



## The Cooperative Integrated Reading and Composition (CIRC) Method as a Solution to Problems in Learning Arabic at SMA Pasundan 2 Bandung

Salma Nur Fauziah<sup>1</sup>, Maman Abdurahman<sup>2</sup>, Zikry Mardian Zein<sup>3</sup>

<sup>1,2</sup>Universitas Pendidikan Indonesia, Indonesia

<sup>3</sup>Al-Azhar University, Egypt

E-mail: [salmanurfauziah28@gmail.com](mailto:salmanurfauziah28@gmail.com)

### Abstract:

Writing and reading skills are 2 things that must be understood and mastered by students. The background of the research is based on problems in Arabic language learning faced by grade XI students. The problems include less active learning and students' difficulties in understanding the content of Arabic texts. As a solution, the teacher chose to use the Cooperative Integrated Reading and Composition (CIRC) learning method. The focus of the research is to identify whether the CIRC method can encourage learners' active involvement during the learning process and help them overcome difficulties in understanding the content of Arabic texts. The research used a qualitative descriptive method using a research design in the form of participant observation. The respondents involved were the Arabic teacher and 20 students of class XI MIPA 1. Data collection included observation techniques, interviews, questionnaires, and document analysis. Data analysis was carried out through the steps of data reduction, data presentation, and conclusion drawing. The results showed that: 1) the use of the CIRC method can increase the active participation and confidence of learners; and 2) the use of the CIRC method is also effective in overcoming the difficulties faced by learners, helping them understand the content of Arabic text and improving their reading skills and understanding the content of the text.

### Keywords:

CIRC, Learning Problems, Solutions

## INTRODUCTION

Arabic is very important in the world of education, according to Sauri (2020). One of the efforts to develop Arabic in education is to integrate it as a foreign language in every curriculum. Thus, the Arabic language needs to be taught with special attention, namely taught side by side with the teaching of other sciences. Arabic is taught in various educational institutions, both formal and informal, starting from the elementary level to tertiary institutions (Khumairoh, 2020). This shows that Arabic can be learned by various groups, from elementary to tertiary level, even the general public.

Even so, the fact is that learning a foreign language, especially Arabic, is not as easy as learning your mother tongue. Arabic is considered difficult, especially by non-native Arabic speakers. Various problems are faced by Arabic learners. Especially for those who do not have basic knowledge both in terms of theory and learning experience. Nazri and Asyrofi cited by Wahida (2017) revealed that learning Arabic in Indonesia still faces various problems, both related to the learning system and other factors. Fundamental problems in learning Arabic include linguistic aspects, non-linguistic aspects and aspects of learning Arabic. Aspects of

language include grammatical, syntax, semantic, etymological, lexical, and morphological. Non-linguistic aspects include sociological, psychological, methodological. Aspects of learning Arabic include learning objectives, materials, curriculum, time allocation, teaching staff, students, methods, and learning media.

Therefore, it is necessary to make efforts to assist students in learning Arabic, including through the use of appropriate methods. The use of the right method is expected to facilitate students in the learning process. The assumption that learning Arabic is difficult can be overcome by using the right method. Thus, it is hoped that Arabic language learners will expand. Djiwandono in (Wahyuningsih, 2018) explains that the purpose of language learning is to help students be able to use the target language actively-productively (speaking and writing) or passive-receptively (listening and reading).

Arabic has skills that must be mastered by speakers or users of the language. There are four aspects of language skills: listening, speaking, reading, and writing. The same thing was expressed by Fauzan (2011) and Hermawan, (2014) that "Language has four skills, namely: *istima'* (listening), *kalam* (speaking), *qira'ah* (reading), and the book (writing)". These four skills complement each other. To learn one of these language skills, other language skills will be involved.

