The Effect of Applying Talking Stick Type Learning Model in Arabic Vocabulary Learning: Quasi Experimental Research on Islamic Junior High School

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Abstract

Problem-based learning is a learning model that uses real-life problems that require authentic investigations to construct knowledge actively and collaboratively. The aim of this study was to capture the research landscape related to problem-based learning applied to students at the middle school level from 1998 to 2023. A descriptive bibliometric analysis method was used in this study. The data obtained was taken from the Scopus database. The results of the study show that publications related to problem-based learning, especially in middle schools, go up and down every year. Publications in 2003 have been cited more than any other year. The United States of America is the most influential country in this field. publications in journals related to problem-based learning research applied to middle school students are mostly at the Q1 rank, namely 45 journals. The research focus is divided into 3 namely, 1) knowledge, skills and development; 2) effect, self-efficacy, achievement and effectiveness; 3) middle school students, environment and abilities. These three research focuses can be used as a reference for future researchers to determine the focus of their research related to problem-based learning.

Keywords: arabic learning, talking stick, mufrodat

Introduction

Arabic language learning in Indonesia is currently growing rapidly in reality. Of course, by applying various methods and various types of new learning in accordance with the current developing era. Arabic language learning continues to exist by developing its 4 language skills and collaborating with so many and diverse media and learning models in the current era. (Mustofa, 2020)

Athough its sensitivity continues to develop and run according to the times and the skills and expertise initiated by educators, but until now Arabic is still considered a frightening scourge by students at every level of education. The impression of Arabic is difficult to feel is still considered hereditary by students with various backgrounds such as internal factors themselves or even other external factors. (Pamessangi, 2019) Suchas the mindset ofpeers and learning factors provided by teachers to students in their application.

Therefore, many experts are now initiating a movement to apply new methods and types of learning that are fun, and in accordance with the needs of students. Of course, in this case, educators also try to adopt and implement new things, especially technology in the present, in order to attract and develop Arabic learning to be fun for students, especially in stereotypes of scary Arabic into fun Arabic. (Euis Sholihah, Adi Supardi, 2022)

One of the learning models that the author will discuss this time is the "Talking stick " type learning model. This type of learning itself is quite trending in the world of Education, especially in the application of learning in English Language Education. (Suhardiana, 2018) The author this time tries to describe something new, namely the results of implementing this "talking stick " type

learning model in Arabic language learning and focuses on adding mufrodat skills to students at the Tsanawiyah Madrasah Education level.

Talking stick itself is a form of learning model with the help of a stick that encourages students to dare to express their opinions and students who hold sticks roll from one student to another accompanied by music. (Siregar, 2015) However, its application in this field can be adjusted to the creativity of teachers with Arabic language skills which are the main points of learning that exist.

From previous research (Fajrin, 2018) we can take this very helpful learning model to be applied and implemented into learning in this Arabic subject. Even though, like previous research, there are many limitations, especially in terms of the conditions and conditions of existing students, this can be overcome immediately, namely by combining it with methods from educators in implementing it in the future. This will be very useful and beneficial to support student learning activities.

Of course, in the form of its application, which is to make students actively participate in the learning class. This will certainly increase ability and courage and create a pleasant environment for students that Arabic is a fun lesson. In the track record of learning using the talking stick model so far has many advantages that have been proven in various previous literature. (Yosefina Sizi, Yohanes Bare, 2021) this is the main point for researchers to try to develop and implement Arabic language learning that did not exist before.

The importance of this research is to increase the potential and learning spirit of students with a new learning model that is anti-mainstream, even though it seems to adopt a learning model from Other languages, but with good results this research is expected to also grow educators and prospective educators to actively innovate on new things related to the model Learning and technological literacy are very rapid as they are today. . Especially in the development of Arabic learning education with benefits and new novelties that have never existed and were initiated before.

Methods

According to one expert, Sugiyono, 2017: 114 explained that the research method is a scientific way to obtain valid data and the purpose can be found, proven and developed in a Knowledge used to understand, solve and anticipate problems. (Rosdiana et al., 2017) On the other hand, according to Darmadi (2013: 153) explained that the research method is a scientific way to obtain data with a specific purpose. The scientific way means that research activities are based on scientific characteristics, namely rational, empirical and systematic. Therefore, methods have an important role in determining the results and discussions that will be studied and found in the future.

