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# The Implementation of the Cooperative Script Method to Enhance Arabic Vocabulary Mastery Among Grade XI Students at MAN Batudaa

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### ABSTRACT

This study investigates the effectiveness of the Cooperative Script method in enhancing Arabic vocabulary acquisition among Grade XI students at Madrasah Aliyah Negeri (MAN) Batudaa. Vocabulary mastery is a critical component of language learning, yet many students struggle with retention and application due to the limitations of traditional teaching approaches. To address this issue, the study applied a Classroom Action Research (CAR) design using Kemmis and McTaggart's four-phase model: planning, action, observation, and reflection. The research was conducted over two instructional cycles during the first semester of the academic year and involved 22 students selected through purposive sampling. Data were collected using pre- and post-tests, observation sheets, and documentation. Descriptive statistical methods were employed to evaluate both individual and group-level progress in vocabulary mastery. Initial findings from the pre-test revealed an average score of 56.36, with only 36.36% of students reaching the minimum mastery threshold. After the implementation of the Cooperative Script method, significant improvements were observed. Observation scores increased from 70.83% in Cycle I to 95.83% in Cycle II, accompanied by greater student participation and more effective group collaboration. The results demonstrate that the Cooperative Script method positively impacts vocabulary acquisition by fostering active learning, peer interaction, and student engagement. These findings suggest that cooperative learning strategies can serve as practical and effective pedagogical tools in Arabic language instruction, particularly in classroom settings that aim to enhance both linguistic competence and learner confidence.



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## Introduction

Vocabulary acquisition plays a pivotal role in the process of learning Arabic, particularly at the Madrasah Aliyah level, where communicative competence is crucial for academic and religious purposes. Proficiency in Arabic vocabulary enables learners not only to decode written texts, especially classical and religious sources, but also to articulate thoughts effectively in both spoken and written modes.[1] In many Indonesian madrasah

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contexts, however, vocabulary teaching remains superficial and predominantly teacher-centered, leading to passive learning, poor retention, and limited communicative application.

The need for innovation in Arabic vocabulary instruction is therefore pressing, especially in light of findings that traditional methods often ignore the cognitive and emotional needs of learners. Mei et al. found that when vocabulary instruction fails to be interactive and contextualized, students exhibit lower engagement and reduced long-term retention.[1] Moreover, instructional strategies that do not support collaboration or contextual use of words tend to produce learners with limited confidence and poor practical language use. These issues are particularly visible among Grade XI students at Madrasah Aliyah Negeri Batudaa, where vocabulary mastery remains a core challenge due to the lack of dynamic instructional approaches.

To address this gap, one promising pedagogical strategy is the Cooperative Script method—an interactive learning approach that promotes peer teaching and structured group dialogue. Rooted in cooperative learning theory, this method assigns roles to students (as speaker and listener) and encourages reciprocal teaching, where each partner reads, explains, and discusses learning material in turns.[2] The method is designed to activate student participation, improve language output, and build confidence through collaborative scaffolding.

Research supports the Cooperative Script approach as an effective technique in vocabulary acquisition. Li et al. demonstrated that structured peer interactions not only increased learners' vocabulary knowledge but also enhanced contextual usage and communicative fluency.[3] Students involved in cooperative script sessions showed a marked improvement in their ability to recall and use vocabulary meaningfully. Similarly, Nurhayati reported a significant reduction in language learning anxiety among students using cooperative learning strategies, leading to improved oral performance.[4] In a parallel study, Wijaya et al. emphasized that integrating cooperative structures in Arabic classrooms helps learners engage in self-correction, develop metacognitive awareness, and strengthen word retention.[5]

The relevance of the Cooperative Script method is further highlighted in the local setting of this study. At MAN Batudaa, Arabic language teaching is challenged by the diversity in students' backgrounds and the varying degrees of prior vocabulary knowledge. As Juha and Milawasri observed, such diversity demands instructional approaches that are both inclusive and cognitively engaging. Cooperative Script provides opportunities for peer-to-peer learning, allowing students to negotiate meaning, correct each other, and internalize new vocabulary through meaningful use in a low-anxiety setting.[6]

This study hypothesizes that the implementation of the Cooperative Script method will result in a significant improvement in vocabulary mastery among Grade XI students at MAN Batudaa. The variables explored include the process of vocabulary instruction using this method and the learning outcomes in terms of vocabulary acquisition post-intervention. The research adopts the Classroom Action Research (CAR) framework, comprising four cyclical stages: planning, action, observation, and reflection—each of which ensures iterative refinement and practical relevance of the pedagogical strategy.

