

Effectiveness of Talking Stick Learning Model in Improving the Mastery of Arabic Vocabulary at Madrasah Tsanawiyah Darussalam Samarinda

***Lala Nur Hasanah¹, Muhammad Ihsanuddin Masdar²**

Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda¹

Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda²

***Correspondence Address :** nurhasanahlala@gmail.com

Citation

Chicago Manual of Style 17th Edition

Lala Nur Hasanah and Muhammad Ihsanuddin., "Effectiveness of Talking Stick Learning Model in Improving the Mastery of Arabic Vocabulary at Madrasah Tsanawiyah Darussalam Samarinda," *Al-Jawhar*, 2(1), 76-91.

Received: 26 Mei 2024 **Accepted:** 1 Juni 2024 **Published:** 2 Juni 2024

Abstract

Mufrodat is one of the language elements that must be mastered. However, the problem that students often face when learning a foreign language, including Arabic, is that students easily forget in remembering a number of vocabulary that has been memorized. To overcome this problem, the researcher offers a Talking Stick learning model to improve the mastery of Arabic vocabulary. This study aims to determine the effectiveness of the Talking Stick learning model in improving students' mastery of Arabic vocabulary. This research is a quantitative research with a type of quasi experiment approach (pseudo experiment) design the non-equivalent control group, with a sample of 27 students consisting of 14 students (control class) and 13 students (experimental class). The data collection method used was a test consisting of pre-test and post-test. The data analysis technique used was the independent sample t-test. Based on the research results obtained, the average value of the post-test in the experimental class was 90, while the control class was 60. The results of data analysis using the independent sample t-test showed that the significance value (2 tailed) was $0.000 < 0.05$. It can be said that H_0 is rejected and H_a is accepted. Based on the results of the N-Gain Score calculation, it shows that the average value of the N-Gain score for the experimental class is 0.7840, including in the high category. So it can be concluded that the Talking Stick learning model is effective in a high category in improving students' mastery of Arabic vocabulary at Madrasah Tsanawiyah Darussalam Samarinda.

Keywords : effectiveness, talking stick learning model, arabic vocabulary

Effectiveness of Talking Stick Learning Model in Improving the Mastery of Arabic Vocabulary at Madrasah Tsanawiyah Darussalam Samarinda

A. Introduction

Language is very important in human life.¹ Because with language, humans can communicate and convey all their ideas and thoughts.² The meaning of language varies according to the point of view of giving meaning to language and the motive of the goal to be achieved.³ One of the most widely used languages is Arabic. Arabic is spoken by more than 200,000,000 human beings and is used officially by approximately 20 countries.⁴ Arabic is the language of the Qur'an; therefore, learning Arabic is for everyone, especially Muslims. Arabic has been studied almost all over the world. In Indonesia, Arabic is one of the languages taught in formal institutions, such as Madrasah Ibtidaiyah, Madrasah Tsanawiyah, and Madrasah Aliyah, to universities. In non-formal education, such as Islamic boarding schools, Arabic is a dominating subject. Learning a foreign language, including Arabic, takes work. It requires a relatively long time, and this is related to various kinds of knowledge related to language, such as linguistics, which includes sound, vocabulary, writing, and those related to social culture.

One of the components of the Arabic language is vocabulary. Vocabulary, commonly called *mufrodat* in Arabic, is a collection of words known by one or several other ethnic groups that are part of a particular language. The most important thing in language learning is vocabulary.⁵ The more vocabulary that is mastered, the better the person understands the language because the basis of language is vocabulary. This is in line with what is stated by Umi Hijriyah that increasing one's vocabulary is generally seen as an important part of the language learning process or even the development of one's language skills that have been mastered.⁶

One of the problems that students often face when learning a foreign language, including Arabic, is the need for students' ability to remember several vocabularies. The lack of students' ability to remember Arabic vocabulary is due to various factors, such as students' lack of motivation to learn Arabic, so remembering vocabulary becomes difficult. Therefore, a strategy or method is needed in the learning process to make learning more interesting and easy to understand, and students easily remember the vocabulary given. Applying a learning model that involves students in the learning process will make the learning process run effectively and efficiently.

Based on the results of interviews conducted with the Arabic language teacher of Madrasah Tsanawiyah Darussalam Samarinda, in learning microdata,

¹ Diah Aulia Ulfah et al., "The Effect of Muhawarah Method on Speaking Skills of Arabic Language Education Students at UINSI Samarinda," *El-Syaker: Samarinda International Journal of Language Studies* 1, no. 1 (2024): 42-54.

² Ahmad Fadhel Syakir Hidayat et al., "Varian Strategi Belajar Bahasa Arab Pada Mahasiswa Berprestasi Akademik PBA UINSI Samarinda Dalam Perspektif Model Oxford," *Arabia* 15, no. 2 (2024).

³ Ulin Nuha, *Metodologi Super Efektif Pembelajaran Bahasa Arab* (Jogjakarta: Diva Press, n.d.).

⁴ Azhar Arsyad and Nurcholish Majid, *Bahasa Arab Dan Metode Pengajarannya: Beberapa Pokok Pikiran* (Pustaka Pelajar, 2010).