Based on the problems above, it becomes a necessity for a teacher to find the right solution. This solution can only be found after identifying the root cause of the problem. The teacher has an extraordinary role, namely as an educator, teacher, coach, as well as a facilitator. Teachers must also have creativity, innovation, and be able to design various alternative solutions, including by finding appropriate, efficient, and appropriate learning methods. Teachers must have the ability to find appropriate learning methods to overcome existing problems. According to (Wahida, 2017) one of the important elements in learning Arabic is the learning method. Various learning methods have been developed by language experts. These methods have made an effective contribution to the development of learning Arabic, so that the four skills / proficiency in Arabic (*istima'*, *kalam*, *qira'ah*, *kitabah*) can be mastered by students.

After having a method that is considered appropriate, the teacher needs to apply the learning method in learning Arabic in class. The teacher must also evaluate and reflect on the use of the method. Does the use of this method have a positive impact on student learning changes? Can this method overcome existing learning problems in the learning process? This is in line with Oktiani's opinion (2017) that the creativity of a teacher is an important factor in

motivating students to learn, and according to Pane & Darwis Dasopang (2017) the learning method is one of the learning components needed by Teacher.

Creating an orderly, fun, and enjoyable learning atmosphere is an important matter. As class managers, teachers have a responsibility to make it happen (Dewi et al., 2022). Efforts to create a learning atmosphere are more emphasized on creating preconditions and conditions that enable students to learn. On the other hand, the learning process prioritizes efforts on how to achieve learning objectives or student competencies. In the context of teacher learning, demands are on the teacher's ability to manage the learning process properly.

One of the language skills that is the focus of this research is reading skill or maharah al-qira'ah. Reading skill (qira'ah) is one of the language skills that must be mastered by students. Through reading, students can understand the contents of the reading, increase knowledge, and open insights. Reading skills also play an important role in learning activities to obtain information related to science, because they have a positive impact on mastering writing skills (kitabah) (Nurlaila & Ardyansyah, 2021; Sanusi et al., 2020). However, in reality, many students face difficulties and are unable to read Arabic texts, so their understanding of the contents of the reading is limited. This shows that there are problems in mastering the skills of reading Arabic texts by students.

Facts on the ground, based on pre-research conducted by researchers involving Arabic teachers at SMA Pasundan 2 Bandung, it was found that there were several problems related to learning Arabic in class. These problems include a passive and non-conducive learning atmosphere, student boredom, lack of motivation to learn Arabic students, learning focus that tends to be on the teacher, and students' difficulties in understanding the content of Arabic texts. The analysis shows that this problem is caused by the Arabic language at SMA Pasundan 2 Bandung including local content subjects with limited time, containing local content and characteristics. In addition, because of the perception that Arabic is difficult, limited vocabulary mastery, diverse backgrounds of students, and learning Arabic tends to be more passive and less attractive. Some students have experience learning Arabic in elementary or junior high school, while others do not have a similar experiential background.

Based on the conditions above, the teacher as one of the factors that influence the learning process tries to find solutions to overcome existing problems. One of the ways taken is to change the learning method in the classroom. This action is based because the teacher has the belief that the learning method is one of the learning components that influence the success of the teaching and learning process. Learning methods play an important role in achieving the success of a lesson and using the right method increases the efficiency and effectiveness of

learning (Zakiah, 2021). Likewise, learning methods in learning foreign languages such as Arabic, have a very important position in achieving learning objectives (Nasrulloh et al., 2020).

In this effort, the Arabic teacher decided to replace the use of the Lecture learning method with the Cooperative Integrated Reading and Composition (CIRC) learning method. The CIRC method itself is a type of cooperative learning that is used for learning to read and write. This method emphasizes students in group activities to improve reading comprehension, writing skills, vocabulary mastery and understanding of reading content (Indriana & Syawal, 2022; Safitri et al., 2022). The teacher acts as a facilitator and supervisor in the process of collaboration between students in groups. The teacher is also responsible for directing students to find information in order to understand the material in the learning materials (Mulyadin et al., 2021).

The application of the CIRC method begins with the teacher giving instructions to students regarding the implementation of reading and writing activities that are carried out. After that, students do practice, followed by the pre-assessment and quiz stages (Ariyana & Suastika, 2022). The CIRC method has several benefits and goals, such as presenting various models of activities in learning to read, including basic reading exercises, reading in pairs, analyzing story grammar, writing based on stories, and learning new vocabulary (Anwar et al., 2020; Delviani et al., 2016; Madjid et al., 2019; Niliawati et al., 2018; Wahyuningsih, 2021).

