

The Effectiveness of Arabic Language Learning Based on the Common European Framework of Reference (CEFR) Using a Website on Arabic Reading Skills

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Abstract

Reading skills competence aligned with language proficiency standards is essential to ensure that reading skill learning aligns with language learning objectives and the advancement of science and technology. This study aims to determine the effectiveness of Arabic language learning based on the Common European Framework of Reference (CEFR) using a website on Arabic reading skills. The Common European Framework of Reference for Languages (CEFR) is an internationally recognized standard or framework for language proficiency learning. This study employs a quantitative approach using quasi-experimental research with a control class and an experimental class. Data were collected through tests in the form of multiple-choice questions. The sample was selected using non-probability sampling with the purposive sampling method. Quantitative data were analyzed using the SPSS application. The statistical test results, in the form of an independent sample t-test, indicated a significant difference with a sig. (2-tailed) value of $0.00 < 0.05$, leading to the rejection of H_0 and acceptance of H_a . Additionally, the N-Gain test for the experimental class (using CEFR) showed a score of 73.1075, which, according to Malzer's classification of $g > 0.7$, falls into the high category. This analysis demonstrates that the application of the Common European Framework of Reference for Languages (CEFR) using a website is effective in improving reading skills.

Keywords: CEFR, Website, Arabic Language Learning, Reading Skills

مستخلص البحث

يهدف هذا البحث إلى تحديد فعالية تعلم اللغة العربية استنادًا إلى الإطار الأوروبي المرجعي المشترك (CEFR) باستخدام موقع ويب في مهارات القراءة باللغة العربية. الإطار الأوروبي المرجعي المشترك للغات (CEFR) هو معيار معترف به دوليًا أو إطار مرجعي لتعلم كفاءة اللغة. يعتمد هذا البحث على النهج الكمي باستخدام البحث شبه التجريبي مع صف دراسي ضابط وصف دراسي تجريبي. تم جمع البيانات من خلال الاختبارات على شكل أسئلة اختيار من متعدد. تم اختيار العينة باستخدام طريقة أخذ العينات غير الاحتمالية مع أسلوب أخذ العينات الهادفة. تم تحليل البيانات الكمية باستخدام تطبيق SPSS. أظهرت نتائج الاختبار الإحصائي، التي تم الحصول عليها من اختبار t لعينة مستقلة، وجود فرق كبير مع قيمة sig. (ذات الاتجاهين) > 0.005 ، مما أدى إلى رفض الفرضية الصفرية (H_0) وقبول الفرضية البديلة (H_a) بالإضافة إلى ذلك، أظهر اختبار N-Gain للصف التجريبي باستخدام CEFR درجة قدرها 73,1075، والتي وفقًا لتصنيف مالزر $g > 0.7$ ، تقع في الفئة العالية. توضح هذه التحليلات أن تطبيق الإطار الأوروبي المرجعي المشترك للغات (CEFR) باستخدام موقع ويب فعال في تحسين مهارات القراءة.

الكلمات المفتاحية: CEFR، موقع ويب، تعلم اللغة العربية، مهارات القراءة

Introduction

Language learning has entered a new phase with the emergence of innovations and changes aimed at creating more effective learning. Moreover, the development of Information and Communication Technology (ICT) also demands an improvement in the quality of learning (Raitskaya & Tikhonova, 2019). This includes language learning. Therefore, it is necessary to have learning approaches that accommodate these needs, namely technology- and information-based learning, which is essential due to advancements in knowledge and innovations in the educational process. (Aulia, 2023).

The purpose of language learning is not merely focused on mastering the four language skills listening, speaking, reading, and writing but goes beyond that. A person proficient in a language understands more than just how to comprehend spoken words, speak, read, and write sentences; they also know how to communicate effectively using the language. This is because the ultimate goal of learning a language, including a foreign language, is communication (Mustafai, 2022).

The Arabic Language Education Study Program at Universitas Negeri Jakarta consistently implements innovations and changes to achieve effective and high quality learning, including in teaching reading skills. Reading skill instruction not only focuses on how to read correctly but also teaches how to use reading as a communication tool by understanding and capturing the messages within a text. This includes offering suggestions, arguments, problem-solving or alternative solutive ideas, evaluating the content of the text, designing appropriate titles based on the reading, and interpreting or analyzing the author's intent behind the messages conveyed in the text (Rifda Haniefafa, 2022).

