



**Application of Listening Reading Technique in Improving the Ability to Read the “Kitab Kuning” of Santri**

**Bambang Irawan**

*Lecturer of State Islamic Institute of Jember, East Java, Indonesia*

Email: [bambangirawan1976@gmail.com](mailto:bambangirawan1976@gmail.com)

Diterima:2020-07-18 ; Disetujui: 2020-07-18 ; Dipublikasikan: 2020-07-21

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**Abstrak:**

Artikel ini merupakan hasil kajian penelitian yang membahas tentang Penerapan Teknik Baca Simak dalam Meningkatkan Kemampuan Membaca Kitab Kuning Santri Putri di Pondok Pesantren Bustanul Ulum Melokorejo Kabupaten Jember. Berdasarkan analisis data, dapat disimpulkan bahwa penerapan teknik baca simak dalam meningkatkan kemampuan baca kitab santri merupakan suatu metode pengajaran yang menyajikan materi pelajaran yang diawali dengan mengutamakan aspek membaca, yakni guru mula-mula membacakan topik-topik bacaan, kemudian diikuti oleh para santri. Tapi terkadang guru menunjuk langsung salah satu santri untuk membacakan pelajaran tertentu lebih dulu, dan tentu santri yang lain memperhatikan dan mengikutinya. Metode membaca selain menekankan kemampuan membaca, juga memandang penting kemampuan pengucapan yang benar. Sehingga kemampuan ini dipandang dapat membantu para santri untuk meningkatkan kemampuannya dalam membaca kitab.

**Kata Kunci :** Teknik Baca Simak; Kemampuan Membaca; Kitab Kuning

**Abstract**

This article is the result of a research study that discusses the Application of Reading Reading Techniques in Improving the Ability to Read the “kitab kuning” of Santri Putri at the Pondok Pesantren Bustanul Ulum Melokorejo, Jember Regency. Based on data analysis, it can be concluded that the application of reading reading techniques in improving the reading ability of the santri book is a teaching method that presents subject matter that begins with prioritizing aspects of reading, i.e. the teacher first reads the reading topics, then is followed by the santri. However, sometimes the teacher directly appoints one of the students to read an individual lesson first, and of course, the other students pay attention and follow it. The method of reading besides emphasizing reading ability also considers the importance of correct pronunciation. So this ability is seen to help the students to improve their ability to read the book.

**Keywords:** Listening Reading Technique; Reading Ability; “kitab kuning”

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## A. Introduction

The existence of pesantren in national education can be seen concerning the national education sub-system. Although Islamic Boarding School Education has added formal educational channels, the character of Islamic boarding schools in Indonesia cannot be separated from its main elements, namely: clerics, students, huts, mosques and literature books. Among the many things that are interesting from the pesantren and which are not found in other institutions are its standard subjects which are textualized in the salaf/classic books which are now popularly introduced as the “kitab kuning”.<sup>1</sup>

Almost no doubt the “kitab kuning” has a significant role not only in the transmission of Islamic science, not only among the santri community but also during the Indonesian Muslim community as a whole. The “kitab kuning” primarily written by Islamic scholars and thinkers in this region is a reflection of the development of Indonesian Islamic intellectualism and scientific traditions, even within a specific time limit, the “kitab kuning” also reflects the development of Islamic social history in this region.<sup>2</sup>

The teaching of the “kitab kuning” is essential for pesantren to facilitate the process of deep religious understanding so that they can formulate new but unhistorical explanations about the teachings of Islam, the Koran and al-Hadith. So to better read the explanation of the Koran, the “kitab kuning” written by previous scholars shows its function. In carrying out educational activities, of course, an educator requires knowledge in delivering subject matter called the teaching method. In brief, the method is the path taken so that the material can be mastered efficiently, therefore, the type of learning method to be used depends on the character of the material being studied.<sup>3</sup>

In general, the learning methods used at pesantren include; listening reading technique, bandungan, deliberation, memorization and lalaran. The five methods are the speciality of pesantren, and the five also indicate the role of Kyai is very dominant in learning activities and pesantren orientation that encourages his students to master the material as a whole, and the five learning methods above

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1 Ahmad Zarkasyi, ‘Konsep Pengembangan Program Unggulan Di Lembaga Pendidikan Islam’, *Jurnal Al-Makrifat* V, 1.1 (2016), 35–52.

