Talking Stick Learning Model Assisted by Flashcard Media: Improving Mufradat Learning Outcomes

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ARTICLE INFO	ABSTRACT
	This research aimed to determine the application of the talk stick learning model assisted by flash card media and to determine the level of effectiveness of the talk stick learning model assisted by flash card media in improving mufradat learning outcomes. The study employed a quantitative approach using a one-group pretest-posttest design model. Data were gathered through three methods: (1) watching teacher and student activities during the learning process; (2) using the talking stick model to test what to do before and after; and (3) documenting by gathering research-related documents. The normalcy distribution was used to calculate the One-Sample Shapiro-Wilk Test method, paired sample tests were used to test hypotheses, and N-gain was employed for data analysis. To simplify the process, data analysis was carried out with the help of SPSS 26. This research was conducted at MI Al-Faidizn Buko Poso, Way Serdang class V, totaling 20 students. The research results showed a significance value of 0.000 < 0.05 that Ho was rejected and Ha was accepted, and the N-gain percent value was 85.3492. So the use of the talking stick learning model assisted by flashcard media could improve mufradat learning outcomes.
Keyword	Flash Card; Learning Outcomes; Talking Stick

مستخلص البحث

يهدف هذا البحث إلى تحديد مدى تطبيق نموذج التعلم باستخدام عصا التحدث بمساعدة وسائط بطاقات الفلاش وتحديد مستوى فعالية نموذج التعلم باستخدام عصا التحدث بمساعدة وسائط بطاقات الفلاش في تحسين نتائج تعلم المفردات. كانت طريقة البحث المستخدمة هي المنهج الكمي مع نموذج تصميم الاختبار القبلي والاختبار البعدي لمجموعة واحدة مع تقنيات جمع البيانات في شكل (١) مراقبة أنشطة المعلم والطلاب أثناء عملية التعلم، (٢) اختبار ما يجب القيام به قبل وبعد الاستخدام. نموذج العصا الناطقة، و(٣) التوثيق من خلال جمع الوثائق المتعلقة بالبحث. تم الحصول على تقنيات تحليل البيانات من التوزيع الطبيعي باستخدام صيغة اختبار شابيرو ويلك ذات العينة الواحدة، واختبار الفرضيات من خلال اختبارات العينات المقترنة، وكسب N. لتبسيط العملية، تم إجراء تحليل البيانات بمساعدة SPSS 26. تم إجراء هذا البحث في Way Serdang ،MI Al-Faidizn Buko Poso، الفصل الخامس، بإجمالي ٢٠ طالبًا. أظهرت نتائج البحث قيمة معنوية قدرها ٠,٠٠٠ > ٠,٠٥، حيث تم رفض Ho وتم قبول Ha، وكانت قيمة النسبة المئوية لكسب N. 85.3492. لذا فإن استخدام نموذج التعلم بالعصا الناطقة بمساعدة وسائط البطاقات التعليمية يمكن أن يحسن نتائج تعلم المفردات.

كلمات أساسية	بطاقة الذاكرة المدمجة؛ نتائج التعلم؛ عصا الحديث

INTRODUCTION

The position of the teacher really determines the management of a class. The situation of learning activities in the classroom has a great impact on the achievement or failure of goals. Educators, students and educational goals are the main components of education, all three form a *triangle* that if one of them is missing, then the essence of education is lost (Siti Rukhani n.d.2021). Educating is a professional job. Therefore, teachers as the main actors of education are professional educators (Nata, n.d.2012). The success of school teaching depends on how well the teacher teaches. A teacher's teaching skills are a set of abilities and skills to train and direct students' activities and experiences, assisting them in developing and adapting to their environment (Famila & Maunah, n.d.2014).

