IMPLEMENTATION OF TALKING STICK MEDIA TO IMPROVE ARABIC VOCABULARY MASTERY AND SPEAKING SKILLS

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ABSTRACT

Students often consider Arabic language learning challenging due to difficulties in understanding and pronouncing vocabulary and the numerous changes in word forms, making the language seem complex and uninteresting. This issue is exacerbated by passive learning methods focusing solely on memorizing vocabulary without employing strategies to increase student participation and engagement. As a solution, the Talking Stick media was introduced to create a more interactive and engaging learning process to improve students' vocabulary mastery and speaking skills. This study assesses vocabulary mastery and Arabic speaking skills before and after applying the Talking Stick media and evaluates the improvement. The study used a quasi-experimental method with a pre-test and post-test design, adopting a quantitative approach. Data collection techniques included direct observation, interviews, and tests. The results showed that using the Talking Stick media had a positive impact, with students' vocabulary mastery increasing from an average of 51 to 85 and speaking skills improving from 57 to 85. The N-Gain score for vocabulary mastery reached 0.70 and 0.75 for speaking skills, categorized as "high." In contrast, the control group demonstrated only moderate improvements. These findings indicate that the Talking Stick media significantly enhances vocabulary mastery and speaking skills compared to conventional learning methods. Future research is recommended to explore other interactive media for Arabic language teaching.

Keywords: Interactive Learning, Speaking Skills, Talking Stick Media, Vocabulary

ABSTRAK

Pembelajaran bahasa Arab sebagai bahasa asing sering dianggap sulit oleh siswa karena kesulitan dalam memahami dan mengucapkan kosakata, serta banyaknya perubahan bentuk kata yang membuat bahasa ini terlihat rumit dan membosankan. Hal ini diperburuk oleh metode pembelajaran pasif yang hanya berfokus pada hafalan kosakata, tanpa melibatkan strategi yang meningkatkan partisipasi dan keaktifan siswa. Sebagai solusi, media Talking Stick diterapkan untuk membuat proses pembelajaran lebih interaktif dan menarik, diharapkan dapat meningkatkan penguasaan kosakata dan keterampilan berbicara siswa secara efektif. Penelitian ini bertujuan untuk mengetahui tingkat penguasaan kosakata dan keterampilan berbicara bahasa Arab sebelum dan sesudah penerapan media Talking Stick, serta peningkatannya. Penelitian menggunakan metode kuasi-eksperimen dengan desain pre-test dan post-test, dan pendekatan kuantitatif. Teknik pengumpulan data meliputi observasi langsung, wawancara, dan tes. Hasil penelitian menunjukkan bahwa penerapan media Talking Stick memberikan dampak positif, dengan peningkatan rata-rata penguasaan kosakata dari 51 menjadi 85, dan keterampilan berbicara dari 57 menjadi 85. Nilai N-Gain penguasaan kosakata mencapai 0,70 dan keterampilan berbicara 0,75, keduanya pada kategori "tinggi". Sementara itu, kelompok kontrol hanya menunjukkan peningkatan moderat. Temuan ini mengindikasikan bahwa media Talking Stick lebih efektif dibandingkan media pembelajaran konvensional dalam meningkatkan penguasaan kosakata dan keterampilan berbicara bahasa Arab. Penelitian selanjutnya disarankan untuk mengeksplorasi penerapan media interaktif lainnya dalam pengajaran bahasa Arab.

Kata Kunci: Keterampilan Berbicara, Kosakata, Media Talking Stick, Pembelajaran Interaktif

INTRODUCTION

Learning Arabic as a foreign language presents challenges, particularly in vocabulary acquisition and speaking skills (Ardiansyah et al., 2023). Many students struggle with memorizing new vocabulary and lack confidence in oral communication. Traditional teaching methods, which often focus on rote memorization and passive learning, do not always effectively engage students or help them develop practical speaking abilities (Hermawan, 2018). Consequently, innovative teaching approaches that encourage active participation are needed to improve Arabic language learning (Almelhes, 2024). One such method is the Talking Stick technique, which is successfully applied in various language learning contexts. By incorporating an interactive and engaging learning experience, the Talking Stick method can potentially enhance students' vocabulary mastery and speaking skills in Arabic (Arifah et al., 2023; Aulia et al., 2024).

