

IMPLEMENTATION THINK PAIR SHARE AND TALKING STICK METHOD TO IMPROVE ARABIC SPEAKING ABILITY OF CLASS 2 KULLIYYATUL MU'ALLIMAT AL-ISLAMIYYAH ISLAMIC BOARDING SCHOOL RAUDHATUS SALAAM BERBAH YOYAKARTA

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ABSTRACT

This study strives to enhance proficiency in Arabic speech by utilizing two methods, Think Pair Share and Talking Stick. The research method was used Classroom Action Research (PTK). Which involved 11 students of class 2 KMI at Raudhatus Salaam Islamic Boarding School Berbah, Yogyakarta. And consists include of planning, action, observation, an reflection stages. This study shows that the application of Think Pair Share and Talking Stick method can improve students' Arabic speaking skills. An examination of the observation records of teacher and student activities during Arabic class, using Think Pair Share and Talking Stick method. Supported is effectiveness with a success rate of 87%. With this method can be significant effect on the development of speaking skills.

Keywords: Speaking Skills, Talking Stick Method, Think Pair Share Method.

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara bahasa Arab dengan menggunakan hybrid antara dua metode, yakni Think Pair Share dan talking Stick. Metode penelitian yang digunakan adalah penelitian tindakan kelas (PTK) dengan melibatkan 11 siswi kelas 2 KMI di Pondok pesantren Raudhatus Salaam Berbah, Yogyakarta. Penelitian ini mencakup tahap perencanaan, tindakan observasi dan refleksi. Dalam penelitian ini menunjukkan bahwa penerapan metode Think Pair Share dan Talking Stick dapat meningkatkan kemampuan berbicara siswi selama kelas bahasa Arab. Dan dengan menggunakan dua metode ini dapat mendukung efektifitas pembelajaran dengan tingkat keberhasilan 87%. Penggunaan dua metode ini berpengaruh secara signifikan terhadap perkembangan kemampuan berbicara bahasa Arab.

Kata Kunci: Kemampuan Berbicara, Metode Talking Stick, Metode Think Pair Share.

A. Introduction

In addition to grammar which is an important element in Arabic language learning, (Amin, 2023b) the

Arabic language learning process can also be carried out in terms of four skill indicators, namely speaking skills, writing skills, reading skills, and

listening skills (Waldi et al, 2023). Of these four skills, there is continuity between others. Speaking skills it self is a component that is often used, especially in daily activities (Alfian et al., 2022). Because by speaking one can exchange thoughts, ideas, or thoughts between one another (Marlius et al., 2021).

However, in the Arabic language learning process it self, there are several obstacles to speaking skills. Among the obstacles found are sometimes students are shy when expressing sentences in Arabic, afraid there are mistakes in spelling words, lack of confidence in pronouncing Arabic, or the absence of students' courage in speaking during Arabic speaking practice and also often repetition of the same vocabulary in pronunciation caused by students not knowing the true meaning of certain sentences (Maghfur & Ahmad, 2023).

The researcher conducted a study at Raudhatus Salaam Islamic Boarding School in Berbah Yogyakarta, Indonesia. The study focused on Class 2 KMI, which is a beginner level Arabic language class. The students in this class are already familiar with some Arabic vocabulary and terms. During the observation of

Arabic language learning activities, it was noticed that the teacher did not use any specific method or strategy to deliver the material. This lack of a structured approach impacted the students' interest and enthusiasm in the teaching and learning process.

It is essential for teachers to be adept at delivering material to students, especially in light of the challenges faced by students and teachers alike. As per Briggs and Warger, teachers have a crucial role to play in selecting appropriate learning strategies that can aid students in their learning journey and enable them to achieve their academic objectives. Therefore, it is imperative for teachers to be diligent in their search for innovative and effective teaching methods that can help students learn and grow.

According to Tati Ratnasari et al's article, the use of card media has been examined as a means to enhance Arabic speaking skills at TKQ Tamrinusshibyan. The study found that the application of card media in the learning process led to improvements in the students' attitude towards learning Arabic speaking material, thereby indicating enhancements in their speaking skills.