A teacher in charge of teaching and educating must have adequate teaching skills to ensure that the teaching and learning environment runs smoothly and that the goals designed are achieved. The ability to choose the right learning model and media is one part of the skills that teachers need to have (Mulyawati & Purnomo, 2021). In fact, in the learning process at MI Al-Faidzin Buko Poso, Way Serdang class V in the Arabic learning process still tends to be passive, also in using learning models and media is still less varied, obtained through unsatisfactory cognitive assessments and resulting in low student mufradat learning outcomes.

Mufradat is very significant in society, both as a way of communicating and as a way of thinking. The most important tool for someone learning a language is their vocabulary, which allows them to construct sentences and accurately convey their thoughts and feelings in both written and spoken forms. While mufradat (vocabulary learning) refers to the range of actions and instructional strategies teachers use to prepare their students; specifically, the methods they use to impart Arabic vocabulary with the goal of helping students learn a large amount of vocabulary and become fluent in the language in daily life (Tasbihah, n.d.2023)

Researchers' observations from July 25, 2022, indicate that students' attendance at Arabic sessions has not been very positive. Students continue to exhibit passive behaviors during the learning process, such as not paying as much attention to the teacher, only hearing the teacher explain things and not wanting to ask questions, not feeling confident enough to voice their opinions, becoming bored easily and not being as excited to follow the lesson plan, not paying enough attention during class, not communicating with teachers or friends, and having relatively low learning outcomes. This is confirmed from the results of an interview conducted by researchers with Mrs. Musrifah, a teacher of Arabic subjects MI Al-Faidzin Buko Poso, Way Serdang District, Mesuji Regency, that the

problems behind the low results of learning Arabic include; The learning models and media applied are less varied so that students get bored quickly and are less enthusiastic in following the learning process, Arabic learning is monotonous (less interesting), students lack respect for teachers, students lack discipline during the learning process, students have not been actively involved in the learning process and in learning the media used is only Arabic package books, markers and whiteboards.

A model and learning media are needed in accordance with what is expected, namely: for the improvement and improvement of student mufradat learning outcomes in Arabic subjects. The learning model is one of the important components in learning (Indrawati n.d.2021). There are several reasons for the importance of learning models, one of which is that an effective learning model is very helpful in the learning process so that learning goals are easier to achieve (Ayu Made Darmayanti & Ketut Adi Kesuma Jaya, 2022). An effective learning model is implemented in the learning process that applies student activity, so that students are more interested in learning (Kharis, 2019). The learning in question is to use the *talking stick learning model*.

According to Agus Suprijono, talking stick learning is a learning model that can encourage students to be confident in expressing their opinions (Suprijono, 2017). The talking stick learning model is a learning model with the help of a stick, who holds the stick must answer questions from the teacher after students learn the main material (Sulastriningsih, 2016). With this model, learning will be more interesting, and students are trained to be more responsible. The application of this talking stick learning model can attract students' attention, reduce boredom and sleepiness because there are elements of play in it that can cause feelings of pleasure and make students motivated to follow the learning process (Kurniasih & Sani, 2016)

In addition to use learning models, using learning media can also affect the interest, memory, and concentration of students in the learning process. Media is anything that can be used to stimulate students' thoughts, feelings, attention, and will, so as to encourage the learning process in students (Prastowo, 2015). Flash card media, according to Alamsyah, can help students understand the material they have learned and can encourage healthy competition among students to read what they see. It can also help students develop an expanded range of views, as they become accustomed to seeing several words written on the card in a single glance, in order to lessen boredom and create a more active and enjoyable learning environment (Said, 2015). This flash card *learning media* is a medium that can help students remember and learn new information (Wahyuni, 2020). With the *talking stick* learning model, assisted by *flash card media,* it is hoped that students will be easier to understand the material and so hopefully student learning results will be more satisfying.

