



Implications of the Talking Stick Method in Enhancing Students' Arabic Speaking Skills in Islamic High School

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ENGLISH ABSTRACT

This study aims to evaluate the impact of the talking stick method on speaking and the teaching strategies of teachers on improving students' speaking abilities at MA Muhammadiyah 1 Plus in Malang City. This research uses a quantitative approach. The data is collected through observation and tests. The research population was class XI students, with a total sample of 30 students. This type of research is pre-experimental with a one-group pretest and post-test design method. The T-test results show a sig (2-tailed) value of 0.001 is obtained, which is smaller than 0.05 ($0.001 < 0.05$), which means that H_a is accepted. Meaning that there is an increase after treatment. So, the talking stick method has been proven to increase the Arabic vocabulary. Analysis results show that the Talking Stick method has been proven capable of increasing student participation in learning, as well as providing motivation and captivating interest in learning Arabic. Student activities during the learning process were also observed to have increased positively, starting from the pre-test to the post-test. This indicates that the Talking Stick method creates an interactive learning environment that supports student learning progress.

Keywords: Arabic Speaking Skills, Arabic Program, Talking Stick Method, Islamic High School

INDONESIAN ABSTRACT

Penelitian ini bertujuan untuk mengevaluasi dampak metode talking stick dalam berbicara dan strategi pengajaran guru terhadap peningkatan kemampuan berbicara siswa di MA Muhammadiyah 1 Plus Kota Malang. Penelitian ini menggunakan pendekatan kuantitatif. Pengumpulan data dilakukan melalui observasi dan tes. Populasi penelitian adalah siswa kelas XI dengan jumlah sampel sebanyak 30 siswa. Jenis penelitian ini adalah pra-eksperimental dengan metode one-group pretest and post-test design. Hasil uji T diperoleh nilai sig (2-tailed) sebesar 0,001 lebih kecil dari 0,05 ($0,001 < 0,05$) yang berarti H_a diterima. Artinya ada peningkatan setelah perlakuan. Jadi, metode talking stick terbukti mampu menambah kosa kata bahasa Arab. Hasil analisis data menunjukkan

bahwa metode Talking Stick terbukti mampu meningkatkan partisipasi siswa dalam pembelajaran, serta memberikan motivasi dan menarik minat siswa dalam belajar bahasa Arab. Aktivitas siswa selama proses pembelajaran juga teramati meningkat secara positif, dimulai dari pre-test hingga post-test. Hal ini menunjukkan bahwa metode Talking Stick menciptakan lingkungan pembelajaran yang interaktif dan mendukung kemajuan belajar siswa.

Kata Kunci: *Maharah Kalam, Program Bahasa Arab, Metode Talking Stick, Madrasah Aliyah*

Introduction

Arabic is one of the main subjects in *Madrasah Aliyah*. The Arabic learning process consists of four skills such as listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*). Everyone should learn language skills to interact with others more easily (Hezbollah & Mardiah, 2015).

In speaking skills (*maharah al-kalam*), students are expected to be able to use sounds or articulated words to express their thoughts in the form of ideas, opinions, desires, and emotions to their interlocutors. In general, students are expected to be able to communicate orally well and reasonably using Arabic.

In today's era, when communicating effectively is considered a core skill, speaking skills are becoming an important focus in learning Arabic. Efforts can be made to improve students' communication skills by using appropriate learning methods and being more varied in delivering the subject matter—to create a new atmosphere in the learning process at school (Muthmainnah & Annas, 2020).

Some students still consider Arabic a difficult language, even seen as an unwelcome learning experience. Likewise, in the implementation of learning, many problems are faced, ranging from elementary to high levels (Ridho, 2018). Many students have reported that speaking skills hinder them from being able to communicate in Arabic. They may have difficulties in constructing sentences correctly, mastering vocabulary, or even lack confidence when speaking. Some students need assistance in expressing their ideas clearly or understanding expressions in Arabic, which often rely on cultural and social context (Nafisah, 2023).

Based on observations and teacher interviews, it was found that the Arabic language program is an additional activity designed to improve the Arabic language skills of students at MA Muhammadiyah 1 Plus, Malang City. This program was

established to assess the level of foreign language proficiency required for high school graduates to enhance their Arabic abilities. From the observations and interviews, it was noted that some students face difficulties in speaking Arabic due to a lack of confidence and limited vocabulary mastery (*mufradat*). Furthermore, some teachers still use conventional teaching methods (such as lectures), which results in decreased student engagement and motivation. Various issues in *Maharah Kalam* (speaking skills) have been discussed in many previous studies.