The type of research that researchers are currently writing is a series of quantitative studies with a quasi-experimental approach The method that will be used in this research is the Quasi Experimental method or commonly known as Quasi experiment. (Saihu, 2020)This quasi-experimental method basically has a control group, but it is not very influential and pseudo-influential in controlling and controlling several variables from the outside that can affect the research results of an experiment. In essence, this quasi experiment is a form of design of a study involving at least two sample groups, namely the sample group given treatment from a study, and other groups as control group. The subjects in our research in this study were junior high school level students. In the implementation procedure on this time we implemented the experiment to two class groups, the first is the experimental class group which in learning mufrodat uses the "Talking stick" type learning model . And the second group is the control group which in its mufrodat learning uses a classical type learning model as usual.

The form of data collection we do first by dividing students into two classes, then the first activity of these two groups of classes is to give them a Pre-Test. (Titus J. Galama, Adriana Lleras-Muney, 2018) This is intended to determine the initial mufrodat ability in two groups of student classes before the application of the learning model in one of the groups later. After the learning process was completed, we as researchers compared the results of mufrodat learning in the two groups. Namely processing it based on the results of the post-test in each class, namely between the experimental class and the control class.

The data analysis technique that we carry out is in the Bergama series in order to get the validity of the data. Namely starting with testing descriptive statistics, then testing for normality, then paired sample tests between the two, testing their homogeneity variants, and finally the independent test as a finalization of the validity of the existing data. Based on the description above, the current research design is called pre-test and post-test group. (Syifa Nurlaila, Masripah, 2022) And the research design is as follows:

Table 1 Research Design

Experimental Group	O1		X1	O2
Control Group	O3			O4

Remarks :
O1 : Pre-Test Experimental class
O2 : Post-Test Experimental class
O3 : Pre-test Control Class
O4 : Post-test Control class
X1 : Learning Application of Talking Stick Learning in Mufrodat Learning

Results and Discussion

Learning Arabic is scary, difficult and boring, as it has become a common stereotype among students of various levels of education. The reality is so, so that this stereotype always exists in every generation and of course this must immediately find a solution point to the fundamental problems that have always existed today. The lack of ability in the 4 maharah which is sometimes often complained by students, educator factors in teaching are very monotonous, these internal and external factors are the most common things that often appear in every rhetoric of Arabic learning by students, of course, researchers also observe in accordance with the reality that exists today. (Syifa Nurlaila, Masripah, 2022)

Therefore, we researchers assume that the learning model type "Talking stick: this can overcome every problem of students in facing Arabic learning on 4 language skills or Maharah. Our focus this time we focus on the application of mufrodat first. This aims to introduce mufrodat vocabulary first so that students know the most basic things before starting language skills or other 4 Maharah. Talking stick itself is a learning model that has long been used in the world of education, especially in English language learning. That's why we as researchers try to apply this learning model to the world of Arabic Language Education learning.

According to Carol Locust (in Ramadan 2010) stated that Talking Stick (talking stick) is a learning model carried out with the help of a cane, where students who hold sticks are required to answer questions given by the teacher after students learn the main material. (Jamiah,Rizqi Surya, 2016) And this is applied to two class groups as we have described above, namely as teachers provide stimulus in the form of mufrodite, provide a pause for students to observe and study and then start this talking stick learning model randomly for each student who receives a stick to dare to talk about mufrodite. This is what ultimately makes students active and brave overall in class and learning Arabic finally feels good. (Agustina Novitasari Pour, Lovy Herayanti, 2018)

Based on the results of research that has been described in general above, learning Arabic using the Talking stick type learning model in the realm of mufrodat has very good results in its sustainability. In its implementation we use two classes, the first is the experimental class and the second is the control class. In this experimental class, a form of Arabic learning will be applied with a Talking stick type learning model in the realm of mufrodite. While the control class will continue to implement the classical learning model in general and as usual. However, before carrying out this application, each of them will be given a Pre-test to determine the condition and ability of students before giving relatively different treatment later.

As a result, it turns out that after being treated with different learning models, we found different results in the end. Students in the experimental class experienced a rapid increase in their mufrodat skills and were active in class and dared to express opinions. (Najimuddin, 2021) This is very different from students in the control class who do not apply the Talking stick learning model and only apply classical or conventional learning models in general. This can be seen from the average score of each student's Post test in these two different classes. . This can be seen from the average post test scores of each student in these two different classes.

