehension and their ability to write well-structured essays. In the context of English language learning, CIRC has also been found to enhance both reading comprehension and writing skills (Nasution & Azis, 2024). However, the application of this method in Arabic language learning remains relatively underexplored.

Observations from Grade VIII classes at the research site revealed that Arabic teachers noted students' frequent difficulties in understanding texts due to limited vocabulary and a lack of peer discussion. Teachers also expressed concerns about the lack of methods that encourage critical thinking and collaboration among students. Therefore, integrating the CIRC method is expected to address these needs and offer an innovative alternative for Arabic language instruction.

Theoretically, the CIRC method is firmly rooted in Vygotsky's sociocultural theory, which emphasizes the importance of social interaction in the construction of knowledge (Hausfather, 1996). In the CIRC process, students learn through group discussions, peer feedback, and collective comprehension of texts. This aligns with Vygotsky's concept of the Zone of Proximal Development (ZPD), where effective learning occurs when students are guided by peers within a social context (Cole & SCRIBNER, 1978).

In addition, integrative approaches like CIRC are consistent with William Francis Mackey's theory of interconnected language skills. Mackey asserted that reading and writing cannot be separated, and that effective language learning must integrate both skills in meaningful, real-world contexts (Mackey, 1972). Therefore, CIRC as an integrated learning model holds significant potential in Arabic language education.

Within the framework of the *Merdeka Belajar* curriculum currently being implemented in many educational institutions in Indonesia, learning is expected to be student-centered, collaborative, and based on students' experiences (Aziz et al., 2024). The integration of the CIRC method into Arabic language instruction aligns with the spirit of this curriculum, as it places students as active participants who think critically and construct knowledge.

However, to date, few studies have explicitly applied the CIRC method in the context of Arabic language learning at the MTs level. This presents a research gap worth exploring, as it could contribute to the development of more effective and engaging methods for teaching Arabic.

The urgency of this research is further reinforced by the need for madrasahs to improve students' learning outcomes in Arabic, a subject often perceived as difficult and unappealing. By implementing a cooperative and integrative method, it is hoped that student motivation toward Arabic will increase, while also fostering a more positive, productive learning atmosphere.

As an initial step, the researcher conducted a small-scale trial applying some principles of CIRC in two sessions with Grade VIII students. Teacher and student reflections indicated that students became more engaged in discussions, more confident in writing, and more interested in



the content of the reading texts. This reinforces the belief that the CIRC method is worth testing in a more systematic research process.

By integrating the CIRC method into Arabic language learning, it is expected that there will be significant improvements in reading comprehension, vocabulary development, and students' writing abilities. Additionally, the learning process becomes more collaborative and enjoyable, as students are not learning in isolation but as part of a learning community.

Based on all the explanations above, this research is conducted to systematically and objectively evaluate the effectiveness of integrating the CIRC method into Arabic language instruction. This study also aims to provide an alternative instructional model that Arabic teachers in madrasahs can adopt to make learning more meaningful, contextual, and empowering for students.

## **METHOD**

The research method used in this study is quantitative research with a quasi-experimental design, which aims to test the effectiveness of the Cooperative Integrated Reading and Composition (CIRC) method in Arabic language learning (Thoifa, 2015). The design employed is the Non-Equivalent Control Group Design, which involves two groups: an experimental group that received the CIRC method treatment, and a control group that used conventional teaching methods (Acep Hermawan, 2014). The sample was selected using purposive sampling, involving two Grade VIII classes at an MTs (Islamic junior high school) with relatively balanced academic abilities. The study was conducted over six sessions, with reading topics adapted to the Grade VIII Arabic language curriculum.