Previous research has been conducted on "The Effect of the Talking Stick Learning Model on Learning Outcomes and Visual Activities of Students on the Concept of the Sense System." The results showed significant differences in learning outcomes between students who learned through the talking stick learning model and students who learned through conventional methods. The average learning outcomes of students who use the talking stick learning model are higher than those who use traditional methods. In addition, there were differences between the two groups of visual student activity, with students using the talking stick learning model showing higher optical activity than students using traditional methods. This indicates that the talking stick learning model positively impacts student learning outcomes and visual activities in terms of the concept of the human sense system. This research leads to student learning outcomes.

Previous research has examined "The Effectiveness of the Talking Stick Type Cooperative Learning Model in Arabic Speaking Skills of Class X Ma Putri DDI Mangkoso Barru." The results showed that using a talking stick-type cooperative learning model effectively enhanced students' Arabic speaking skills. The experimental class experienced an increase in average scores after treatment, with greater growth compared to the control class using conventional learning methods. This second study confirmed the effectiveness of the Talking Stick-type cooperative learning model for Arabic speaking skills (Syamsul et al., 2021).

Another study researched the "Application of the Talking Stick Learning Model Assisted by Flash Card Media to Improve Speaking Skills." The results showed an increase in speaking ability from cycle I to cycle II, with the average percentage increasing from 67.08% to 81.91%, which meets the high criteria. Thus, applying the learning model can improve children's speaking skills, including speech accuracy, word

choice, loudness of voice, and speech fluency. This third research leads to the application of learning through innovative methods (Sugiantiningsih & Antara, 2019).

The latest research has been conducted on "Interactive Methods to Increase Motivation to Learn Arabic." The results of this study show that interactive learning methods can boost student motivation to learn Arabic. The technique used in learning Arabic combines several methods, namely the relisten method and the talking stick. This fourth study focuses on increasing student motivation to learn Arabic through interactive learning methods. As a complement to previous research, in this study, researchers chose to discuss (Diana & Rosyadi, 2022) stick topics related to Arabic speaking skills and measured outcomes based on student performance in the Arabic program.

Another study was conducted by Thoyyibah & Tito Rusady (2022) titled, "Learning *Maharah Kalam* Skills Through Synchronous and Asynchronous Approaches." The findings of this research indicate that learning Arabic speaking skills (*maharah al-kalam*) through synchronous and asynchronous approaches during the pandemic era presented several findings and challenges that needed to be addressed. Using a descriptive qualitative approach and a case study method, this research successfully identified several key aspects related to the learning process, media used, evaluation, problems, and challenges in learning Arabic speaking skills. This fifth study focused on the implementation of synchronous and asynchronous approaches.

Based on the previous research, it's concluded that there are several differences among the studies: one focused on visual activities related to sensory concepts, another on attracting student interest and attention, one utilized flashcard media, another concentrated on language learning motivation, and the last employed synchronous and asynchronous approaches. However, no research has been found that specifically addresses the talking stick method for less confident students. Therefore, to complement previous studies, this research focuses on the talking stick method about Arabic speaking skills, measured by students' learning outcomes in an Arabic Program. The novel aspects of this study lie in its time, object, and research sample.

This study aimed to determine the effectiveness of the talking stick method in speaking skills and teacher strategies in improving students' speaking skills at MA Muhammadiyah 1 Plus Malang. This research is necessary to improve the quality of

Arabic language learning, particularly in speaking skills. By applying an appropriate learning method, students can be encouraged to actively practice speaking Arabic, so that it can be used as a benchmark for the success of student achievement in the Arabic program.

Methods

This research employed a field-sourced quantitative approach in data collection and analysis. Data was gathered through tests and observations. Research participants consisted of 30 eleventh-grade students. This study utilized a one-group *pre-test* and *post-test* design technique, which is similar to a *pre-experimental* method. There were three steps involved in the data collection procedure for this research. First, a pre-test was administered, and a sample class was selected to be tested using the *talking stick* approach. The second stage involved an exam with Arabic language material. In the third stage, a post-test was conducted with the aim of measuring students' *Maharah Kalam* (speaking proficiency) after participating in Arabic language learning activities using the *talking stick* method. A normality test was performed to determine whether the pre-test and post-test findings were normally distributed or not. The normality test was used to assess the collected data. The results of the normality test using SPSS statistics with Shapiro-Wilk can be seen in Table 1 (Diana & Grace R., 2022).

