The Effect of Using the Talking Stick Strategy on Increasing Students' Motivation to Learn Arabic

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Abstract:

Effective learning strategies are the key to motivating students in the midst of increasingly complex educational challenges. Without sufficient motivation, students' learning potential is difficult to develop, even though the teaching methods used are very diverse. This study aims to analyze the effect of using the Talking Stick strategy to increase students' learning motivation. This research uses a quantitative approach. This approach is applied to certain samples or populations, whether randomly selected or not, with data collection using instruments and quantitative data analysis. The type of research used is experimental, which aims to determine the effect of an action and test hypotheses regarding the comparison of the effects of these actions. The results of this study indicate that the use of the Talking Stick strategy has a significant effect on increasing student learning motivation, with a significance value of 0.000, which means <0.05, so Ha is accepted and H0 is rejected. Significant differences can be seen from the comparison of pretest and posttest questionnaire results, where the pretest showed a value of 22.15 (44%, sufficient motivation) and the posttest reached 36.85 (74%, high motivation). This shows an increase in student motivation after being given the treatment, from the moderate category to the high.

Keywords: *learning strategies, learning motivation, Arabic language*

Abstrak:

Strategi pembelajaran yang efektif menjadi kunci utama dalam membangkitkan motivasi siswa di tengah tantangan pendidikan yang semakin kompleks. Tanpa motivasi yang cukup, potensi belajar siswa sulit untuk berkembang, meskipun metode pengajaran yang digunakan sudah sangat beragam. Penelitian ini bertujuan untuk menganalisis pengaruh penggunaan strategi Talking Stick untuk meningkatkan Motivasi belajar siswa. Penelitian ini menggunakan pendekatan kuantitatif. Pendekatan ini diterapkan pada sampel atau populasi tertentu, baik yang terpilih secara acak maupun tidak, dengan pengumpulan data menggunakan instrumen dan analisis data kuantitatif. Jenis penelitian yang digunakan adalah eksperimen, yang bertujuan untuk mengetahui pengaruh suatu tindakan dan menguji hipotesis mengenai perbandingan pengaruh tindakan tersebut. Hasil penelitian ini menunjukkan bahwa Penggunaan strategi Talking Stick memiliki pengaruh signifikan terhadap peningkatan motivasi belajar siswa, dengan nilai signifikansi 0,000 yang berarti < 0,05, sehingga Ha diterima dan H0 ditolak. Perbedaan signifikan terlihat dari perbandingan hasil angket pretest dan posttest, di mana pretest menunjukkan nilai 22,15 (44%, motivasi cukup) dan posttest mencapai 36,85 (74%, motivasi tinggi). Ini menunjukkan peningkatan motivasi siswa setelah diberikan perlakuan, dari kategori cukup menjadi tinggi.

Kata Kunci: *Strategi Pembelajaran, Motivasi Belajar, Bahasa Arab*

INTRODUCTION / المقدمة

Education plays a crucial role in today's competitive and challenging era. This is due to the main function of education, which is to hone and develop the potential of students so that they are ready to face various problems in life. This ability becomes very important, especially when they begin to interact and adapt in social life. The essence of education lies in the learning process (Sidorkin, 2011; Trygu, 2020; Yufarika, 2023). In order for learning objectives to be achieved optimally, motivation is needed to encourage students to learn. This motivation plays an important role because it can change the energy in a person, which then motivates them to take actions that make students more actively involved in teaching and learning activities.

According to Hussein (2020), who concludes that someone will succeed in learning if within himself there is a desire or urge to learn. Based on this statement, the urge to learn is very important, where the urge is the motivation that exists in humans. In the course of learning activities, motivation is very important, and students need to have high motivation in order to achieve learning success, and what is desired can be achieved. Putri (2023) also argues that if students have high learning motivation, these students will achieve good learning outcomes and achievements. Motivation is the strength or drive in a person to be able to do something to achieve the goals they want to achieve. In learning, the level of perseverance of students is in the motive by strong and weak learning motivation (Ludwig, V. U., Nagengast, B., & Traut, 2019). According to Maslow, in his book entitled Motivation and Personality states that motivation is seen from needs, such as the need for interest in learning, to be encouraged because they want high scores.