The key terms used in this study are defined as follows: *Cooperative Script* refers to a cooperative learning model involving reciprocal teaching between students in structured dialogues. *Vocabulary acquisition* refers to students' ability to recognize, recall, and apply Arabic words in accurate and contextually appropriate ways. *Classroom Action Research* denotes a reflective process undertaken by teachers to improve instructional practices in real classroom settings.

In sum, this study contributes to the growing body of research on cooperative learning and Arabic language pedagogy by examining the impact of Cooperative Script in enhancing vocabulary acquisition. The findings are expected to offer pedagogical insights for Arabic educators seeking to implement more effective, interactive, and student-centered vocabulary instruction models. Moreover, this study raises further questions about how such methods can be sustained and scaled across various madrasah contexts with diverse student populations.

## Method

This study employed a Classroom Action Research (CAR) approach, grounded in the four-phase model developed by Kemmis and McTaggart, which includes *planning*, *action*, *observation*, and *reflection*. CAR was selected for its effectiveness in addressing instructional challenges while fostering professional growth through iterative reflection. It is widely recognized as a strategic approach to improving classroom practices based on contextual needs and ongoing inquiry.[7], [8]

The study was conducted during the first semester of the 2015/2016 academic year at Madrasah Aliyah Negeri (MAN) Batudaa, Gorontalo, Indonesia. The participants included 22 Grade XI students—12 males and 10 females—selected using a purposive sampling technique. This method was used to ensure the inclusion of diverse student profiles and to enhance the contextual relevance and applicability of the findings.[9] Data collection employed three main instruments:

1. Observation sheets, used to monitor instructional practices and student engagement.
2. Vocabulary mastery tests administered before and after the intervention to evaluate learning outcomes.

3. Documentation, including lesson plans and teaching materials, which provided qualitative support for evaluating implementation fidelity.

These data sources were triangulated to ensure validity and reliability, allowing for a comprehensive assessment of both teaching effectiveness and student learning. This triangulation aligned with best practices in educational research and was essential for producing credible results in classroom-based inquiry.[10]

The intervention was carried out in two instructional cycles, each consisting of three 45-minute sessions, focused on the theme *Āmāl al-Murāhiqīn (Aspirations of Teenagers)* within the sub-skill *al-Qirā'ah (Reading)*. The Cooperative Script method was used as the primary teaching strategy, with students working in pairs, alternating roles as speaker and listener. Through collaborative discussion and peer explanation, students engaged with the vocabulary actively. The teacher functioned as a facilitator, providing guidance and feedback while ensuring the learning environment was supportive and reflective.[7], [8]

Observations were conducted during each cycle using structured checklists to record classroom dynamics, student participation, and adherence to the instructional plan. After each cycle, a reflection phase was conducted collaboratively to evaluate student outcomes and adjust the teaching strategy. This cycle of reflection is integral to CAR and supports responsive pedagogical improvement.[8], [9]

To evaluate student performance, descriptive statistical analysis was employed. The level of individual mastery was calculated using the formula:

$$KB = T/TT \times 100\%$$

where  $T$  represents the student's score and  $TT$  the total possible score. Students were categorized as having achieved mastery if their score was  $\geq 70$ .

For classroom mastery, the following formula was applied:

$$PK = JT/JS \times 100\%$$

where  $JT$  is the number of students who met the mastery threshold, and  $JS$  is the total number of students. A class was considered to have reached mastery if  $\geq 80\%$  of students scored 70 or above. This descriptive analysis approach was chosen for its clarity and effectiveness in educational research, especially in studies seeking to monitor learning outcomes in real classroom settings.[11]

To strengthen the research's internal validity and reliability, observation protocols were consistently applied, assessments were aligned with learning objectives, and results were cross-checked through triangulation. These procedures are essential in CAR to ensure trustworthy outcomes and informed pedagogical decisions.[10]

Despite its strengths, the study had limitations. It focused solely on vocabulary acquisition and was conducted within a single classroom. Broader language skills such as writing or speaking were not assessed, and external factors—such as students' previous exposure to Arabic or their home literacy environments—were not controlled. These limitations may affect the generalizability of the findings.[9] Nevertheless, the results provide practical insights into the use of the Cooperative Script method for enhancing vocabulary learning in madrasah settings and contribute to the growing body of research on student-centered Arabic language instruction.

## Results and Discussions

### Results

The implementation of the Cooperative Script method to enhance Arabic vocabulary acquisition among Grade XI students at Madrasah Aliyah Negeri (MAN) Batudaa was carried out through two structured instructional cycles. Each cycle began with a diagnostic pre-test and was concluded by a post-test to evaluate shifts in students' lexical competence. The preliminary findings, as measured in the pre-test phase, revealed a significant gap in vocabulary mastery.