The application of the CIRC method aims to overcome several existing problems, such as focusing learning on students, increasing student activity, helping students to more easily understand the contents of Arabic texts, and increasing their ability to understand the contents of Arabic texts. As said by Asy'ari (2018) that the CIRC method has a significant or very effective influence and makes it easier for students to understand Arabic texts. The use of the CIRC method is also considered as an alternative that can provide a new atmosphere for students who feel bored with conventional learning methods (Susiprayati et al., 2014).

In this case, the researcher believes that this research is relevant to do. Researchers also believe that the CIRC method can be a solution in overcoming problems in learning Arabic at SMA Pasundan 2 Bandung. Research related to the CIRC method has been studied previously with various focuses. Among them by Fatmawati (2018) regarding the application of the CIRC method assisted by the Blogspot Website in the Physics Education Research Methodology course. The results showed that there was an increase in student learning achievement after participating in CIRC learning with the support of the Blogspot Website. Ariyana & Suastika

(2022) explored the use of the CIRC method in teaching mathematics in elementary schools. The results of this study indicate that the use of the CIRC method makes learning at the elementary school level more meaningful, because all basic mathematical abilities are developed together and improve students' learning outcomes in mathematics.

Regarding the explanation of novelty in the research that the researchers conducted, the researcher used a Bibliometric search by applying the "publish or perish" software and using the keywords Arabic, Method, Learning, Reading, CIRC in the last ten years. The search results show fluctuating variations in 2017-2018. This can be illustrated through the Vos Viewer analysis in the following figure:

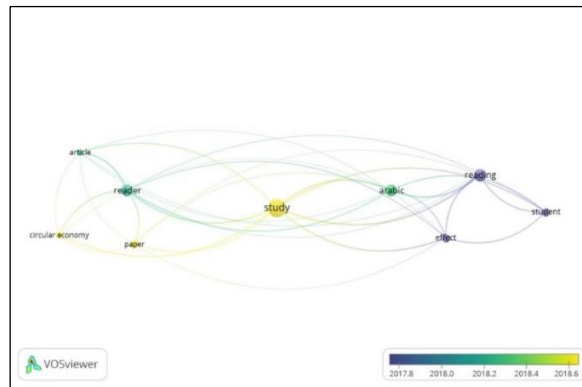


Figure 1. Research Map Visualization

Research on Arabic is the center by being shown to be the focus of flow, this is illustrated by the increase in the number of studies after 2018. However, research that specifically focuses on learning Arabic by reading which involves students directly has not been seen in this direction. This vacancy is considered novelty in terms of the current research focus, which explicitly focuses on research on Arabic with an emphasis on aspects of reading that involve direct interaction with students.

Through this study, it was found that there was an urgency that this research needed to be carried out, because it was hoped that the contribution of this research would play a role in developing knowledge about the study of Arabic, especially in the context of reading. With the publication of the results of this research, it is hoped that it can add to the research roadmap flow in the world of Arabic language education.

**METHOD**

Seeing the problems that exist in this study, researchers used a qualitative descriptive method using a research design in the form of participant observation. The subjects in this study were Arabic subject teachers and 20 students in class XI MIPA 1. Data collection was

carried out according to the formulation of the problem through various techniques, including observation, interviews, questionnaires, and document analysis. Then, the collected data was analyzed using several data analysis techniques consisting of three steps, namely data reduction, data presentation, and drawing conclusions.

## **RESULTS AND DISCUSSION**

### **1) The CIRC Learning Method Can Increase Student Activeness in Learning Arabic**

In essence, learning occurs when students actively interact with educators and the learning environment regulated by educators. Conversely, educators must be able to create conditions that allow students to play an active role in the learning process (Hatimah, 2014; Suprihatiningrum, 2017). However, the results of interviews with the Arabic teacher for class XI at SMA Pasundan 2 Bandung, the atmosphere for learning Arabic in class XI MIPA 1 tends to be passive and not conducive. So that the teacher tries to create an atmosphere of learning Arabic in class XI MIPA 1 to be much more active and conducive.