Table 1. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	,194	30	,006	,912	30	,017
POSTTEST	,102	30	,200*	,970	30	,546

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

If the sig. The value on the Shapiro-Wilk test is more than 0.05; the data is considered regularly distributed. The significant value of the pretest findings is 0.017, which is more than 0.05, based on the normality test results in Table 1. Thus, approved. The pretest sample data were found to be regularly distributed. It is allowed if the post-test significance value is 0.546 or higher than 0.05. The post-test data are regularly distributed; it may be concluded. Further testing may be conducted to see whether there

is a significant difference in the impact of employing the talking stick approach to enhance Arabic speaking abilities in MA Muhammadiyah 1 Plus Malang City, given that both datasets are normally distributed. The paired sample T-test is used to evaluate the study hypothesis. This test aims to find an average difference between the two linked samples (Singgih, 2019).

Result and Discussion

The talking stick is a teaching method that can trigger a student's readiness and adaptability in learning activities. This is because every student has an equal opportunity to answer at any time if the stick is in their hand. This activity is conducted after the main material has been delivered, as this learning approach is active and collaborative.

In the learning process, for teachers to successfully carry out their roles, they need to understand the learning objectives they want to achieve. This is important because goals are closely related to the direction and goals that must be completed in the learning process. With a clear understanding of goals, teachers can shape and direct the quality of learning. Another aspect that shows the need for teacher attention to the learning process is selecting and determining appropriate learning methods and strategies in line with the direction of skill acquisition as a learning objective. Learning methods make a significant contribution to the learning process. With proper learning methods, teachers will succeed in achieving their teaching goals. Even things that are difficult for students to understand can become easier if taught using the right learning methods. Learning methods have a positive impact on learning outcomes. Good learning methods are very important in achieving teaching and learning goals. The right learning method can improve student learning processes and products, increase learning motivation, and create a positive attitude toward learning material (Kusumadewi et al., 2023).

When teaching Arabic, teachers must understand a variety of teaching methods, ranging from grammatical-translation methods to direct methods of reading, audio-linguistic methods, and communication methods. In addition, Arabic language teachers need to acquire techniques and strategies for teaching language skills and language elements. They need to understand the teaching strategies of listening, speaking,

reading, and writing Arabic, as well as the Arabic vocabulary and grammar. By understanding and mastering the methods and strategies of learning Arabic, Arabica teachers can choose and apply the right methods to make the learning process and results effective. The choice and application of teaching methods is not a choice or preference but is based on the learning objectives to be achieved according to the circumstances and needs of the student. Therefore, teachers need to understand the characteristics of their students.

In the educational process at *Madrasah Aliyah*, Arabic language teachers need to understand the characteristics of *Madrasah Aliyah's* students when learning Arabic. Hodelson (1991) states that children learn through direct experience and through the manipulation of objects around them. We learn through social contexts and groups where we know each other. Language acquisition occurs when teachers understand how language is used in normal social interactions.

Based on this view, learning Arabic at *Madrasah Aliyah* should give students a practical experience of the learning process by using the concrete objects that are in their environment. An atmosphere of knowing and supporting each other through good compatibility should be designed in such a way that it can be done, starting with a teacher who studies Arabic. Then, the learning process requires the provision of a comfortable atmosphere in which the child enjoys basic protection, friendship, physical and psychological comfort, and is actively motivated to learn. Therefore, the teacher of Arabic should begin learning concrete things that are close to the lives of his pupils and are often used in everyday life. In addition, teachers must use Arabic correctly in the learning process, even in short sentences. Because what the teacher does is imitated by the students.

The Nature of the Talking Stick Method

A method is defined as a tool or medium used to achieve a specific goal. The talking stick approach is a learning model that can encourage students to feel confident and brave in expressing their opinions. If students are unable to answer a question, the teacher can give a consequence by asking them to perform another activity, such as reading a book, singing, or doing other educational tasks. This talking stick approach can be applied to students from elementary to upper education levels. The goals of using the

talking stick method are to increase student participation, build courage in speaking, create an effective learning environment, and boost student learning motivation to help improve their skills (Liatahi et al., 2023).

