



## Implementation of the Use of Think Pair Card Media to Improve the Reading Skills of Yellow Books of Female Students of Class VI of Darul Falah Elementary School, Seputih Banyak, Central Lampung

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### Abstract

This study aims to implement the use of Think Pair Card media in improving the skills of reading yellow books at the Darul Ulum Islamic Boarding School, Seputih Banyak, Central Lampung. Yellow books are classic literature that are one of the main sources in Islamic boarding school education, but students often have difficulty understanding them. Through the use of the Think Pair Card method, it is hoped that students can more easily understand the contents of the yellow books in an interactive and collaborative way. This study uses a qualitative approach with observation, interview, and documentation methods. The results of the study indicate that the Think Pair Card method is effective in improving the skills of reading yellow books, where students are more active in discussing, able to identify problems better, and improve their understanding of the material. In addition, students feel more confident in expressing their opinions after discussing with their partners. Thus, the implementation of this Think Pair Card media can be used as an alternative method in learning in Islamic boarding schools to improve reading and understanding skills of yellow books.

## INTRODUCTION

The yellow book is one of the important materials in Islamic education, especially in Islamic boarding schools. Many students, especially at the Madrasah Ibtidaiyah level, have difficulty in understanding and reading the yellow book, due to limited Arabic language skills, reading skills, and grammar comprehension (Arends, R.I.2012).

Traditional learning methods such as lectures or reading together may be less effective in motivating students and improving reading skills. This can lead to a monotonous learning process, less interactive, and minimal collaboration between students (Arends, R.I.2012)

The use of creative and interactive learning media, such as Think Pair Card, is expected to help students learn better. This method involves the process of thinking individually, collaborating with partners, and discussing the material together. This approach is expected to improve students' understanding of the yellow book through more active and enjoyable learning (Shoimin, 2013).

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Think Pair Card encourages students to work together and help each other understand the material. This collaboration is expected to be able to encourage students' learning motivation and provide a more meaningful learning experience, so that it can significantly improve their yellow book reading skills. (Nasution, Y. S., & Surya, E. 2017).

Madrasah Ibtidaiyah Darul Falah in Central Lampung was chosen as the research location because it is considered representative and has potential female students, but requires a more interactive and innovative learning approach to improve their yellow book reading skills.

With this background, this study aims to explore how Think Pair Card media can help improve yellow book reading skills among female students in grade VI.

## **METHOD**

This research was conducted at the Islamic Madrasah Darul Falah, Darul Ulum Islamic Boarding School in Tanjung Harapan Village, Seputih Banyak, Central Lampung. Based on the background and formulation of the problem stated above, the approach used is field research by obtaining data directly from the research location, this research uses a qualitative research type. This research is useful for finding out about "Implementation of the Use of Think Pair Card Media in Improving Yellow Book Reading Skills" through various instruments, namely interviews, documentation, and observation.

The data collection technique in this study uses the following techniques: Observation (Sugiono, 2020), Observation is carried out by observing the research object using the sense of sight and making notes on the results of the observations. Interview, So the interview is a form of dialogue conducted by the researcher to obtain in-depth information from the respondents. In this study, the researchers will use the Principal of the Islamic Madrasah Darul Falah and the Ustadzah of the sixth grade female students of the Elementary Madrasah Darul Falah Seputih Banyak, Central Lampung.

Interviews in this study were conducted to obtain information covering the process of using think pair card media by class VI students of MI Darul Falah Seputih Banyak, Central Lampung. Documentation comes from the word document, which means written goods, the research method used in data collection is to record existing data (Ardiansyah, Risnita, & M. Syahrani Jailani, 2023). In this method, the researcher wants to do documentation by recording data in the field and documenting it with the help of stationery

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and a camera so that researchers can facilitate documentation by taking photos and videos when the sorogan kitab kuning is carried out.

The data validity testing process carried out by the author in this study goes through the following stages: Source Triangulation is used to test the credibility of the data by reviewing existing data through several sources (Helaluddin, & Hengki Wijaya, 2019) and Triangulation Techniques to test the credibility of the data which is done by checking data on the same source with different techniques. The data analysis method used by researchers is an interactive model with three stages, namely: data reduction means summarizing and focusing on important things (Muhammad Rizal Pahleviannur et al., 2022). Data display is an effort to combine a set of information (Amtai Alaslan, 2022). Drawing conclusions is drawing conclusions from the data analyzed (Kusuma, & Khoiron, 2013).