### Pre-Test Results

The average score obtained in the pre-test was 56.36, far below the established individual mastery threshold of 70. Only 8 out of 22 students, or 36.36%, met the minimum competency criteria. These results underscored the pressing need for a pedagogical intervention capable of fostering more effective vocabulary acquisition among learners. Such low performance suggests that the majority of students struggled with lexical recall, contextual application, and possibly even basic semantic comprehension of the Arabic vocabulary presented prior to the intervention.

These initial results are consistent with previous findings in second language (L2) acquisition research, which emphasize that vocabulary instruction in many traditional classrooms remains insufficient in supporting deep, lasting language learning.[12] Without meaningful contextualization and repetitive exposure, learners often retain words only superficially. The pre-test outcome also resonates with studies highlighting that lexical acquisition among L2 learners can be particularly hindered by negative language transfer from their first language (L1). Bhatti et al. emphasized that understanding contrasts between L1 and L2 features is pivotal for effective vocabulary retention and correct usage in communicative settings.[13]

Additionally, the data from this study reflect broader pedagogical concerns outlined by Mitrajati et al., who advocated for structured materials such as *Al-'Arabiyyah Baina Yadaik* to improve Arabic language instruction by integrating vocabulary instruction directly into meaningful, functional contexts.[14] Their research supports the assertion that methodologically guided instruction enhances lexical acquisition among learners in secondary education settings.

Recent findings by Zou et al. further validate the importance of integrating cooperative learning models, such as the Cooperative Script method, into language classrooms.[15] Social interaction—one of the fundamental components of cooperative strategies—has been shown to enhance motivation, retention, and deeper cognitive engagement. When vocabulary is encountered in a shared, dialogic space, learners benefit from negotiation of meaning and peer feedback, which can scaffold understanding and reinforce learning outcomes.

Russa et al. and Thach emphasize that vocabulary acquisition should be approached as an iterative process involving multiple modalities and frequent recycling of words across various contexts.[16], [17] The pre-test phase, therefore, served not only to diagnose existing gaps but also to inform the design of subsequent instructional phases that incorporated these best practices.

In sum, the low performance revealed during the pre-test phase highlighted a significant instructional gap in Arabic vocabulary acquisition among Grade XI students. The Cooperative Script method was introduced as a structured response to this challenge, aiming to improve outcomes through student-centered collaboration, repetition, and contextual reinforcement. As the following results from Cycle I and Cycle II will demonstrate, the method proved effective in bridging the lexical gap and aligning instructional practice with contemporary research on effective L2 vocabulary learning.

## Cycle I

### 1. Planning

In the planning phase, lesson plans were developed focusing on the theme *Āmāl al-Murāhiqīn* (Teenage Aspirations), designed to reinforce Arabic vocabulary acquisition. The learning strategy was aligned with the Cooperative Script method, emphasizing peer interaction. Evaluation instruments such as pre-tests, post-tests, observation sheets, and documentation formats were prepared to monitor both cognitive and behavioral learning outcomes.

### 2. Action

#### a. Opening Activity

The session commenced with greetings, the recitation of du'a, and a brief apperception activity. The teacher explained the learning objectives and introduced the Cooperative Script method, along with instructions on the role division for each student.

#### b. Main Activity

Students worked in pairs using the Cooperative Script technique, alternating between the roles of Speaker and Listener. The Speaker explained vocabulary items from the selected reading text, while the Listener summarized and asked clarifying questions. The roles were then reversed. The teacher facilitated the group work and ensured that students maintained focus and participated equally.

#### c. Closing Activity

The session ended with a reflection phase and a short vocabulary quiz. The class reviewed the vocabulary collectively, and the teacher provided corrective feedback and reinforcement of the material covered.

### 3. Observation

Observation data collected during Cycle I showed encouraging signs of student engagement, though with room for improvement in task performance and vocabulary retention. The detailed observation results are as follows:

**Table: Observation Results of Cycle I**

Observed Aspect	Maximum Score	Score Achieved
Student attendance during learning	4	4
Student displays interest in learning	4	3
Student actively participates in group discussion	4	3
Student answers teacher's questions	4	3
Student completes assigned tasks	4	2
Student remembers and understands the new vocabulary	4	2
<b>Total Score</b>	<b>24</b>	<b>17</b>
<b>Average Achievement Percentage</b>	<b>100%</b>	<b>70.83%</b>

#### 4. Reflection

The results of Cycle I indicated moderate success. Students exhibited higher levels of attentiveness and interest, especially during group discussions. However, challenges remained in completing assigned tasks and fully internalizing new vocabulary. The average score of 70.83% suggested that while students were approaching the mastery threshold, additional instructional adjustments were required. These included integrating more visual aids, restructuring task instructions, and increasing teacher involvement during practice sessions. These improvements were incorporated into the planning for Cycle II.