Several studies related to the use of flashcard-assisted talking stick learning models have proven effective in learning. One of them is research conducted by Ida Ayu S and Putu Aditya (2019) proving an improvement in speaking skills after the application of talking stick learning models assisted by flash card media, then research conducted by Winda Noviasari (2017) proved an increase in student learning outcomes after applying the Talking Stick method. Almost the same research was also conducted by Witri Rahmawati (2021), proving that the talking stick learning model improves students' Arabic learning outcomes in learning. The difference between this study and previous research was that this study focused more on improving the learning outcomes of students, and the object of this research was conducted at MI Al-Faidzin Buko Poso, Way Serdang. Consequently, the purpose of this study was to explore how talking stick learning models, in conjunction with flash card media, can enhance the mufradat learning outcomes of grade V students at MI Al-Faidzin Buko Poso, Way Serdang.

METHOD

This study uses a quantitative approach to find out whether the talking stick learning model assisted by flash card media is effectively used in Arabic language learning. type of research in the form of Pretest-Posttest Group design (Hayat, 2021). One Group Pretest-Posttest Design is a research activity that provides *pretest* before treatment, after treatment, then posttest. This design is used because there is a pretest before treatment, the results of the treatment can be known more accurately because it can be compared with the situation before treatment (Fitrianingsih, 2015). (Arikunto, 2010) said, that one group pretest-posttest design is a research activity that provides an initial test (pretest) before being given treatment, after being given treatment then give a final test (posttest). So, it can be concluded that the results of treatment can be known more accurately because it can compare with the situation before treatment. The use of this design is adjusted to the goal to be achieved, which is to find out the results of learning mufradat in Arabic language learning before and after treatment. The potential weaknesses of this quantitative approach are that sometimes based on assumptions, the data must be normally distributed and can only be used to analyze data with the same population and sample.

This research was conducted at MI Al-Faidzin Buko Poso Way Serdang in class V of the even semester of the 2022/2023 academic year which amounted to 20 students. The data collection techniques used are interviews, observations, tests, and documentation. Based on observations made by researchers on July 25, 2022, students have not shown a good response in attending Arabic lessons. In the learning process students still tend to be passive, such as some students

seem to pay less attention to the teacher, students only hear the teacher's explanation and lack of student desire to ask, students still lack confidence in expressing opinions, students get bored quickly and are less enthusiastic in following the learning process, learning concentration is lacking, lack of communication with teachers and friends, and student learning outcomes are still relatively low. This is confirmed from the results of an interview conducted by researchers with Musrifah, S.Pd, a teacher of Arabic subjects MI Al-Faidzin Buko Poso, Way Serdang District, Mesuji Regency, that the problems behind the low results of learning Arabic include; The learning models and media applied are less varied so that students get bored quickly and are less enthusiastic in following the learning process, Arabic learning is monotonous (less interesting), students lack respect for teachers, students lack discipline during the learning process, students have not been actively involved in the learning process and in learning the media used is only Arabic package books, markers and whiteboards. Researchers also conducted interviews with one of the students who got low scores, namely Nabila Yani who admitted about the lack of understanding of Arabic lessons so that it was difficult to do daily tests and caused low learning outcomes because one of the causes was that educators only used monotonous ways in teaching, teachers only gave notes and briefly explained the material given so that it made us (students) feel Arabic learning it is a less interesting and boring subject.

The analysis techniques used in this study are (1) Normality test with One-Sample Shapiro-Wilk Test formula with the help of SPSS 26 to test whether the data used is normally distributed or vice versa (Khatun n.d.2021). The normality test aims to determine whether the research data that has been collected is normally distributed or not, The criteria in normality testing, if the significant level is >0.05 then it can be stated that the population in the group is normal, but if the significant value is < 0.05 then the data is not normal (Sugiyono, 2019). (2) The hypothesis test is intended to determine the effectiveness of the learning model applied through paired sample tests to determine the influence and average value of students, and the effectiveness test to determine the level of effectiveness using the *talking stick* learning model assisted by flash card media. (Fitrianingsih, 2015) Test this hypothesis using paired t-test (Sizi et al., 2021). Paired sample t-test with the help of SPSS application version 26 with the condition of making paired sample t-test test decisions used as follows, If Ha is rejected and H_0 is accepted shows that there is no significant influence between the talking stick learning model assisted by flash card media on the learning outcomes of MI Al-Faidzin class V, and if Ha is accepted and H_0 is rejected shows that there is a significant influence between the talking stick assisted learning

model flash card media on the learning outcomes of MI Al-Faidzin class V mufradat. (Sugiyono, 2019)

Here are the concrete steps of normality data using SPSS 26. The following is the distribution of pretest and postest normality data, aiming to find out whether the distribution of normal data is distributed.

