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# Cooperative Integrated Reading and Composition (CIRC) Method in Arabic Language Learning

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### ABSTRACT

This study investigated the effectiveness of the Cooperative Integrated Reading and Composition (CIRC) method in improving students' Arabic reading comprehension. The research focused specifically on three reading competencies: identifying main ideas, understanding contextual vocabulary, and interpreting the overall meaning of Arabic texts. The study employed a quantitative approach using a quasi-experimental design with a control and experimental group. Data were collected through pretest and posttests consisting of 25 multiple-choice questions, which were validated and tested for reliability (Cronbach's Alpha = 0.897). Additional documentation and classroom observation were used to ensure the procedural integrity of the method's implementation. Results showed that students taught using the CIRC method achieved a significantly higher gain in reading scores, with an N-Gain of 41.7% (moderately effective), compared to 16% in the control group (ineffective). The simple linear regression test confirmed a statistically significant effect (sig = 0.000) with 41% of the reading improvement attributed to the CIRC method. These findings suggest that CIRC enhances students' reading skills by encouraging active participation, group discussion, and collaborative summarization. Although not all students benefited equally, the structured and interactive nature of CIRC helped overcome reading difficulties often associated with learning Arabic as a foreign language.

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### Keyword

Arabic Reading Comprehension; CIRC Method; Cooperative Learning

## مستخلص البحث

تبحث هذه الدراسة في مدى فعالية أسلوب القراءة والتأليف التعاوني المتكامل (CIRC) في تحسين فهم الطلاب للقراءة العربية. يركز البحث بشكل خاص على ثلاث كفاءات للقراءة: تحديد الأفكار الرئيسية، وفهم المفردات السياقية، وتفسير المعنى العام للنصوص العربية. تعتمد الدراسة على المنهج الكمي باستخدام التصميم شبه التجريبي مع مجموعة ضابطة ومجموعة تجريبية. تم جمع البيانات من خلال اختبارات قبلية وبعديّة مكونة من ٢٥ سؤالاً متعدد الاختيارات، والتي تم التحقق من صحتها واختبار موثوقيتها (ألفا كرونباخ = ٠,٨٩٧). وقد تم استخدام التوثيق الإضافي ومراقبة الفصول الدراسية لضمان سلامة الإجراءات الخاصة بتنفيذ الطريقة. أظهرت النتائج أن الطلاب الذين تم تدريبهم باستخدام طريقة CIRC حققوا مكاسب أعلى بكثير في درجات القراءة، مع زيادة N بنسبة ٤١,٧٪ (فعالة إلى حد ما)، مقارنة بـ ١٦٪ في المجموعة الضابطة (غير فعالة). أكدت اختبار الانحدار الخطي البسيط وجود تأثير ذو دلالة إحصائية (sig = 0.000) حيث يُعزى ٤١٪ من تحسن القراءة إلى طريقة CIRC. تشير هذه النتائج إلى أن CIRC يعزز مهارات القراءة لدى الطلاب من خلال تشجيع المشاركة النشطة والمناقشة الجماعية والتلخيص التعاوني. على الرغم من عدم استفادة جميع الطلاب بالتساوي، إلا أن الطبيعة المنظمة والتفاعلية لـ CIRC ساعدت في التغلب على صعوبات القراءة المرتبطة غالبًا بتعلم اللغة العربية كلفة أجنبية.

فهم القراءة العربية؛ طريقة CIRC؛ التعلم التعاوني

كلمات أساسية

## INTRODUCTION

Reading plays a vital role in the process of language learning. It helps learners not only to access knowledge but also to connect with the meaning behind the text. In the context of Arabic language learning, however, reading often becomes a major challenge. Many students perceive Arabic as a complicated and intimidating language (Achoita, 2020), and this perception tends to lower their motivation and interest in reading activities. Previous studies have shown that students' difficulties in reading comprehension are often caused by traditional teaching methods that lack interaction and engagement. According to Marzban & Abdollahi, the use of teacher-centered instruction often results in passive learning habits and reduced comprehension outcomes among students (Marzban, A., & Abdollahi, 2021). In line with this, Tatang found that cooperative learning approaches improve student motivation and achievement by promoting peer interaction and shared responsibility in learning (Tatang Aan Sari, 2023). One promising strategy to improve reading skills is the Cooperative Integrated Reading and Composition (CIRC) method, which integrates reading, writing, and cooperative teamwork.