According to Charles C. Bonwell and J.A Eison quoted in Warsono & Hariyanto (2017) active learning refers to teaching methods that focus on the active role of students, or what is known as student-centered learning. In the context of learning Arabic in class XI MIPA 1 SMA Pasundan 2 Bandung, the teacher uses active learning methods, especially cooperative learning methods of the Cooperative Integrated Reading and Composition (CIRC) type. The purpose of using the CIRC method is to encourage students to be more active in the learning process, provide opportunities for them to work together with classmates, and increase interaction between them. According to Prince, (2004), there are various active learning methods that can be applied in the learning process, one of which is in cooperative learning. In addition, Suprijono (2012) classifies 29 active learning methods, and the CIRC method is one of them.

Basically, the purpose of the active learning method is to divert the focus of students' attention into learning material. Therefore, the Arabic teacher's decision to use the CIRC learning method in class XI MIPA 1 SMA Pasundan 2 Bandung is considered the right step to increase student activity in the process of learning Arabic.

During the implementation of learning Arabic in class XI MIPA 1 SMA Pasundan 2 Bandung using the CIRC learning method, positive changes occurred in students. They become more active, really take part in learning and the learning process is no longer

focused on the teacher, but the teacher acts as a facilitator. As expressed by Warsono & Hariyanto (2017), the teacher's role in active learning is as a facilitator who guides students in learning, masters educational theory and learning methods, and has good mastery of teaching materials to carry out active learning by effective and smooth. The results of interviews with teachers also support this positive impression. The teacher revealed that the use of the CIRC method in learning Arabic in class XI MIPA 1 was able to make learning and students more active, fun and alive. This change causes learning to be more focused on students than teachers.

In addition, the questionnaire filled out by students also provides a good picture, because as many as 94% of class XI MIPA 1 students feel more active and confident in participating in learning Arabic using the CIRC method. Only a small proportion, namely 6%, felt that they were not very active or mediocre in the process of learning Arabic. This finding is in line with the views of Loh & Ang (2020) which confirms that the CIRC method is able to encourage students who are initially passive to become more active in the learning process.

From the results of observations, it appears that students show activeness in communication and interaction during group discussions. When discussing in groups, students give each other responses, opinions, and objections regarding the Arabic text "Al-'Umrah ma'a Usratī" and the vocabulary in the text. Student interaction was also seen when they made presentations in groups. method As said by Zohrani (2023) that the learning process using the CIRC method also encourages students to increase collaboration and interaction in groups.

Students make presentations using their own sentences, so that each student has a different delivery. In addition, during the presentation, some students gave comments or objections to the group presenting in front of the class. All of this is in accordance with Felder & Brent's view (2009) that active learning includes various activities in the classroom that encourage students to engage in various active actions, not just observing, listening and taking notes. In active learning, students play an active role in answering questions, solving problems, working as individuals or groups, and interacting to exchange ideas and knowledge.

The application of the cooperative learning method, as explained by Ibrahim cited in Afandi et al (2013), also aims to develop students' social skills. Class XI MIPA 1 students have demonstrated social skills which include communication skills, problem solving, presentation skills, asking questions, and a sense of responsibility. These social skills are in

accordance with Elliott's view quoted in Murtafiah & Sahara (2019) that social skills include several things, namely the ability to communicate, the ability to cooperate, have a firm attitude, responsibility, have a sense of empathy, the ability to mingle in groups, and the ability to control yourself.

During the implementation of learning using the CIRC method, students showed activeness by working together and helping their group members understand the contents of the text "Al-'Umrah ma'a Usratī" and mastering the learning material. Based on the results of the student questionnaire, all students (100%) stated that their group mates worked well together and were very helpful in understanding the contents of Arabic texts. Students who have more understanding help students who have difficulty, including finding the meaning of difficult words in the text. With this help, each group of students is able to understand the contents of the text "Al-'Umrah ma'a Usratī" and make good conclusions. Group success in the CIRC method depends on individual success in each group, in line with the definition of the CIRC method according to Slavin (2010). Sulistyarningsih in Ariyana & Suastika (2022) also emphasized that the use of the CIRC method encourages active participation of students, increases cooperation in group discussions, increases enthusiasm for learning, and enriches the interaction process, so that students can develop their potential properly.