Table 1. Distribution of data on the normality

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest hasil belajar mufradat	.155	20	.200[*]	.931	20	.161
Postest hasil belajar mufradat	.158	20	.200[*]	.928	20	.139

Table 1 shows the results of the pretest significance normality test of 0.161 > 0.05 which means that the students' pretest question instruments are normally distributed. Furthermore, the results of the postest normality test obtained a score of 0.139 which means the value is greater than 0.05, so it can be said that the postest question instrument is normally distributed.

RESULTS & DISCUSSION

Application of Flash Card Media-Assisted Talking Stick Learning Model

The *talking stick* and flash *card* learning models are a collaboration of media-assisted learning and learning models, with both expected mufradat learning outcomes to improve after their application. The material presented was about حَدِيْقَةُ الْحَيَوَانَاتِ.

The steps or *syntax* of learning using the talking stick learning model according to Uno and Mohamad are: "(a) delivering material and preparing sticks, (b) students are given the opportunity to learn the material, (c) students close books, (d) take sticks then give them to one of the students and pass them, ask questions, students who get sticks must answer questions, (e) give conclusions and evaluations." (Hamzah & Mohammad, 2013)

The explanation of the syntax is as follows: First, the teacher gives the class instruction on the material or subject matter before getting a 20 cm stick ready. Second, the instructor then provides the class with an opportunity to learn the

content that has been covered. Third, the final phase is asking students to close the material book after they have read the contents. The teacher takes the previously prepared stick and passes it to a different student in the fourth stage. Fifth, the teacher then asks a question, and the student who receives the stick is required to respond. Last, the instructor concludes the fifth stage by providing conclusions and evaluations before closing.

While the steps of the talking stick learning model according to Suprijono are: (1) The first step of the teacher explains the material learned. (2) The second step students are given the opportunity to read the material. After that the teacher told the students to close the book. (3) The next step is for the teacher to give a stick to one of the students, the student who receives the stick must answer the question given, the stick rolls to the music. (4) Then students reflect on the material that has been learned. (5) The last step is for the teacher to review all student answers and then together with the students conclude the learning activities. (Suprijono, 2012)

The steps of flash card media, proposed by Rudi Susilana and Cepi Riyana, include: (1) Cards are arranged in held at chest level and facing the student's front. (2) Pull out the cards one by one after the educator finishes explaining in front of the class. (3) Give the cards that have been explained to the students who are sitting close to the teacher. (4) Ask students to look at the cards one at a time, then pass them on to the other students until all students are there. (5) If presented by means of a game, place the cards in a box randomly and do not need to be arranged, prepare students who will compete for example three people standing in parallel, then the teacher gives orders (Susilana & Riyana, 2009)

From the explanation of several steps regarding the talking stick learning model and flash card media above, the researcher collaborated on the application of the talking stick learning model with flash card media as follows

Advances

The teacher begins the class by greeting and introducing themselves to the students, who then introduce themselves. They provide motivation and attendance, discussing the importance of learning Arabic and its benefits. The teacher then outlines the purpose of the lesson, which will be calculated on the following day. The teacher begins the lesson by saying the basmalah together, asking the class leader to prepare and lead for prayer. The teacher invites students to ice break with applause to foster enthusiasm for the lesson. A pretest is given before the start of learning, using the talking stick learning model and flash card media to determine the value of students. This helps to ensure a smooth transition to the lesson.