## **FINDINGS AND DISCUSSION**

### **Implementation of the Use of Think Pair Card Media to Improve Reading Skills of Yellow Books**

#### **1. Implementation**

Implementation according to language is application or execution (Wahya, Suzana, & Ernawati Wardiah, 2013). Implementation is the act of applying certain rules, values, or norms that are understood and become standards in practicing or implementing them (Nursuci Indrati Sukocodan Nurdin, 2018). Implementation can be simply interpreted as implementation or execution.

#### **2. Think Pair Card**

Think Pair Card is a learning method that combines the Think-Pair-Share technique with the use of cards. This technique is used to encourage interaction and collaboration between students in learning activities, while stimulating critical thinking. The use of cards in this method aims to provide an initial stimulus that can provoke discussion, and help students focus more on answering questions or solving problems. The cards can contain questions, keywords, concepts, or problems that must be solved, even the application can use stacking card media in other words, arranging a word into a sentence consisting of several words and then arranging it into a sentence.

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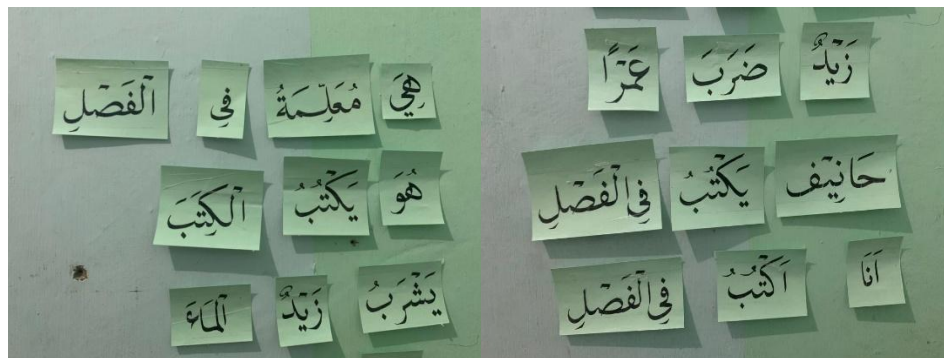
The stages in using Think Pair Card media as a learning medium in the classroom are:

**Think (thinking)** This learning begins with the teacher asking questions related to the lesson to think for themselves the answer to the problem. With this stage, students will try to explore their own abilities, and the teacher gives them the opportunity to think about the answer.

**Pair (pairing)** Next, at this stage the teacher asks the students to pair up. Gives the pairs the opportunity to discuss. It is hoped that this discussion can deepen the meaning of the answers that have been thought of through intersubjective with their partners.

**Card (card)** the card media used in this learning is in the form of pieces of words from a sentence arranged into a perfect fi'liyyah sentence, the card media can also contain questions, keywords, concepts, or problems that must be solved. This media is used with the aim of making students more active. So that the classroom atmosphere becomes more lively.

With this Think Pair Card media, students are trained how to arrange words one by one and learn to think to translate words one by one and also work together with a partner to compose a sentence. Cards also function as media containing questions, assignments, keywords, or statements related to the subject matter, such as yellow books. The cards help students to focus on certain aspects of the text and guide them in analyzing and understanding the material in depth.



**Figure 1.** Think Pair Card Media

Cards serve as triggers for discussions between pairs of students. Each card can contain a different question or challenge that requires cooperation between pairs to find the answer. With these cards, students will find it easier to start conversations and discussions about the material being studied.

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**Figure 2.** Yellow Book Learning Process Activities Using Think Pair Card Media.

Here are the steps to use the Think Pair Card method in learning to read the yellow book:

## 1. Preparation

- a. Selection of Material: Choose a yellow book or a specific text to be studied.
- b. Preparing Cards: Prepare cards containing questions, assignments, or keywords related to the text. For example, cards can contain questions about the meaning of words, themes, or context of the yellow book.