Data were collected using two main techniques: Arabic language proficiency tests (pre-test and post-test) to obtain quantitative data, and observation and documentation to support qualitative data (Anshori & Ismawati, 2019). The test instruments were validated by Arabic language experts and were piloted in a different class to ensure their reliability. Quantitative data were analyzed using statistical tests, namely the paired sample t-test and the independent sample t-test, to determine the significance of the differences in learning outcomes between the groups. Meanwhile, qualitative data were analyzed descriptively using the interactive model of Miles and Huberman, which includes data reduction, data display, and conclusion drawing. To enhance data validity, triangulation was applied by comparing test results, observation notes on student activities, and brief interviews with Arabic teachers regarding student responses to the CIRC method. This approach is in line with the perspectives of Sugiyono and Creswell on the importance of strengthening data through a mixed-method approach in educational research (AKSOY, 2022).

## **RESULTS AND DISCUSSION**

### **Results**

This study was conducted to determine the effectiveness of integrating the Cooperative Integrated Reading and Composition (CIRC) method in Arabic language learning, specifically in improving reading comprehension skills (*qirā'ah fahmiyyah*). The subjects of this research were eighth-grade students at an MTs (Islamic junior high school), divided into two groups: an experimental group (using the CIRC method) and a control group (using conventional methods).

The following is the data from the pre-test and post-test results in both groups:

**Table 1. Average Pre-test and Post-test Scores of Arabic Reading Comprehension Skills**

Group	Pre-test Average	Post-test Average	Difference	Notes
Experimental Group	62,4	82,7	+20,3	Using the CIRC method
Control Group	61,8	71,2	+9,4	Using conventional methods

The results in Table 1 show a significant improvement in the experimental group that used the CIRC method. The average score difference of +20.3 points indicates that this method had a greater positive impact compared to the conventional method, which only saw a +9.4 point increase. CIRC proved to be effective because it integrates reading activities, group discussions, and summary writing, which indirectly strengthens students' comprehension of Arabic texts. Students actively collaborate to understand the content of texts, discuss word meanings, and reconstruct information in written form.

More specifically, the effectiveness of the CIRC method can be analyzed through the following language skill aspects:

**Table 2. Analysis of Language Skills Improved by the CIRC Method**

Skill Aspect	Experimental Group (Improvement)	Control Group (Improvement)	Notes
Reading ( <i>Qirā'ah</i> )	High	Moderate	Discussions help students grasp text meaning
Writing ( <i>Kitābah</i> )	High	Low	CIRC includes exercises in text summarization
Discussion/Teamwork	High	Low	CIRC is group-based and promotes cooperation
Vocabulary Mastery	High	Moderate	Contextual reading exercises support learning

The integration of the CIRC method in Arabic learning is carried out through a systematic sequence designed to develop reading, writing, speaking, and vocabulary skills in an integrated manner. Each step of the method is adapted to the needs of Arabic language learning at the Grade VIII level of MTs, emphasizing collaboration, contextual understanding, and the training of critical and creative thinking skills.

The following is the instructional flow of the adapted CIRC method for Arabic language learning in Grade VIII at MTs:

**Table. CIRC Instructional Flow in the Context of Arabic Learning for Grade VIII Students**

CIRC Stage	Arabic Learning Activities	Learning Objectives
1. Grouping Students	Teacher divides students into heterogeneous groups (4–5 students per group)	Enhance social interaction and learning collaboration
2. Text Introduction	Teacher introduces an Arabic reading text (e.g., daily routines)	Stimulate interest and focus on the topic
3. Paired Reading	Students read the text in pairs within their group	Practice pronunciation and basic text comprehension



CIRC Stage	Arabic Learning Activities	Learning Objectives
4. Text Content Discussion	Discuss vocabulary meanings, main ideas, and text details in groups	Deepen reading comprehension and broaden vocabulary
5. Question Practice	Students answer questions based on the text (fill-in, multiple choice, essay)	Measure understanding and response skills
6. Writing a Summary	Groups write a summary of the text in Arabic	Develop writing skills and summarizing ability
7. Group Presentation	Each group presents their summary	Practice speaking and sharing understanding
8. Feedback and Revision	Other groups give feedback, followed by revisions if necessary	Improve accuracy and editing skills
9. Individual Reflection	Students write a short reflection on what they learned	Foster metacognition and self-awareness in learning

This framework is designed so that all language skills (listening, reading, speaking, writing) are integrated within one coherent instructional sequence. This approach also provides space for students to think critically, collaborate, and be creative skills that align with the characteristics of 21st-century learning.