Core Activities

The teacher delivers mufradat material about حَدِيْقَةُ الْحَيَوَانَاتِ using flash card media. The teacher reads the mufrodat one by one and asks students to identify the animal in the card. Students pay attention to the teacher's explanation and follow each mufrodat spoken by the teacher. The teacher divides the students into groups to give flash cards and observe and understand the material. The teacher then explains the steps for using a talking stick learning model. The teacher warms up the students, then gives the stick to the student and the next friend, accompanied by music. The student who holds the stick answers questions from the teacher, who then asks questions about the material. The teacher then gives questions to the students in turns using sticks accompanied by music. For example, the teacher asks students about text material about zoos, and if they cannot answer, their friends help. The teacher provides evaluations by connecting mufrodat with appropriate images and conducts daily evaluations for practice. Before ending the lesson, a post test is conducted to determine the increase in students' scores from before and after using the talking stick learning model assisted by flash card media.

Concluding

The teacher and students discuss the learning outcomes, provide homework, and write mahfudzot in Arabic. The teacher then closes the lesson with prayers and greetings, inviting students to pray. The class leader prepares and leads a prayer, and the teacher greets the students before leaving the classroom. This collaborative approach helps students better understand the material and enhances their understanding of the lesson.

The Effectiveness of Flash Card Media-Assisted Talking Stick Learning Model

The following is the distribution of data from the hypothesis of learning Arabic mufradat with a talking stick learning model assisted by flash card media.

Table 2. Paired Sample Test

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRE TEST - POST TEST	-16.00000	9.94723	2.22427	-20.65545	-11.34455	-7.193	19	.000

In Table 2 below is the result of the hypothesis of learning Arabic mufradat with a talking stick learning model assisted by flash card media. The results obtained are measured with a significance level of 5% (0.5), that is, if the value of Sig. (2-tailed) < 0.05, then it is said that there is a difference between before and after the implementation of the talking stick learning model assisted by flash card media. Conversely, if the value of Sig. (2-tailed) > 0.05, then it is said that there is no effect or absence of difference or increase between before applied and after applied.

The Paired Sample Test table consists of three important parts. First, it shows the average increase in mufradat learning outcomes between before and after using the talking stick learning model assisted by flash card media of 16.00 with a standard deviation of 9.947. Second, in the table there is a convency interval of 95% average value before and after using the talking stick learning model assisted by flash card media between -20.65- -11.34. Third, the part showing the calculated t value of -7.19 with Sig. (2 tailed) 0.00.

The Paired Sample Test table also shows a Sig. (2 tailed) value of 0.00. Where Ha is accepted if the value of Sig. (2 tailed) < 0.05, so it can be said that there is a significant difference between the results of learning mufradat before and after treatment using the talking stick learning model assisted by flash card media.

Next, an N-gain test is required. The following are the results of the calculation of the N-gain test to measure cognitive student learning outcomes before and after the application of the talking stick learning model assisted by flash card media. To determine the level of effectiveness of using the talking stick learning model assisted by flash card media, measure the N-gain value with the following table

Table 3. N-Gain Calculation Result
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	20	.67	1.00	.8535	.11928
Ngain_persen	20	66.67	100.00	85.3492	11.92753
Valid N (listwise)	20				

Based on the calculation results, it is known that the N-gain of student learning outcomes score is 0.8535. By adjusting to the nolimatic gain criteria table, it can be concluded that the use of talking stick learning models assisted

by flash card media occupies a high level of effectiveness (gain>0.7 = 0.8535>0.7). Then for the interpretation category of the effectiveness of the N-gain score in the form of a percentage of >76, which is 85.3492 > 76 which shows the use of the talking stick learning model assisted by flash card media is effective.