2 Cutri A Tjalau, ‘Thariqah Al-Ta’lim Al-Siyaq Al-Lugawiy Dalam Pembelajaran Bahasa Arab’, *Jurnal ‘A Jamiy: Jurnal Bahasa Dan Sastra Arab*, 08.2 (2019), 101–35.

3 Lailatul Fitriyah, ‘Pendidikan Literasi Pada Pembelajaran Kitab Kuning Di Pondok Pesantren Nurul Huda Sukaraja’, 11.1 (2019), 20–30.

are applied with various learning techniques.<sup>4</sup> The listening reading technique is for early-stage and advanced level students, the illustration shown by Abu Bakar Aceh above is the sorogan for initial level students, where the book offered has been affixed with ma'na (meaning), position (tarkib, for example, mubtada 'khabar, and etc.), even sadly, this level does not require high grammatical abilities, at this stage students are expected to read the “kitab kuning” understanding system so that they are accustomed to affixing ma'na effectively and efficiently.

From the reading method, you can take several techniques that will be used as research in this proposal, namely the technique of reading and questioning and question and answer, because reading plays an essential role for the development of knowledge and because the most significant percentage of knowledge transfer is done through reading, and in the learning process, listening skills dominate student activity compared to other skills.<sup>5</sup> Furthermore, to measure the ability of different students needed a stimulus-response by way of question and answer.

Based on an interim investigation at Pondok Pesantren Bustanul Ulum (Melokorejo Village, Jember Regency), that the method of reading and reading the teaching of the “kitab kuning” was only controlled by a small portion of Asatidz (the teachers), so there was a need for care in order to regenerate and maintain the teaching values of the Kyai in educating students to be able to read Islamic teachings sourced from us-Yellow (classical).

By the object of this thesis study, then this research is field research, namely, research conducted on the scene or field of the symptoms being investigated. In this case, the researcher describes the method of reading in improving the ability to read the “kitab kuning” (classical) by collecting data and studying it carefully, then being studied and connected after that interpreted by researchers. This interpretation depends on the sharpness of the analysis and the objectivity of researchers who are compiled thoroughly and systematically with descriptive methods. In this study, the informants were determined as follows: Caregivers, Ustadz / Ustadzah, Administrators and Santri.

To obtain data holistically and integratively, and to pay attention to the relevance of the data with focus and purpose, in collecting the data of this study

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4 Walid Habibi, ‘Program Akselerasi Baca Kitab Kuning Di Majelis Musyawarah Kutubuddiniyah (M2kd) Pp. Mambaul Ulum Bata-Bata Ds. Panaan Kec. Palengaan Kab. Pamekasan’, *FIKROTUNA: Jurnal Pendidikan Dan Manajemen Islam Volume*, 6.3 (2017), 678–94.

5 Iskandar wassid dan Dadang Sunendar, *Strategi Pembelajaran Bahasa* (Bandung: PT Remaja Rosdakarya, 2009), 245.

the researchers used three techniques offered by Bogdan and Biklen, namely: participatory observation; in-depth interviews (in-dept interview); and study documentation (study document). The analysis used in this study is a qualitative descriptive analysis so that the data analysis is carried out from the beginning and throughout the research process and during the data collection process. The data analysis stages used are data reduction, data presentation (display data), and concluding (verification).<sup>6</sup>

## **B. Theoretical Review**

### **Understanding Listening Reading Methods**

In terms of etymology, the method comes from Greek, namely "methods". This word consists of two syllables, namely "meta" which means through or past, and "hodos" which means way or way. Then the method has the meaning of a path travelled to achieve a goal. In the Big Indonesian Dictionary, the method is "how to work a system to facilitate the implementation of activities in order to achieve what has been determined. In other words, the method is a systematic way to achieve certain goals."<sup>7</sup>

Read and Listen Technique also called Sorogan comes from the Javanese language sorog, which means to offer.<sup>8</sup> In terms, this method is called sorogan because the santri approach the Kiai or teacher one by one and offer the book to read and or study together with the kiai or the cleric.<sup>9</sup> Meanwhile, according to Mastuhu, sorogan is an individual learning where a santri faces a teacher, an interaction of getting to know each other.<sup>10</sup>

Sorogan method as a traditional teaching method where the learning method emphasizes more on the capture of harfiyah on a particular text. The main principle of the pesantren learning pattern is complete learning (master learning).

