

HOW IS THE FEASIBILITY AND READABILITY OF 10TH GRADE ARABIC LANGUAGE AND LITERATURE TEXTBOOK?

BAGAIMANA KELAYAKAN DAN KETERBACAAN BUKU TEKS BAHASA DAN SASTRA ARAB KELAS X?

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Abstract: This research aims to determine the suitability of Arabic Language and Literature textbooks for 10th grade High School/MA Students with the *BSKAP* standards, the readability level, and readability level by student grade. This research used the evaluative method. The researchers used content analysis technique and collected data through literature study and document study to analyze the feasibility of textbooks. The method used to determine the readability level was the Raygor's graph and the fog index. The results of the study indicate that this book is suitable for use with an overall score of 92.42% which includes aspects of the feasibility of standard content, presentation, design and graphics. However, based on the results of Raygor's graphic analysis, this textbook is not appropriate for use at the 10th grade student because none of the eight texts studied correspond to the 10th grade level. Meanwhile, based on the results of the fog index, this textbook is in easy to read category with a score of 3.72. Overall this book is suitable for use in the 10th grade student, but it needs some adjustments to design standards such as selecting interesting illustrations. Even though it has a high level of feasibility, the readability of this book is not up to the 10th grade student and the readability level is not ideal, so it needs improvement.

Keywords: Feasibility, *BSKAP*, Readability, Raygor's Graph, Fog Index, Textbook.

Abstrak: Penelitian ini bertujuan untuk mengetahui kesesuaian buku ajar *Bahasa dan Sastra Arab* untuk Siswa SMA/MA Kelas X dengan standar BSKAP, untuk mengetahui tingkat keterbacaannya, dan untuk mengetahui kesesuaian tingkat keterbacaan dengan tingkat kelasnya. Penelitian ini menggunakan metode evaluatif. Untuk menganalisis kelayakan buku ajar, peneliti menggunakan teknik analisis isi dan melakukan pengumpulan data melalui studi pustaka dan studi dokumen. Adapun metode yang digunakan untuk mengetahui tingkat keterbacaan adalah dengan menggunakan grafik Raygor dan *fog index*. Hasil penelitian menunjukkan bahwa buku ini telah layak digunakan dengan nilai keseluruhan 92,42% yang meliputi aspek kelayakan standar isi, penyajian, desain dan grafika. Namun, berdasarkan hasil analisis grafik Raygor, buku ajar ini tidak sesuai untuk digunakan pada kelas X karena tidak ada satupun teks yang sesuai dengan tingkat kelas X dari delapan teks yang diteliti. Sementara berdasarkan hasil fog index, buku ajar ini termasuk pada kategori mudah dibaca dengan skor 3,72. Secara keseluruhan, buku ini telah layak digunakan pada kelas X, tetapi perlu beberapa penyesuaian pada standar desain seperti pemilihan gambar ilustrasi yang menarik. Meskipun memiliki tingkat kelayakan

yang tinggi, keterbacaan buku ini tidak sesuai dengan tingkat kelas X dan tingkat keterbacaannya pun belum ideal sehingga perlu perbaikan.

Kata kunci: Kelayakan, BSKAP, Keterbacaan, Grafik Raygor, *Fog Index*, Buku Ajar.

INTRODUCTION

One of the learning tools in the formal and informal education system is textbooks. The textbook content must be able to develop students' cognitive, psychomotor, and affective abilities (Handayani & Isnaniah, 2020). So, the education system must consider the use of textbooks. However, not all textbooks have good eligibility and readability quality. Inappropriate textbooks can cause learning problems. One problem may be the mismatch of the teachers' and students' hand textbooks. That problem can trigger a loss of interest in reading textbooks, impacting the motivation and achievement of student learning outcomes (Mukarromah, 2019). Therefore, the feasibility and readability of textbooks are very important to ensure that the teachers and students use the textbook effectively. Qualified textbooks can increase the student's understanding of learning subjects (Zaenuri, 2018).

The quality of student textbooks can indicate the advancement of a nation's education (Hadi, 2018). If the textbooks are of good quality, the country has advanced education. A good and proper textbook must meet predetermined standards or criteria to advance education (Fahrudiin, 2020). The Curriculum Standardization and Education Assessment Agency (*BSKAP*) has determined the standardization of textbooks feasibility in Indonesia. *Permendikbudristek* Number 22 of 2022, article 8 regulated the textbook quality standards must cover four aspects: material, presentation, design, and graphics.