The talking stick is a form of learning model where the use of a stick is key. The concept is simple: the individual holding the stick is responsible for answering a question posed by the teacher after students have learned the material. Originally, this method was used by Native Americans as a way to give an individual the opportunity to speak or express their opinion in inter-tribal meetings. According to Carol Locust, the talking stick has been a part of Native American tribal cultural practices for centuries as a tool to ensure fair and unbiased listening.

The talking stick method, developed by Frank Lyman in 1985, is a teaching approach where a teacher prepares a stick to present the material to be taught. After the explanation is complete, the teacher allows one student to hold the stick. The student holding the stick is asked to speak and explain their understanding to their classmates. After their presentation, the student must pass the stick to another classmate, who then presents the material in the same manner as the previous student (Fitriwati & Umam, 2022).

Board members often use the speaking baton to determine who has the right to speak. When a meeting leader begins to discuss an issue, he must have a speaking stick. When another person wants to talk or respond, the baton is transferred to others; in this way, the talking stick will pass from one person to another who wants or plans to express their opinion. When everyone has had their turn to speak, the baton is then returned to the chairman of the meeting (Hidayat & Mustaghfirin, 2022).

However, at MA Muhammadiyah 1 Plus in Malang City, the *talking stick* method is currently being used as a tool to prompt students to express their opinions in response to questions posed by the teacher. The implementation of the *talking stick* method aims to create opportunities for each student to speak in turn so that everyone feels heard and valued. It also seeks to encourage students who lack confidence in speaking to participate more actively in the learning process.

In applying the talking stick method, researchers carry out learning activities through three stages. In the first stage, the researcher provided an initial stimulus in the form of new vocabulary to observe the extent of previously acquired vocabulary. Next,

the researcher gave some *mufrodāt* to students and then gave them instructions to make sentences without looking at books or notes. After that, students are appointed one by one to say sentences assembled; the sentences spoken by students become pretest scores. At this stage, the teacher directly assesses the students based on their public speaking. In the second stage, researchers provide treatment by delivering Arabic learning materials. After receiving the materials, they were encouraged to ask questions about content they did not understand.

Implementing the talking stick method fosters student engagement and concentration, empowering them to take ownership of their learning journey. This approach promotes a sense of autonomy, thereby effectively reducing boredom in educational settings. According to Zulhannan (2014), by applying the talking stick method in the learning process for 11th-grade students at MA Muhammadiyah 1 Plus, Malang City, students were able to interact actively. It has been proven that the implementation of the talking stick method in Arabic language learning can significantly improve students' speaking skills.

The steps of the talking stick method in learning *Maharah Kalam* are: 1) The teacher prepares learning materials in the form of sticks that will be used as material to give turns to students to speak. 2) The teacher delivers the subject matter to be discussed in the learning. 3) The teacher gives questions to students related to the material presented. 4) Students holding sticks have the right to give opinions or answer questions from the teacher (Arifah N et al., 2023).

The use of the talking stick method is one of the most effective learning methods because the talking stick is a learning model that, with the help of a stick, can give students the courage to express their opinions, and students who hold posts alternate from one student to another with musical accompaniment (Kamal et al., 2023).

The results of this study support the theory about the function of the talking stick method in learning. The functions of the talking stick method in learning *Maharah Kalam* include: 1) The talking stick method can help students improve their Arabic speaking skills, which indicates successful language proficiency. 2) Helping students with Arabic language deficiencies or special vocabulary improve their speaking skills. 3) Applying the talking stick method can make students feel more motivated in learning to understand *Maharah Kalam*, so that it can create a pleasant learning atmosphere, and

teachers and students are active in learning. 4) Please encourage students to work together and respect learners' responsibilities for their learning. 5) Raising awareness about the importance of foreign languages in supporting Arabic language learning (Fitriyah & Qibtiyah, 2021).

The supporting factors in implementing the talking stick learning model in *Maharah Kalam*, such as: improving speaking skills, which is proven to be effective in enhancing students' learning of *Maharah Kalam*; creating a pleasant learning atmosphere so that students feel more comfortable; encouraging active participation of students in speaking and arguing to improve their speaking skills; and giving turns to students to talk to increase students' confidence in using Arabic.