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6 Anne Campbell, Brian J. Taylor, and Anne McGlade, : ‘: Introduction to Quantitative Methods’, *Research Design in Social Work: Qualitative, Quantitative & Mixed Methods*, August, 2018, 80–95 <<https://doi.org/10.4135/9781473909618.n7>>.

7 Abdul Manan, ‘A Study Of Teaching Listening’, *ENGLISH EDUCATION JOURNAL (EEJ)*, 8.4 (2017), 439–56.

8 Abd. Muis Said, ‘Improving Students’ Listening Ability by Using Chain Whispering Words’, *Journal of Education and Practice*, 5.2 (2018), 270–84.

9 Arono, ‘Improving Students Listening Skill through Interactive Multimedia in Indonesia’, *Journal of Language Teaching and Research*, 5.1 (2014), 63–69 <<https://doi.org/10.4304/jltr.5.1.63-69>>.

10 Zulfiah Sam, ‘Metode Pembelajaran Bahasa Arab’, *Studi Arab : Jurnal Pendidikan Bahasa Arab*, 2.1 (2016), 206–20 <<https://doi.org/10.36701/nukhbah.v2i1.16>>.

This method focuses more on the development of individual abilities under the guidance of a cleric or cleric.<sup>11</sup>

### **Listening Reading Learning Techniques**

Technically, the Ditpekapontren Indonesia Religion in Ridlowi said outlines learning techniques with the Listening Reading method as follows:

1. Santri who has a turn shouts his book face to face directly to the cleric / pengia of the book. The book, which is a media for Reading Listening, is placed on a table or a small bench between them.
2. Teacher / Kiai reads the text in the book with Arabic letters that are studied both while looking and memorizing, then gives the meaning / meaning of the word in a language that is easily understood.
3. Santri diligently listens to what his Teacher / Kiai recites and matches it with the book he is carrying. In addition to listening and listening, students sometimes take notes as needed.
4. After completing the reading by the cleric, the santri then mimicked what had been saying before, and it could also be repeated at the next meeting before starting a new lesson. In this incident, the cleric monitored and corrected the errors or sorogan readings of the santri.<sup>12</sup>

In addition to the above techniques, there is also a Discussion (hiwar) technique in the sorogan method, which is a technique used to explore, solve and develop ideas through questions and answers and questions of opinion both positive and negative. From some of the techniques available in the sorogan method, the researchers took some of them, namely the technique of reading and listening to the questions and answers that were applied in research in the field;<sup>13</sup>

#### **1. Read**

Reading is a physical and mental activity. Through reading, information and knowledge that is useful for life can be obtained. This technique aims to make students have the ability to understand the reading text needed in reading books. For this purpose, in addition to mastering the language used in the text, the reader also needs to activate various mental processes in his cognitive system. They must

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11 Ditpekapontren. *Pola Pembelajaran di Pesantren* (Jakarta : Kemenag RI. 2015), 75.

12 Achmad Ridlowi, 'Implementasi Dan Problematika Pembelajaran Kitab Kuning Dengan Arab Pegon ( Studi Di Ponpes Al-Falah Karangrejo Pacitan )', *Jurnal Studi Arabia*, 8.3 (2019), 28-44.

13 Achmad Ridlowi, 'Implementasi Dan Problematika Pembelajaran Kitab Kuning Dengan Arab Pegon ( Studi Di Ponpes Al-Falah Karangrejo Pacitan )', *Jurnal Studi Arabia*, 8.3 (2019), 28-44.

also be able to understand the text they are reading and be able to answer questions related to the text.

Reading plays an essential role in the development of knowledge because the highest percentage of knowledge transfer is done by reading and facts in the field show that people in developed countries are marked by the development of a reading culture. The principle of the reading technique is reading to get pleasure and reading to get information. From these two things can be formulated to understand the contents of what is written, and spell or recite what is written.

## 2. Listening

The first step of listening is the psychomotor process for receiving sound waves through the ear and sending the implants to the brain. In this process, the scientific aspects of listening can be distinguished, namely: perception, namely the cognitive characteristics of the listening process that are based on the understanding of knowledge about language norms, reception, namely understanding the message or interpreting the message desired by the speaker.