Learning motivation is also influenced by two factors: internal factors and external factors. Internal factors are factors that come from within students, which include intelligence, interests, talents, emotions, physical, and attitudes (Djarwo, 2020; Jarusalem, 2019). Intelligence in the educational process is very important because it can determine whether or not a person is successful in learning. High interest or desire tends to attract someone to do certain things. As for external factors, namely factors that come from conditions outside students, including family, school, and society. Family factors that can affect the learning process of students such as parenting by parents, how parents educate, and the atmosphere of the house (Davies, 2022; Pacheco-Vega, 2020). Environmental factors at school can also influence, for example, the methods used by teachers, relationships between students. Factors of the community environment can also affect the learning process, such as playmates.

According to Faradita (2019) who teachers have the responsibility to increase learning motivation, among others, by applying and developing innovative and fun learning methods. Talking Stick Strategy is a learning method that uses a stick as a tool to determine students' turns to give opinions or answer questions after learning the material. This approach makes it easier for students to understand the subject matter and makes the learning process more interesting and fun (Tafonao, 2021). With active, creative, effective, interactive, and fun characteristics, this strategy helps students understand concepts better and makes the material easier to remember in their cognitive structure.

Effective learning is inseparable from the role of the teacher, and learning that involves students, in this case needed in Arabic language subjects, where learning effectiveness is needed to increase learning motivation so that learning achievement is achieved well. One of the subjects taught at SMP N 1 Hiliran Gumanti is Arabic. This subject is one of the subjects that is less interesting according to students, so when learning takes

place, many students are not enthusiastic about learning Arabic, and monotonous teachers use lectures so that students become passive.

Based on the results of observations made that Arabic learning activities seem boring because when learning takes place, many students do not pay attention and are not in a position to learn. This is evidenced by the presence of students who chat, walk around and joke when learning is taking place besides that some students do not understand the material presented by the teacher and the teacher is still monotonous using lecture, question and answer and assignment methods so that it cannot attract the attention and motivation of students to pay attention to ongoing learning. Therefore, to facilitate and attract the attention of students, teachers need to use new and fun learning strategies so as not to seem bored. Therefore, the researcher tried to apply an adaptation strategy of cooperative learning to see the effect of the strategy.

RESEARCH METHOD / المنهجية

This research was conducted at SMP Negeri 1 Hiliran Gumanti, focusing specifically on grade VIII students as the unit of analysis. The school was selected due to its consistent efforts in integrating innovative learning strategies into Arabic language instruction, while still facing notable challenges in sustaining students' motivation, particularly in speaking and active participation. This study employed a quantitative experimental design aimed at measuring the effectiveness of the Talking Stick strategy in improving students' motivation to learn Arabic (Sugiyono, 2019). This approach is appropriate for examining causal relationships and testing hypotheses regarding the impact of specific teaching interventions on measurable learning outcomes.

Two classes were purposefully selected based on teacher recommendations and prior academic performance profiles. Class VIII-2 served as the experimental group and was taught using the Talking Stick strategy, while Class VIII-1 served as the comparison group and used the Talking Chips strategy. Both strategies are cooperative learning techniques intended to promote engagement, but the Talking Stick method emphasizes structured turn-taking and verbal expression. The intervention lasted for four instructional sessions, each consisting of 80 minutes of classroom implementation.

The main instrument used in data collection was a learning motivation questionnaire developed based on indicators of intrinsic and extrinsic motivation in language learning, validated by Arabic language education experts. The questionnaire was distributed before and after the treatment to both groups to measure changes in students' motivation. The collected data were analyzed using descriptive and inferential statistics, including normality testing, paired sample t-tests, and independent sample t-tests, to examine the significance of differences within and between groups. This research adheres to ethical research procedures, ensuring that student participation was voluntary, and that confidentiality was maintained. By using a rigorous experimental design and reliable instruments, the study aims to provide empirical evidence on the effectiveness of the Talking Stick strategy in enhancing Arabic language motivation at the secondary school level.