Based on the research findings, the integration of the Cooperative Integrated Reading and Composition (CIRC) method in Arabic language learning has been proven to significantly enhance students' reading and writing skills. Through group reading activities, vocabulary discussions, and summary writing tasks, students demonstrated improved text comprehension and greater ability to construct written sentences. The process also trained students to be more active in processing information and participating in learning activities.

Moreover, the CIRC method has clearly fostered collaboration among students and encouraged active discussions in understanding Arabic texts. The social interactions that occur during the learning process naturally enhance vocabulary mastery and language context acquisition. These findings reinforce the idea that cooperative approaches like CIRC are effective instructional alternatives in Arabic language learning, as they are participatory and centered on active student engagement.

## Discussion

### *Significant Improvement in Arabic Reading and Writing Skills*

The research findings indicate that the implementation of the Cooperative Integrated Reading and Composition (CIRC) method in Arabic language instruction has a significant impact on enhancing students' language skills, particularly in reading comprehension (*qirā'ah fahmiyyah*) and writing (*kitābah*). Activities such as paired reading, summarizing texts, and composing responses in small groups helped students focus more effectively on understanding the structure and meaning of Arabic texts. The post-test score increase of 20.3 points in the experimental group, compared to only 9.4 points in the control group, reflects that this cooperative learning strategy offers a deeper and more meaningful learning experience than traditional methods.

This analysis can be linked to Lev Vygotsky's social constructivist theory, which emphasizes the importance of social interaction in the learning process (Cole & SCRIBNER, 1978). In cooperative learning models such as CIRC, students' zones of proximal development (ZPD) can be maximized as they collaboratively build new understanding with their peers. Moreover, this





approach aligns with William Francis Mackey's theory (Mackey, 1967) on the integration of the four language skills listening, speaking, reading, and writing (Hasan et al., 2024). Through CIRC, students not only read texts but also express their comprehension both orally and in writing, thereby reinforcing their language skills holistically (Rahmi & Marnola, 2020).

Compared to previous studies that focused primarily on individual reading comprehension activities, the CIRC approach proves more effective in fostering both student autonomy and collaboration (Aprilentina et al., 2020). Earlier studies showed moderate improvement in reading skills but did not incorporate writing activities as a reflective component (Karim & Fathoni, 2022). The findings of this study expand the understanding of CIRC's benefits by demonstrating its ability to improve students' writing skills in tandem with reading comprehension an aspect often overlooked in conventional approaches (Karim & Fathoni, 2022).

The implications of these findings are significant for educational practice, especially in the context of teaching Arabic at the secondary level. Teachers are encouraged to adopt instructional strategies that go beyond one-way delivery and instead actively engage students in group activities and integrated skill development. The CIRC method can serve as an alternative instructional model that meets the need for a more participatory, contextual, and skills-oriented approach to Arabic language learning.

### ***Enhancing Collaboration and Active Discussion in Learning Activities***

The findings also reveal that the CIRC method excels in fostering a cooperative and interactive learning atmosphere in Arabic classes. Activities such as vocabulary discussions, sharing text comprehension, and peer-editing writing tasks significantly increase students' active involvement in the learning process. As a result, students are not passive recipients of information but become supporters and constructive critics who help one another in understanding and refining their learning outcomes. This collaborative process makes learning more dynamic, promotes participation, and cultivates a sense of social responsibility among students.