These issues require creative teaching strategies that promote active student participation, such as the Talking Stick method, to improve vocabulary acquisition and speaking ability in Arabic (Al Rochim & Gumelar, 2021). The Talking Stick approach boosts student participation and engagement through cooperative learning (Marni, 2015). Every student may speak and use their vocabulary in an organized and engaging manner according to the method's straightforward but efficient stick-passing technique. Studies have shown that this method can significantly improve students' motivation, comprehension, and language acquisition. The Talking Stick approach has been effectively used in general education contexts (Candraningtyas et al., 2023). Still, little is known about how it affects Arabic speaking abilities and vocabulary knowledge, especially in Islamic boarding schools where Arabic is a core subject.

Given how crucial it is to teach languages effectively, this study aims to investigate using the Talking Stick method to teach speaking and vocabulary in Arabic (Fitriyah & Qibtiyah, 2021). Pre-tests and post-tests are administered to both experimental and control groups in a quasi-experimental study to evaluate the efficacy of this strategy compared to more conventional teaching strategies. With a different approach to improving student engagement, vocabulary retention, and speaking fluency in a more lively and pleasurable learning environment, the results should give Arabic language instructors important new information (Hasanah & Masdar, 2024). Its application is examined in this study to ascertain how well it works to get over typical learning challenges.

Several studies have explored the effectiveness of the *Talking Stick* method in language learning. Berliani and Gumiandari found that it enhances student participation and motivation while promoting interactive and effective teaching strategies (Berliani & Gumiandari, 2024). Hadidja et al. examined its use in early childhood education, demonstrating its potential to improve oral language skills through direct teacher guidance (Hadidja et al., 2025). Hasanah and Masdar highlighted its effectiveness in enhancing Arabic vocabulary mastery at Madrasah Tsanawiyah Darussalam Samarinda (Hasanah & Masdar, 2024). At the same time, Octaviani and Rusliyani found it highly effective for vocabulary comprehension among seventh-grade students at SMP Islam Sudirman, Semarang (Octaviani & Rusliyani, 2023). Pour et al. emphasized its role in increasing student engagement (Pour et al., 2018). However, this study differs by focusing on both Arabic vocabulary mastery and speaking skills among middle school students in a Tahfizh Islamic boarding school. Unlike previous research, it employs a quasi-experimental design with a control group, providing a structured comparison. While past studies concentrated on participation, comprehension, or vocabulary alone, this research offers a more comprehensive evaluation of the *Talking Stick* method's effectiveness in developing students' overall Arabic language proficiency.

This research focuses on implementing the Talking Stick method in Arabic language learning at the secondary education level. It examines students' vocabulary mastery and speaking skills within an instructional period (Auliya, 2024). The study does not cover other language competencies, such as reading and writing, nor does it compare the effectiveness of Talking Stick with other interactive teaching methods (Hoerudin, 2024). External factors such as students' prior knowledge, motivation, and classroom environment may also influence the results. Despite these limitations, this study provides valuable insights into the potential of the Talking Stick method as an effective teaching strategy for Arabic language learning.

The novelty of this study lies in its application of the Talking Stick method specifically for Arabic language learning, an area with limited prior research. While previous studies have investigated interactive learning techniques in language acquisition, few have examined the Talking Stick method's role in enhancing Arabic vocabulary mastery and speaking proficiency. This research introduces an innovative pedagogical approach by integrating the Talking Stick technique into Arabic instruction, providing empirical data on its effectiveness. The findings contribute to developing more engaging Arabic language teaching strategies that align with modern educational trends and student-centered learning approaches.

METHOD

This study employs a data-driven research approach divided into two primary categories: quantitative and qualitative. The approach adopted in this study is quantitative, emphasizing numerical data analysis to determine the significant relationship between two variables. According to Arikunto, quantitative research involves presenting and interpreting data numerically (Suharsimi, 2017). This research process begins with data collection, followed by analysis and the presentation of results. Quantitative research is commonly used in deductive studies to test hypotheses, where findings are assessed based on statistical probabilities of acceptance or rejection (Musthafa & Hermawan, 2018).