Studies conducted in various EFL and local language classrooms have confirmed the effectiveness of CIRC in improving both reading comprehension and student motivation (Damayanti, I. L., & Salwa, 2021). Thus, exploring the implementation of CIRC in Arabic language learning is both timely and necessary, considering the gap in methods that effectively promote reading engagement in this context. Arabic is indeed a foreign language for most learners in Indonesia. Its distinct script, phonological patterns, and grammatical rules can create a significant learning barrier (Rosyidi, 2009). As Hidayah explains, reading is not merely about recognizing written symbols it is about understanding the writer's message (Hidayah, n.d.). This means that students need to move beyond simply pronouncing words; they need strategies that help them truly grasp the meaning of what they read. Unfortunately, in today's fast-paced digital world, reading is no longer a habit for many students. It is often seen as boring or irrelevant. Yet, as (Aizid, 2011) beautifully puts it, reading should be like eating and drinking a daily necessity for personal growth. (Perkasha, 2020) also reminds us that reading is a cognitive process, a mental activity that forms the foundation of learning across all subjects. Given these realities, teachers are constantly looking for innovative ways to revive students' interest in reading. One promising approach is the Cooperative Integrated Reading and Composition (CIRC) method a collaborative learning strategy where students work in diverse groups to read, discuss, and write based on shared texts (Slavin, 2010), (Huda, 2013). This method not only engages students socially but also strengthens their comprehension and expression through group interaction.

In light of these challenges, this study seeks to explore whether the CIRC method can effectively enhance students' Arabic reading skills. The goal is to examine how cooperative learning may serve as a bridge between motivation and comprehension in the Arabic language classroom.

In any learning environment, communication between teachers and students is essential not only in delivering material but also in choosing the right learning approach. As (Ginting, 2008) emphasizes, learning methods are not merely about delivering content, but about applying structured patterns and strategies that help students meaningfully engage with knowledge. Teachers must understand their students' needs and classroom conditions before deciding how to present a lesson, especially when dealing with subjects that require higher cognitive effort, such as reading in a foreign language.

To meet these challenges, teachers are encouraged to implement student-centered learning strategies that are active, flexible, and relevant to students' real needs (Fauzi & Anindiati, 2021). As noted by (Bahrudin et al., 2021), the teacher plays a central role in designing these strategies, ensuring that the chosen methods are aligned with both educational goals and learners' characteristics. A well-chosen method can bridge the gap between students' abilities and learning objectives, making the process more effective and enjoyable.

Cooperative Integrated Reading and Composition (CIRC) method is one of the methods of collective cooperation involving integrated groups. Cooperative Integrated Reading and Composition (CIRC) method in reading and composition is classified as an integrated learning method. The main focus of the Cooperative Integrated Reading and Composition (CIRC) method is to make more effective use of time. In an effort to develop the ability to read Arabic in students, teachers need to choose the right teaching method in the learning process. Choosing the right method can optimize students' reading skills. Researchers use Cooperative Integrated Reading and Composition (CIRC) method in reading and installation to teach the language as a way of teaching the language in order to enable students to show their understanding of the reading text in Arabic (Jannah, 2022).

The CIRC method is also considered highly effective in helping students improve their reading skills through collaboration. By working in groups, students are able to support one another in understanding Arabic texts, making the learning process less intimidating and more engaging. This cooperative environment encourages active participation and allows learners to gradually master language skills through shared reading and writing activities (Samad, 2015).

According to Abdul Hafeez, learning is an activity used to improve the knowledge taught in the classroom using different modes (Salamah, 2003). There are a lot of problems in learning including many students who are easy to understand and many who find it difficult to understand the lesson. Therefore, strategies and methods need to be done by teachers in delivering and delivering effective and easy to understand learning. Learning can be seen as an interaction process involving key components, namely students, teachers and learning resources that occur in the learning environment. It is also said that the learning process is a system that includes a unit of interrelated and interactive components to optimize expected results according to the objectives set (Dasopang, 2017).