⁵ Siti Khotijah et al., "The Effect of Wordwall Learning Media on Arabic Mufrodat Mastery in Grade III Students at Madrasah Ibtidaiyyah Negeri II," *Borneo Journal of Language and Education* 2, no. 1 (April 1, 2022): 1-13, <https://doi.org/10.21009/ALMAKRIFAH.19.01.01>.

⁶ Umi Hijriyah, "Analisis Pembelajaran Mufrodat Dan Struktur Bahasa Arab Di Madrasah Ibtidaiyyah" (CV. Gemilang Media Pradaban Gemilang, 2018).

Effectiveness of Talking Stick Learning Model in Improving the Mastery of Arabic Vocabulary at Madrasah Tsanawiyah Darussalam Samarinda

students are asked to memorize as many as three microdata in each chapter. The teacher will explain to the students by using example sentences. Students will remember some of the vocabulary taught when learning takes place, but this is temporary. After receiving new vocabulary the student needs to remember the previous vocabulary.

Many students have difficulty in memorizing Arabic vocabulary because considering that in Madrasah Tsanawiyah Darussalam Samarinda, especially class VII, most students come from elementary schools which, on average, are not familiar with Arabic lessons, only a small number of them come from Madrasah Ibtidaiyah who have known Arabic lessons so that it has an impact on the lack of mastery of vocabulary which causes students not to memorize and fluent in reading vocabulary. To find solutions to the above problems, researchers will try to apply the talking stick learning model. Students become more active and enthusiastic about the lesson when learning feels fun. Of course, students can more easily absorb the material presented. So that mastery of vocabulary can increase and achieve the desired goals.

Many factors can influence learning success. One of the influencing factors is selecting a learning model suitable for the learning process in the classroom. As a solution, student-centered learning models ensure that learning activities can be carried out optimally in the classroom.⁷ According to Agus Suprijanto, the talking stick learning model uses sticks to encourage students to voice their opinions.⁸ The talking stick has several advantages, namely testing students' readiness to master the subject, teaching students to quickly read and understand the material presented, and making students more active in learning because students only know the stick once it is their turn.⁹ According to Rumiya, the talking stick learning model involves using sticks in activities. The individual or group holding the stick must answer questions posed by the teacher.¹⁰

Safitri suggests that the talking stick learning model can be understood as a learning model that plays with sticks. Talking stick is a learning style designed to measure mastery of a subject, increase learning motivation, and create a fun learning atmosphere for students.¹¹ The talking stick learning model is a learning model where the teacher in the lesson uses a stick. The stick is used as a relay tool when they sing, it is done repeatedly until all students participate in holding the stick.¹² The talking stick learning model is a learning that encourages students

⁷ Putri Khoirin Nashiroh, Fitria Ekarini, and Riska Dami Ristanto, "Efektivitas Penerapan Model Pembelajaran Kooperatif Tipe Jigsaw Berbatuan Mind Map Terhadap Kemampuan Pedagogik Mahasiswa Mata Kuliah Pengembangan Program Diklat," *Jurnal Pendidikan Teknologi Dan Kejuruan* 17, no. 1 (2020): 43-52.

⁸ Suprijono Agus, "Cooperative Learning Teori Dan Aplikasi Paikem," *Yogyakarta: Pustaka Pelajar* 46 (2009).

⁹ Berlin Sani, Imas Kurniasih, and S Pd, "Ragam Pengembangan Model Pembelajaran Untuk Peningkatan Profesionalitas Guru," 2019.

¹⁰ Rumiya, *Model Talking Stick Sebagai Upaya Peningkatan Kreativitas Dan Hasil Belajar* (Pekalongan: Nasya Expanding Management, 2021).

¹¹ Layil Safitri, "Penerapan Model Pembelajaran Talking Stick Untuk Meningkatkan Motivasi Belajar Siswa," 2018.

¹² Asty Widiastuti, "Meningkatkan Hasil Belajar Peserta Didik Melalui Model Pembelajaran Talking Stick," *PIWURUK: Jurnal Sekolah Dasar* 1, no. 1 (2021): 1-11.

Effectiveness of Talking Stick Learning Model in Improving the Mastery of Arabic Vocabulary at Madrasah Tsanawiyah Darussalam Samarinda

to express their opinions. In addition to practicing speaking, this learning creates a fun atmosphere and activates students.¹³

Based on the above opinions, the talking stick learning model uses sticks as a medium and provides opportunities for students to work alone or together with others. This learning model aims to make the atmosphere more fun.

According to Santoso, the steps in implementing the talking stick learning model are as follows:¹⁴ 1) The teacher forms groups of 4-5 people, 2) The teacher prepares sticks as learning media, 3) The teacher prepares the subject matter to be studied and then provides an opportunity for students to read and study the material in their package books, 4) After the group has finished reading the subject matter and studying the content, the teacher invites group members to close the reading content, 5) The teacher takes a stick and gives it to one of the group members. After the teacher asks a question, the group member holding the stick must answer it, and so on, until most of the students answer every question from the teacher, 6) Other learners can help answer the question if their group members cannot, 7) The teacher gives the conclusion, 8) The teacher conducts evaluation/assessment, both in groups and individually, 9) The teacher closes the learning.