The research method applied in this study is a quasi-experimental design. This approach involves two groups: an experimental group and a control group. The experimental group receives treatment using the Talking Stick method, while the control group follows traditional learning methods. Both groups undergo the same pre-test and post-test assessments to measure the effectiveness of the intervention. The study is conducted in two phases, with the first measurement taken before the treatment (pre-test) and the second after the treatment (post-test).

The research follows a pretest-posttest control group design, which allows for a structured comparison of learning outcomes between students who experienced the Talking Stick method and those who did not. This design ensures that any observed differences in vocabulary mastery and speaking skills can be attributed to the applied teaching method, providing reliable and valid results.

The following is the research design used in this study, using a pretest-posttest control group design:

Table 1.1: Research Design

Experiment	O_1	S	O_2
Control	O_3		O_4

Information:

O_1 : Pre-test of experimental group

O_2 : Post-test of experimental group

O_3 : Pre-test control group

O₄   : Control group posttest

S   : Implementation of Talking Stick Media

Data Types and Sources

This study utilizes qualitative and quantitative data to analyze the effectiveness of the *Talking Stick* method in Arabic language learning. Qualitative data were collected through observations and interviews to gain insights into students' learning experiences and teachers' perspectives. Meanwhile, quantitative data were obtained through questionnaires and tests and then analyzed statistically to measure students' vocabulary mastery and speaking skills. The primary data source consists of 7th-grade students from the Tahfizh Daarul Qur'an Putri Cikarang Islamic boarding school, while the secondary data source is an Arabic teacher from the same institution.

Population and Research Sample

The research population includes all 7th-grade students at the Tahfizh Daarul Qur'an Putri Cikarang Islamic boarding school. Forty-four students from this population were selected as the research sample. These students were divided into two groups: the experimental group, which received instruction using the *Talking Stick* method, and the control group, which followed traditional teaching methods. This division allowed for a comparative analysis of the method's effectiveness in enhancing students' Arabic vocabulary mastery and speaking skills.

Data Analysis Methods

The collected data were processed using Excel to calculate average values and proportions. A descriptive analysis was then conducted to present the findings without drawing generalized conclusions. Additionally, statistical tests were performed to ensure the validity and reliability of the results. These tests included the normality test (Kolmogorov-Smirnov Test), paired sample test (Paired Sample t-test), Wilcoxon test, homogeneity test, independent sample test (Independent Sample t-test), and Mann-Whitney test. These statistical analyses helped determine the significance of the improvements observed in the experimental and control groups, providing a comprehensive evaluation of the *Talking Stick* method's impact on Arabic language learning.

RESULTS AND DISCUSSION

Based on the research conducted at the Tahfizh Daarul Qur'an Islamic Boarding School, applying the Talking Stick method in Arabic vocabulary learning has significantly improved students' mastery of Arabic vocabulary and speaking skills. The experimental class, which applied the Talking Stick method, demonstrated better results in vocabulary retention and speaking fluency than the control class, which used conventional learning methods. Students who engaged in the Talking Stick learning process exhibited higher enthusiasm and participation in learning Arabic, as they were more motivated to use the language actively in speaking exercises.

Furthermore, students felt more challenged and inspired to improve their preparation before beginning the learning process, confirming that interactive learning models such as Talking Stick can improve language learners' understanding and engagement. The experimental class's average scores on vocabulary mastery tests were higher than those of the control group, indicating that the Talking Stick method, which had students respond to questions on the spot while holding the stick, helped them remember and apply vocabulary.

Regarding speaking skills, students in the experimental class demonstrated more confidence in speaking Arabic. The Talking Stick method, which emphasizes spontaneous speaking, helped students overcome their fear of making mistakes when speaking. By frequently practicing

speaking in a fun and structured manner, students became more fluent and natural in expressing their thoughts in Arabic. Moreover, the cooperative nature of the method fostered a supportive learning environment where students encouraged each other to participate actively.

Observations during the learning process also revealed that students in the experimental class were more engaged in discussions and collaborative learning activities. The interaction among students increased as they were encouraged to respond to questions and express their opinions in Arabic. Active participation and peer support made learning a more enjoyable and effective learning experience. This finding aligns with previous research, which suggests that cooperative learning methods can enhance student motivation and learning outcomes.