Thus, it can be concluded that the use of the CIRC method in learning Arabic in class XI MIPA 1 SMA Pasundan 2 Bandung has succeeded in increasing the active participation of students and their confidence in participating in learning Arabic. This method brings positive benefits by increasing interaction between students, enabling them to collaborate with each other in understanding the contents of the text, as well as developing social skills and communication skills. However, it is still necessary to pay attention to time management so that the learning process continues to run efficiently and has a significant positive impact on the learning process.

## **2) The CIRC Method is Able to Overcome Students' Difficulties in Understanding the Contents of Arabic Texts**

One of the problems in learning Arabic in class XI MIPA 1 SMA Pasundan 2 Bandung is that many students experience difficulties in learning to read, especially in interpreting and understanding the contents of Arabic texts. This problem is caused by several factors, such as limited mastery of Arabic as a whole, lack of motivation to learn, low vocabulary



mastery, and the diversity of students' backgrounds. This is in line with the research results of Corinna et al., (2020) which explains that every skill that forms the basis of students learning Arabic certainly has problems, one of which is in reading, namely students who come from public schools have difficulty understanding the contents of the Arabic text due to a lack of mastery of Arabic grammatical rules, the lack of vowels in the text, and the difficulty in understanding the meaning of each vocabulary in the Arabic text because it tends to be different in each text. In addition, Zakiah's research (2021) also identified several problems in learning Arabic, including differences in students' educational backgrounds, lack of motivation to learn, limited vocabulary, and difficulties in giving vows due to a lack of understanding of qawaid Arabic.

The results of the questionnaire given to students revealed that 59% of them had studied Arabic before, either at the elementary, junior high, Islamic boarding schools or places of recitation (TPQ). However, the remaining 41% had no prior experience. In addition, only 24% of students study Arabic outside the school environment, such as a place of recitation or TPQ, while 76% of other students have no experience learning Arabic outside the school environment. This shows that there are variations in the abilities of students due to different experiences and backgrounds.

As explained by Fitri in Rumahorbo et al., (2021) there are two factors that influence students' ability to understand reading content, namely external factors and internal factors. Internal factors include factors from outside the students themselves, such as the atmosphere of the teacher teaching, the curriculum used, learning methods, learning environment, and the availability of reading materials or books. Meanwhile, internal factors relate to factors that are within students, such as interest in reading, talent, and vocabulary mastery.

In addition to the external and internal factors previously mentioned, students' learning motivation also influences students' abilities in the process of understanding reading content. This is in line with the opinion of Ayu et al., (2019) which states that learning motivation has an important role in the learning process, especially in influencing student achievement. When students' learning motivation is high, it will affect students' ability, interest and enthusiasm for learning in understanding Arabic texts. However, if students' learning motivation is low, learning achievement can be disrupted, and students will be less active in learning activities, as emphasized by Syaparuddin et al., (2020). The results of the student questionnaire also showed that most of them (65%) liked reading Arabic texts, especially because they realized that this skill would make it easier for them

to read and understand the Koran. However, there were also some students (23%) who did not like reading Arabic texts because they had difficulty reading. A small proportion of students (12%) have little interest or don't really like reading Arabic texts, especially for texts that are too long and have no vowels. Then how do students respond to Arabic texts?

The students' views on Arabic texts varied, where some liked texts that were interesting, fun, and not boring, while others found it difficult when the text was long or the text font was small. Arabic texts are also considered confusing if students do not understand their meaning well. This is in accordance with the view of Maghfirah et al., (2022) which says that reading or sentences that are long, ambiguous, and difficult words can hinder students in the learning process. Therefore, teachers must choose reading material according to the ability level of students as suggested by Lisiana et al., (2021) and Mazidatulfizah (2021). One of the ways to overcome difficulties in understanding reading is to provide text that is appropriate to the level of understanding of students so that they can be actively involved in learning Arabic.