The steps of implementing the talking stick learning model, according to Suhana, are as follows:¹⁵ 1) The teacher prepares a stick, 2) The teacher conveys the subject matter to be studied and then allows students to read and study the handbook material, 3) After reading and studying the book, students are invited to close their books, 4) The teacher takes a stick and gives it to a learner, after which the teacher asks a question, and the learner holding the stick must answer it thus, until most learners get a part to answer every question from the teacher, 5) The teacher gives the conclusion, 6) Evaluation, 7) Closing.

This research uses the talking stick learning model in learning Arabic vocabulary which aims to improve mastery of Arabic vocabulary. With the collaboration of the talking stick learning model, maximum student learning outcomes can be achieved so that learning objectives can also be achieved. Therefore, this study aims to determine the effectiveness of the Talking Stick learning model in improving Arabic vocabulary at Madrasah Tsanawiyah Darussalam Samarinda.

B. Method

This research is quantitative, using data in the form of numbers and statistics in data analysis.¹⁶ The type of research used in this research is a quasi-experiment with a non-equivalent control group design. The non-equivalent control group design has two groups, each giving a pre-test and a post-test. Population is a group of people, communities, or other subjects studied with certain characteristics that researchers want and draw conclusions about. The population in this study was class VII-2, totaling 27 students. According to

¹³ Rizqi Jamiah and Edy Surya, "Pengaruh Model Pembelajaran Talking Stick Dengan Metode Math Magic Terhadap Hasil Belajar Matematika Pada Pokok Bahasan Kubus Dan Balok Di Kelas V SD NEGERI 200211 Padang Sidempuan," *Axiom: Jurnal Pendidikan Dan Matematika* 5, no. 2 (2016).

¹⁴ Budi Eko Santoso, *Model Pembelajaran Talking Stick* (Jakarta: Bumi Aksara, 2011).

¹⁵ Cucu Suhana, *Konsep Strategi Pembelajaran* (Bandung: Refika Aditama, 2014).

¹⁶ John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Sage publications, 2017).

Effectiveness of Talking Stick Learning Model in Improving the Mastery of Arabic Vocabulary at Madrasah Tsanawiyah Darussalam Samarinda

Sugiyono, the sample is part of the number and characteristics possessed by the population, which is then taken according to certain procedures so that it can represent the population.¹⁷ In this sampling technique, the researcher used a saturated sampling technique. Saturated sampling is the determination of samples by taking all population members; this method is used in populations with few members.¹⁸

Data collection methods in this study were observation, written tests in the form of matching, and multiple choice questions used for pre-test and post-test questions and documentation. The data analysis techniques used are the normality test and hypothesis testing in the form of independent sample t-test and N-Gain test assisted by the SPSS program. The indicators are as follows: 1) Talking Stick Learning Model; a) The learning process is carried out in an interesting and fun way, b) Learners show activeness during learning 2) Mastery of Arabic Vocabulary; a) Students are able to pronounce the vocabulary well and correctly, b) Students are able to translate the vocabulary. The hypotheses that the author proposes are H_0 : Talking Stick learning model is not effective in improving the mastery of Arabic vocabulary of seventh-grade students of Madrasah Tsanawiyah Darussalam, and H_a : Talking Stick learning model is effective in improving the mastery of Arabic vocabulary of seventh-grade students of Madrasah Tsanawiyah Darussalam.

C. Findings and Discussion

This research was conducted in Madrasah Tsanawiyah Darussalam Samarinda. This study aims to determine the process of the effectiveness of the talking stick learning model in improving the mastery of Arabic vocabulary at Madrasah Tsanawiyah Darussalam Samarinda class VII. As for the learning steps, the teacher explains the material about vocabulary by writing on the blackboard related to the theme to be taught; the teacher asks students to form groups with their batchmates, students are allowed to memorize the vocabulary that has been learned, the teacher invites students to play "talking stick," the teacher gives a stick to one of the students then invites students to sing together. In contrast, the stick is rotated to each student, and if the teacher says "stop," then the stick must stop, and the student who holds the stick must answer the question asked by the teacher.

Before the research, the test questions were first tested in class VII 1. To test the validity and reliability of the test questions, the researchers analyzed as many as 25 items with 27 respondents using the SPSS Version 23 application. Distribution r table significance 5%, so in this study, the question items are said to be valid if $r_{hitung} > r_{tabel}$ or $r_{hitung} > 0,381$. The validity test results are as follows:

Table 1. Validity of question part A (Matching)

No	Question Items	r_{hitung}	r_{tabel}	Description
1.	Question 1	0,761	0,381	Valid

¹⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2013).

¹⁸ A Rasul and Ruben Sonda, *Statistika Pendidikan Matematika* (CV Kreator Cerdas Indonesia, 2022).