## 3. Question and answer

Question and answer technique is a technique of educating and teaching using question and answer about the material to be discussed, which is carried out by both the teacher and students. This technique is a translation of psychology based on the stimulus-response formula (stimuli and answers). As the word of God in Surah An-Nahl :

وَمَا أَرْسَلْنَا مِنْ قَبْلِكَ إِلَّا رِجَالًا نُوحِيَ إِلَيْهِمْ فَسَأَلُوا أَهْلَ الذِّكْرِ إِنْ كُنْتُمْ لَا تَعْلَمُونَ. (النحل: ٦٣)

*Meaning: "And we did not send before you, except for the men we gave revelations to them. So ask people who know if you don't know."*<sup>14</sup>

This question and answer technique allow direct communication that is two-way traffic because at the same time there is a dialogue between the teacher and students, the teacher asks students to answer, or students ask the teacher to answer. The things that must be prepared in the question and answer method are; formulate specific objectives to be achieved, find reasons why using question and answer, arrange and formulate questions clearly, concisely using language that is easily understood, set possible answers to keep from deviating from the subject matter.<sup>15</sup>

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14 Departemen Agama Republik Indonesia, 'Al-Qur'an Al-Karim Dan Terjemahannya' (Jakarta: Al-Mujamma', 2005), p. 1281.

15 Walid Habibi, 'Program Akselerasi Baca Kitab Kuning Di Majelis Musyawarah Kutubuddiniyah (M2kd) Pp. Mambaul Ulum Bata-Bata Ds. Panaan Kec. Palengaan Kab. Pamekasan', *FIKROTUNA: Jurnal Pendidikan Dan Manajemen Islam Volume*, 6.3 (2017), 678–94.

### Ability to Read the “kitab kuning”

Reading is a tool that is needed by humans. Reading is useful in providing experience, broadening horizons, connecting with people of the past, making it able to understand the present and plan for the future. Reading is the ability and skill to interpret the material being read. Reading not only interprets letters, pictures and numbers but more broadly than that is one's ability to understand the meaning of something that is read. That's why reading is an intellectual activity that can bring positive views, attitudes and actions.<sup>16</sup>

The word reading is a word that originates "read" which means to see and understand the contents of what is written by verbalizing or just living. Reading is a process that is carried out and is used by readers to obtain the message to be conveyed by researchers through the media of words or written language.

Even in Arabic, the word read (iqro) is fi amr which means a command sentence. In other words, contain instructions to carry it out. As in verse Al-Alaq, which reads:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ① خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ② أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ③ الَّذِي  
عَلَّمَ بِالْقَلَمِ ④ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ⑤

*Meaning: Read in the name of your Lord who created, He has created man from a clot of blood, Read, and your Lord is the most gracious, who teaches humans with intermediaries, He teaches people what they do not know (QS. Al-alaq; 1-5)*<sup>17</sup>

The above verse explains that reading is one of the keys to getting knowledge. The verse hints to read; it is seen from the words that are written repeatedly. Therefore, by reading in addition to making the development of broad thinking, it also enriches oneself to prepare themselves to become more qualified human beings.

Islamic education is one of the efforts to shape one's personality by Islamic teachings. Still, the problem is with how the teachings that have been correctly understood by students, of course, one way to strengthen students' understanding of Islamic teachings is by reading, references to Islamic teachings that should be read and understood by students is the “kitab kuning”.

Ability is something that can be done by someone. The ability to read is the basis for mastering various fields of study because the ability to read in a field of

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16 Lailatul Fitriyah, ‘Pendidikan Literasi Pada Pembelajaran Kitab Kuning Di Pondok Pesantren Nurul Huda Sukaraja’, 11.1 (2019), 20–30.

17 Departemen Agama Republik Indonesia. Departemen Agama Republik Indonesia, ‘Al-Qur’an Al-Karim Dan Terjemahannya’ (Jakarta: Al-Mujamma’, 2005), p. 362

study involves various aspects including aspects of language and its rules which become the principal capital in mastering to be able to read the “kitab kuning”.

Matters considered in assessing the level of ability of students with the sorogan method are as follows: a. Santri reading is it correct by Arabic grammar sharaf or with the position of a word in the sentence structure Nahwu. b. Understanding of the text that has been read in the form of an explanation or essence of the “kitab kuning” text that has been read.<sup>18</sup>

The technique is a step carried out in a method. These two terms cannot be separated because they become a unity in the achievement of a learning goal. The author has observed the technique used in the haselan at the Bustanul Ulum Islamic Boarding School, namely the reading of the book by the predetermined fashal in the previous meeting. The teacher reads the book While students listen or vice versa, ie the teacher appoints students one by one to go forward and read the book from the specified limits. While the other students listened carefully and took part in correcting their friends' reading. If there is an error either in the sentence or the meaning, the teacher immediately reprimands and gives a question. The student answers the question according to his ability and repeats the reading smoothly.