## 2. Think (*Think Alone*)

- a. Introduction to Material: Provide an introduction to the yellow book to be read. Explain the learning objectives.
- b. Giving Time to Think: Invite students to read a certain part of the yellow book independently. Give them time to think about what they read and take notes about their understanding.
- c. Answering Questions: Ask students to record their answers or opinions to the questions on the cards.

## 3. Pair (*Group*)

- a. Pair Formation: Invite students to pair up (can be with a deskmate or random).
- b. Discussion: Ask each pair to discuss their understanding of the text that has been read. They can compare answers to questions on the cards and discuss the meaning and context of the yellow book that was read.

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- c. Encourage Cooperation: Invite students to listen to each other and provide responses to the ideas shared.
4. Share (Share with the Class)
  - a. Presentation: After the pair discussion, ask several pairs to share the results of their discussions in front of the class. Each pair can explain their answers and the discussion that has been done.
  - b. Class Discussion: Facilitate a class discussion based on the presentation. Ask additional questions to deepen students' understanding and discuss various points of view.
5. Reflection
  - a. Individual Reflection: Invite students to reflect on what they have learned from this activity. Students can record their thoughts on how this method helped them understand the yellow book.
  - b. Feedback: Provide feedback as a teacher on the results of the discussion and students' understanding. Clarify concepts that may not be clear.
6. Closing
  - a. Conclusion: Conclude the learning by emphasizing the important points of the yellow book that has been read and discussing it as a whole.
  - b. Additional Assignments (Optional): Give additional assignments related to the yellow book to deepen students' understanding, such as writing a summary or answering further questions.

By following these steps, the Think Pair Card method can help female students to be more active in learning to read the yellow book, improve their understanding, and strengthen collaboration and communication skills.

## **3. Reading**

### *Understanding Reading*

The word reading is a word derived from the word "read" which means to see and understand the contents of what is written by speaking or just experiencing it. Reading is a process carried out and used by readers to obtain messages that researchers want to convey through the media of words or written language (Jakarta: Balai Pustaka, 2005). In Arabic, the word read (iqro) is also a verb amr which means a command sentence. In other words, it contains an order to carry it out. As in the verse of the Qur'an, Surah Al-Alaq, which reads:

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١. اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

٢. خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ

٣. اقْرَأْ وَرَبُّكَ الْأَكْرَمُ

٤. الَّذِي عَلَّمَ بِالْقَلَمِ

٥. عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning: "Read with (mentioning) the name of your God who created, He created man from a clot of blood. Read, and your God is the Most Gracious, who teaches (man) by means of kalam. He teaches man what he does not know." (QS. Al-Alaq: 1-5). (Bandung: Syaamil al-Qur'an, 2005).

The verse above explains that reading is one of the keys to gaining knowledge. This verse suggests that reading and writing repeatedly leads to the development of broader thinking, enriching oneself, and preparing someone to become a more skilled person.

Islamic education is the formation of human character according to Islamic teachings. However, the question is, how can we make perfect teaching understandable to students? Of course, one way to strengthen students' understanding of Islamic teachings is through reading (Hidayat et al., 2024). Islamic teachings that students should read and understand are yellow books.

Skills are the abilities of individuals to perform various tasks in their work (Robbins, Stephen P., Judge, & Timothy A., 2008). Reading skills are basic abilities in understanding, interpreting, and analyzing written texts. This involves several interrelated aspects, including word recognition, understanding meaning, and the ability to draw conclusions from the text read.

## a. Indicators of Reading Yellow Books

The indicators that students can be said to have the ability to read yellow books are as follows:

### a. Accuracy in reading

Accuracy in reading yellow books is based on the rules of reading, including students knowing and mastering the rules of nahwiyah or shorfiyah as stated and formulated by Taufiqul Hakim in amsilati (Taufiqul Hakim, 2003).

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## **b. Deep understanding of the contents of the reading**

Reading activities are not only limited to reading written texts, but reading includes understanding written texts in the form of ideas or main ideas desired by the author.

## **c. Can express the contents of the reading**

After students are able to read correctly, students are asked to be able to express the contents of the reading in their own language. Because ideally they are able to read yellow books accompanied by being able to express the contents of the reading. To find out that students have mastered what they read, among other things, by proving that the students are able to tell what they read. By reading, they will gain more knowledge compared to other friends who read less, reading is indeed the main capital in the learning process (Qodzi Azizi, 2003).