Effectiveness of Talking Stick Learning Model in Improving the Mastery of Arabic Vocabulary at Madrasah Tsanawiyah Darussalam Samarinda

2.	Question 2	0,628	0,381	Valid
3.	Question 3	0,722	0,381	Valid
4.	Question 4	0,449	0,381	Valid
5.	Question 5	0,419	0,381	Valid
6.	Question 6	0,391	0,381	Valid
7.	Question 7	0,719	0,381	Valid
8.	Question 8	0,865	0,381	Valid
9.	Question 9	0,395	0,381	Valid
10.	Question 10	0,512	0,381	Valid

Tabel 2. Validitas soal bagian B (Pilihan Ganda)

No	Question Items	r_{hitung}	r_{tabel}	Description
1.	Question 1	0,614	0,381	Valid
2.	Question 2	0,471	0,381	Valid
3.	Question 3	0,403	0,381	Valid
4.	Question 4	0,456	0,381	Valid
5.	Question 5	0,437	0,381	Valid
6.	Question 6	0,443	0,381	Valid
7.	Question 7	0,464	0,381	Valid
8.	Question 8	0,471	0,381	Valid
9.	Question 9	0,433	0,381	Valid
10.	Question 10	0,436	0,381	Valid
11.	Question 11	0,411	0,381	Valid
12.	Question 12	0,466	0,381	Valid
13.	Question 13	0,720	0,381	Valid
14.	Question 14	0,515	0,381	Valid
15.	Question 15	0,503	0,381	Valid

From the results of the test data of the test instrument at MTs Darussalam Samarinda, the researchers used 25 questions to be used in conducting research. To test the reliability of the instrument in this study using the Alpha Croanbach formula with the help of SPSS Version 23. An instrument can be reliable if the Alpha Cronbach reliability coefficient is more than 0,70. The results of the reliability test are as follows:

Effectiveness of Talking Stick Learning Model in Improving the Mastery of Arabic Vocabulary at Madrasah Tsanawiyah Darussalam Samarinda

Table 3. Questions Part A

Case Processing Summary			
		N	%
Cases	Valid	27	100.0
	Excluded ^a	0	.0
	Total	27	100.0

a. Listwise deletion based on all variables in the procedure.

Table 4. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.792	10

Table 5. Item-Total Statistics

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Soal01	5.41	6.097	.669	.748
Soal02	5.52	6.567	.511	.769
Soal03	5.19	6.234	.621	.754
Soal04	5.00	7.154	.327	.789
Soal05	5.19	7.080	.260	.799
Soal06	5.19	7.157	.229	.802
Soal07	5.26	6.199	.614	.755
Soal08	5.37	5.781	.807	.728
Soal09	5.11	7.179	.243	.799
Soal10	5.11	6.872	.375	.785

Based on the output table above, the coefficient value is $0.792 > 0.70$, so the matching questions can be said to be reliable and suitable for research.

Table 6. Questions Part B

Case Processing Summary			
		N	%
Cases	Valid	27	100.0
	Excluded ^a	0	.0
	Total	27	100.0

a. Listwise deletion based on all variables in the procedure.

Table 7. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.765	15

Effectiveness of Talking Stick Learning Model in Improving the Mastery of Arabic Vocabulary at Madrasah Tsanawiyah Darussalam Samarinda

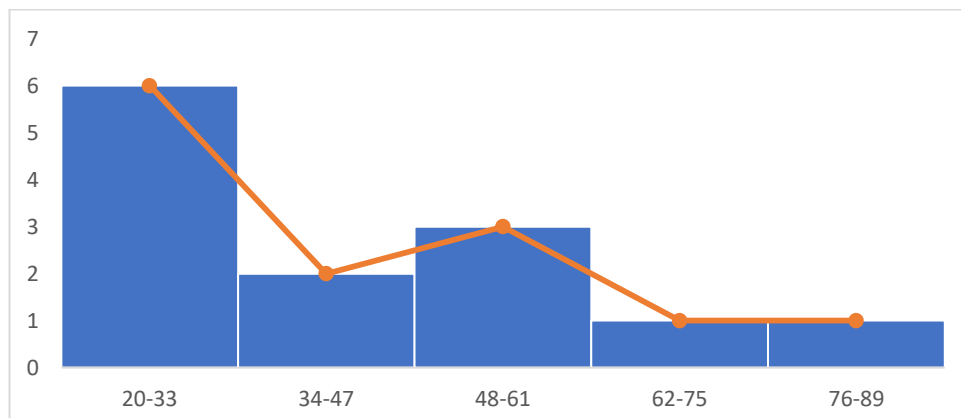
Table 8. Item-Total Statistics

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Soal01	9.22	9.718	.514	.738
Soal02	9.07	10.379	.373	.752
Soal03	9.30	10.370	.269	.762
Soal04	9.41	10.174	.325	.757
Soal05	9.11	10.410	.328	.756
Soal06	9.07	10.456	.342	.755
Soal07	9.11	10.333	.358	.753
Soal08	9.30	10.140	.344	.755
Soal09	9.44	10.256	.300	.759
Soal10	9.26	10.276	.307	.758
Soal11	9.11	10.487	.299	.758
Soal12	9.19	10.234	.348	.754
Soal13	9.30	9.293	.636	.725
Soal14	9.19	10.080	.403	.749
Soal15	9.37	10.011	.378	.751

Based on the output table above, the coefficient value is $0.765 > 0.70$, so the multiple-choice questions are reliable and suitable for research.

