

## The Effect of Implementing the Talking Stick Method on Mastering *Ilm al-Şarf* in the First Grade at Wali Songo Islamic Institute

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### Abstract

This study was conducted in response to the low level of understanding of *Ilm al-Şarf* among first-level students in Islamic boarding school environments. The aim of this research is to determine the effect of using the “Talking Stick” method on improving students’ comprehension of *Ilm al-Şarf*. This study employed a quantitative approach using a quasi-experimental design with a control group, pre-test, and post-test. Data were collected through observation, documentation, and pre- and post-tests. The validity of the research instrument was confirmed, as the calculated “*r*” value exceeded the table value (0.361) at a significance level of 0.05. The analysis showed that the data were normally distributed ( $p\text{-value} = 0.200 > 0.05$ ). The *t*-test results indicated a significant effect in the experimental group ( $p\text{-value} = 0.000 < 0.05$ ), while the control group showed no statistically significant difference ( $p\text{-value} = 0.136 > 0.05$ ). Therefore, the Talking Stick method was proven effective in enhancing students’ understanding of *Ilm al-Şarf* at the first level of learning.

**Keywords:** Talking Stick method, *Ilm al-Şarf*, cooperative learning.

### INTRODUCTION

The traditional approach to teaching *Ilm al-Şarf* in religious institutions—particularly through the textbook *Amtsilah Tashrifyyah*—often relies on the dominant lecture method, which leads to passive student participation and limits the diversity of instructional strategies (Hanifa et al., 2023). This is evident in practice, where the teacher functions as the primary source of knowledge, with little active interaction to stimulate mastery of morphological structures in the Arabic language (Hanifa et al., 2024). Although remedial teaching has been implemented to address comprehension issues, this approach has not fully succeeded in improving student engagement, especially in subjects that require dynamic interaction such as *Ilm al-Şarf* (Rafi, 2025). Several studies have shown that the application of innovative methods can enhance linguistic competence and conceptual understanding through interactive discussions and reciprocal participation. For example, Sugesti’s (2022) study on young children demonstrated that instructional tools such as the “Talking Stick” (Ali et al., 2024) are effective in improving speaking skills, thereby supporting communicative activities more effectively (Sugesti et al., 2022). This indicates that such methods can be applied in broader contexts, even though the study was conducted primarily in early education settings and nontraditional environments (Yahya et al., 2021).

Previous studies have shown that the “Talking Stick” method is effective when applied at various educational levels (Zaenal, 2020). Several earlier studies also indicated that this method has a positive impact on improving the quality of education across different subjects. A study conducted by Indriyani (2020) demonstrated that this method is effective in increasing student engagement in Civic Education (Nurhaliza, 2024). Similarly, Fitriyah and Qibtiyah (2021) found comparable results. A study by Nelanti and colleagues (2019) revealed that the “Talking Stick” method can develop creative thinking skills and enhance students’ knowledge in Natural Science (IPA). Ratonggory and his team (2023) also found that this method successfully improved students’ learning outcomes in Indonesian language lessons. In the environment of Islamic elementary schools, a study conducted by Sutriani and Atara (2023) showed that applying this method can improve students’ understanding of Social Studies (IPS). Similar results were found in a study by Lastri Julia (2023), which explained that using the “Talking Stick” method within a cooperative learning model helped increase students’ interest in studying Social Studies, in addition to creating an interactive and enjoyable learning environment. Although all studies confirm the effectiveness of the “Talking Stick” method, the main difference lies in the context and subject being taught. This study carries added value as it focuses on the learning of Arabic morphology (*ṣarf*) within Islamic boarding school environments, a topic that has not been specifically examined before (Syaifulah, 2017).

In the context of Islamic boarding schools, where mastery of Arabic morphology (*ṣarf*) is a crucial foundation for understanding classical Arabic texts, the implementation of innovative teaching methods such as the “Talking Stick” method presents an opportunity to shift the learning model from a teacher-centered approach to a more participatory and interactive one (Haliburton et al., 2023). A study by Nugraha and Anggraini (2023) on the application of the “applied method” indicates that an applied and interactive approach in teaching morphology can have a positive impact on students’ understanding. In addition, the challenges faced in implementing morphology instruction at the early levels in Islamic boarding schools have been identified through training and practicum activities conducted in several institutions (Nugraha & Anggraini, 2023). As noted by Nurcholis (2022), these findings highlight the need to adapt teaching methods so that they do not rely solely on lectures, but also include interactive techniques such as the “Talking Stick” method, which enables students to engage directly in discussions and explore morphological concepts through an enjoyable learning experience (Nurcholis et al., 2022). Such an approach—combining interactive and entertaining elements—is believed to be capable of stimulating students’ interest and activity in gaining a deeper understanding of word-structure changes (Hanifa et al., 2023). Accordingly, the application of the “Talking Stick” method is expected not only to develop speaking skills but also to address challenges in understanding scientific concepts in morphology, given the complexity of word changes that form the core of learning the book *Amtsilah Taṣrīfiyyah*.