Similarly, the inhibiting factors of the talking stick method are students may feel tense or afraid when they have to speak in front of other students; the talking stick method may require additional time for learning, especially if each student is allowed to speak; and not all students respond well to this method because each student has a different learning style.

***Maharah Kalam* in Islamic High School**

Language is defined with various meanings according to the aspects emphasized by its definition. Functionally, language is a communication tool that acts as a link in daily interactions, both between individuals and between communities. A high level of language skills is required to communicate fluently when interacting with people. Language skills are important for all students as they participate in learning Arabic. Arabic is now one of the subjects taught in schools, especially religious schools such as *Madrasah Ibtidaiyah* (Islamic Secondary School), *Madrasah Tsanawiyah* (Islamic Junior High School), and *Madrasah Aliyah* (Islamic Senior High School).

A student can speak Arabic well and correctly if they have language skills. Learning Arabic requires four skills: listening skills, speaking skills, reading skills, and writing skills. *Maharah Kalam* is one of the most important aspects of learning Arabic.

Mastery of *Maharah Kalam* means correctly forming sentences in practical form according to the structure of the sentence studied. Speaking in Arabic is the ability to construct correct sentences based on one's thoughts and feelings and express them in

proper and clear sentences so the listener can understand what the speaker means. (Aprilia et al., 2021)

According to Syamaun (2016), explaining the definition of *Maharah Kalam*, *Maharah Kalam* is one of the most important aspects of learning Arabic. *Maharah Kalam* means proficiency in speech. The ability to speak is the ability to construct practically correct sentences according to the sentence structure known in Arabic. *Maharah Kalam* in Arabic means the ability to compose accurate and clear sentences; in other words, students are also required to have the ability to read the book.

Talking Stick Method for Improving *Maharah Kalam* in Islamic High School

To increase students' understanding of *Maharah Kalam*, here are the steps and activities of the talking stick learning method from the previous page. The author mentions examples of material in Arabic books in the Arabic program class XI, Islamic High School of Muhammadiyah 1 Plus Malang City.

The steps of the talking stick-type learning method are as follows: 1) Teachers create large groups for all students to participate in learning activities. 2) The teacher prepares questions to be given to the designated students. 3) The teacher gives instructions related to the talking stick method of learning. 4) Students start the game accompanied by exciting music and sticks already available in the relay for each student. 5) When the music stops, the student holding the last stick must answer questions about the material taught. 6) Evaluation: The teacher helps students reflect on or evaluate the sentences they have spoken.

Maharah Kalam learning in *Madrasah Aliyah* is usually taught through various learning methods and models. What is commonly used is *hiwar* (conversation) and speaking according to the teacher's rules. Discussions are generally conducted between two or more people by memorizing text from a book. For example, if in the topic of study the first chapter of the learning theme is *ta'aruf* (introduction), then the *hiwar* text presented must be on the theme studied on that day. Memorizing conversations is often used to learn *Maharah Kalam* in *Madrasah Aliyah*. Students often feel bored, so various learning models are needed to improve *Maharah Kalam* in *Madrasah Aliyah*. While remembering *Maharah Kalam* by speaking according to the rules taught by the teacher,

students must be able to speak according to Arabic regulations so that they do not just speak (Shamsiyah et al., 2023).

In learning activities, the right method is needed to produce effective learning and meet the needs of students in the classroom. Teachers are expected to be creative in their education to make students active and happy. The success of learning depends on the learning process students go through; the more appropriate the method used, the more effective and efficient the learning activity will be. Learning success is related to various supporting factors, namely factors between teachers and students, because the methods teachers use in learning make it easier for students to acquire linguistic knowledge (*Maharah Kalam*).

Of the various language learning methods available, researchers use the talking stick learning method to facilitate students in *Maharah Kalam*. The talking stick method makes students think creatively and actively, which makes the *Maharah Kalam* learning atmosphere more fun than learning in general. Usually, students feel bored because they sit and listen to the teacher lecture, as student learning methods tend to be conventional. In this case, students will find it difficult because they only wait for lessons from the teacher instead of finding out for themselves about the learning material (Judge & Sholikhah, 2021).