This study has two independent variables, the Talking Stick learning model and the dependent variable, the mastery of Arabic vocabulary obtained by multiple-choice and matching tests. Researchers obtained data from the results of the pretest and post-test conducted in the experimental and control classes. The pretest is a test of ability given to students before treatment, while the post-test is carried out after students receive treatment. These two tests serve to measure whether there is an influence after treatment.

Experimental Class Pre-Test



Effectiveness of Talking Stick Learning Model in Improving the Mastery of Arabic Vocabulary at Madrasah Tsanawiyah Darussalam Samarinda

Figure 1. Experimental Class Pre-Test Score

Based on the table above, the experimental class pre-test score shows that students who scored in the 20-33 interval were six students with a percentage of 46%, students who scored in the 34-47 interval were two students with a percentage of 15%, students who scored in the 48-61 interval were three students with a percentage of 23%, then students who scored in the 62-75 interval were one student with a percentage of 8%, and one student scored in the 76-89 interval with a percentage of 8%.

Furthermore, the descriptive analysis results for the experimental class pre-test can be seen as follows:

Table 9. Descriptive Analysis Results for The Experimental Class Pre-Test

Statistics	Experimental Class
Mean/Average	43
Median	36
Mode	24
Standard Deviation	21,5
Maximum Value	88
Minimum Value	20

Based on the data in the table, the pre-test score in the experimental class has a mean/average of 43, median of 36, mode of 24, standard deviation of 21.5, maximum value of 88, and minimum value of 20.

Control Class Pre-Test

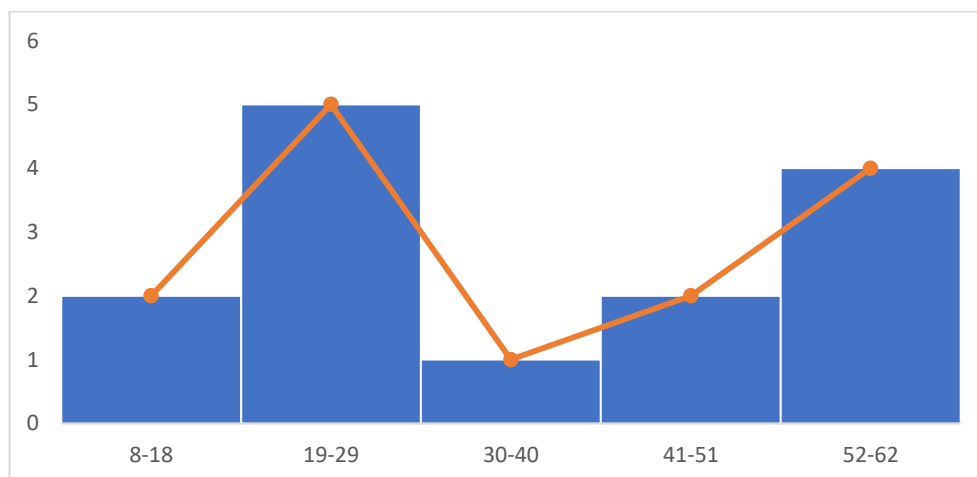


Figure 2. Control Class Pre-Test Score

Based on the table above, the control class pre-test score shows that students who scored in the 8-18 interval were two students with a percentage of 14%, students who scored in the 19-29 interval were five students with a percentage of 36%, students who scored in the 30-40 interval were one student with a percentage of 7%, then students who scored in the 41-51 interval were

Effectiveness of Talking Stick Learning Model in Improving the Mastery of Arabic Vocabulary at Madrasah Tsanawiyah Darussalam Samarinda

two students with a percentage of 14%, and four other students scored in the 52-62 interval with a percentage of 29%.

Furthermore, the descriptive analysis results for the control class pre-test can be seen as follows:

Table 10. Descriptive Analysis Results for The Control Class Pre-Test

Statistics	Control Class
Mean/Average	35
Median	32
Mode	20
Standard Deviation	18,29
Maximum Value	60
Minimum Value	4

Based on the data in the table, the pre-test value in the control class has a mean/average of 35, median of 32, mode of 20, standard deviation of 18.29, maximum value of 60, and minimum value of 4.