Furthermore, teachers reported that the Talking Stick method made classroom management easier and more structured. The clear rules in the method ensured that students remained focused and actively participated in the lesson. Compared to conventional teaching methods, where students often remained passive and hesitant to speak, the Talking Stick method provided a structured yet dynamic approach that kept students engaged throughout the lesson. Teachers also noted improved students' listening comprehension; they had to pay close attention to their peers' responses to prepare for their turn (Wahyudi & Khofifah, 2022).

Despite these positive outcomes, some challenges were identified in implementing the Talking Stick method. Some students initially felt anxious about being selected to answer questions, especially those less confident in their Arabic proficiency. However, as the learning sessions progressed, these students gradually adapted and became more comfortable with the method. Teachers provided additional encouragement and positive reinforcement to address this issue, which helped build students' confidence.

Overall, the findings suggest that the Talking Stick method is an effective and engaging approach to improving Arabic vocabulary mastery and speaking skills. By fostering an interactive and student-centered learning environment, this method helps students develop better language skills while enhancing their motivation and confidence in using Arabic. Based on the results of this study, it is recommended that Arabic language teachers consider incorporating the Talking Stick method into their teaching strategies to create a more dynamic and effective learning experience.

Table 1. Study Statistics on Speaking Skills (Kalām) and Vocabulary Mastery

	N	Minimum	Maximum	Mean	Std. Deviation
E_*Kalām*_Pre	22	45	70	57.50	7,520
E_*Kalām*_Post	22	80	95	85.00	5,563
K_*Kalām*_Pre	22	45	70	58.18	6,463
K_*Kalām*_Post	22	65	85	75.68	5,186
E_Vocabulary_Pre	22	40	60	51.82	7,950
E_Vocabulary_Post	22	70	100	85.00	9,129
K_Vocabulary_Pre	22	30	70	50.91	9,715
K_Vocabulary_Post	22	60	90	72.73	8,270
Valid N (listwise)	22				

This table presents the descriptive statistics of the study measuring speaking skills (*Kalām*) and vocabulary mastery (Vocabulary) in Arabic for both the experimental (E) and control (K) groups before (Pre) and after (Post) the implementation of the Talking Stick method. The results indicate that the experimental group showed more significant improvements in speaking skills and vocabulary mastery than the control group. For example, in the experimental group, the average score for speaking skills increased from 57.50 (Pre) to 85.00 (Post), while vocabulary

scores rose from 51.82 (Pre) to 85.00 (Post). In contrast, the control group showed moderate improvements in both areas, with speaking skills rising from 58.18 (Pre) to 75.68 (Post) and vocabulary scores increasing from 50.91 (Pre) to 72.73 (Post). These results suggest that the Talking Stick method enhanced both speaking and vocabulary skills in Arabic.

Table 2. Normality Tests for Pre-Test and Post-Test Scores of Kalām and Vocabulary

	Kolmogorov-Smirnov [a]			Shapiro Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
E_*Kalām*_Pre	0.176	22	0.076	0.934	22	0.150
E_*Kalām*_Post	0.270	22	0.000	0.805	22	0.001
K_*Kalām*_Pre	0.247	22	0.001	0.916	22	0.062
K_*Kalām*_Post	0.189	22	0.040	0.923	22	0.089
E_Vocabulary_Pre	0.257	22	0.001	0.795	22	0.000
E_Vocabulary_Post	0.208	22	0.014	0.888	22	0.017
K_Vocabulary_Pre	0.190	22	0.038	0.911	22	0.050
K_Vocabulary_Post	0.220	22	0.007	0.869	22	0.007
a. Lilliefors Significance Correction						

The table presents the results of the Kolmogorov-Smirnov and Shapiro-Wilk normality tests for the pre-test and post-test scores of speaking skills (*Kalām*) and vocabulary mastery (Vocabulary) in both the experimental (E) and control (K) groups. The significance (Sig.) values indicate whether the data are normally distributed, with a threshold of $p > 0.05$ suggesting normality. The results show that E_*Kalām*_Pre and K_*Kalām*_Pre have p-values above 0.05 in both tests, suggesting normal distribution. However, most post-test scores, particularly in the experimental group (E_*Kalām*_Post, E_Vocabulary_Post), show p-values below 0.05, indicating non-normal distribution. This suggests that the intervention (Talking Stick method) might have significantly altered score distributions, requiring non-parametric statistical tests for further analysis.

