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## The Effect of Read Loud Learning on the Ability to Read the Yellow Book

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### ABSTRACT

The habit of reading the yellow book is common among Islamic boarding schools. Each Pesantren has different standards. Likewise in every institution that exists in the pesantren itself, especially in our Pesantren. students are not only able to read us yellow. However, they are also expected to understand the yellow book they are reading. And can really understand the rules of syntax and morphemes.

The ability to read the yellow book for class IV intensive MQ girls, especially for MaharohQiro'ah, is a key or central problem that must be taken seriously, so that the books occupied by students can be read properly. As well as being required to study the science of tools related to the yellow book such as the nahwu-short rule.

One of the causes of student difficulties is the difference in previous educational backgrounds. Especially, graduates who have never known tool science before. Therefore, educators here need a few ways to make delivery more concise and easy to understand and to be able to find out how the effect of this method is.

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## 1. Introduction

Islamic boarding schools emphasize three aspects, first, preparing students to deepen and master Islamic religious knowledge or better known as Tafaqquh fi Al-din, which is expected to produce cadres of scholars and contribute to educating Indonesian society. Second, Pesantren such as centers of da'wah in spreading Islam. Third, Pesantren is backbone of the people's defense in the field of morality (SURIP, 2022), (Hidayat & Wahib, 2014).

The presence of Pesantren is not only as an education that can function to educate the community, but also as a religious and social religious broadcasting institution that can form quality human beings, especially in terms of morality (Karim, 2020). Islamic boarding schools were established so that the community could make these pesantren as places for fostering people and to better understand, appreciate and practice Islamic teachings by emphasizing the importance of morality in religion as a guideline for living in society (Mastuhu, 1994).

. The yellow book as one of the three important elements capable of forming Islamic boarding schools as a subculture. Two other elements put forward by Abdurrahman Wahid are the pattern

of Islamic boarding school leadership that is independent and not co-opted by the State and the value system used is part of the wider community (Wahid, 2011, p. 13), (Bahri, 2018).

Yellow book in the context of the Indonesian language has three meanings. First, many generations still use books written by foreigners guided by academics, secondly, many academic works are still written individually, and thirdly, translating foreign books (Al-Kitab Al-Qodimah), while the second category is called modern books (Al-Kitab Al-'Ashriyah) (Wahid, 2011, p. 157).

In the book reading guidance subject, students' ability to read the yellow book is not only an institutional standard, but also to be able to understand the meaning contained in the book. As well as being able to understand the arrangement of sentences in the book. With the book reading guidance subject, it will be easier for students to achieve the targets or standards expected by Islamic boarding schools. As students, they can feel how difficult it is to achieve Islamic boarding school standards if there is no book reading guidance on the subject. With the guidance subject to reading the book everything becomes easier. With the right way of delivering learning, the subject matter is more effective and interesting.

In qiro'ahjahriyah learning, students are asked to read aloud. This learning trains students to practice pronouncing lafadz correctly, namely by matching the sound of voice and writing. Learning qiro'ahjahriyah can increase students' memory. Why is that? Because with this method, students will often hear sentences that were read before. Educators can also test the extent to which the focus of students is being educated. With the qiro'ahjahriyah method, the class atmosphere is more active. Students are asked to read aloud so that other students can listen well. Indirectly students who listen can also improve their ability to read books through what they hear. Indirectly, listeners will memorize by themselves what they hear.

The ability to read the yellow book for class IV intensive MQ girls, especially for maharohqiro'ah, is a key or central problem that must be taken seriously, so that students read the book well. As well as being required to study the science of tools related to the yellow book such as the nahwu-short rule. One of the causes of student difficulties is the difference in previous educational backgrounds. Especially graduates who have never known tool science before. Therefore, educators here need a few ways to make delivery more concise and easy to understand and to be able to find out how the effect of this method is.

## 2. Methods

Data validity is a scientific method in research methods to be found, proven, and developed with certain knowledge in order to solve the problem under study.

Data can be obtained scientifically in research methods so that it can be used for a specific purpose. In this research design (Hijriyah, 2018), the researcher used a quantitative research design, because to find the Effect of Qiro'ahJahriyah Learning on the Reading Ability of Students of Class IV Intensive MQ Pi SalafiyahSyafi'iyahSukorejoBanyuputihSitubondo in the 2020/2021 Academic Year . And this study uses a quantitative type of product moment correlation. The product moment correlation was developed by Pearson and is often given the notation  $r$ , which is the most widely used index in statistics. The correlation index  $r$  can only be used if the data is obtained in the form of an interval or ratio scale (Musthafa & Hermawan, 2018, p. 241).