FINDINGS AND DISCUSSION / نتائج البحث و المناقشة
Finding

Data from the pre-test and post-test questionnaires administered to both the experimental and control classes provide a clear basis for descriptive analysis to assess

changes in students' learning motivation. Prior to the intervention, both groups displayed relatively similar levels of motivation, categorized as "sufficient," with average scores of 22.15 for the experimental class and 22.48 for the control class. Following the implementation of the Talking Stick strategy in the experimental group, a substantial increase in motivation was observed, as reflected in the post-test average score of 36.85 (74%), placing it in the "high" category. In contrast, the control group, which continued with conventional instruction, showed only a slight improvement, reaching an average score of 24.28 (50%), still within the "sufficient" category. These findings, summarized in the following table, indicate a notable difference in learning motivation between the two groups after treatment, suggesting the effectiveness of the Talking Stick strategy in enhancing students' engagement and enthusiasm in learning Arabic.

Table 1: Descriptive Analysis

Descriptive Analysis	Pre-Test		Post-Test	
	Experiment	Control	Experiment	Control
Highest Score	29	27	44	31
Lowest Score	15	16	29	20
Number of samples (n)	20	21	20	21
Average ($\bar{X}$)	22,15	22,48	36,85	24,28
Percentage	44%	45%	74%	50%
Description Motivation	Enough	Enough	High	Enough

Based on the table above, it can be seen that before being given the treatment, there is a significant difference between the average motivation of students learning Arabic in the experimental class and the control class. The average motivation in the experimental class was 22.15 with a percentage of 44%, which fell into the sufficient category, while in the control class, the average motivation was 22.48 with a percentage of 45%, also in the sufficient category. After the treatment, where the experimental class used the Talking Stick strategy and the control class used the conventional learning model, the average motivation of the experimental class increased to 36.85 with a percentage of 74%, which was in the high category, while in the control class the average motivation was 24.28 with a percentage of 50%, still in the moderate category. This shows that the motivation to learn Arabic in the experimental class is higher than in the control class.

Because the posttest data from the experimental and control classes were normally distributed and homogeneous, this study continued with the t-test.

Table 2: Independent Samples Test Results

Independent Samples Test									
		Equality of Variances		t-test for Equality of Means					
								Interval of the	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Motivasi Belajar	Equal variances assumed	0,016	0,900	10,873	39	0,000	11,850	1,090	9,646	14,054
	Equal variances not assumed			10,835	37,645	0,000	11,850	1,094	9,635	14,065

The 2-tailed significance value in the second row is 0.000, which is smaller than 0.05, so H0 is rejected and Ha is accepted. This shows that there is a difference in learning motivation between students who use the Talking Stick strategy and those who use conventional methods. The treatment in the experimental class increased learning motivation, so the motivation score in the experimental class was higher than in the control class. The Talking Stick strategy increased students' learning motivation by increasing their

enthusiasm, engagement, and courage to speak. The use of rotating sticks encourages student focus and readiness. This strategy creates a fun and interactive learning atmosphere, which has a positive impact on students' motivation and learning outcomes in the experimental class compared to the control class.

The Effectiveness of the Talking Stick Strategy in Enhancing Students' Learning Motivation

The results of the descriptive analysis from the pre-test and post-test data reveal a considerable increase in students' learning motivation after the use of the Talking Stick strategy. Prior to the treatment, both the experimental and control classes were within the "sufficient" motivation category, with average scores of 22.15 and 22.48, respectively. This indicates a relatively equal baseline in motivation between the two groups before the intervention. The similarity in pre-test results provided a valid starting point for measuring the effectiveness of the strategy, ensuring that any significant changes observed afterward were not due to initial differences in motivation.