Therefore, the teacher hopes that by changing the lecture method to a cooperative learning method of the Cooperative Integrated Reading and Composition (CIRC) type in learning Arabic in class XI MIPA 1 SMA Pasundan 2 Bandung, it will be a solution to overcome this problem. Students are expected to be able to improve their ability to understand the contents of Arabic texts better and faster, and to be more enjoyable in the process of learning to read Arabic texts.

In addition, the teacher hopes that by using the CIRC method, students will be able to master the material well studied and achieve satisfactory grades in learning Arabic using this method. Saiful (2018) states that the use of methods in learning, including in reading, is an important factor for increasing students' understanding of reading content. A similar opinion was expressed by Astuti (2012) who confirmed that the use of appropriate methods in learning to read can improve student learning outcomes. Likewise, Zakiyatunnisa et al., (2019) showed that to improve reading comprehension skills, a step that can be taken is to apply different learning methods than before. Choosing the right learning method can make students interested and enthusiastic in participating in learning activities.

The observation results show that students show high enthusiasm and feel satisfaction in the learning process using the CIRC method. It can be seen that group

discussion activities in this method provide opportunities for each student to be actively involved. Each group member takes turns reading the Arabic text given by the teacher, and the reading process is carried out repeatedly with the aim that all students can think about and understand the contents of the text better. Even though there were variations in the strategies in each group, such as in group 3 and group 4 where one member of the group read repeatedly while the other group members listened more and tried to understand, it still appeared that the learning objective of understanding the contents of the text was achieved. The variety of strategies in each group shows the creativity and flexibility of students in the learning process, so that they can find ways that suit their individual learning styles. Because basically, reading is an activity that aims to develop thinking and understand meaning, as Sufi said (2008).

The results of interviews with teachers also show that the use of the CIRC method has made it easier for students to understand the contents of the text *Al-'Umrah ma'a Usratī*. Because, in the learning process students help each other group members to understand the contents of the text. They work together to find the meaning of difficult vocabulary, identify main ideas, construct sentences correctly, and draw conclusions together. Thus, the same understanding is formed among all students. This finding is in line with the research of Adawiyah et al., (2020) which states that the CIRC learning method can increase students' motivation in the learning process. This is due to the fact that the CIRC method involves students in group work, where they help each other. Interaction with peers is a strong source of motivation for students, so they are motivated to learn quickly, accurately, and achieve good learning results.

However, does the use of the CIRC method improve students' ability to understand the contents of Arabic texts? Based on the results of the interviews, it was revealed that the use of the CIRC method had succeeded in increasing students' ability to understand the contents of Arabic texts. That means, the CIRC method has a positive influence on students' reading skills, especially reading comprehension abilities. A similar opinion was expressed by Machmudah & Risyidi (2008), which stated that the CIRC method had a positive impact on students' reading skills. This is due to the fact that the CIRC method involves a series of reading stages. Prawitaningrum & Endarini (2019) describes the CIRC method into three different stages, namely the pre-reading stage, the reading stage, and the post-reading stage.

Improvement in the ability of students can be seen when they present the results of their understanding in front of friends. Students are able to clearly retell the contents of the

text Al-'Umrah ma'a Ustratī clearly and use their own language. The results of the questionnaire showed that 76% of students stated that their ability to understand the content of Arabic texts improved greatly through the use of the CIRC method. This can be achieved because students are grouped in small groups, where in these groups they can repeat learning together, exchange opinions and work together among group members. In addition to increasing understanding, the CIRC method is also able to develop students' thinking skills. Although there were 24% of students who stated that their ability to understand the contents of the Arabic text was still quite sufficient, especially when working in groups where sometimes they still had difficulty understanding the contents of the text together. The main purpose of the CIRC method is one of the efforts to help students improve their ability to understand reading content that is done individually or in groups and improve low student learning outcomes (Anwar et al., 2020; Yamin & Amalia, 2022). According to Mulyadin et al., (2021), learning using the CIRC learning method encourages students to be active in reading, writing, and speaking, with the aim of increasing their understanding and insight.