The effectiveness of Arabic learning above is inseparable from the influence of the talking stick learning model with flash card media. Arabic learning with the talking stick learning model assisted by flash card media is carried out through several stages, namely the stage of working on pretest questions, introducing talking stick learning models and flash card media to students, implementing Arabic learning with talking stick learning models assisted by flash card media, and finally the stage of working on posttest questions. This study used 2 stages of filling in questions, namely pretest and posttest to be able to compare the situation before and after treatment was given to students through a talking stick learning model assisted by flash card media, this can add a level of accuracy to the research results (Sugiyono, 2019). Before the questions are given to students, a normality test is first carried out on the pretest and posttest questions to find out whether the distribution of data is normally distributed or not (Darma, 2021)

From the data obtained from this study, normality tests were then carried out to find out whether the distribution of data was normally distributed or not. The normality test used to determine the distribution of pretest and posttest data in this study is the normality test with Shapiro-Wilk. With the hypothesis, if the p-value < α = 0.05 means there is a significant difference, and if the p-value > α = 0.05 then there is no significant difference. The application of the Shapiro-Wilk test is that if the significance of the p-value < α = 0.05 means that the data to be tested has a significant difference from the standard normal data, it means that the data is not normally distributed. If the significance of the p-value > α = 0.05 means that there is no significant difference between the data to be tested and the standard normal data, it can be assumed that the data is normally distributed. In this study in table 1 shows the results of the pretest significance normality test of 0.161 > 0.05 which means that the students' pretest question instruments are normally distributed. Furthermore, the results of the posttest normality test obtained a score of 0.139 which means the value is greater than 0.05, so it can be said that the posttest question instrument is normally distributed.

Furthermore, the hypothesis testing stage through the paired sample t test with the basis of decision making if the significance level < 0.05 then Ho is rejected and Ha is accepted with the meaning that there is a significant difference between the pretest and posttest values, while if the significance level is > 0.05

then H0 is accepted and Ha is rejected with the meaning that there is no significant difference between the pretest and posttest values. As the results of the paired sample t test calculation through the SPSS application version 26 show a value of Sig. (2 tailed) 0.00. Where Ha is accepted if the value of Sig. (2 tailed) < 0.05, so it can be said that there is a significant difference between the results of learning mufradat before and after treatment using the talking stick learning model assisted by flash card media. Based on the Paired Sample Test table above, it is known that t count is negative which is -7.19. T count negative value because the average value of the pretest is lower than the average value of the posttest, so the value of negative t count can mean positive which is 7.19. The guidelines for making decisions on the value of t calculate are as follows: If the calculated value of t>t table, then H, rejected and H, accepted. If the calculated value t <t table, then H, accepted and H, rejected.

Thus, the value of t count 7.19 t table 2 (df 19), then as the basis for making the above decision that if t count >t table Ho is rejected and H, accepted. It can be concluded that there is a difference in the average pretest and posttest obtained from the calculation of the t test known on all pretest and postest questions obtained, Sig. value (2-tailed) is 0.000 which means 0.000 < 0.05. So, the learning outcomes of student mufradat have increased after the implementation of learning using the talking stick learning model assisted by flash card media. So, there are differences, influences and improvements in the use of talking stick learning models assisted by flash card media on the achievement of mufradat learning outcomes.

The results of this study are relevant to research conducted by Marni M Yusuf on "The Use of the Talking Stick Method to Improve Maharat Al-Kalam in Arabic Subjects in Class X3 MAN 2 Makassar Model", with the results showing that the use of the talking stick method proved effective in increasing the mahârat al-kalâm of grade X3 MAN 2 Makassar Model students in Arabic subjects. (Marni & Yusuf, n.d.2015). According to (Apriyanti, n.d.2015) after the application of talking sticks was carried out, the reading ability of grade VIII B students proved to increase, indicating that the application of the collaborative learning method of cooperative learning teams games tournaments (TGT)-talking stick (TS) proved successful and could improve the reading ability of grade VIII B students on Arabic texts. In addition, research conducted by (Septiana, n.d.2016) found that talking sticks can improve students' vocabulary mastery.