## **4. Yellow Book**

Etymologically, these are books written by scholars printed on yellow paper. Among Islamic boarding schools themselves, in addition to the term yellow book, the term classic book is also used to refer to the same type of book. These books are generally not given a sakal or harokat, so they are often also called bald books (Qolbi Khoiri Rodiah, & Zulkarnain, 2018).

### **a. Books Used for Sorogan in Grade VI of Darul Falah Elementary School**

The yellow book taught in Grade VI of Darul Falah Elementary School using the Think Pair Card method is: "The Book of Mabadi Fiqh by Sheikh Umar Abdul Jabbar".

The use of the Mabadi' Fiqhiyah book in order to improve the skills of reading yellow books in Darul Falah Elementary School class VI MI with the Think-Pair-Card (TPC) method is a strategic step in learning. The reasons for using this method are based on the characteristics of grade VI MI students and the educational objectives in the ability to read yellow books.

### **b. Study of the Book of Mabadi' al-Fiqhiyyah**

The Book of Mabadi' Al-Fiqhiyyah is a book of one of the fiqh books that follows the Imam Syafi'i school, as one of the majority schools used especially in Indonesia, the work of Ustadz Umar Abdul Jabbar which is divided into four juz or volumes and was written first times in the month of Rajab in 1332 AD/ 1353 H. 21 The Mabadi' Alfiqhiyyah Book contains Islamic religious laws relating to daily worship practices (Surabaya: Salim Nabhan, 2013).

The discussion in the book Mabadi' Al-Fiqhiyyah contains several topics or chapters regarding the teachings of Islamic law, including; 1) Ahkamul Islam, 2) Thaharah



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(Purification), 3) Istinja', 4) Uncleaness and Purification, 5) Ablution, 6) Tayamum 7) Bathing, 8) What is Prayer, 9) Congregational Prayer, 10) Friday Prayers, 11) Musafir Prayers, 12) Funeral Prayers, 13) Zakat, 14) Zakat Fitrah and 15) Fasting (Shoum).

### **c. Reading Learning Objectives Through the Yellow Book of Mabadi Fiqh**

The purpose of Madrasah Ibtidaiyah Darul Falah in reading the yellow book using the Mabadi Fiqh book is to improve reading skills in understanding tarkib nahwu (grammatical structure in Arabic).

The selection of this mabadi 'fikih book aims to be a reference for learning fiqh at the beginner level of students and to facilitate learning with questions and answers according to the contents of this yellow book of mabadi 'fikih which consists of religious law knowledge that supports daily worship, for example in terms of: taharah (purification), prayer, fasting, zakat, hajj and so on. by referring to the abilities that are in accordance with the nature of the Indonesian state, also considering what is the hobby and strength of the minds of students or beginner students.

Thus, the main purpose of this learning is to improve proper reading skills and understand grammatical structures (tarkib nahwu) so that students can understand Islamic texts better and more comprehensively (Muhammad Yahya Khabibi et al., 2021).

## **Factors That Are Obstacles and Supports in Using the Think Pair Card Method in Improving Yellow Book Reading Skills.**

Here are some of the advantages of the Think Pair Card method in improving yellow book reading skills:

### **1. Improving Deep Understanding**

In the Think process, students are given time to read and reflect on the yellow book text individually. This gives them the opportunity to identify difficulties or find the meaning of difficult words before group discussions (As'ari et al., 2024).

### **2. Collaboration Between Students**

In the Pair stage, students discuss with each other the results of their understanding of the text being read. By discussing, they can complement each other and share knowledge, so that difficulties in understanding the text can be overcome together.

### **3. Improving Communication Skills**

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In the Pair and Share sessions, students are required to explain their understanding to friends. This strengthens communication skills and encourages them to articulate their understanding more clearly and in a structured manner.

## **4. Improving Accuracy and Self-Confidence**

In the Card process, students can practice the results of the discussion by using cards containing questions or challenges related to the yellow book text. The use of these cards stimulates critical thinking and deeper text analysis. This can also increase the students' self-confidence when they succeed in answering or understanding questions from the text.