The CIRC method is not only able to improve students' ability to understand the contents of Arabic texts, but also makes it easier for them to understand it. Based on the results of the questionnaire, 96% of students felt that it was easier to understand the contents of the Arabic text when the CIRC method was used. This is because the CIRC method divides students into small groups, where they ask each other questions, discuss, correct, share information, and help friends who are having trouble. This method is considered more fun and interesting for students, thereby helping them achieve learning objectives such as identifying main ideas and understanding text content.

A number of students also said that working in groups was very helpful in understanding the content of Arabic texts. Although there are 6% of students who prefer and easily learn alone without groups. However, this still shows that the CIRC method, in addition to improving the ability of Arabic text content, also helps make it easier for students to find main ideas and understand the content of Arabic texts. This view is in line with the opinion of Yamin & Amalia (2022) which states that the CIRC method helps students in reading, understanding, and writing. With CIRC, students are able to read thoroughly, understand the contents of the text they read, and write important parts of the

teaching material. In addition, this method also helps students identify the main ideas of the text and make conclusions.

The use of the CIRC method in understanding the contents of Arabic texts for class XI MIPA 1 students was not only able to improve their ability to understand the contents of Arabic texts, but this was also proven through the evaluation results of students. According to Frederick B. Darwis in (Al-Baari', 2009) reading comprehension is one of the measurable skills, so learning evaluation is needed. When implementing Arabic learning using the CIRC method, after students have finished discussing and presenting the results of their discussions, the teacher gives an evaluation in the form of a formative evaluation. This evaluation aims to measure the level of students' understanding of the learning material. Because one indicator of reading comprehension according to Indriana & Syawal (2022) is answering questions about the content of the reading.

The evaluation included five questions related to the text "Al-'Umrah ma'a Ustrati," which had been previously studied by students. Student responses to these evaluation questions varied. Some found the questions to have varying degrees of difficulty, with some considering them easy, some difficult, and some manageable despite their initial complexity. Some students struggled due to a lack of full understanding of the questions' meanings and purposes.

However, there were also positive responses from some students regarding the evaluation. They found the questions related to the text easy because they had a good grasp of its contents. Moreover, they appreciated the variety in the evaluation questions, which made their work more interesting and enjoyable.

In interviews with Arabic teachers for class XI MIPA 1, it was noted that student evaluation results generally showed improvement, although some students maintained their previous performance levels. The researcher observed that groups 2 and 5 performed exceptionally well, actively participating in discussions and answering evaluation questions perfectly, resulting in an impressive average score of 91.25. The other three groups also achieved good average scores, ranging from 88.75 to 90.

These evaluation results suggest that the CIRC method has had a positive impact on enhancing students' comprehension of the text "Al-'Umrah ma'a Ustrati." Despite some students facing difficulties, the majority exhibited improved reading comprehension skills through the CIRC method. Consequently, it can be concluded that the CIRC method is an effective approach for addressing students' difficulties and enhancing their ability to understand Arabic texts. This method has proven to have a positive influence on student

learning outcomes, particularly in Arabic learning, with its group-based cooperative learning approach.

## CONCLUSION

The implementation of the CIRC method in Arabic learning for class XI MIPA 1 SMA Pasundan 2 Bandung has yielded positive outcomes. Students have become more active and confident in their learning, and this method has effectively addressed the challenges they faced, resulting in significant improvements in their Arabic reading and comprehension skills. In summary, the CIRC method has proven to be a successful approach in addressing Arabic learning difficulties and enhancing the overall quality of Arabic education in this class. It not only enhances the effectiveness and enjoyment of learning but also contributes to the development of students' Arabic language skills. Based on the conclusions of this study, it is recommended for other readers or researchers to carry out comparisons or empirical tests in other schools and at different levels of education. This will broaden insight into the results of this research and provide a stronger scientific basis.

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