After the implementation of the Talking Stick strategy in the experimental class, the students' average motivation score increased sharply to 36.85, categorizing them in the "high" motivation level. On the other hand, the control class, which continued with conventional learning methods, only slightly improved to 24.28, remaining within the "sufficient" category. This suggests that the strategy had a direct impact on elevating students' enthusiasm and willingness to engage with Arabic language learning. The higher percentage gain (from 44% to 74%) compared to the control class (from 45% to 50%) demonstrates the motivational gap that emerged as a result of the intervention.

The sharp increase in student motivation in the experimental group reflects the effectiveness of active, student-centered learning strategies in foreign language instruction. The Talking Stick strategy provided students with a structured yet engaging format to express their ideas, making them feel valued and involved in the learning process. This aligns with previous studies asserting that cooperative learning strategies contribute significantly to students' affective and cognitive engagement. Thus, it can be concluded that this approach is particularly suitable for enhancing motivation in Arabic language education at the junior high school level.

Statistical Significance of Motivation Differences Between Experimental and Control Groups

The second phase of data analysis involved inferential statistical testing to validate whether the observed differences between the two groups were statistically significant. An independent sample t-test was used to compare post-test scores of the experimental and control classes. The result showed a 2-tailed significance (Sig. 2-tailed) value of 0.000, which is far below the conventional threshold of 0.05. This confirms that the differences in learning motivation are not due to chance or incidental classroom factors but rather the result of the treatment applied—namely, the Talking Stick strategy.

Based on this statistical finding, the null hypothesis (H_0), which posits no significant difference between the two groups, must be rejected. Conversely, the alternative hypothesis (H_1) is accepted, affirming that there is a measurable and meaningful difference in motivation levels between students exposed to the Talking Stick strategy and those taught using traditional methods. This reinforces the conclusion that the intervention had a direct and significant effect on the students' motivation to learn Arabic. The statistical

evidence thus strengthens the descriptive findings and confirms the impact of the strategy.
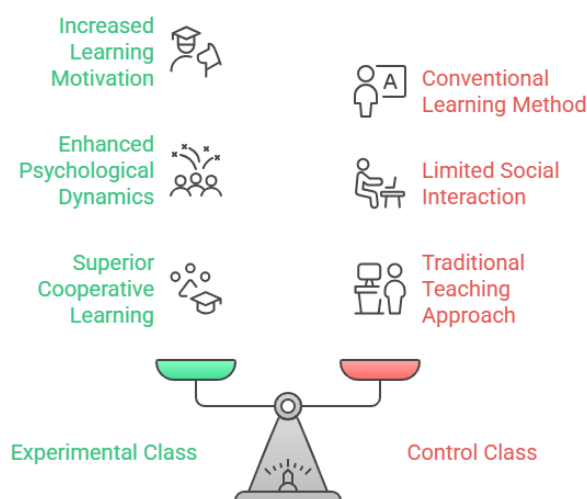

Figure 1. Statistical Significance of Motivation Differences Between Experimental and Control Groups

Furthermore, we can see from the figure 1 above, this result supports previous educational research suggesting that cooperative learning models have significant psychological and motivational benefits for students. The Talking Stick strategy not only activated students cognitively but also stimulated social interaction and a sense of responsibility, as each student had to be prepared to speak. These aspects combined to create a learning environment that not only improved test scores but also addressed deeper motivational dynamics, which are often difficult to achieve in conventional classrooms.

Positive Learning Atmosphere and Behavioral Engagement through Talking Stick Strategy

In addition to quantitative data, classroom observations and teacher reflections provided important qualitative insights into the students' behavioral responses to the Talking Stick strategy. Students in the experimental class showed more enthusiasm, concentration, and readiness during Arabic lessons. The structured format of passing the stick ensured that each student participated actively, which in turn minimized passivity and disengagement often found in lecture-based learning. Teachers also reported an increase in classroom energy, with students showing excitement and a greater willingness to speak, even among those who were typically reserved.