The variables involved in this study are variable X in the form of the qiro'ahjahriyah learning method and variable Y in the form of the ability to read female students' books. Between the qiro'ahjahriyah learning method variable and the student's ability to read the bible variable it is assumed to have a significant influence.

Objects/subjects are part of the population that has certain qualities and characteristics as considerations for researchers to study and conclude. The total population is 46, namely all of class IV divided into two classes between the intensive class of 20 students and the regular class of 26 students. The researcher used a purposive sampling technique and the target taken was the Intensive IV class, which consisted of 20 students (Sugiyono, 2018) (Hamdu & Agustina, 2011).

The data that must be collected is an accurate research data and has relevance to the topic of discussion, for this reason a data collection method is needed so that the writer obtains data according to his needs. Therefore, the authors use data collection methods including are observation, test, questionnaire and documentation, (Sugiyono, 2015), (Amalia et al., 2021).

### 3. Result and Discussion

Islamic boarding schools are places for the development of Islamic scholarships. Where the students are really required to understand the treasures of Islam. This is no doubt after the researchers made observations. Islamic boarding schools are closely related to the yellow book, where the yellow book is a basic element that is very urgent, especially in salaf Islamic boarding schools. The place of research under study is a boarding school that has a salaf curriculum. Namely using the yellow book as a curriculum and as the main requirement in graduation.

In educating, an educator needs fun learning so that students don't feel bored. With qiro'ahjahriyah learning, the implementation of learning becomes more fun and becomes more active. This is proven through the research that has been done. The research conducted proves that qiro'ahjahriyah learning has an effect on students' learning abilities.

The result of the smallest value of the direct oral test is 65. While largest value from the test results is 95. So to find the difference is  $95 - 65 = 30$ . Thus, to find the class interval divided by 5 (then it has a category value of 5).

The data can be concluded with five categories. In the first category, there are 25% of students who are very lacking in the ability to read books. Meanwhile, in the second category, there are 10% of students who have a low category in the ability to read books. The third category, 20% of students are sufficient in reading books. The fourth category, 20% are also students who are good at reading books. The last category is the very good category, meaning that there are 25% of students who have a very good ability to read books.

It can be concluded that the average value of the oral test results for the ability to read the yellow book for class IV Intensive MQ pi is 80. The median value obtained from the oral test for the ability to read the yellow book for class IV Intensive MQ pi is also 80. While the values that often appear from the results of the oral test above are two values, namely 80 and 85 with each frequency appearing 4 times.

The result of Analysis data. Researchers want to know the effect of qiro'ahjahriyah in improving the reading ability of intensive class IV students, so the researcher wants to test the correlation between the two variables using the product moment correlation test and the researcher wants to know the effect of qiro'ahjahriyah in improving the reading ability of intensive class IV students, so the researcher wants to test the correlation between the two variables using the product moment correlation test.

From the results above,  $t$  is calculated at a certain level of significance table,  $\alpha = 0.05$  with degrees of freedom  $n - 2$ .  $t$  count is the bigger than  $t$ -table. That is, there is influence between the two variables. Thus  $H_0$  is rejected and  $H_1$  is accepted.

The results of the hypothesis show that more than 50% of students feel the influence of Qiro'ahJahriyah by using the product moment. The learning qiro'ahjahriyah affects the ability to read the book of female students. Whereas in variable  $Y$ , the ability to read the yellow book of

students was obtained by 25% of students who were considered very good at reading the yellow book.

In variable X (qiroahjahriyah learning) obtained from the results of a questionnaire or questionnaire for class IV students Intensive MQ pi has an average value of 79.5. This result is obtained from the sum of all scores on variable X divided by two. Then the middle or median value of variable X is 81. These results are obtained by sorting all the values of variable X then the midpoint (in the 11th and 12th columns) is added then divided into two. The mode or value that appears frequently in variable X is 92. The value is obtained from the value that occurs frequently with more frequency than the other values, namely three times.

In variable Y of ability to read the yellow book obtained from the results of the oral test of class IV students Intensive MQ pi has an average value of 80. This result is obtained from the sum of all scores on variable Y divided by two. Then the median or median value of variable Y is 80. These results are obtained by sorting all the values of variable Y then the midpoint (in the 11th and 12th columns) is added then divided into two. The mode or value that appears frequently in variable Y is 80 and 85. These values are obtained from the values that occur frequently with more frequency than the other values, namely four times each.

#### 4. Conclusion

results of research conducted, it can be concluded that learning qiro'ahjahriyah has an effect on improving students' reading skills. This was proven through the results of the questionnaire distributed by the researchers as well as the results of the book reading test directly through the oral tests that had been carried out

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