Experiment Class Post-Test

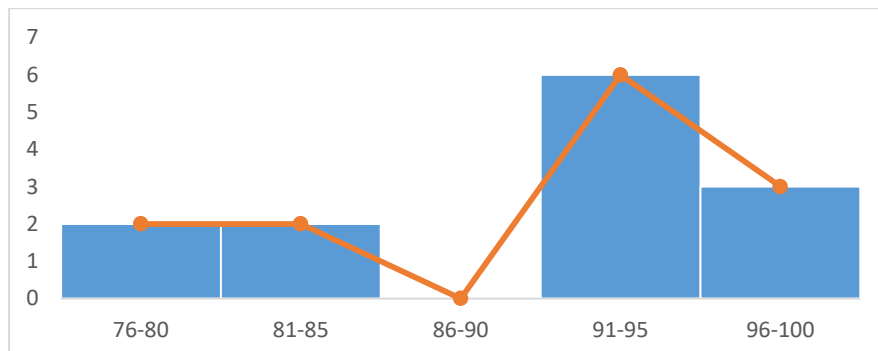


Figure 3. Experiment Class Post-Test Score

Based on the table above, the experimental class post-test score shows that two students scored 15% in the 76-80 interval, two students scored 15% in the 81-85 interval, six students scored 47% in the 91-95 interval, and three other students scored 23% in the 96-100 interval.

Furthermore, the descriptive analysis results for the experimental class post-test can be seen as follows:

Table 11. Descriptive Analysis Results for The Experimental Class Post-Test

Statistics	Experiment Class
Mean/Average	90
Median	92
Mode	92
Standard Deviation	6,9

Effectiveness of Talking Stick Learning Model in Improving the Mastery of Arabic Vocabulary at Madrasah Tsanawiyah Darussalam Samarinda

Maximum Value	100
Minimum Value	76

The data in the table show that the post-test scores in the experimental class have an average/mean value of 90, a median of 92, a mode of 92, a standard deviation of 6.9, a maximum value of 88, and a minimum value of 76.

Control Class Post-Test

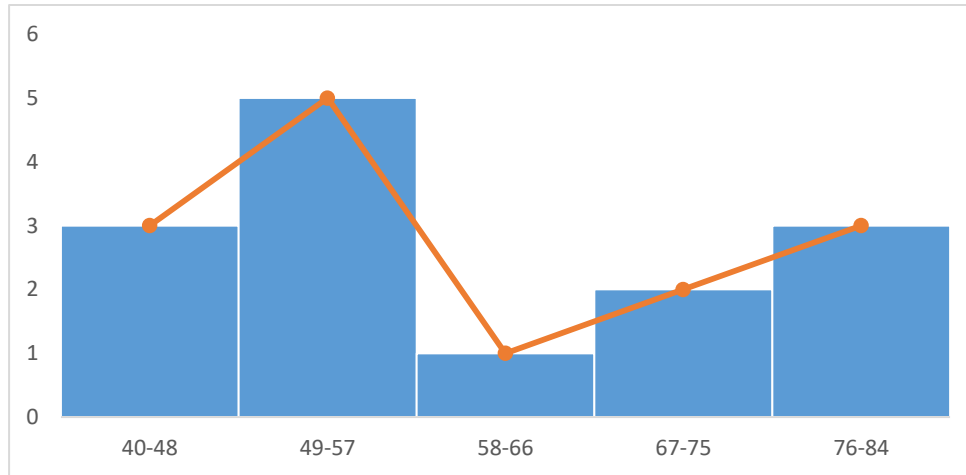


Figure 4. Control Class Post-Test Score

Based on the table above, the control class post-test score shows that 3 students scored in the interval 40 - 48, with a percentage of 21%, five students scored in the interval 49 - 57, with a percentage of 36%, one student scored in the interval 58 - 66, with a percentage of 7%, two students scored in the interval 67 - 75, with a percentage of 15%, and three other students scored in the interval 76 - 84, with a percentage of 21%.

Furthermore, the descriptive analysis results for the experimental class post-test can be seen as follows:

Table 12. Descriptive Analysis Results for The Experimental Class Post-Test

Statistics	Control Class
Mean/Average	60
Median	56
Mode	56
Standard Deviation	12,9
Maximum Value	80
Minimum Value	40

Based on the data in the table, the post-test score in the experimental class has an average/mean value of 60, a median of 56, a mode of 56, a standard deviation of 12.9, a maximum value of 80, and a minimum value of 40.

Pre-Test and Post-Test of Control Class and Experimental Class

The pre-test and post-test scores in the experimental and control classes were compared to find out the students' mastery of Arabic vocabulary from the

Effectiveness of Talking Stick Learning Model in Improving the Mastery of Arabic Vocabulary at Madrasah Tsanawiyah Darussalam Samarinda

two classes. The following is a comparison of the pre-test and post-test results in the experimental and control classes:

Table 13. Pre-Test and Post-Test Results in The Experimental and Control Classes

Class	Average Pre-test	Average Post-test	Average improvement
Experiment	43	90	47
Control	35	60	25

Based on the table above results, almost all students experienced an increase from the pretest and posttest. The average pretest score of experimental class students was 43, and the average posttest score of experimental students was 90. This proves an increase in students' pretest and posttest scores, with an average increase of 47. While in the control class, the student pretest score was 35, and the posttest score was 60. Then, the researcher added the type of oral test to strengthen further the data obtained; the results are as follows:

Table 14. Oral Test in The Experimental and Control Classes

No	Student	Experiment			Control		
		Total Score	Score	Category	Total Score	Score	Category
1.	Respondent 1	9	75	Good	8	66,7	Simply
2.	Respondent 2	10	83	Good	7	58,3	Less
3.	Respondent 3	7	58,3	Less	8	66,7	Simply
4.	Respondent 4	7	75	Good	8	66,7	Simply
5.	Respondent 5	9	75	Good	6	50	Less
6.	Respondent 6	9	66,7	Simply	7	58,3	Less
7.	Respondent 7	8	66,7	Simply	8	66,7	Baik
8.	Respondent 8	8	66,7	Simply	6	50	Less
9.	Respondent 9	8	66,7	Simply	5	41,7	Less
10.	Respondent 10	10	83	Good	7	58,3	Less
11.	Respondent 11	9	75	Good	6	50	Less
12.	Respondent 12	10	83	Good	8	66,7	Simply
13.	Respondent 13	6	50	Less	7	58,3	Less
14.	Respondent 14	-	-	-	9	75	Good
Total		110	857,4	Simply	103	833,4	Less
Average		8,5	65,10		7,1	59,42	

From the results of the oral test in the experimental and control classes, it can be seen the a difference between the oral test scores of classes that use the

Effectiveness of Talking Stick Learning Model in Improving the Mastery of Arabic Vocabulary at Madrasah Tsanawiyah Darussalam Samarinda

talking stick learning model and classes that do not use the talking stick learning model. In the experimental class, the average value of the oral test of 65.10 is included in the sufficient category. While in the control class the average value of the oral test of 59.42 is included in the less category.

Researchers conducted a normality test as a prerequisite test to determine whether the data from the two groups were normally distributed. The results of the normality test were obtained with the help of the SPSS Version 23 program using the Shapiro-Wilk formula, which is presented as follows:

Table 15. Tests of Normality

Class		Shapiro-Wilk		
		Statistic	df	Sig.
Student Learning Outcomes	Experiment Pre test	.879	13	.070
	Experiment Post test	.893	13	.108
	Control Pre test	.888	14	.075
	Control Post test	.933	14	.338

The table above shows the value of Sig count > 0.05, so it can be concluded that the data is normally distributed. Furthermore, to find out how effective the talking stick learning model is in improving the mastery of Arabic vocabulary at Madrasah Tsanawiyah Darussalam Samarinda to analyze the data with hypothesis testing using independent sample t-test and N-Gain test, as follows:

1. Independent Sample T-Test

Decision making in the independent sample t-test test based on the significance value (Sig.) of the SPSS output results is if the Sig value. (2-tailed) < 0.05, then H_a is accepted while the Sig value is. (2-tailed) > 0.05 then H_a reject.

Table 16. Independent Sample Test Results

	Class	t-test for Equality of Means				
		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Results Improvement of Vocabulary Mastery	Experiment Class	7.453	25	.000	30.132	4.043
	Control Class	7.616	20.022	.000	30.132	3.956

Based on pair one output, a sig. (2 tailed) of .000 < 0.05. When using the hypothesis test, the comparison of the t count and t table values shows that the t count is greater than the t table value, namely 7.453 > 2.160. This indicates that H₀ is rejected and H_a is accepted.

2. N-Gain

Table 17. N-Gain Test Results

	Class		Statistic	Std. Error
NGain Score	Experiment	Mean	.7840	.04916

Effectiveness of Talking Stick Learning Model in Improving the Mastery of Arabic Vocabulary at Madrasah Tsanawiyah Darussalam Samarinda

	Class	Median	.8000	
		Minimum	.33	
		Maximum	1.00	
Experiment Class		Mean	.3741	.03307
		Median	.4000	
		Minimum	.15	
		Maximum	.53	

Based on the results of the N-Gain Score calculation above, the average N-Gain Score value for the experimental class is 0,7840, including in the high category with a minimum N-Gain Score value of 0,33 and a maximum of 1,00. Meanwhile, the average N-Gain Score value in the control class is 0,3741, including in the low category, with a minimum N-Gain Score value of 0.15 and a maximum of 0,53.

The learning process in the control class was with the conventional memorization method, so they felt bored. It needed to provide more attraction for students; students felt burdened with much memorization. At the same time, the learning process in the experimental class used the talking stick learning model. The talking stick learning model aims to improve students' mastery of Arabic vocabulary. The talking stick learning model is a learning model that trains students' readiness in any condition and familiarizes students with reading and understanding the material quickly. With the help of sticks and accompanied by a song, the talking stick learning model makes the classroom atmosphere more fun. This can be seen if using the talking stick learning model makes students in the experimental class look more enthusiastic about memorizing because if they do not memorize, students who cannot answer will be punished. In addition to making learning more fun, using the talking stick learning model keeps students' memorization stored for a long time. Then, students who still find it difficult to pronounce Arabic vocabulary when the talking stick learning model is applied, students find it easier to pronounce Arabic vocabulary.

The results of data analysis using the independent sample test show that the significance value (2 tailed) is $0,000 < 0,05$. It can be said that H_0 is rejected and H_a is accepted. Then based on the T-test value of 7.453 on the posttest is greater than the T-table value of 2.16 0. This means that the talking stick learning model can improve mastery of Arabic vocabulary.