The stick acted as a simple but powerful tool to enhance classroom interaction. It functioned not just as a turn-taking instrument but as a symbol of responsibility and attentiveness. Since no one knew when the stick would be passed to them, students remained alert and mentally prepared. This led to higher verbal participation, especially in vocabulary drilling and simple sentence construction exercises. Such behavioral changes demonstrate that the strategy not only enhanced intrinsic motivation but also addressed anxiety, built speaking confidence, and improved listening skills—all crucial elements in language acquisition.

The development of a more dynamic, engaging, and student-centered atmosphere contributed significantly to the observed outcomes. Unlike traditional classrooms where only a few students dominate discussions, the Talking Stick method democratized classroom communication. It offered every student a voice, leading to equitable

participation and peer support. These behavioral indicators, coupled with the statistical increase in motivation scores, confirm that the Talking Stick strategy is an effective pedagogical tool for building both psychological engagement and linguistic competence in Arabic learning.

Discussion

The results of the study showed that the Talking Stick strategy had a significant effect on increasing students' learning motivation in Arabic lessons. This can be seen from the comparison of the pre-test and post-test results between the experimental class and the control class. Before the treatment, both classes were in the same motivation category, namely "sufficient," with an average score of 22.15 in the experimental class and 22.48 in the control class. This relatively equal initial condition provides a fair basis for assessing the impact of the learning strategies applied.

After the experimental class was given treatment using the Talking Stick strategy, there was a significant increase in the motivation score to an average of 36.85 or 74%, which was categorized as "high." In contrast, the control class using the conventional method only experienced a small increase to 24.28 or 50%, remaining in the "sufficient" category. This difference shows that the Talking Stick strategy is able to create a more interesting learning atmosphere and increase students' active involvement in the Arabic learning process. Inferential analysis through t-test showed a significance value (Sig. 2-tailed) of 0.000, far below the threshold of 0.05. This means that there is a statistically significant difference between the learning motivation of students taught with the Talking Stick strategy and those taught conventionally (Haliburton et al., 2023; Prasad & Sagar, 2021; Seiler & Chepyator-Thomson, 2023). Rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_1) confirms that the change in motivation is not coincidental, but is a direct result of the intervention of the learning strategy.

Furthermore, the Talking Stick strategy not only improves the cognitive aspect through higher scores, but also the affective and behavioral aspects of students (Ifrianti et al., 2020; Lachance & Couture, 2019; Novianto et al., 2019). Observations in the classroom showed that students became more active, confident, and ready to participate because they did not know when their turn would be to speak. This fosters awareness of individual and collective responsibility in the learning process. Teachers also reported an increase in class energy and student enthusiasm, especially in vocabulary exercises and simple sentence construction (Sherris et al., 2024; Wijayanti et al., 2019).

In other words, the success of this strategy lies in the student-centered cooperative learning approach. The use of simple tools such as rotating sticks can create positive social interaction dynamics, build self-confidence, and reduce speaking anxiety. This strategy also provides equal participation space for all students, unlike conventional models that tend to be dominated by certain students. Thus, Talking Stick is not only effective in increasing learning motivation, but also becomes a pedagogical alternative that strengthens Arabic language skills through active participation and an inclusive learning environment.

CONCLUSION / الخلاصة

This study concludes that the Talking Stick strategy has a significant and positive impact on increasing students' motivation to learn Arabic, as evidenced by the statistical significance value of 0.000 (<0.05), which confirms the acceptance of the alternative

hypothesis (Ha) and the rejection of the null hypothesis (H0). The most important finding lies in the sharp increase in students' motivation scores from 22.15 (44%, categorized as sufficient) in the pretest to 36.85 (74%, categorized as high) in the posttest after the implementation of the Talking Stick strategy. Scientifically, this research contributes to the growing body of evidence supporting the effectiveness of cooperative and student-centered learning models in language education, particularly for enhancing affective aspects such as motivation, participation, and classroom engagement. However, this study is limited to a single school context with a relatively small sample size, which may affect the generalizability of the results. Further research involving more diverse settings and additional variables such as long-term retention and academic achievement is recommended.

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