(Ratnasari et al., 2023). And according to Nisa and Retno in their research which discusses the improvement of speaking skills with the application of the electric method of the game "Guess Your Partner" at MAN Kendal, they get satisfactory results with a percentage increase of 8.51% with the enthusiasm of students and the increasing courage of students in expressing words in Arabic. (Nisa ' & Irawati , 2015) Meanwhile, according to Nahjah and Qomriyah in their research which applies the question and answer method in improving Arabic speaking skills at MAN Hasyim Asy'ari, it is found that this method can increase the effectiveness of students' speaking skills with the expression that students can release freely during the teaching and learning process.(Najahah&Qomariyah, 2023)

It is interesting to note that lack of proficiency in Arabic among students is an issue that can be attributed to teachers' inability to deliver the material effectively. According to a recent article, this is largely due to the absence of innovative teaching methods that can make the learning atmosphere more engaging. To tackle this problem, researchers have identified two methods that have the

potential to be effective in this regard - the Think Pair Share method and the Talking Stick method. The former involves students working in pairs to discuss a topic, which can help improve their speaking skills by providing an opportunity to converse with their peers in Arabic. This approach can also help in building confidence and encouraging students to express themselves more fluently in the language. (Inayati et al., 2022). of all these problems, then packaged in an article entitled Implementation of Think Pair Share and Talking Stick Methods to Improve Arabic Speaking Ability of Class 2 KMI Raudhatussalam islamic Boarding School Yogyakarta.

B. Method

The research method used in the research is Classroom Action Research, also known as classroom action research (PTK). It is based on the Kurt Lewin model, which consists of four stages: planning, acting, observing, and reflecting. (Sumadayo, 2013).

Subjects and Objects of Research

It seems that the research in question is focused on class 2 Kulliyatul Mu'allimat, which consists of 11 students and is the equivalent of

a grade 8 junior high school. The research was conducted during the 2023-2024 school year at the Raudhatus Salaam Berbah Islamic Boarding School in Yogyakarta. The objective of the research is to improve the speaking ability of KMI 2nd grade students at Pondok Raudhatussalam Berbah through the use of Think Pair Share and Talking Stick methods, and the activity and results of this learning will be observed and analyzed.

Research Procedure

The class action research process for this problem was carried out thoroughly with the application of one cycle because with one action the researcher felt sufficient with the results obtained. The comparison obtained by researchers is based on the students' Arabic oral exam scores. The implementation procedures that have been carried out are as follows:

1. Planning

Beginning with making a lesson plan (RPP) for the material to be delivered which has been adapted to the combination of the Think Pair Share and talking Stick methods. And there are additions from other methods such as lecture and exercise methods. Furthermore, making observation sheets, observation

guidelines, and field note formats, prepare materials, and documenting each activity.

2. Acting

The step that is carried out after planning all the necessary things is the implication of the plan that has been prepared by guided by the previously prepared lesson plan. At this stage, researchers conducted research on students during the teaching and learning process with the implementation of the Think pair share method and the Talking Stick method.

3. Observation

The observation was conducted simultaneously with the implementation of the action. The author applies a hybrid between the think pair share method and the talking stick method in this learning process. What the researcher used in analyzing was an observation sheet and recording the learning process that took place in field notes. At this stage, the author also assesses the students' Arabic speaking ability with oral tests that have been prepared.

4. Reflection

The reflection process is carried out by discussing with the material

teacher the field notes obtained during the teaching and learning process. From the field notes and observation sheets obtained, researchers and teachers evaluated the implementation of learning, and then identified problems that arose during the learning process. Then, solutions to the problems obtained were arranged.

Data Collection Technique

In this study, the data collection techniques used were:

1. Observation Technique

The observation technique was used to observe the implementation of learning Arabic speaking skills using the Think pair share method and the Talking Stick method. The observation technique is carried out by using the observation sheet that has been prepared. The results of these observations can be obtained as data on the implementation of learning speaking skills without using the Think pair share method and talking Stick method and by using these methods.