D. Conclusion

The results of data analysis using the independent sample test show that the significance value (2-tailed) is $0,000 < 0,05$. H_0 is rejected, and H_a is accepted. Then, based on the T-test value of 7.453 on the posttest is greater than the T-table value of 2.16 0. This means that the talking stick learning model can improve mastery of Arabic vocabulary.

The results of the N-Gain Score calculation show that the average N-Gain score for the experimental class is 0,7840, including in the high category, with a minimum N-Gain score of 0,33 and a maximum of 1,00. Meanwhile, the average N-Gain score in the control class is 0,3741, with a minimum N-Gain score of 0,15 and a maximum of 0,53, including in the low category. So, the talking stick learning model is effective in a high category in improving students' mastery of Arabic vocabulary.

Effectiveness of Talking Stick Learning Model in Improving the Mastery of Arabic Vocabulary at Madrasah Tsanawiyah Darussalam Samarinda

References

- Agus, Suprijono. "Cooperative Learning Teori Dan Aplikasi Paikem." *Yogyakarta: Pustaka Pelajar* 46 (2009).
- Arsyad, Azhar, and Nurcholish Majid. *Bahasa Arab Dan Metode Pengajarannya: Beberapa Pokok Pikiran*. Pustaka Pelajar, 2010.
- Creswell, John W, and J David Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage publications, 2017.
- Hidayat, Ahmad Fadhel Syakir, Rifqi Aulia Rahman, Akhirudin Akhirudin, and Azwar Annas. "Varian Strategi Belajar Bahasa Arab Pada Mahasiswa Berprestasi Akademik PBA UINSI Samarinda Dalam Perspektif Model Oxford." *Arabia* 15, no. 2 (2024).
- Hijriyah, Umi. "Analisis Pembelajaran Mufrodad Dan Struktur Bahasa Arab Di Madrasah Ibtidaiyah." CV. Gemilang Media Pradaban Gemilang, 2018.
- Jamiah, Rizqi, and Edy Surya. "Pengaruh Model Pembelajaran Talking Stick Dengan Metode Math Magic Terhadap Hasil Belajar Matematika Pada Pokok Bahasan Kubus Dan Balok Di Kelas V SD NEGERI 200211 Padang Sidempuan." *Axiom: Jurnal Pendidikan Dan Matematika* 5, no. 2 (2016).
- Khotijah, Siti, Ahmad Fadhel Syakir Hidayat, Badrun Nisyam, Miftahul Khair, and Mar'ie Muhamad. "The Effect of Wordwall Learning Media on Arabic Mufrodad Mastery in Grade III Students at Madrasah Ibtidaiyyah Negeri II." *Borneo Journal of Language and Education* 2, no. 1 (April 1, 2022): 1-13. <https://doi.org/10.21009/ALMAKRIFAH.19.01.01>.
- Nashiroh, Putri Khoirin, Fitria Ekarini, and Riska Dami Ristanto. "Efektivitas Penerapan Model Pembelajaran Kooperatif Tipe Jigsaw Berbatuan Mind Map Terhadap Kemampuan Pedagogik Mahasiswa Mata Kuliah Pengembangan Program Diklat." *Jurnal Pendidikan Teknologi Dan Kejuruan* 17, no. 1 (2020): 43-52.
- Nuha, Ulin. *Metodologi Super Efektif Pembelajaran Bahasa Arab*. Jogjakarta: Diva Press, n.d.
- Rasul, A, and Ruben Sonda. *Statistika Pendidikan Matematika*. CV Kreator Cerdas Indonesia, 2022.
- Rumiyati. *Model Talking Stick Sebagai Upaya Peningkatan Kreativitas Dan Hasil Belajar*. Pekalongan: Nasya Expanding Management, 2021.
- Safitri, Layil. "Penerapan Model Pembelajaran Talking Stick Untuk Meningkatkan Motivasi Belajar Siswa," 2018.
- Sani, Berlin, Imas Kurniasih, and S Pd. "Ragam Pengembangan Model Pembelajaran Untuk Peningkatan Profesionalitas Guru," 2019.
- Santoso, Budi Eko. *Model Pembelajaran Talking Stick*. Jakarta: Bumi Aksara, 2011.
- Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. Bandung: Alfabeta, 2013.
- Sugiyono, Dr. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D*. Alfabeta, 2013.

Effectiveness of Talking Stick Learning Model in Improving the Mastery of Arabic Vocabulary at Madrasah Tsanawiyah Darussalam Samarinda

Suhana, Cucu. *Konsep Strategi Pembelajaran*. Bandung: Refika Aditama, 2014.

Ulfah, Diah Aulia, Ahmad Fadhel Syakir Hidayat, Miftahul Khair, and Badrun Nisyam. "The Effect of Muhawarah Method on Speaking Skills of Arabic Language Education Students at UINSI Samarinda." *El-Syaker: Samarinda International Journal of Language Studies* 1, no. 1 (2024): 42-54.

Widiastuti, Asty. "Meningkatkan Hasil Belajar Peserta Didik Melalui Model Pembelajaran Talking Stick." *PIWURUK: Jurnal Sekolah Dasar* 1, no. 1 (2021): 1-11.