## **5. Minimizing Errors in Understanding**

Intensive group discussions in this method help minimize errors in understanding the yellow book text. Each student can provide input and corrections if there are errors in reading or interpreting the text.

## **6. Increasing Learning Motivation**

This method allows students to be more active and motivated in learning. The learning process becomes more fun and challenging, so that students' interest in studying the yellow book increases.

## **7. Encouraging Learning Independence**

Although the process is collaborative, Think Pair Card also involves an independent phase (Think), where students are given the responsibility to reflect on and understand the text themselves before discussing. This forms an attitude of independence in learning.

## **8. Strengthening Memorization and Understanding of Texts**

The process of repeatedly reading, discussing, and answering questions related to the yellow book text helps strengthen memorization and understanding of the terms or meaning of the text.

Overall, the Think Pair Card method not only helps in cognitive aspects such as text comprehension, but also involves the social and emotional aspects of students in learning, making it an effective method in improving yellow book reading skills (Shoimin, 2014).

Although the Think Pair Card (TPC) method has various advantages, there are also several disadvantages that need to be considered in its application, especially in the context of learning to read yellow books. Here are some of the disadvantages of the TPC method:

### **1. Takes Longer**

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The Think, Pair, and Card process takes quite a long time for each stage. In learning yellow books, the texts studied often take a long time to understand, and if combined with group discussions and the use of cards, the learning process can be very slow.

## **2. Dependence on Discussion Skills**

The success of this method is highly dependent on students' ability to discuss. If students are not active or less skilled in communication, this method may not be effective. Students who are quieter or less confident in discussions tend not to get the full benefit of this method.

## **3. Potential Imbalance of Contribution**

In the Pair phase, there is often an imbalance of contribution, where one student is more dominant than the other. This can cause more passive students to not be fully involved in the learning process, so that their understanding of the yellow book does not increase optimally.

## **4. Challenges in Class Management**

In classes with a large number of students, managing group discussions and monitoring each pair can be difficult for teachers. Teachers may have difficulty ensuring that all students are actively involved and understand the material well.

## **5. Potential Confusion in Discussion**

If students have a wrong understanding from the start when reading the yellow book, and if the error is not corrected in the discussion, this can worsen their understanding. Undirected discussions can reinforce erroneous understandings.

## **6. Limitations of Material That Can Be Discussed**

The Think Pair Card method may be less effective for yellow book material that is very complex and requires in-depth explanations from the teacher. Some parts of the yellow book have grammar or context that are difficult to solve only through discussion between students.

## **7. Dependence on the Quality of Questions on the Card**

The quality of the learning process also depends heavily on the questions or challenges presented on the card. If the questions or problems given are less relevant or not challenging, the learning process can lose focus and not lead to the expected improvement in yellow book reading skills.

## **8. Not Suitable for Students with Certain Learning Styles**

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This method may not be suitable for all types of students, especially those who prefer to learn individually or who have a more dominant visual and kinesthetic learning style. Students like this may feel uncomfortable with too much verbal discussion.

### **9. Depends on Students' Cooperation Ability**

This method requires students to work well together in pairs or groups. If there is conflict between students or lack of cooperation, the learning process can be disrupted and ineffective.

These shortcomings emphasize the importance of teachers carefully planning and facilitating the implementation of the Think Pair Card method so that it remains effective in improving yellow book reading skills, taking into account the needs and characteristics of students (Mukhtar, M. 2013).

## **Efforts Made to Overcome Constraints in Using Think Pair Card Media in Grade VI Girls of Madrasah Darul Falah Seputih Banyak, Central Lampung.**

Efforts made by teachers to make learning to read yellow books effective are:

### **1. Teacher Training and Development**

- a. Holding training or workshops for teachers on the Think Pair Card method so that they can better understand and apply it well.
- b. Holding direct practice sessions so that teachers can try this method before applying it in class.
- c. Increasing teachers' understanding of active and collaborative learning strategies.
- d. Providing examples or learning modules based on Think Pair Cards as a guide for teachers.

### **2. Increasing Student Participation**

- a. Using interesting card variations, such as picture or colored cards so that students are more enthusiastic.
- b. Creating a fun learning atmosphere so that students do not feel burdened.
- c. Encouraging students to be more active by giving appreciation to those who participate.
- d. Adjusting the material to the level of student understanding so that it is not too difficult or too easy.