Applying the talking stick method encourages students to focus and be active in learning; this makes students feel free to learn and find their way, and can eliminate boredom in education. According to Zulraudah (2014), the talking stick method can provide a different way to get good results. It not only provides benefits in the educational and social aspects, students can interact actively. This is by applying the talking stick method in class XI, MA Muhammadiyah 1 Plus Malang City. In the learning process, students actively interact. It can be proven that the application of the talking stick method in learning Arabic is proven to increase students' *Maharah Kalam*.

Student Learning Outcomes

To find out the results of the learning evaluation, researchers use tools to measure the increase in *Maharah Kalam*. In this study, researchers used pretest and post-test questions in the form of essays in which the researchers gave tests in the form of making sentences related to the material أعمالنا في المدرسة chapter 2 of the Arabic

program book. The following are the results of the T-test research conducted in class XI, MA Muhammadiyah 1 Plus Malang City, in Table 2.

Table 2. T-Test Score

		Paired Samples Test					Significance			
		Paired Differences			95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper				
Pair 1	PRE TEST - POST TEST	-14,86667	6,99622	1,27733	-17,47910	-12,25423	-11,639	29	<,001	<,001

The table above shows the output of a sig (2-tailed) value of 0.001, which is smaller than 0.05 ($0.001 < 0.05$), which means that H_a is accepted and H_o is rejected. Therefore, it can be interpreted that there is a difference in the average learning outcomes of the pretest and post-test after being given treatment or treatment using the talking stick method, so it can be proven that the talking stick method has succeeded in increasing *Maharah Kalam* in grade XI MA Muhammadiyah 1 Plus Malang City students.

The results of the data analysis in this study show that the use of the talking stick method can affect student learning outcomes. The increased student learning outcomes evidence this after using the talking stick method during learning. Previous research also stated the influence of the talking stick method on student learning outcomes. This study strongly supports the results of prior research (Safitri, 2021).

The results of this study show that the talking stick method positively impacts student achievement, both during the learning process and after completing the test, so that it can be a teacher's strategy for improving students' *Maharah Kalam*. Some specific aspects of learning:

A Teacher's Ability to Manage Learning

Based on data analysis, student learning activities were obtained using the talking stick method at every stage of learning, starting from the pretest, treatment, and post-test. The increase positively impacts learning performance, which is detected by an increase in participation and learning outcomes.

Increasing student engagement and learning outcomes has an impact on improving teacher performance in conducting learning. One of the learning

weaknesses comes from the teachers' perspective, who are often confident in the lesson plan. If student learning achievement is poor, teacher performance is also poor, so it cannot show good learning performance.

Student Performance in Learning

Based on the facts of the study, it was concluded that student activities in the learning process with the method of talking sticks, namely, working using tools or media, listening and paying attention to teacher instructions, and discussions between students and teachers. Such circumstances indicate that using the talking stick method effectively encourages students to improve *Maharah Kalam* in Arabic language learning actively (Amirullah et al., 2022).

So far in this research, the talking stick method has effectively encouraged improved student learning performance. One important aspect is strengthening self-regulation by voluntarily engaging in learning activities. Maintaining this aspect will make it easier for teachers to carry out all their design scenarios so that students, both independently and in groups, are motivated to follow scenario procedures, participate according to their roles, complete the tasks given by the teacher, and are responsible for the results (Riamh, 2020).

Conclusion

Based on the research results conducted at MA Muhammadiyah 1 Plus Malang City, the application of the talking stick method to improve students' *Maharah Kalam* is carried out in four stages. The first stage is to select one sample of the class to be studied, and a pretest is held. In the second stage, the talking stick method is used in the form of a test with Arabic material. In the third stage, a post-test was held to measure students' *Maharah Kalam* ability after participating in Arabic learning activities with the talking stick method. According to the data from the calculation of the sample T-test, a sig (2-tailed) value of 0.001 is obtained, which is smaller than 0.05 ($0.001 < 0.05$), which means that H_a is accepted and H_o is rejected. Thus, there is an increase in test scores before and after treatment. So, the talking stick method is proven to increase Arabic vocabulary in class XI, MA Muhammadiyah 1 Plus Malang City. Therefore, researchers recommend the talking stick method to improve *Maharah Kalam's* skills in *Madrasah Aliyah*.

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