Table 3. Wilcoxon Signed Ranks Test for Pre-Test and Post-Test Differences in Kalām and Vocabulary

	E_Vocabulary_Post - E_Vocabulary_Pre	K_Vocabulary_Post - K_Vocabulary_Pre
Z	-4.203 [b]	-4.239 [b]
Asymp. Sig. (2-tailed)	0.000	0.000
	E_ *Kalām*_Post E_ *Kalām* _Pre	E_ *Kalām*_Post E_ *Kalām* _Pre
Z	-4.174 [b]	-4.129 [b]
Asymp. Sig. (2-tailed)	0.000	0.000
a. Wilcoxon Signed Ranks Test		
b. Based on negative ranks.		

The table presents the results of the Wilcoxon Signed Ranks Test, which was used to analyze the differences between pre-test and post-test scores for vocabulary (Vocabulary) and speaking skills (*Kalām*) in both the experimental (E) and control (K) groups. The Z-values for all comparisons are negative and highly significant ($p = 0.000$), indicating a statistically significant improvement in both skills after the intervention. The large Z-values suggest a strong effect of the treatment, with the experimental group showing substantial gains, likely due to the application

of the Talking Stick method. These findings confirm that the intervention had a meaningful impact on students' performance.

Table 4. Homogeneity of Variances in Post-Test Scores of Kalām and Vocabulary

Test of Homogeneity of Variances *Kalām*			
Post_Test			
Levene Statistics	df1	df2	Sig.
0.284	1	42	0.597
Test of Homogeneity of Variances			
Post_Test			
Levene Statistics	df1	df2	Sig.
.415	1	42	0.523

The table presents the results of Levene's Test for Homogeneity of Variances for the post-test scores in *Kalām* (Speaking Skills) and Vocabulary. The Levene statistics for both tests are 0.284 (p = 0.597) and 0.415 (p = 0.523). Since the significance values (p-values) are greater than 0.05, the variances between the experimental and control groups are homogeneous. This suggests that both groups had similar variability in their post-test scores, fulfilling the assumption of equal variances required for further parametric statistical analyses.

Table 5. Result of the Mann-Whitney U test

Test Statistics [a]	
	Post_Test
Mann-Whitney U	55,000
Wilcoxon W	308,000
Z	-4,528
Asymp. Sig. (2-tailed)	0.000
	Post_Test
Mann-Whitney U	84,500
Wilcoxon W	337,500
Z	-3,849
Asymp. Sig. (2-tailed)	0.000
a. Grouping Variable: Class	

The results of the Mann-Whitney U test indicate a significant difference in post-test scores between the groups based on class. The first comparison shows a Mann-Whitney U value of 55.000, a Wilcoxon W value of 308.000, and a Z-score of -4.528, with a significance level (Asymp. Sig. 2-tailed) of 0.000. Similarly, the second comparison yields a Mann-Whitney U value of 84.500, a Wilcoxon W value of 337.500, and a Z-score of -3.849, with a significance level 0.000. These results suggest that the differences in post-test scores between the groups are statistically significant.

Discussion

The findings of this study indicate that the use of the *Talking Stick* media method significantly improved students' vocabulary mastery and speaking skills in Arabic (Kamal et al., 2023). Before implementing this method, students demonstrated a low level of vocabulary mastery, with an average score of 51. However, after incorporating the *Talking Stick* technique into the learning process, their vocabulary mastery improved to an average score of 85, reflecting

a substantial enhancement in their ability to recall and apply Arabic vocabulary. This suggests that the interactive and engaging nature of the *Talking Stick* method effectively facilitates vocabulary acquisition by encouraging active student participation.

Similarly, students' speaking skills showed a notable improvement after using the *Talking Stick* method. Before its implementation, the average speaking skill score was 57, indicating a low level of proficiency. After the intervention, the average score rose to 85, demonstrating that students became more confident and fluent in speaking Arabic. This improvement can be attributed to the method's ability to create an interactive, pressure-free learning environment where students actively practice speaking without fear of making mistakes. The structured nature of the *Talking Stick* activity ensures that all students participate, reducing anxiety and fostering better oral communication skills.