This is very closely related to the relevant source that we make as a reference, namely the talking stick which is applied to the Arabic vocabulary in this study is very influential and has increased. Even though there are also differences with the research referred to previously, this is very continuous with the existing theory regarding the Talking stick itself.(Meganingtyas et al., n.d.) First, we will discuss the descriptive elaboration of the existing student data, each of which in each class consists of 16 students in the experimental class and 16 students in the Control class. Of course, in the experimental class, the application of the talking stick type learning model is applied, while in the control class, the class is carried out with a conventional classical system as in general.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperimen	16	56	76	67.94	6.049
Post-test Eksperimen	16	82	95	87.81	3.229
Pre-test Kontrol	16	55	81	67.75	7.698
Post-test Kontrol	16	60	80	69.75	6.309
Valid N (listwise)	16				

In the following descriptive statistical results, it can be concluded that students in the experimental class experienced a significant increase which was seen in the average score results during the pre-test and after the post-test. However, this is not the case with the control class, which only experienced a few percent increase in the average score between the two. From the results above, we can understand together that in the experimental pre-test score the minimum score is 56, the maximum score is 76, and the average score of students in the class is only 67.94. and experienced a very significant increase in post-test results after the application of the talking stick type learning model, namely the minimum score to 82, the maximum value to 95, and the average overall score of students in the class was 87.81.

Furthermore, in checking the normality data between these two classes, this is done so that we can find out whether this research data is normally distributed or not. Normal data is also an

absolute thing that must be known before analyzing paired sample t-test and independent sample t-test. By knowing whether or not this data distribution is normal will also give us a decision to continue in the next phase or not.

Here are the results of the Normality test from the experimental class and control class:

Tests of Normality

Kelas		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar siswa	Pre-test Eksperimen	.188	16	.132	.902	16	.088
	Post-test Eksperimen	.124	16	.200*	.974	16	.901
	Pre-test Kontrol	.211	16	.055	.920	16	.171
	Post-test Kontrol	.144	16	.200*	.936	16	.298

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the above output , the significance value in the Kolmogorov-sminov test and Shapiro-wilk test > 0.05. So it can be concluded that the data of this study are NORMAL distributed. With this, the book of Isa continues to test data in the next session, namely Paired sample t-test.

Paired Samples Test

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pre-Test Eksperimen - Post-test Eksperimen	-19.875	6.742	1.685	-23.467	-16.283	-11.792	15	.000
Pre-test Kontrol - Post-test Kontrol	-2.000	3.077	.769	-3.640	-.360	-2.600	15	.020

The paired sample t test results are as follows that based on the output of pair 1, namely pre-test and post-test experiments, Sig. (2-tailed) values of 0.000 < 0.05 can be concluded that there are differences in students for pre-test and post-test on An experimental class that uses a Talking stick-type learning model . Of course, with this, the implementation of this type of learning model is very influential for student mufrodat learning.

Next is homogeneity analysis to find out whether these two data are homogeneous or not in the realm of post-test

Test of Homogeneity of Variance

Hasil Belajar SIswa		Levene Statistic	df1	df2	Sig.
	Based on Mean	5.353	1	30	.028
	Based on Median	5.080	1	30	.032
	Based on Median and with adjusted df	5.080	1	23.003	.034
	Based on trimmed mean	5.377	1	30	.027

between the two classes. Here are the results:

Based on the output above, it is known that the significant value (Sig) Based on mean is 0.28 > 0.05, so it can be concluded that the data variance from the experimental class post-test and the control class post-test is the same or homogeneous. With this, the absolute requirement for the next test , namely Independent sample t test Already Determined and thus the explanation of the results of the independent sample t test analysis:

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Hasil Belajar SIswa	Equal variances assumed	5.353	.028	10.194	30	.000	18.063	1.772	14.444	21.681
	Equal variances not assumed			10.194	22.356	.000	18.063	1.772	14.391	21.734

This is the latest result, namely the Independent sample T test analysis test to find out whether there is an average difference in two unpaired samples . In the output above, a Sig. (2-tailed) value of 0.000 < 0.05 is obtained, so it can be concluded that there is a difference in the average learning outcomes of students between mufrodat learning and using the learning model Talking stick type in experimental class and with conventional classical model in control class.

Conclusion

Based on the results of research on the influence of the application of the "Talking Stick" learning model in Mufrodat learning on improving student learning outcomes, it can be concluded that the Talking Stick model has a major influence on the application of classroom learning and student activities. This is evidenced by the rapid development of students' abilities in their mufrodat abilities and being active in class and daring to express opinions, and this happens as a whole.It is hoped that after this learning model the application of Arabic can be varied and enjoyable at each stage. Of course, by utilizing or being able to adopt existing learning models and in accordance with current and future developments..

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