In this case, the writer interviewed the head of the Tarbiyah division as the coordinator of the book / haselan sorogan activity. The following explanation:

"Bustanul Ulum Islamic Boarding School in learning the “kitab kuning” still uses the salafiyah method by using the sorogan method. The technique in the sorogan method at the Islamic Boarding School is not much different from the application of the sorogan method in various other Salaf pesantren, namely between the teacher (Ustadz) and the students in delivering their transfer of knowledge face to face, face to face, students reading the “kitab kuning” empty (no meaning or character) except for classes 1 and 2 Ula. The Ustadz listened to him and justified when the santri was wrong in reading it, both in terms of meaning, nahwu and shorof. But the difference is in the classification of the placement of students according to their class in madarash diniyyah pesantren. There is coordination between the boarding school administrators and madrasa diniyyah administrators so that students who sit in the ula class gather with fellow friends in the ula class with the

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18 Cutri A Tjalau, 'AFIKSASI (HARF ZIYĀDAH) PADA NOMINA DALAM BAHASA ARAB', *Jurnal A Jami: Jurnal Bahasa Dan Sastra Arab*, 05.1 (2016), 81–93.

same book, with the ustadz who predetermined by the management of madrasa diniyyah, as well as the Wustha and Ulya classes.<sup>19</sup>

So the transfer of knowledge in the sorogan method by face to face with santri techniques reading empty books and teachers who listen and justify if there are mistakes also the placement of the implementation of the sorogan method in this Pondok is classified according to the madrasa diniyyah class. Likewise, the Ustdz and Ustadzah along with the books studied according to the grade level of Ula, Wustha or Ulya.

A similar sentiment was also conveyed by Ustadz Shofiuddin regarding the effectiveness of the sorogan method with a reading reading technique in measuring the students' different abilities. The following explanation:

"This sorogan method is still considered useful, because in the application of the sorogan method it will educate students more actively because the sorogan method will provide an opportunity for all students to learn independently based on the abilities of each individual and in accordance with the personal needs of a student himself, students also directly facing the chaplain one by one so that a teacher can control and know to what extent the fluency and understanding of a santri when reading the "kitab kuning", the teacher listens, helps students to understand the "kitab kuning" while understanding the science of nahwu, shorof, santri skills in translating beard and understanding vocabulary in a context, Arabic rules (qowaid) and translation.<sup>20</sup>

Next Nur Rodiyah explained the techniques applied, including reading refer to them.

"The reading method is a teaching method that presents subject matter that begins by prioritizing aspects of reading; that is, the teacher first reads the reading topics, then is followed by the students. But sometimes the teacher directly appoints one of the students to read a specific lesson first, and of course the other students pay attention and follow it. The method of reading besides emphasizing reading ability also considers the importance of correct pronunciation. So this ability is seen to help the students to improve their ability to read the book. Reading is a tool that is needed by humans. Reading is also useful in providing an experience. Reading is the ability and skill to make an interpretation of the text of the book being

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19 Interview results with Waqiatul Himmah (pengurus KABID Tarbiyah) tgl 23 Mei 2020.

20 Interview results with Ustadz Shofiuddin (kepala sekolah MADIN tingkat Wustha) tgl 20 Mei 2020.

read. Reading not only interprets letters, pictures and numbers but more broadly than that is one's ability to understand the meaning of something that is read. That is why reading is an intellectual activity that can bring positive views, attitudes and actions." <sup>21</sup>

Regarding the explanation above, Khodijah strengthened his opinion regarding the method of reading and its relationship to listening. The following explanation:

"Reading is including the command of Allah in Surah Al-Alaq to gain knowledge. So by reading something we don't know becomes known, what is unclear becomes clear, what is difficult becomes easy. By reading automatically, there will be a process of delivering information to the brain, and this is the initial process of listening ". So with reading technique refer to the sorogan method is very appropriate because, from the teacher's Reading, the students gain knowledge about how to read and interpret the book. From reading students, a teacher can know the ability of students, whether the Reading is correct based on the qoidah nahwu shorrof or is there still error both in the sentence or in the meaning of the book. That way, the teacher can improve the Reading of students to improve their ability to read the "kitab kuning". <sup>22</sup>