Previous research relevant to this research is as follows Results of Arif Soratno's research field research using qualitative methods through classroom work assessment studies to improve the understanding of Indonesian reading. This study's conclusion shows that the teaching of Indonesian language that focuses on reading understanding skills by applying the Cooperative Integrated Reading and Composition (CIRC) method in reading and composition is very effective in improving the understanding of reading in Indonesian. The difference with the thesis written by the researcher is in the type of research and the object of research. What has been done uses a qualitative research type for the Indonesian language subject. While what the researcher discusses is using quantitative research and for the Arabic language subject. In fact, there is a difference between Indonesian and foreign languages in their understanding. Similarities to the thesis written by researchers use the Cooperative Integrated Reading and Composition (CIRC) method in reading and installation.

Research results by Elista Windasari on procedural research in the classroom where there is collaboration between researchers and teachers in Indonesian studies (Windasari, 2019). Before the implementation of the Cooperative Integrated Reading and Composition (CIRC) method in reading and installation, teachers were still using the method of questions and answers so that of the 35 students who completed 14 students (20%) and 21 students incomplete (60%). Thus, students' ability is classified as low. The results of this study show that the results obtained after the application of the Cooperative Integrated Reading and Composition (CIRC) in reading and composition increased, that is, from 35 students who completed the study of 20 students (57.14%) while those who did not complete 15 students (42.86%). The conclusion of this study is that by applying the Cooperative Integrated Reading and Composition (CIRC) in reading and installation, reading understanding skills in Indonesian subjects can be improved for these students (Windasari, 2019). The difference with theses written by researchers is in the subjects that are used

as research objects. Similarities to the thesis written by researchers use the Cooperative Integrated Reading and Composition (CIRC) method in reading and installation.

One of the results of the research carried out by Nurhamida Boro d'Al-Mantaih collective procedural research conducted with two sessions, including planning, implementation, observation and reflection activities. At the same time, to learn students' ability, researchers use student worksheets. From the initial procedure (pre-test) in class VII 4, the classic completion ratio was obtained 25.64% (10 students). After using the strategy of Cooperative Integrated Reading and Composition (CIRC) in reading and composition, the learning outcomes for first-stage students received a completion rate of 58.97% (23 students), and the second course was 79.49% (31 students). From this study it can be concluded that there is an increase in students' ability to read Arabic texts using the strategy of Cooperative Integrated Reading and Composition (CIRC) (دالمنتيج, n.d.). Differences with thesis written by researchers the research method used is qualitative through classroom work assessment studies. Similarities to the thesis written by researchers use the method of cooperation and integration in reading and installation.

From search results conducted by Ste Zuleiga data collected in the form of learning processes from class monitoring, learning interest data, and student score data obtained from collective and individual duties. The study's conclusion shows that the application of the Cooperative Integrated Reading and Composition (CIRC) method in reading and composition can increase interest in learning and the ability to write descriptive paragraphs in students in Indonesian subjects. Differences with thesis written by researchers the research method used is to evaluate work in the classroom, on Indonesian language. Similarities to the thesis written by researchers use the Cooperative Integrated Reading and Composition (CIRC) method in reading and installation.

From the various nature of reading especially for students. It should be reading that is not only saying sentences but also understanding the contents of the intended reading should be part of the routine activities of students. The many theories that explain the urgency of reading are considered to be a sufficient basis for increasing reading activities. However, in reality, the current era of students' interest in reading is decreasing. There are still students who want to read, but do not necessarily understand the meaning of the reading they read. Therefore, it is deemed necessary to increase students' reading ability and normalize reading activities so that they are accustomed to and able to understand the contents of the reading. Moreover, for learning Arabic, the interest in reading is almost non-existent among students.