Finally, after all prerequisite tests are met, to find out the difference between pretest and posttest scores, an n gain test is carried out by looking at the improvement that occurs in student mufradat learning outcomes. Through the SPSS application version 26, it is known that the N-gain of student learning

outcomes score is 0.8535. By adjusting to the nolimatic gain criteria table, it can be concluded that the use of talking stick learning models assisted by flash card media occupies a high level of effectiveness (gain>0.7 = 0.8535>0.7). Then for the interpretation category of the effectiveness of the N-gain score in the form of a percentage of >76, which is 85.3492 > 76 which shows the use of the talking stick learning model assisted by flash card media is effective.

This research is inseparable from the importance of using models and media in learning to improve and improve student learning outcomes in Arabic subjects. According to Abas Asyafah, the learning model is one of the important components in learning. There are several reasons for the importance of learning models, one of which is that an effective learning model is very helpful in the learning process so that learning objectives are easier to achieve, (Asyafah, 2019) An effective learning model is implemented in the learning process that applies student activity, so that students are more interested in learning. The learning in question is to use the talking stick learning model.

According to Agus Suprijono, talking stick learning is a learning model that can encourage students to be confident in expressing their opinions (Suprijono, 2012). The talking stick learning model is a learning model with the help of a stick, who holds the stick must answer questions from the teacher after students learn the main material (Djumingan, 2011). The talking stick learning model is an interactive learning model because it emphasizes the active involvement of students during the learning process. Learning can be carried out by teachers with various approaches. With this model, learning will be more interesting and students are trained to be more responsible(Saryantono & Elvadola, n.d.2022). The application of this talking stick learning model can attract students' attention, reduce boredom and sleepiness because there are elements of play in it that can cause feelings of pleasure and make students motivated to follow the learning process.

In addition to using learning models, using learning media can also affect the interest, memory, and concentration of students in the learning process, according to Miarso, "media is everything that can be used to stimulate students' thoughts, feelings, attention, and will, so as to encourage the learning process in students." Therefore, researchers use media in the form of flash cards. According to Alamsyah, using "flash card media as a learning medium will train students to expand their range of views, where students are accustomed to seeing several words written on the card in one glance. Able to help students understand the subject matter learned and can foster motivation and healthy competition between students to read what they see. So that the classroom atmosphere can be more lively and fun and reduce boredom" (Said, 2015).

This flash card learning media is a medium that can help students remember and learn new information. With the talking stick learning model, assisted by flash card media students will be easier to understand the material and so that student learning results will be more satisfying, this is evidenced by the results of research that shows the use of talking stick learning models assisted by flash card media is effective.

CONCLUSIONS

Based on the results of research and discussion, applying learning using the talking stick learning model assisted by flash card media can improve mufradat learning outcomes, while the application of the talking stick learning model assisted by flash card media consists of three stages, namely 1). The initial activity, the teacher starts the class with greetings then introduces themselves to students, provides motivation followed by attendance, conveys learning objectives, does ice breaking so that students are more enthusiastic in learning and gives pretest questions. 2). The core activity, the teacher delivers mufradat material using flash cards, after that divide students into several groups and apply talking sticks accompanied by music, for students who hold sticks after the teacher says stop then he will get questions, after that the teacher and students conduct evaluations, and before closing the teacher gives posttest questions. 3). The closing activity, the teacher concludes today's learning accompanied by delivering mahfudzot and ends with prayers and greetings. Based on the results of statistical data calculations through the SPSS application version 26, there was a significant difference in the learning outcomes of student mufradat between before and after the application of the talking stick learning model assisted by flash card media in Arabic language learning which was marked by $0.000 < 0.05$, then H_0 was rejected and H_a was accepted. Then, the increase in interest in learning Arabic in students occurred by 85.3492%. Thus, it can be concluded that the use of talking stick learning models assisted by flash card media can improve mufradat learning outcomes in grade V students of MI Al-Faidzin Buko, Way Serdang. Future researchers can use this method by using technology-based media or other media that suit students' needs.

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