2. Test Technique

The test technique was carried out to find out the students' speaking skills by paying attention to the fluency, pronunciation, intonation, choice of words used, and courage of the students when applying the think pair share and Talking stick methods and when not using the two methods. The test technique is given by the teacher through an oral test which is carried out during speaking practice

3. Field note technique

The field note technique is an effective way to document the challenges faced during the learning process, regardless of whether the Think Pair Share and Talking Stick methods are used or not. This technique takes the form of a formulaic report and is used to officially report on the implementation of learning with these methods. It also helps to track and record information about the observations made on student learning activities before and after the implementation of these methods.

Data Analysis Technique

The analysis technique used is a quantitative descriptive data analysis technique with percentages. The formula used to calculate the activity

$\frac{\text{Student learning activity score}}{\text{Maximum score}} \times 100\%$

score on the results of analyzing students' speaking ability is:

Learning outcomes obtained from tests, the value of cognitive learning outcomes calculated using the following formula:

Action Success Criteria

1. Improving Student Learning Activity

$\frac{\text{Student achievement results}}{\text{Maximum score}} \times 100$

The category of student learning activities is reviewed from each aspect designed by the author by summing the student's acquisition score divided by the maximum score multiplied by 100%. The success indicator is if the average score of classical student learning activities reaches at least 70%. Improving Student Learning Activity.

2. Improving student learning outcomes

The indicator of the success of this action is if at least 70% of the number of students get a cognitive learning outcome score above the *KKM* or a score of 70.

C. Result and Discussion

Before discussing the results of the research that has been analyzed,

the researcher will explain the hybrid implementation of Think pair Share method and Talking Stick method.

Think Pair Share and Talking Stick Learning Model

The ability to speak is one of the efforts to pronounce articulations of sounds or words to express and convey thoughts, ideas, and emotions (Amin, 2023). and to improve this skill requires several actions taken by the teacher. Among the actions that must taken by teacher is teaching full of creativity by applying learning methods that are by Arabic speaking material. Among the methods that are suitable for learning this speaking skill are Think pair Share method and Talking Stick method. With the following application are below:

- a) Teacher prepares tools and materials to taught
- b) Opening learning process with the teacher
- c) The teacher presents material to teach
- d) Teacher asks the students to find their partner with whom they will talk later
- e) Teacher gives the students tie to discuss the material that has been taught

- f) Teacher provides sufficient discussion time between students (Agus, 2016).
- g) The teacher hands the stick to one of the students
- h) The teacher starts singing an Arabic song followed by all students
- i) Along with singing the song, the teacher asks the students to shift the stick to their friends turn
- j) When the teacher stops singing the song, the last student holding the stick invites to come forward with her group
- k) Students come forward with their groups to presents the results of the discussion that has been done before
- l) After a group finishes the result of their discussion, then continue until all groups get their turn to come forward and present the results of their discussion (Wahyudi & Khofifah, 2022).

The following is an overview of some of the practices of the Think pair share and talking stick methods in improving the Arabic speaking skills class 2 KMI at Islamic Boarding School Raudhatus Salam Berbah.