From various research results on the Cooperative Integrated Reading and Composition (CIRC) method in language learning, which is most often used in Indonesian. From here the researcher will try to use the Cooperative Integrated Reading and Composition (CIRC) method in Arabic language learning to help students in reading, understanding and writing activities. In this article, the researcher presents the introduction, description of the literature review, supporting theories, relevant studies, research design, population and sample, data collection techniques, data analysis techniques and description of the discussion results, at the end accompanied by a conclusion. The purpose of this study was to determine the effectiveness of Cooperative Reading and Composition (CIRC) in learning Arabic.

Building on previous research and relevant theories, it becomes increasingly clear that the Cooperative Integrated Reading and Composition (CIRC) method holds distinct advantages, especially when applied to reading in Arabic language learning. What makes CIRC stand out is how it brings together reading, writing, and collaboration into one learning experience. Instead of working alone, students learn to read texts in groups, discuss their ideas, and express their understanding through writing. This process not only helps them understand the material better, but also builds confidence, encourages peer interaction, and makes reading more meaningful. When dealing with a complex language like Arabic, such an approach offers valuable support for students who often feel overwhelmed.

While many studies have explored the effectiveness of CIRC in Indonesian or English language contexts, there is still limited research on how this method can be applied effectively in Arabic language classrooms especially to strengthen students' reading competence. This gap highlights the need for further investigation, which this study aims to address. In light of these considerations, this study aimed to examine how effective the CIRC method is in improving students' reading skills in Arabic. It is hoped that this method will help learners not only read more fluently, but also become more engaged, collaborative, and confident in using the Arabic language. To avoid overgeneralization, this study focused specifically on the effectiveness of the CIRC method in improving Arabic reading comprehension, rather than Arabic language learning as a whole.

## METHOD

This research employed a quantitative approach with a quasi-experimental design. The design was chosen to measure the effectiveness of the Cooperative Integrated Reading and Composition (CIRC) method in improving students'

Arabic reading skills. The quasi-experimental design involved two groups: an experimental group that received the CIRC method treatment and a control group that received conventional instruction. Similar quasi-experimental designs have been widely used to assess CIRC effectiveness in real classroom settings. For example, a study with over 300 students across elementary grade levels found significant gains in vocabulary and reading comprehension following CIRC implementation (Hudaa, 2020). Another study in Indonesia involving 54 fifth grade students demonstrated improved reading comprehension and motivation through CIRC using pretest/posttest and interview data (Hayatina & Fajrina, 2018). More recently, a web based application of the CIRC model showed measurable improvements in literal, critical, and creative reading among EFL learners using a quasi-experimental pretest posttest design (Nasim et al., 2024).

The population of this study was all seventh grade students studying Arabic at Isaniya Islamic School, totaling 124 students. A sample of 31 students (25%) was selected using purposive sampling. The selected students were divided into two groups based on their similarity in academic ability. The instruments used for data collection were tests, observations, and documentation. The test consisted of 25 multiple choice items designed to measure students' Arabic reading skills. The test items were validated and tested for reliability before use.

During the study, the experimental group was taught using the CIRC method, where students worked in small heterogeneous groups to read Arabic texts, discuss meanings, identify keywords, and summarize collaboratively. Meanwhile, the control group received instruction using conventional methods. Data from the pretest and posttest were analyzed using SPSS software. The main analysis technique was simple linear regression, supported by normality testing, linearity testing, and N-Gain Score analysis to assess the effectiveness of the treatment.

The research community is the whole target of research consisting of people, objects, plants, symptoms, test scores or events as a source of data with certain characteristics in the study (Roosinda, n.d.). The population in this study is all seventh graders studying Arabic at Isaniya Islamic School.

In quantitative research, the sample is part of the number and characteristics of the population. According to Ariconata, if the population or people is more than 100, samples can be taken between 10% - 15% or 20% - 25% or more. For different considerations, the sample used in this study was 25% of the total number of 124 students, and the sample used was 31 students.