The objectives of the aforementioned reading skills instruction can be realized through the utilization of technology and information that facilitates holistic learning, encompassing the learning process, teaching, and assessment. One of the technologies that can be utilized is the web, and an appropriate approach for measuring internationally standardized language proficiency that can be applied is the Common European Framework of Reference (CEFR).

The Common European Framework of Reference for Languages (CEFR) is an internationally recognized standard or framework for language proficiency learning. CEFR was developed by the Council of Europe in the 1990s as an effort to provide a reference for language teaching across Europe. However, it was officially introduced in 2001 after three decades of research on language teaching, learning, and assessment (Habibur Rohman & Faiq Ilham Rosyadi, 2021). CEFR was developed with two general objectives: to serve as a stimulus for reflecting on current practices and to provide a common reference for designing language syllabi, curriculum guidelines, examinations, and textbooks. This aims to contribute to reforms, innovations, and networking efforts to enhance the efficiency of language learning (Council of Europe, 2001).

CEFR is divided into six levels, ranging from beginner to advanced, and these six levels are categorized into three main proficiency categories: beginner, intermediate, and advanced. The lowest level is A1, while the highest level is C2. The beginner category includes A1 and A2, the intermediate category includes B1 and B2, and the advanced category includes C1 and C2 (Nurdianto & bin Ismail, 2020).

This study focuses on the application of CEFR in reading skills using a web-based learning platform. Reading comprehension in CEFR encompasses both written texts and signed texts. Based on its objectives, reading can be categorized into several types: reading for orientation, reading for information and argument, reading correspondence, reading instructions, and reading as a leisure activity. Each type of reading has its own application concept and is associated with levels ranging from the highest, C2, to the lowest, Pre-A1 (North, 2007). Here are the levels of reading comprehension in CEFR:

Table 1: Levels of Reading Comprehension

Overall reading comprehension	
C2	Can understand almost all types of texts, including abstract, structurally complex, or highly colloquial literary and non-literary writing.

	Can understand a wide range of long and complex texts, appreciating subtle differences in style and both implicit and explicit meanings.
C1	Can understand detailed long and complex texts, whether related to their field of specialization or not, as long as they can reread difficult parts.
	Can understand a variety of texts, including literary works, newspaper or magazine articles, and specialized academic or professional publications, as long as there is an opportunity to reread and they have access to reference tools.
B2	Can read with a high level of independence, adjusting reading style and speed to various texts and purposes, and selectively using appropriate reference sources. Has a wide active reading vocabulary, but may encounter difficulties with low-frequency expressions.
B1	Can read straightforward factual texts on subjects related to their area of interest with a satisfactory level of comprehension.
A2	Can understand short and simple texts about familiar matters in a concrete type, consisting of everyday language or work-related language with high frequency.
	Can understand short and simple texts containing high-frequency vocabulary, including some common international vocabulary.
A1	Can understand very short and simple texts in just one phrase, recalling familiar names, words, and basic phrases, and rereading them if necessary.
Pre-A1	Can recognize familiar words/signs accompanied by images, such as a fast food menu illustrated with photos or a picture book using familiar vocabulary.

Several studies have shown positive results in the application of CEFR in language learning, such as a study conducted at SMA Prisma Pioneer, which implemented CEFR in assessment. The study showed that CEFR had a positive impact on students' independence, self-assessment, willingness to learn the language, self-confidence, motivation, and active participation in the learning process (Runesi et al., 2022). A study conducted at MI Darussolihin Yogyakarta, which developed an Arabic language textbook based on CEFR, proved to be effective in improving students' Arabic language proficiency (Setiadi et al., 2022).