Question and answer techniques are also included in several techniques that are widely applied in learning because, with questions and answers, a teacher can measure and know the abilities of their students according to their answers. The implementation of the question and answer technique is a continuation of the reading technique in the application of the sorogan method. In this case, Faiqoh explained as follows:

"The character of this haselan is individual learning that is two-way. So it is elementary for teachers to measure the ability of students by giving questions about Nahah Sorrof which is a tool in learning books so that students think seriously and justify their Reading so that students themselves are active in increasing the ability to read books. Reading and listening are techniques that much support the smooth Reading of the book as well as in gaining knowledge. In comparison, question and answer is a practical step for teachers to provide stimulation to students if they think in

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21 Interview results with Nur Rodyah ( siswi kelas 2 Ulya) tgl 21 Mei 2020

22 Interview results with Khodijah ( siswi kelas 2 Ulya) tgl 22 Mei 2020.

understanding the material. So this technique is very appropriate to improve the ability of students in reading the “kitab kuning”.<sup>23</sup>

The same thing will be explained in detail by Rizka's account of how to apply the question and answer technique as follows:

"When a santri reads a book, usually the teacher gives a " signal "as a sign that there is something wrong reading either by tapping on the table or saying the word" Emm ". Then students will think which one is wrong and try to correct it by repeating the Reading. If it is still wrong, then the teacher gives a question by the errors contained in the sentence or meaning of the book. If it is still unable to justify the Reading, then the final step, the teacher explains and instructs to repeat the Reading until it is correct and smooth".<sup>24</sup>

So the ability of individual students is given great attention by directing questions to be answered according to their abilities, and if the students' answers are not correct then the teacher explains so that students understand the errors in their Reading and repeat readings until they are indeed correct and smooth with the ability of the students in reading the “kitab kuning” will increase.

### **Application of Question and Answer Techniques in Increasing the Ability to Read the “kitab kuning” of Santri**

Based on the results of research through observation, interviews and documentation that have been analyzed by adjusting between the theory and the results obtained in the field, the researcher will further explain the results of the research by the systematic discussion of the discussion.

1. The steps are taken to smooth the process of learning the “kitab kuning” with the sorogan method at Bustanul Ulum Mlokorejo Islamic Boarding School, namely:
  - a. Creating four-way communication between santri with santri and ustadz with santri.
  - b. In reading the book and translating the cleric to guide students to be critical in correcting the readings of other students.
  - c. After reading and translating correctly and adequately, the chaplain guides students to discuss explaining the purpose of the text that has been read.
  - d. Then the cleric gave reinforcement of the explanation that had been submitted by the students.

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23 Interview results with Faiqoh ( ketua pengurus putri ) tgl 23 Mei 2020

24 Interview results with Ifitah Rizka ( siswi kelas 4 ula ) tgl 24 Mei 2020

2. To evaluate the ability of students in the learning process using the sorogan method, the following activities were carried out:
  - a. Formative assessment when students are asked to read and translate the “kitab kuning” independently in front of other students and religious teachers.
  - b. UTS assessment is conducted every three months.
  - c. UAS assessment is conducted every six months.

From the results of the analysis found, several indicators of students can be said to have the ability to read the “kitab kuning” are as follows:

1. Accuracy in reading the “kitab kuning”: Accuracy in reading the “kitab kuning” is based on the rules of reading rules, including students to know and master the rules of nahwiyah or shorfiyah. The accuracy of both the signal and meaning.
2. Understanding the reading content: Reading activity is not only limited to reading the written text, but reading accompanied by understanding the meaning contained in the text being read.

Can reveal the contents of reading: After students can read appropriately, students are asked to be able to express the contents of reading in their language. Because ideally, it can read the “kitab kuning” along with being able to express the contents of the reading.

### **C. Conclusion**

The application of question and answer techniques in improving the ability to read the students in the Islamic Boarding School Bustanul Ulum is a cleric/cleric along with other students listening to the reading of the “kitab kuning” being read. Then the cleric guided the students to take part in correcting the progress of the students' reading. If an error occurs, the teacher signals that there is an error in the reading. Students think to justify and repeat the reading. If there are still mistakes, then the Ustadz / Ustadzah gives questions until the students' answers are correct. Ustadz / Ustadzah instructed students to repeat their reading until it was correct and smooth, both in terms of the meaning and meaning of the book by Qaida nahwu sharraf. Ustadz / Ustadzah explains the meaning contained in the reading text.

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