The sampling technique used in this study was non probable sampling *Nonprobability sampling*, a technique that does not provide equal opportunities for each member of the statistical community to be selected in a sample. Non-probable sampling *Nonprobability sampling* is divided into several techniques,

one of which is targeted sampling used in this study. The purpose sampling technique *purposive sampling* is a technique for identifying samples with certain considerations. Thus, the reason for using targeted samples is that researchers need two categories that have the same ability and represent the characteristics of a statistical society. One chapter will be used as an experimental group using the method of cooperation and integration in reading and installation while another category becomes a control category using traditional methods.

The method of data collection is the most important step in the study, because the main purpose of the research is to obtain the data. The methods of data collection used in this study were observation, testing, and documentation. Research tools are tools used in the collection of research data. In quantitative research, data collection/research tools used by researchers are generally developed from describing research variables developed from theories to be tested through research activities carried out.

Validity and reliability tests were conducted to ensure the quality of the research instrument. The validity test aimed to measure whether each question item was appropriate for data collection. The items were constructed based on relevant theoretical concepts, then reviewed and approved by experts specifically the academic supervisor before being distributed.

To test item validity, researchers compared the r-count with the r-table at a significance level of 5% ( $df = n - 2$ ). Items were declared valid if the r-count exceeded the r-table value. The r-table reference was based on the Pearson Product Moment correlation and analyzed using SPSS.

Meanwhile, the reliability test examined the internal consistency of the instrument, focusing on whether respondents answered consistently across items that measured the same variable. This was measured using Cronbach's Alpha. A reliability coefficient above 0.60 indicated that the instrument was considered reliable and acceptable for research use.

The instrument underwent a reliability test using Cronbach's Alpha. The result showed a score of 0.897, indicating that the instrument is highly reliable and consistent for measuring Arabic reading comprehension.

**Table 1.** Test of Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.897	25

Before conducting hypothesis testing, the data were examined to ensure that key statistical assumptions were met. The first assumption tested was normality, using the Kolmogorov Smirnov method. The Kolmogorov Smirnov test produced a significance value of 0.122, indicating that the data were normally distributed.

**Table 2.** Test of Normality

		Unstandardized Residual
N		31
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	6.80941142
Most Extreme Differences	Absolute	.141
	Positive	.141
	Negative	-.093
Test Statistic		.141
Asymp. Sig. (2-tailed)		.122 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Analyze the data in this study after the researchers collected all the data. The data analysis used in this study was a simple linear regression model. A simple linear regression model is a probability model that establishes a linear relationship between two variables, where one variable can affect the other (Suyono, 2018). To perform Simple Linier Regression analysis, researchers use SPSS to facilitate data analysis.

The data used to conclude validity test results is the use of the SPSS aggregate element link (total link of the corrected element). Based on the table above, it can be concluded that there are twenty-five questions, which have  $r$  value greater than  $r$  table value.

## RESULTS & DISCUSSION

This study aimed to evaluate the effectiveness of the Cooperative Integrated Reading and Composition (CIRC) method in improving Arabic reading comprehension. The reading competencies measured in this research included: (1) identifying the main idea of a paragraph, (2) understanding contextual vocabulary, and (3) interpreting overall meaning from short Arabic passages. These aspects were measured using a 25 item multiple choice test, validated through expert judgment and statistical analysis. The instrument showed high reliability with a Cronbach's Alpha score of 0.897.

The CIRC method was applied in the experimental group through a series of well-structured sessions. Students were divided into small, heterogeneous groups, combining learners with varying reading abilities to encourage peer collaboration. Each group was given the same Arabic text, carefully selected to align with the instructional goals of the lesson. The implementation followed five key stages:

*Stage 1:* Rotational Reading. Each group member took turns reading the Arabic text aloud. This activity was guided by the teacher to ensure accurate pronunciation and to maintain active participation from all students. *Stage 2:* Vocabulary Exploration. After reading, students discussed unfamiliar words as a group. They used dictionaries and teacher support to determine the meanings of challenging terms within the context of the passage.