Picture 1. Teacher explain the lesson

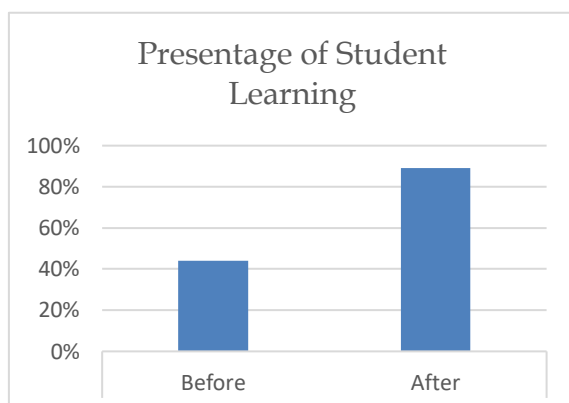


Picture 2. Students present their discussion results

Classroom Action Research Results

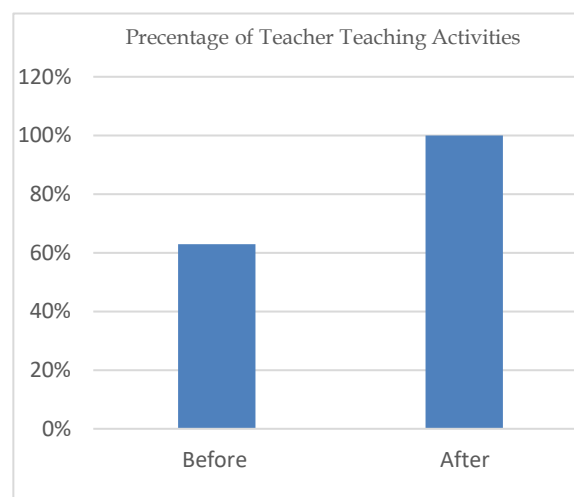
The action taken in this study is learning Arabic by applying Think Pair Share and Talking Stick methods with the aim of improving speaking skills, especially in Arabic language material. The ability test was held during the teaching and learning process. And the assessment criteria used by researchers in assessing the ability of students to speak Arabic includes several aspects, namely: (1) Fluency, (2) Pronunciation, (3) Intonation, (4) Arabic Word Selection, and (5) Courage.

Based on the results of the researcher's observation, that the implementation of speaking skills learning activities using the Think Pair share and talking stick methods has been successfully implemented. The researcher's observation was carried out twice. In the first observation, the researcher observed the teaching and learning process of Arabic speaking skills without the application of Think Pair Share and talking stick methods, and in the second observation, the researcher observed the process and learning outcomes by using Think Pair Share and talking stick methods. From both, it can be concluded that there is a significant improvement. In terms of



learning activities before the application of the Think Pair Share and Talking Stick methods reached a percentage of 63% in terms of teacher teaching, and 44% of student learning activities. And after the application of this method, an increase in terms of

learning activities was obtained in the amount of 100% in terms of teacher teaching, and 89% of student learning activities.



From this data, it can be concluded that the percentage of learning implementation has increased and has reached the predetermined success indicators of the research. Here is the presentation in diagram form.

Chart 1. Percentage of Teacher Teaching Activities

and the following is a diagram based on the increase in student activity during the learning period.

Chart 2. Presentage of Student Learning

When viewed from the learning outcomes of students without applying the Think Pair share and Talking Stick methods, the number of students who completed as many as 7 students out

of 11 students. Student learning completeness is obtained if the score obtained is not less than the specified *KKM* which is below 70. The following are the scores obtained by students without the application of Think Pair Share and Talking Stick methods.

Table 1 Student learning outcomes before application of the method

No.	Student	Amount	Mark
1.	A	12	80
2.	B	11	73
3.	C	9	60
4.	D	9	60
5.	E	11	73
6.	F	13	87
7.	G	13	87
8.	H	12	80
9.	I	9	60
10.	J	8	53
11.	K	14	93
AVERAGE		121	73

And after the application of Think pair share and Talking Stick methods, an increase in student learning outcomes was obtained, all students achieved scores above the predetermined *KKM*, the following results were achieved by students after the application of the Think pair share and Talking Stick methods.

Table 2 Student learning outcomes after application of the method

No.	Student	Amount	Mark
1.	A	13	87
2.	B	13	87
3.	C	12	80
4.	D	11	73
5.	E	13	87
6.	F	14	93
7.	G	15	100
8.	H	12	80
9.	I	13	87
10.	J	12	80
11.	K	15	100
AVERAGE		143	87

From the results of the analysis obtained, the researcher concluded that the hybrid between the Think pair share method and the talking stick method is very influential in improving the learning ability of class 2 KMI at the Islamic Boarding School Raudhatus Salaam Berbah. both in teaching and learning activities, as well as the learning outcomes obtained by students.

D. Conclusion

Based on the results of the study, the Think Pair Share and Talking Stick methods can improve the speaking skills of Class 2 KMI

students at Islamic Boarding School Raudhatus Salaam Berbah Yogyakarta. With the achievement of the final score of 87% with the achievements obtained, it can add confidence that the implementation of these two methods is very accurate in improving students' speaking skills because this method can foster the courage and talent of female students who have been latent. The thing that refers to the courage of students in speaking Arabic, especially in the application of this method is the obligation for all students who are present to come forward and express their opinions using Arabic.

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