This outcome aligns with Vygotsky's social constructivist theory, which underscores the role of social interaction in knowledge formation (Hausfather, 1996). Vygotsky argued that optimal learning occurs in social contexts, where individuals assist each other within the zone of proximal development (ZPD) (Hariana, 2021). In the CIRC method, interactions such as peer discussion and collaborative revision allow less confident students to gain support from their peers, making learning more inclusive and simultaneously facilitating their cognitive and social development (Jayadi, 2021).

Compared to previous research that emphasized individual or traditional learning approaches with limited interaction, the CIRC method proves to offer added value in enhancing teamwork and communication among students (Fitria, 2024). Although earlier studies highlighted the importance of social interaction in language learning, few emphasized the integration of collaborative writing into this process (Hasan & Machmudah, 2022). This study strengthens the evidence that cooperative learning with a range of integrated activities can improve overall language proficiency while developing soft skills such as collaboration and self-confidence (Aprilentina et al., 2020).

The implications of these findings are highly relevant to Arabic language teaching practices, particularly in educational environments that demand inclusive and participatory methods. Teachers are advised to implement instructional strategies that foster social interaction and collaboration among students to make learning more meaningful and effective. The CIRC method offers a pedagogical model that not only enhances linguistic competence but also builds



a supportive classroom culture that empowers each student to contribute actively to the learning group.

### ***Mastery of Vocabulary and Contextual Understanding***

The study also indicates that the CIRC method is effective in improving vocabulary mastery and contextual comprehension in Arabic language learning. Students do not only learn vocabulary in isolation but also understand its meaning within complete sentences and paragraphs. This approach enhances vocabulary retention while also training students to comprehend discourse structure, enabling them to use words appropriately in real-life communication.

This analysis can be interpreted through William Francis Mackey's theory, which states that language proficiency develops through the integration of three core aspects: recognition of form (phonology and orthography), meaning (semantics), and use (pragmatic function in context) (Mackey, 1984). The CIRC method supports all three aspects simultaneously by combining reading, discussion, and writing activities, which require students to relate vocabulary to meaning and function in context (Nawawulan et al., 2023). This creates a more holistic and in-depth learning experience, in contrast to traditional methods that often teach vocabulary in isolation without clear contextual usage.

Compared to prior studies that emphasized rote memorization or structured repetition without context, the CIRC method represents a significant advancement by integrating vocabulary instruction into meaningful and relevant situations (Azizah & Yanti, 2022). Earlier research has shown that contextual vocabulary learning improves retention and transfer of language use (Setyawati & Hasan, 2024), but few methods have integrated reading, discussion, and writing as simultaneously and effectively as CIRC (Setyawati & Hasan, 2024), but few methods have integrated reading, discussion, and writing as simultaneously and effectively as CIRC (Nani et al., 2022). These findings further confirm that integrative and contextual language teaching approaches are more effective in building comprehensive language proficiency.

The implications of these findings are crucial for Arabic language teaching, especially in learning environments that demand deep and practical language understanding. Teachers are encouraged to adopt instructional methods that emphasize vocabulary comprehension within discourse and real-life usage so that students not only recognize words but can also use them accurately and effectively in communication. The CIRC method presents a balanced solution that integrates linguistic and pragmatic elements, thereby enhancing both the quality of instruction and student learning outcomes.

### **CONCLUSION**

Based on the results of the research conducted, it can be concluded that the integration of the Cooperative Integrated Reading and Composition (CIRC) method in Arabic language learning has a significant positive impact on improving students' reading and writing skills. This method successfully fosters a cooperative and participatory learning environment, encouraging students to actively engage in discussions, understand text meanings in context, and expand their vocabulary mastery. Group-based learning activities have been shown to strengthen social interaction and shared learning responsibility among students, thereby increasing their motivation and engagement in the learning process. The improvement in learning outcomes indicates a strong correlation between the use of the CIRC method and the effectiveness of Arabic language mastery. These findings have important implications for the development of more communicative and student-centered instructional strategies and may serve as an alternative



teaching approach for inclusive and interactive Arabic language classes across various educational levels.

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