*Stage 3:* Identifying Key Ideas. Together, the group analyzed each paragraph to extract its main idea. This involved highlighting significant sentences and rephrasing them to ensure mutual understanding. *Stage 4:* Collaborative Summarizing. Based on their discussion, students collectively wrote a summary of the text. This stage required them to organize their ideas clearly and express them in writing, with input from all group members. *Stage 5:* Class Presentation and Peer Response. Each group presented their summary and interpretation to the class. Other groups were invited to ask questions or offer alternative viewpoints. The teacher provided additional feedback to reinforce accurate comprehension and guide improvements.

This structured approach fostered not only reading comprehension but also critical thinking, communication, and collaborative learning. By engaging in group discussions and joint writing, students were able to process the text more deeply and develop greater confidence in using Arabic in academic contexts.

These findings are consistent with previous studies that have also confirmed the effectiveness of the CIRC method in enhancing reading comprehension. Demonstrated that a systematic application of CIRC significantly improved elementary students' reading comprehension (Ilham, R., Rizal, S., & Ananda, 2022). Similarly, (Wulandari, Angraini, 2022) found that CIRC was effective in improving students' understanding of descriptive texts at the junior high school level. In the context of language education, (Pertiwi, Astrid, 2024) concluded that the use of the CIRC strategy contributed positively to students' reading achievement.

In contrast, the control class received conventional instruction where the teacher explained the texts, asked students to answer questions individually, and provided direct corrections.

The linearity test was conducted to determine whether there was a linear relationship between the use of the CIRC method and reading comprehension scores. The result showed a significance value of 0.888, confirming that the assumption of linearity was met.

**Table 3.** Test of Linearity  
**ANOVA Table**

			Sum of Squares	Df	Mean Square	F	Sig.
Reading *	Between Groups	(Combined)	1511.659	17	88.921	1.370	.286
		Linearity	964.699	1	964.699	14.858	.002
		Deviation from Linearity	546.959	16	34.185	.526	.888
	Within Groups	844.083	13	64.929			
Total			2355.742	30			

The simple linear regression analysis revealed that the CIRC method significantly influenced students' reading comprehension, with a significance value of 0.000. The coefficient of determination ( $R^2$ ) was 0.410, meaning 41% of the improvement in scores could be explained by the method used. The correlation coefficient ( $R$ ) was 0.640, indicating a moderate to strong positive relationship.

**Table 4.** Simple Regression Test

<b>ANOVA<sup>a</sup></b>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	964.699	1	964.699	20.112	.000 <sup>b</sup>
	Residual	1391.043	29	47.967		
	Total	2355.742	30			

a. Dependent Variable: Keterampilan Membaca

b. Predictors: (Constant), Metode CIRC

Based on hypothesis test results using a simple regression test, the value of importance is known to be 0.000 below 0.05. It can therefore be concluded that the independent variable proved effective against the dependent variable, or it can be said that  $H_0$  was rejected and  $H_a$  was accepted.

**Table 5.** Model Summary

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.640 <sup>a</sup>	.410	.389	6.926

a. Predictors: (Constant), Metode CIRC

The effectiveness of the CIRC method was further measured using N-Gain scores. The experimental group showed an average N-Gain of 41.7% (moderately effective), while the control group achieved only 16% (ineffective). This highlights the greater impact of structured group collaboration in CIRC over conventional instruction.

**Table 6.** N-Gain Score

Descriptives					
Kelas		Statistic	Std. Error		
NGain_persen eksperimen	Mean	41.6861	2.13546		
	95% Confidence Interval for Mean	Lower Bound	37.3249		
		Upper Bound	46.0473		
	5% Trimmed Mean	41.9596			
	Median	41.8182			
	Variance	141.366			
	Std. Deviation	11.88973			
	Minimum	14.52			
	Maximum	63.16			
	Range	48.64			
	Interquartile Range	14.75			
	Skewness	-.139	.421		
	Kurtosis	-.067	.821		
	kontrol	Mean	15.9499	2.39168	
		95% Confidence Interval for Mean	Lower Bound	10.9610	
Upper Bound			20.9389		
5% Trimmed Mean		15.7082			
Median		14.5161			
Variance		120.123			
Std. Deviation		10.96007			
Minimum		1.61			
Maximum		34.78			
Range		33.17			
Interquartile Range		20.53			
Skewness		.236	.501		
Kurtosis		-1.379	.972		