## **THEORETICAL FRAMEWORK**

### **1. The Concept of Morphology (*Ṣarf*)**

Morphology (*ṣarf*) is considered one of the fundamental branches of the instrumental sciences (*‘ulūm al-ālah*) in the Arabic language. It is a discipline no less important than syntax (*naḥw*), and both must be mastered together (Elgobshawī, 2024). The function of this science is to understand the changes in word forms (*taṣrīf*) in terms of meaning and pronunciation. While syntax focuses on the position of a word within a sentence, morphology is concerned with the structure of the word itself (Amalia et al., 2024). Terminologically, morphology refers to a set of rules used to understand the changes in word forms in order to arrive at a specific meaning or pronunciation. For example, from the root word “ضرب” (*ḍaraba*), various derived forms can be produced, each conveying different meanings depending on the context (Al-Shamsān, 2004). Morphology is also known by the term *taṣrīf*, which means alteration or transformation in form. In the book *al-Kīlānī* by ‘Alī Ma‘šūm, *taṣrīf* is defined as: transforming the original form of a word into another form to obtain the intended meaning. Understanding key terms such as *al-wazn* (pattern), *al-mawzūn* (the word being measured), and *al-taṣrīf* (form change) is essential for mastering this science (Rahman, 2021).

Morphology (*ṣarf*) is divided into two main types (Saputra et al., 2022). The first is technical morphology (*al-taṣrīf al-iṣṭilāḥī*), which involves changing the form of a word from the past tense verb to other forms such as the present tense, verbal noun (*maṣdar*), active participle, imperative verb, and others. Examples of this include transforming the word *kataba* (he wrote) into *yaktubu* (he writes), *kitābatan* (writing), *kātibun* (writer), *maktūbun* (written), *uktub* (write!), and *lā taktub* (do not write). The second type is linguistic morphology (*al-taṣrīf al-lughawī*), which refers to changing the form of a word according to the pronouns, encompassing number (singular, dual, plural) and gender (masculine or feminine). Examples include: *fa‘ala – fa‘alā – fa‘alū – fa‘alat – fa‘altu – fa‘alnā*, and others (Mustafa & Hashim, 2019).

## **2. The Talking Stick Learning Method**

A teaching method (Pottinger, 2024) is a strategic, systematically designed step intended to deliver instructional material effectively (Zubaidi & Untoro, 2022). In practice, the educational process involves active interaction between the teacher, students, and learning resources within a supportive environment (Faizah & Kamal, 2024). The teacher plays an important role in selecting a method that matches the characteristics of the students to ensure the learning process runs optimally (Hossain & Kawsar, 2024).

Commonly used teaching methods include lectures, discussions, question-and-answer activities, group work, role-playing, simulations, drills, and even the expert-guest method (Sudjana, 2004). Among the engaging and interactive teaching methods is the Talking Stick method. This technique is a cooperative learning strategy that uses a stick as a tool: the student who holds the stick is responsible for answering questions or continuing the recitation of the material being learned (Zalfiya, 2018).

This method has several advantages, including encouraging all students to participate actively, building self-confidence in speaking in front of the class, and training students to be courageous—especially those who tend to be passive (Adelina et al., 2024). The classroom atmosphere also becomes more lively and communicative due to the combination of play and learning, enabling students not only to understand the material