#### Cycle II

##### 1. Planning

In the second cycle, the lesson plan was refined based on the reflections from Cycle I. The same theme, *Āmāl al-Murāhiqīn* (Teenage Aspirations), was retained to maintain content continuity, but instructional improvements were made to support vocabulary mastery. Enhancements included the integration of visual aids, clearer task guidance, and increased teacher facilitation during the cooperative sessions.

##### 2. Action

###### a. Opening Activity

The session began with greetings, du'a recitation, and review of the previous cycle. The teacher reintroduced the learning objectives and reiterated the Cooperative Script roles and expectations to reinforce student engagement.

###### b. Main Activity

Using the same pairing model, students continued to alternate between the roles of Speaker and Listener, but with more structured guidance. They were given highlighted vocabulary lists, sentence models, and visual context to support comprehension. The teacher actively monitored discussions, intervening when necessary to clarify meaning or guide collaboration.

###### c. Closing Activity

The class wrapped up with a reflection session where students shared what they had learned and completed another brief vocabulary quiz. The teacher reviewed common errors and reinforced correct usage through group discussion.

##### 3. Observation

Observation results during Cycle II revealed significant improvements in all targeted aspects of student engagement and performance. The data are summarized in the table below:

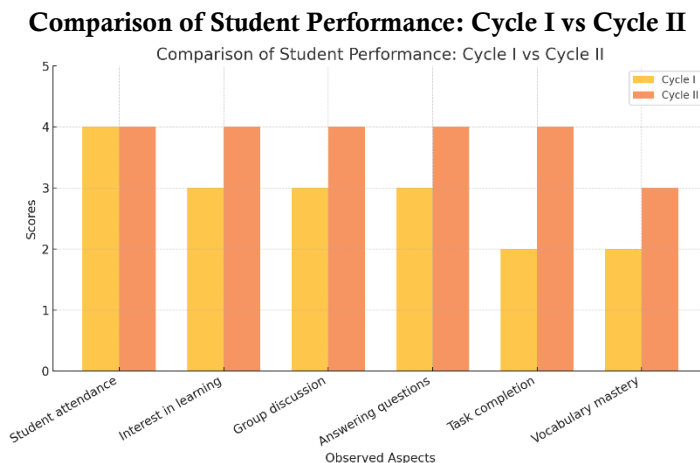
**Table: Observation Results of Cycle II**

Observed Aspect	Maximum Score	Score Achieved
Student attendance during learning	4	4
Student displays interest in learning	4	4
Student actively participates in group discussion	4	4
Student answers teacher's questions	4	4
Student completes assigned tasks	4	4
Student remembers and understands the new vocabulary	4	3
<b>Total Score</b>	<b>24</b>	<b>23</b>
<b>Average Achievement Percentage</b>	<b>100%</b>	<b>95.83%</b>

#### 4. Reflection

The outcomes of Cycle II demonstrated that the instructional adjustments were effective. Nearly all students showed marked improvement in vocabulary use, task completion, and collaborative behavior. The observation average increased to 95.83%, indicating mastery. These findings affirm the Cooperative Script method's value

in fostering vocabulary acquisition in Arabic language classrooms. Future implementations may continue refining the method with more contextual materials and scaffolding to accommodate varying student proficiency levels.



### Explanation of the Comparison Between Cycle I and Cycle II

The comparison between Cycle I and Cycle II reveals a significant improvement in students' engagement and performance in learning Arabic vocabulary using the Cooperative Script method. The total observation score in Cycle I was 17 out of 24, equivalent to an average achievement rate of 70.83%. In contrast, Cycle II showed marked progress, with a total score of 23 out of 24, or 95.83% in average achievement.

The most notable improvements were observed in the following aspects:

- Task completion increased from a score of 2 to 4, indicating that students were better able to follow instructions and complete activities independently.
- Vocabulary mastery improved from 2 to 3, suggesting that learners had a stronger grasp of new words and their contextual usage.
- Student participation in discussions and responsiveness to teacher's questions both increased from 3 to 4, reflecting higher confidence and active engagement.

This progress can be attributed to instructional enhancements made in Cycle II, such as clearer task scaffolding, additional visual aids, and intensified teacher facilitation. These modifications effectively addressed the challenges observed in the first cycle and created a more interactive and student-centered learning environment.