These results can be interpreted as evidence that CIRC fosters active participation, peer assisted learning, and better retention of information all of which contribute to improved reading performance. However, not all students benefited equally. Some lower performing students showed limited improvement, likely due to passive participation during group work. This observation resonates with findings (Putri, Z. P., Hermita, N., & Mulyani, 2024), who reported that while CIRC significantly improved reading comprehension among fourth graders (with N-Gain > 0.7 and  $p < 0.001$ ), learning gains were noticeably lower for less active group members, indicating the need for explicit teacher role assignment and monitoring to ensure equitable participation. This reveals a potential limitation of the method and highlights the importance of teacher monitoring and role assignment in group tasks.

These findings are further supported and expanded by recent research that highlights the consistent benefits of the CIRC method across various educational contexts. For example, (Dwisafitri, Chamdani, & Ngatman, 2024) reported a

22.7% improvement in learning outcomes after applying CIRC in Indonesian primary schools through classroom action research, confirming its practical applicability in diverse settings. Similarly, (Syafei, I., Suaidah, A. M., & Mukarom, 2024) observed notable gains in vocabulary mastery and qira'ah comprehension among Islamic junior high school students, affirming the method's adaptability in religious educational institutions.

In the specific context of Arabic learning, (Afif, 2024) demonstrated a significant increase in students' learning motivation, with scores rising from 62.5 to 80.3 after CIRC was implemented in junior high schools in Banten. This aligns with (Slavin, 2010) theoretical framework of cooperative learning, which posits that structured group interaction fosters both academic achievement and learner engagement. Furthermore, (Marzban, A., & Abdollahi, 2021) emphasize that shifting from teacher centered to learner centered approaches, such as CIRC, leads to enhanced reading comprehension by promoting student autonomy and active learning.

Additional studies reinforce these patterns. (Hayatina & Fajrina, 2018) found that fifth grade students showed increased motivation and reading comprehension after exposure to CIRC based instruction. (Lukmana, 2023) reported that vocational high school learners taught with the CIRC model significantly outperformed those in traditional classrooms. (Damayanti, I. L., & Salwa, 2021) confirmed that CIRC not only improved reading outcomes but also encouraged deeper text analysis in English as a Foreign Language (EFL) classes. Similarly, (Windasari, 2019) emphasized its role in promoting reading comprehension in Bahasa Indonesia subjects.

Collectively, these studies validate the core findings of the present research, namely that the CIRC method enhances reading comprehension by integrating group reading, discussion, and collaborative summarizing. This collaborative structure is particularly effective in overcoming the difficulties students face in Arabic reading tasks, especially related to unfamiliar vocabulary and text interpretation. The consistent results across multiple disciplines and educational levels highlight CIRC's pedagogical strength and reaffirm its position as a viable instructional strategy in foreign language learning, including Arabic.

## CONCLUSIONS

This study concluded that the Cooperative Integrated Reading and Composition (CIRC) method has a statistically significant and pedagogically meaningful effect on improving students' Arabic reading comprehension. Through structured group collaboration, students engaged more actively with the text, which contributed to better understanding of main ideas, vocabulary, and

contextual meaning. The findings showed that the CIRC method produced a moderate effectiveness level, as reflected in the N-Gain score of the experimental class (41.7%), compared to the ineffective result in the control class (16%). This indicates that CIRC is particularly suitable for interactive, student-centered Arabic instruction. However, the method's effectiveness varied among learners, highlighting the need for careful group management and teacher facilitation. These results affirm the CIRC model's relevance in foreign language pedagogy and offer practical insights for Arabic teachers aiming to enhance reading comprehension through collaborative strategies. Future research may explore long-term impacts of CIRC on language proficiency and its integration with digital tools to support group learning dynamics. In summary, this research presents strong evidence that the CIRC method is a beneficial strategy for enhancing Arabic reading comprehension and provides a practical framework for its classroom application.

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