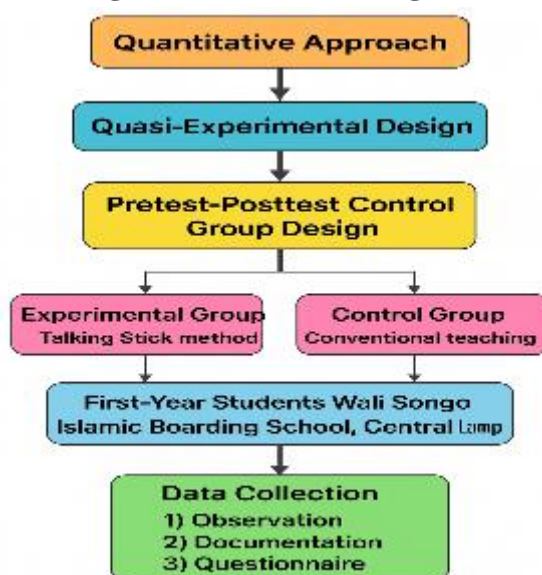
but also to develop social and communication skills (Nur, 2019). The steps for implementing this method begin with: 1) preparing the tools such as the stick, instructional materials, and music or recitation of the conjugation; 2) presenting the learning material; 3) conducting the activity using the stick accompanied by music or recitation; 4) reinforcement and drawing conclusions; & 5) evaluation and reflection. This method possesses several strengths, such as enabling the teacher to assess students' readiness, motivating students to learn, and creating an enjoyable classroom atmosphere. However, it also has some weaknesses, including the possibility that some students may feel anxious if they are unprepared, difficulty in responding, and the potential for classroom disorder if the activity is not well managed.

## **RESEARCH METHODS**

This study employed a quantitative approach using a quasi-experimental design. The design applied was the Pretest–Posttest Control Group Design, which consisted of two groups: an experimental group that was taught using the Talking Stick method, and a control group that was taught using the conventional teaching method. The subjects of this research were first-year students at Wali Songo Islamic Boarding School, Central Lampung. They consisted of two classes: Class 1A as the experimental group and Class 1B as the control group, with each class containing 20 students.

Data were collected using three techniques: 1) Observation, to monitor learning activities and student participation; 2) Documentation, to record the learning process; and 3) Questionnaires in the form of pretests and posttests to measure students' understanding before and after the implementation. The test instrument was validated by a subject-matter expert, and its reliability was tested through a try-out procedure. The data were analyzed using a normality distribution test and a t-test to determine the significance of the difference in learning outcomes between the experimental and control groups.

**Figure 1.0 Research Diagram**



**RESULTS AND DISCUSSION**

**1. Instrument Validity Test**

This research demonstrates the instrument’s ability to measure what it is intended to measure. In this study, the validity of the measuring instrument for variable X (Talking Stick method) and variable Y (understanding of Arabic morphology) was tested using the Pearson Product Moment correlation coefficient.

The analysis results showed that all questionnaire items had a calculated *r* value greater than the table *r* value (0.361) at the 5% significance level (N = 30). This indicates that all items are valid and suitable for use.

**Table 1.0**

Validity Test of the Measuring Instrument for Variable X (Talking Stick Method)

<b>Item</b>	<b>r Hitung</b>	<b>r Tabel (N = 30)</b>	<b>Sig. (2-tailed)</b>	<b>Keterangan</b>
X.1	0.720	0.361	0.000	Valid
X.2	0.679	0.361	0.000	Valid
X.3	0.736	0.361	0.000	Valid
X.4	0.736	0.361	0.000	Valid
X.5	0.745	0.361	0.000	Valid
X.6	0.725	0.361	0.000	Valid
X.7	0.705	0.361	0.000	Valid
X.8	0.691	0.361	0.000	Valid
X.9	0.699	0.361	0.000	Valid
X.10	0.695	0.361	0.000	Valid

All calculated *r* values are greater than the table *r* values, with a significance level less than 0.05. This means that all questionnaire items are valid and appropriate to be used as research instruments.

**Table 1.1**

Validity Test of the Measuring Instrument for Variable Y (Understanding of Arabic Morphology)

<b>Item</b>	<b>r Hitung</b>	<b>r Tabel (N = 30)</b>	<b>Sig. (2-tailed)</b>	<b>Keterangan</b>
Y.1	0.717	0.361	0.000	Valid
Y.2	0.826	0.361	0.000	Valid
Y.3	0.840	0.361	0.000	Valid
Y.4	0.784	0.361	0.000	Valid
Y.5	0.904	0.361	0.000	Valid
Y.6	0.691	0.361	0.000	Valid
Y.7	0.688	0.361	0.000	Valid
Y.8	0.719	0.361	0.000	Valid

All items of the measuring instrument for variable Y showed that the calculated *r* value was greater than the table *r* value, with a significance level below 0.05. This means

that all items are valid and can be used to measure the understanding of Arabic morphology.

## 2. Normality Test

The normality test is used to determine whether the residual data follow a normal distribution, which is a prerequisite for parametric statistical analysis. The test was conducted using the Kolmogorov–Smirnov test on the unstandardized residual data.