Furthermore, the statistical analysis of the experimental and control classes reinforces the effectiveness of the *Talking Stick* method in enhancing both vocabulary mastery and speaking proficiency. In the experimental class, vocabulary mastery increased by 0.70, classified as a "high" improvement, while speaking skills improved by 0.75, which also met the "high" improvement criterion. In contrast, the control class, which did not use the *Talking Stick* method, showed a vocabulary mastery increase of only 0.45 and a speaking skills improvement of 0.47, categorized as "moderate" improvements. This comparative data highlights the superiority of the *Talking Stick* method in fostering Arabic language acquisition.

One of the key factors contributing to the success of the *Talking Stick* method is its ability to engage students in active learning. Traditional teaching methods often rely on passive memorization, which can be monotonous and ineffective for long-term vocabulary retention. However, the *Talking Stick* technique transforms learning into an interactive process requiring students to think quickly and articulate their responses (Wijaya & Syarifuddin, 2020). This strengthens their memory and enhances their ability to recall and use vocabulary in real-time communication, making the learning process more dynamic and effective.

The Talking Stick method fosters a collaborative learning environment where students learn from their peers while practicing their language skills (Viora & Pebriana, 2024). This method encourages teamwork, as students actively listen to their classmates and build upon each other's contributions (Wibowo et al., 2024). Such an environment significantly reduces students' fear of speaking as they become accustomed to expressing themselves in front of others. The positive reinforcement received during these activities further motivates students to improve their Arabic proficiency, ultimately boosting their confidence in speaking.

Despite the clear benefits of the *Talking Stick* method, some challenges may arise in its implementation. For instance, students who are shy or less confident in speaking may initially struggle to engage in the activity. However, with consistent practice and supportive guidance from educators, these students gradually build their confidence and overcome their hesitation. Moreover, teachers must carefully structure the *Talking Stick* sessions to ensure that all students receive equal opportunities to participate and that the discussions remain meaningful and goal-oriented (Rahmawati et al., 2021).

In conclusion, the results of this study confirm that the *Talking Stick* media method is highly effective in improving students' Arabic vocabulary mastery and speaking skills. Compared to traditional teaching approaches, this method fosters student engagement, enhances vocabulary retention, and boosts speaking confidence. Given these findings, it is recommended that Arabic language instructors integrate the *Talking Stick* technique into their teaching strategies to create a

more interactive and effective learning experience. Future research may explore additional modifications to this method to optimize its impact on language acquisition.

CONCLUSION

The conclusion of this study indicates that the *Talking Stick* media method significantly improves students' vocabulary mastery and speaking skills in Arabic. Before implementing this method, students demonstrated low proficiency, with an average vocabulary score of 51 and a speaking skills score of 57. However, after applying the *Talking Stick* technique, scores increased significantly to 85, demonstrating substantial improvement in students' language abilities. Furthermore, the experimental class showed a vocabulary mastery increase of 0.70 and a speaking skills improvement of 0.75, both classified as "high" criteria. In contrast, the control class, which did not use the *Talking Stick* method, exhibited moderate improvements, with vocabulary mastery increasing by 0.45 and speaking skills by 0.47. These findings suggest that the *Talking Stick* method is more effective than traditional teaching approaches in enhancing students' Arabic language proficiency.

The findings of this research contribute significantly to Arabic language education by offering an interactive and engaging teaching strategy that enhances students' active participation in learning. By integrating the *Talking Stick* method, educators can create a more dynamic and communicative classroom environment, improving vocabulary retention and building students' confidence in speaking. This research also provides practical insights for teachers seeking alternative approaches to improve oral proficiency in Arabic. For future studies, researchers may explore the long-term effects of the *Talking Stick* method on Arabic language acquisition or investigate its effectiveness when combined with other interactive techniques, such as role-playing or digital learning tools. Additionally, further research could analyze its impact across different proficiency levels or in various educational settings to broaden its applicability and effectiveness in language learning.

AUTHOR CONTRIBUTIONS STATEMENT

[ANA] served as the sole author and researcher in this study. They conceptualized the research design, collected and analyzed the data, interpreted the findings, and drafted the manuscript. Additionally, [HS] contributed to the critical revision of the manuscript for important intellectual content and provided final approval for publication.

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