A website is a collection of pages that contain multimedia in the form of a combination of video, images, text, and audio, gathered within a domain and accessible through a web browser. The application of CEFR in this study uses a web-

based learning platform (Ridwan & Panjaitan, 2022). The presence of web technology provides a reference that supports the teaching and learning spirit of students, with materials and media presented in an engaging way. Its usage becomes more interactive, which can enhance the effectiveness of learning (Dio & Ekohariadi, 2021). Research on the advantages of using websites as teaching materials has also been widely conducted, with some studies stating that learning using web-based media can enhance the effectiveness of the learning process (Taufiq et al., 2022). Websites can also facilitate, equip, and simplify various tasks for students, especially in improving their learning outcomes (Pujiastutik, 2019).

Based on the advantages and alignment of CEFR with the assessment of the reading skills learning process, as well as the impact of CEFR in language learning, and the ability of websites to support multimedia, this can be utilized to create interactive learning media for effective and engaging reading skill instruction. Therefore, the researcher aims to implement a web-based CEFR approach in teaching Arabic reading skills at the Arabic Language Education Program, Universitas Negeri Jakarta, to optimize the learning process based on student needs, ensuring that the competencies are achieved and aligned with the students' requirements.

Methods

This study uses a quantitative research method. The type of research employed is quasi experimental research. Experimental research is a study that aims to examine the influence of certain variables on other variables under strictly controlled conditions. (Arsyam & Tahir, 2021), with a pre-test and post-test design using a control group without random assignment. Data were collected through tests. The population in this study consists of 50 students from the Arabic Language Education Program at UNJ. The sample selection was conducted using non-probability sampling with purposive sampling, specifically first-semester students of the Arabic Language Education Program. Quantitative data were analyzed using the SPSS 24 application.

Table 2: Quasi-Experimental Research Design

Group	Pretest	Treatment	Posttest
Experimental Group	Q ₁	X	Q ₁
Control Group	Q ₂		Q ₂

Result and Discussion

In this section, the results and explanations of the research will be described. Before the research was conducted, the researcher first carried out observations and interviews with lecturers who had taught the class. The observation was done by reviewing the preparations made by the instructor, the teaching process, and the evaluation of the Qiraah Basithoh course. The interviews were conducted by the researcher, asking the course instructor and students about the challenges in learning the Qiraah Basithoh course, the evaluation process, and the relevance of CEFR in addressing these issues. The observation and interviews were conducted as preliminary research to gather data related to Arabic reading instruction.

Based on the results of the observations and interviews conducted with the lecturers and students of the Arabic Language Education Program, the researcher found that there is a need for innovation in the assessment of reading skills that aligns with the goals of language learning, which is communication. Furthermore, the researcher discovered that students require a learning process that matches their proficiency level, which is beginner, with effective learning resources and media that are suitable, namely the web.

1. Preparation Stage

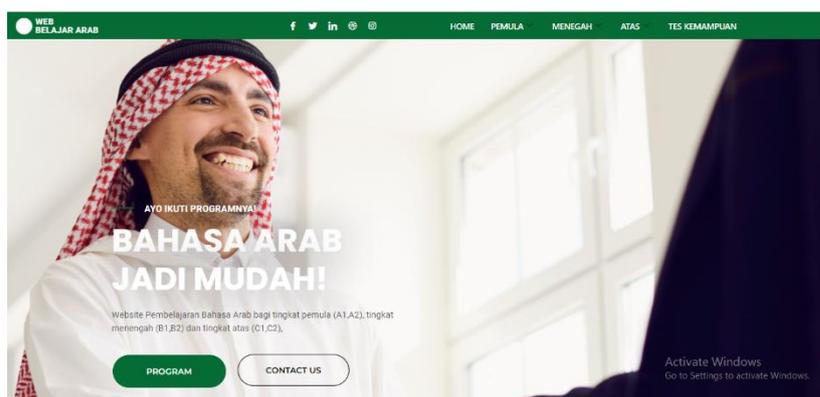
This preparation stage was conducted by the researcher with the course instructor of Qiraah Basithoh through a focus group discussion (FGD) regarding the development of the Semester Learning Plan (RPS), the learning process, the selection of learning resources, and the evaluation of learning based on CEFR.