Overall, the results affirm that the Cooperative Script method, when properly implemented and refined through iterative teaching cycles, can substantially enhance students' vocabulary acquisition and participation in Arabic language learning.

### Discussions

The primary finding of the current study indicates that the implementation of the Cooperative Script method markedly improved the Arabic vocabulary mastery of Grade XI students at Madrasah Aliyah Negeri Batudaa. This conclusion is substantiated by a significant rise in the average observation scores—from 70.83% in Cycle I to 95.83% in Cycle II—along with notable improvements in task completion, group collaboration, and vocabulary retention. These results align with previous studies highlighting the role of cooperative learning in deepening student engagement and facilitating greater mastery of linguistic content.[18], [19]

The pedagogical shift from traditional, teacher-centered instruction to student-centered methodologies reflects a core aspect of 21st-century learning. The Cooperative Script method not only promotes vocabulary acquisition but also cultivates students' communicative competence—an essential goal in foreign language pedagogy. By rotating between roles as speakers and listeners, students actively construct meaning and reinforce their understanding through peer interaction.[19], [20] Mei et al. and Wulandari further affirm that such collaborative settings significantly enhance vocabulary retention and contextualized language use.[1], [21] Moreover, the method reduces learning anxiety and fosters participation, as observed by Raden & Nurdin and Yoke et al..[2], [18]



Cycle II's success can be attributed to key enhancements: improved lesson design, the incorporation of visual aids, targeted scaffolding during tasks, and strengthened teacher facilitation. These strategies are supported by literature recommending the integration of authentic learning content to support knowledge transfer and deepen understanding.[22] Furthermore, these practices echo the larger goals of 21st-century education, which emphasizes the "4Cs": critical thinking, communication, collaboration, and creativity.[23], [24]

Although the results are encouraging, alternative explanations must be acknowledged. The observed improvements may, in part, be influenced by increased familiarity with the assessment format or classroom routines, rather than by the Cooperative Script method alone. Additionally, heightened motivation due to novelty effects or increased teacher attention may have temporarily influenced outcomes. Nevertheless, the consistency and scale of improvements across both qualitative and quantitative measures suggest that the instructional intervention itself was the principal catalyst.[25]

Practically speaking, the findings carry significant implications for Arabic language educators in madrasah contexts. They underscore the urgent need to move beyond rote memorization toward interactive, student-led models that actively promote vocabulary development—an area often neglected in conventional instruction.[26], [27] As Siswanto et al. argue, vocabulary is often treated as supplementary rather than foundational, a misconception that this study challenges.[28]

Nonetheless, the study is not without its limitations. It was conducted in a single classroom with a limited sample size and focused exclusively on vocabulary mastery. Variables such as prior Arabic exposure, cultural background, and learning resources at home were not controlled, thereby limiting the generalizability of findings across different linguistic domains or educational settings.[29] For future research, a broader scope could be explored—including oral fluency, grammar, or reading comprehension—especially in conjunction with digital tools or multimodal content.[30]

Qualitative investigations involving student feedback and teacher reflections are also recommended, as they could provide richer insight into the affective and cognitive dimensions of cooperative learning.[31] These avenues may further validate the potential of the Cooperative Script method as a scalable and sustainable pedagogical approach in language education.

In conclusion, this study contributes meaningful evidence supporting the application of Cooperative Script as an effective method to improve Arabic vocabulary learning. Through iterative, reflective teaching cycles and collaborative learning, students experienced higher engagement, reduced anxiety, and measurable gains in linguistic competence—thus reinforcing the value of student-centered strategies in modern language instruction.

## Conclusions

This study demonstrated that the implementation of the Cooperative Script method effectively enhanced Arabic vocabulary acquisition among Grade XI students at Madrasah Aliyah Negeri (MAN) Batudaa. The research was conducted in two instructional cycles, each showing progressive improvement in student performance and engagement. The average mastery level rose significantly from the pre-test to Cycle II, indicating that the cooperative learning approach contributed positively to vocabulary retention and classroom participation.

The findings confirm that structured peer collaboration, when supported by thoughtful lesson planning and reflective teaching, can lead to measurable academic gains. Students not only improved their understanding of vocabulary but also became more confident and active participants in the learning process.

This research highlights the importance of adopting student-centered instructional strategies to address vocabulary challenges in Arabic language learning. By promoting active engagement and interaction, the Cooperative Script method proves to be a viable solution for improving language competence, particularly in educational settings that face limitations in traditional teaching effectiveness.

In summary, the Cooperative Script method provides an innovative and practical framework for improving vocabulary mastery, and its successful application in this study offers valuable insights for future pedagogical practices in Arabic language education.

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