### **3. Providing Adequate Facilities and Infrastructure**

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- a. Providing a sufficient number of cards for all students so that learning runs smoothly.
  - b. Ensuring that the classroom supports group learning, such as tables that can be arranged for discussion.
  - c. Provide other tools such as whiteboards, markers, or digital media if possible.
  - d. Print cards with durable materials so they can be used repeatedly.
4. Periodic Assistance and Evaluation
- a. Conduct regular evaluations of the effectiveness of the implementation of Think Pair Cards in learning.
  - b. Provide assistance to teachers who are still having difficulty implementing this method.
  - c. Analyze the advantages and disadvantages of this method based on the evaluation results.
  - d. Conduct a survey of students about their experiences using the Think Pair Card method.
5. Support from Schools and Parents
- a. Involve the principal and school to provide full support for this method.
  - b. Conduct socialization to parents about the benefits of Think Pair Cards so that they support it at home.
  - c. Collaborate with related parties to obtain funds or assistance in procuring facilities.
6. Adaptation to Technology
- a. If possible, utilize digital technology such as educational applications to create digital cards.
  - b. Use interactive presentations to complement the Think Pair Card method to make it more interesting.
7. Effective Time Management
- a. Arrange the learning time so that this method does not take up too much time in one session.
  - b. Create a clear learning scenario, such as how long to think, pair up, and share.
  - c. Ensure that each group gets an equal opportunity to speak and discuss.

By implementing the steps above, obstacles in implementing Think Pair Cards can be minimized, so that learning becomes more effective and interesting for students.

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As the results of an interview with a female teacher who attended Madrasah Darul Falah Seputih Banyak Lampung Tengah, the efforts made by teachers in overcoming obstacles to improving reading and writing skills of yellow books, especially in grade 6 girls, by using card media, namely female teachers make card media, the card media used in this learning is in the form of pieces of words from a sentence arranged into a perfect fi'liyyah sentence, the card media can also contain questions, keywords, concepts, or problems that must be solved. This media is used with the aim of making students more active. So that the classroom atmosphere becomes more lively.

With this Think Pair Card media, students are trained how to compose words by words and learn to think to translate words by words and also work together with a partner to compose a sentence. Cards also function as media containing questions, assignments, keywords, or statements related to the subject matter, such as yellow books. The cards help students to focus on certain aspects of the text and guide them in analyzing and understanding the material in depth.

### **CONCLUSION**

Based on the results of the study on the implementation of the use of Think-Pair-Card media in improving yellow book reading skills in class VI of Madrasah Ibtidaiyah Darul Falah, it can be concluded that:

#### **1. Implementation of the Think-Pair-Card Method**

The use of the Think-Pair-Card method in learning yellow books provides a more active and interactive learning experience. This method helps students understand the yellow book text through the stages of individual thinking (Think), pair discussion (Pair), and strengthening understanding through question cards or challenges (Card).

#### **2. Improving Yellow Book Reading Skills**

With this method, students experience an increase in their yellow book reading skills, especially in the following aspects:

- a. The ability to recognize and understand Arabic texts without harakat.
- b. Improving understanding of the rules of nahwu and shorof.
- c. Self-confidence in reading and analyzing the meaning of the text.

#### **3. Improving Student Motivation and Participation**

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The implementation of this method makes students more enthusiastic and motivated in learning. They are more courageous in asking questions, discussing, and trying to read yellow books with better understanding.

## **4. Effectiveness in Learning**

Compared to traditional methods such as sorogan which are more individual and passive, the Think-Pair-Card method has proven to be more effective in improving students' understanding. Discussion and cooperation between students help them overcome difficulties in reading and translating yellow book texts.

## **SUGGESTION**

1. Teachers can continue to develop this method with other variations to make it more interesting and effective.
2. There needs to be additional support such as a mini dictionary or digital media to help students understand the terms in the yellow book.
3. Parents and the environment are expected to support learning the yellow book by providing students with opportunities to practice outside the classroom.

Thus, the Think-Pair-Card method can be an innovative solution in improving the yellow book reading skills of class VI students at Madrasah Ibtidaiyah Darul Falah.

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