Table 3: Assessment Rubric for Planning and Implementation of Learning
Based on CEFR

No	Statement	Value			
		Very Aligned	Aligned	Less Aligned	Not Aligned
1	Alignment of RPS with CEFR		√		
2	Competency according to CEFR				
3	Alignment of the learning process plan with CEFR		√		
4	Alignment of learning resources with CEFR			√	
5	Alignment of evaluation instruments with CEFR		√		

2. Implementation Stage

The implementation stage consists of the pre-test, implementation, and post-test stages. In this implementation stage, the researcher actualized what was developed during the FGD with the course instructor, which involved conducting the learning process and assessment based on the Modern Standard Arabic: Levels European Framework of Reference for Languages at the A2 level, using a web-based approach specifically designed for CEFR-based learning. This web platform can be accessed at the following link: <https://syamsi-setiadi.com/>.



Gambar 1 Web Berbasis CEFR

The researcher in this study focuses on reading skills at the beginner A2 level, with comprehension skills involving understanding short and simple texts containing high-frequency vocabulary, including some common international

vocabulary, and understanding short and simple texts about familiar matters in a concrete type, consisting of everyday language or work-related language with high frequency.

The researcher in this study focuses on reading skills for orientation. Reading for orientation or reading for searching involves activities such as "skimming" (reading quickly to assess relevance) and "scanning" (looking for specific information). The competencies to be achieved are as follows: (1) Finding specific information in practical, concrete, and predictable texts (e.g., travel guides, recipes), as long as they are written in simple language. (2) Understanding the main information in brief and simple descriptions of items in brochures and websites (e.g., portable digital devices, cameras). (3) Finding specific and predictable information in simple everyday materials such as advertisements, brochures, menus, reference lists, and schedules. (4) Finding specific information in lists and separating the necessary information. (5) Understanding everyday signs and notices, etc., in public places such as streets, restaurants, train stations; in the workplace, such as directions, instructions, and hazard warnings.

The pre-test and post-test in this study use a research instrument in the form of 20 multiple-choice questions that have been adapted to the A2 reading for orientation competency in CEFR. The results of the pre-test and post-test for both the control and experimental groups were then analyzed through an independent sample t-test and N-Gain using SPSS.

Before conducting the effectiveness test, a normality test was performed as a prerequisite for statistical analysis or basic assumption testing. Basic assumption testing is a requirement that must be met before sample data can be tested with further statistical tests. The normality test in this study used the Kolmogorov-Smirnov test because the sample size was greater than 30 ($N > 30$). Below are the results of the normality test using SPSS:

Table 4: Results of the Normality Test

Asymp. Sig. (2-tailed) Control Group	.757
Asymp. Sig. (2-tailed) Experimental Group	.769
N	25

Based on the results above, it can be concluded that the Kolmogorov-Smirnov significance values for the pre-test and post-test in both the control and experimental groups are greater than 0.05 (sig 0.757 and 0.769 > 0.05), indicating that the variables in this study are normally distributed.

After conducting the normality test as a basic assumption test, the study performed a paired sample t-test to determine whether there were differences in the average scores of two related or paired groups. Based on the results of the paired sample t-test for the pre-test and post-test scores in the control and experimental groups, the following differences in averages were found:

Table 5: Results of the Paired Sample T-Test

Pair		Mean	N
Control Group	Pretest	57.80	25
	Posttest	72.00	25
Experimental Group	Pretest	56.60	25
	Posttest	88.40	25

Based on the table above, it can be observed that the average post-test reading skills score for the experimental group is 88.40, which is higher than the average post-test score of the control group, which is 72.00. Therefore, from a descriptive statistical perspective, it can be concluded that there is a difference in the average reading skills results between the control group and the experimental group. This difference is statistically significant, as evidenced by the results of the independent sample t-test, where the sig. (2-tailed) value is 0.00 < 0.05, thus rejecting H0 and

accepting H_a . Based on these results, it can be concluded that there is a significant difference in the average learning outcomes between the control group and the experimental group. This can be seen in the following table:

Table 6: Results of the Independent Sample T-Test

sig. (2-tailed)	Mean Difference	Sig. Levene's Test for Equality of Variances
.000	-13.000	.163

The researcher also conducted an analysis of the normalized gain (N-gain) score to assess the effectiveness of the Common European Framework of Reference (CEFR) in improving reading skills. This was done by calculating the difference between the pre-test and post-test scores. The N-gain test was conducted using SPSS and then analyzed through four categories of N-gain effectiveness, as follows:

Table 7: Malzer's

N-Gain Effectiveness Categories Interpretation (Agustini et al., 2024)

N-Gain Score Range	Effectiveness Category
<40	Not Effective
40-55	Less Effective
56-75	Moderately Effective
>76	Effective

Table 8: Hake's N-Gain Score Categories (Agustini et al., 2024)

N-Gain Score Range	Categories
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Medium
$g < 0,3$	Low

Based on the SPSS calculation results, the N-Gain score is as follows:

Table 9 N-Gain Score

Value	Experiment	Control
Average	73.1075	33.8036
Minimum	55.56	15.33
Maximum	90.00	50.00

Based on the results of the N-Gain score test in the table above, it shows that the average N-Gain score for the experimental class (using CEFR) is 73.1075, which falls into the "high" category according to Malzer's interpretation ($g > 0.7$). The N-Gain percentage result reaches a mean interval of 73.1%, which, according to Hake's standard for interpreting N-Gain effectiveness (%), falls into the "moderately effective" category.

Based on the statistical tests conducted, including the normality test, paired sample t-test, independent sample t-test, and N-Gain, it can be concluded that, overall, the implementation of the Common European Framework of Reference for Languages (CEFR) using a web-based platform is effective in improving Arabic reading skills.

Discussion

The discussion section explains the alignment of the research findings with the theories mentioned in the introduction. These theories are related to reading skill development, the Common European Framework of Reference for Languages (CEFR), and the use of web-based learning tools.

The first analysis is the alignment of the Common European Framework of Reference for Languages (CEFR) with the goals of language learning, which includes Arabic reading skills aimed at communication through understanding reading messages. Based on the analysis in this study, the researcher found that CEFR aligns with the goal of language learning, which is communication. This alignment can be observed in the levels of reading comprehension, types of reading skills, and the competencies required in reading skills as outlined in CEFR. All three aspects focus on the use of language for communication. Reading instruction is directed towards meaningful learning, where the focus is on understanding the content, messages, and information in reading materials, which can then be applied in daily life (Russell, 2023).

The second analysis is the application of the Common European Framework of Reference for Languages (CEFR) in the assessment of Arabic reading skills

learning. The application of CEFR in the assessment of Arabic reading skills begins with identifying the competencies that align with CEFR, which are then elaborated in the learning process. In this study, the researcher applied project-based learning and case-based learning, with students as the center of learning. The learning materials used were from the book *Silsilah Al-Lisan Al-Kitab At-Tamhidi* by The Mother Tongue Arabic Language Center, and the main learning medium was an interactive web-based Modern Standard Arabic levels learning platform, which can be accessed through the provided webpage <https://syamsi-setiadi.com/>.

The next analysis, supporting the first and second analyses, is that Arabic language learning based on the Common European Framework of Reference for Languages (CEFR) using a web platform has been proven effective in improving Arabic reading skills statistically. This is evidenced by the difference in the average pre-test and post-test scores between the control and experimental classes in the results of the paired sample t-test. The difference is also significant, as shown by the results of the independent sample t-test, where the sig. value (2-tailed) of $0.00 < 0.05$ indicates that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This data is further supported by the results of the N-Gain score test, which shows that the average N-Gain score for the experimental class (using CEFR) is 73.1075, which falls into the high category according to Malzer's classification ($g > 0.7$). Through the analysis and statistical testing conducted, it can be concluded that CEFR-based learning using the web has been proven effective in enhancing reading skills, specifically reading for orientation (Al-Gerafi et al., 2024).

Conclusion

The Common European Framework of Reference for Languages (CEFR) is an internationally recognized standard for language proficiency learning. CEFR is divided into six levels, ranging from beginner to advanced. This study focuses on the application of CEFR in reading skills, specifically reading for orientation at the A2 beginner level. The entire teaching and evaluation process is based on CEFR, with the learning media used being an interactive web-based platform for Modern

Standard Arabic levels, accessible at <https://syamsi-setiadi.com/>. The statistical tests, including the independent sample t-test and N-Gain test, show that CEFR-based learning using the web is effective in improving reading skills.

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