**Table 1.2**  
 Results of the Normality Test

<b>Statistik</b>	<b>Nilai</b>
N	30
Mean	0.000
Std. Deviation	2.647
Most Extreme Differences (Abs)	0.123
Sig. (2-tailed)	0.200

Since the significance value ( $p = 0.200 > 0.05$ ), the residual data follow a normal distribution; therefore, parametric statistical testing can be continued.

## TESTING THE EFFECTIVENESS OF THE TALKING STICK METHOD

### 1. Experimental Class

The effect of the Talking Stick method was measured using a **Paired Sample t-test** on the students' pretest and posttest scores.

**Table 1.3**  
 Paired Sample Test Results for the Experimental Class

<b>Statistik</b>	<b>Pre-Test</b>	<b>Post-Test</b>
Mean	71.20	78.13
Std. Deviation	3.624	3.560
Korelasi	0.832	
Sig. (2-tailed)		0.000
Selisih rata-rata		6.933
t hitung		-18.228
df		29

An increase of 6.93 points in the mean score was observed, and the  $p$  value was  $0.000 < 0.05$ , indicating a statistically significant difference. Accordingly, the Talking Stick method proved effective in improving students' understanding of Arabic morphology.

### 2. Control Class

For comparison, a similar test was conducted on the class taught using the traditional method.

**Table 1.4**  
 Paired Sample Test Results for the Control Class

<b>Statistik</b>	<b>Pre-Test</b>	<b>Post-Test</b>
Mean	70.67	71.07
Std. Deviation	2.746	2.449
Korelasi	0.855	
Sig. (2-tailed)		0.136
Selisih rata-rata		0.40
t hitung		-1.533
df		29

Only a 0.4-point increase was observed, and the *p* value was  $0.136 > 0.05$ , which means the difference is not statistically significant. This indicates that the traditional method has no substantial effect on the understanding of Arabic morphology.

**Figure 2.0 Learning activity using the Talking Stick method**



**Figure 2.1 Classroom atmosphere during implementation**



The research results show that the Talking Stick method has a significant effect on improving students' understanding of Arabic morphology in the first-year class. This effect is evident from the large differences between the pretest and posttest scores in the experimental class, while no meaningful difference was observed in the control class. This suggests that applying the Talking Stick method contributed to changing students' level of understanding. This effect arises because the Talking Stick method encourages active participation, builds students' confidence in speaking in front of an audience, and strengthens memory through the combination of physical and verbal interaction. Since learning Arabic morphology requires practice with word forms and their variations, this method proved effective in helping students understand the material comprehensively.

Theoretically, these findings align with the perspective of cooperative learning theory, which emphasizes the importance of active student participation in an enjoyable learning

environment to enhance motivation and achieve better learning outcomes. The Talking Stick method, as part of this approach, encourages students to speak and participate more actively and interact directly. This is consistent with the findings of Sugesti (2022), who showed that the Talking Stick tool is effective in improving speaking skills among preschool children, creating more active communication during the learning process. Similar studies were conducted by Endriani (2020), who demonstrated that the Talking Stick method can enhance students' effectiveness in the subject of Civic Education (PPKn). Additionally, the study by Nelanti et al. (2019) found that this method is capable of developing creative thinking skills and improving understanding in Natural Science (IPA). Therefore, this study extends previous findings and provides a new contribution by applying the Talking Stick method in the context of learning Arabic morphology within Islamic educational institutions—an area that has not been extensively explored before.

## **CONCLUSION**

Based on the results of the research conducted, it can be concluded that the Talking Stick method has a significant effect on improving students' understanding of Arabic morphology in the first-year class at Wali Songo Islamic School in Central Lampung. This is evidenced by the validity test results, which confirmed that all items of the measuring instrument for variables X and Y were valid, as well as the normality test, which showed that the data followed a normal distribution.

In the experimental class that used the Talking Stick method, the mean score increased by 6.93 points from the pretest to the posttest, with a significance value of 0.000, indicating a highly significant difference. Meanwhile, in the control class, the increase was only 0.40 points, and no statistically significant difference was found.

One limitation of this study is that it did not explore in depth the context of learning Arabic morphology within religious educational settings. Therefore, it is recommended that future studies employ a qualitative approach to further explore various aspects related to the implementation of the Talking Stick method. A qualitative method can provide deeper insights into how this method affects classroom dynamics, student interaction, and other factors that contribute to improved understanding of the material. Thus, future research can uncover additional dimensions concerning the effectiveness of this method in broader contexts.

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