Besides the material, presentation, design, and graphic aspects, according to Ginanjar (2018), a good textbook must have readability standards. Amir, Nensilanti & Shafariana (2022) reinforced Ginanjar's opinion that although material and presentation aspects are very important in compelling textbooks, readability also plays an important role in a textbook's success in conveying information. Sentence layout and word usage affect textbook readability (Supriadi & Fitriyani, 2021). If textbooks have difficult language, confusing sentence structure, and difficult vocabulary, it can affect students' ability to understand the material. Therefore, the reader can easily understand a qualified textbook. So the reader does not have difficulty reading the textbook (Kusuma, 2018). Evaluating a textbook's readability is necessary to determine its readability level. The readability evaluation level of textbooks is crucial in learning (Adiningsih, 2021).

Currently, teachers and students use many kinds of printed and electronic textbooks. However, the textbooks' circulation does not necessarily meet the qualifications or standards *BSKAP* sets or tests for its readability. Therefore, related parties must analyze the students' textbooks to improve and maintain quality. This analysis has an important role as a basis for determining the quality of textbooks and ensuring optimal achievement of learning objectives. The neglect of the learning quality happens in non-analyzed learning textbooks (Nashrullah & Taufiq, 2021).

The researcher conducts various feasibility and readability analyses of textbooks. The research conducts on several subjects, including Indonesian (Ginanjar, 2018), Physics (Kusuma, 2018), Islamic History (Fahrudiin, 2020), and Mathematics (Saputro et al., 2022). The researcher conducts a feasibility analysis of the content of textbooks on Arabic subjects at the Islamic elementary school (*MI*) level

(Azhari, 2018; Bahy & Taufiq, 2022; Hadi, 2018) and high school (Nashrullah & Taufiq, 2021; Zaenuri, 2018). However, a few analyses of the Arabic textbooks' readability have been conducted in Indonesia (Putri et al., 2023; Supriadi & Fitriyani, 2021). The textbooks used in the place where researchers teach have not been evaluated in detail by the authorities in their fields. The textbook analysis is very important to do because it has benefits for educational institutions and students. Therefore, researchers really want to conduct a study to evaluate the suitability of books with BSKAP standards and the level of readability of these textbooks. This research is useful to assist educational institutions in selecting qualified textbooks so students can easily understand the subject matter. Therefore, this study will assess the feasibility and readability of Arabic Language and Literature textbooks for 10th grade high school (*SMA/MA*) Students (hereinafter referred to as *BSA X*). The objectives of this study are: (1) to find out the feasible textbooks in accordance with *BSKAP* standards; (2) Understanding the readability level in accordance with the class level; and (3) Understanding the textbooks readability level.

METHODS

This research was an evaluative descriptive study that aimed to determine the suitability of *BSA X* textbooks with *BSKAP* standards, the suitability of the readability level with the grade level, and the readability level. The researcher used a content analysis design to describe and evaluate the suitability of the *BSA X* textbook with *BSKAP* standards. The researcher used the Raygor's graph readability formula to determine the suitability of readability at the grade level. In addition, researchers also used the fog index formula to determine the readability level of textbooks. The object of this research was the *BSA X* textbook by Farhan and Nurlailah, and Yrama Widya published this textbook in the fourteenth printing of 2022. The researcher chose the textbook because the high or vocational high school (*SMA/MA/SMK*) students tended to use this textbook. In addition, the researcher used *BSA X* became the research subject to know whether textbooks were suitable for 10th grade and measure their readability.

In textbook feasibility analysis, the researcher became the research instrument. Researchers compiled research instruments according to textbook standards according to *BSKAP*. The research instrument was a textbook analysis sheet comprising four standards broken down into several indicators. The assessment in this study used a rating scale. The researcher collected data and analyzed it qualitatively. The rating scale used had predetermined criteria for each score. In general, the range of data used in this study was from 1 to 4. In this study, to collect the data used, literature and document studies. The research documents used the *BSA X* textbook, *Permendikbudristek* Number 22 of 2022, and the 2013 Curriculum.

Meanwhile, the researcher used the Raygor's graph readability formula to determine the suitability of the readability level of *BSA X* textbooks with the class level. Raygor's graphic research sample was eight texts from the reading section (*al-qiraa'atu*) in each chapter. Then, the researcher used the fog index readability formula to determine the textbook's readability level. The researcher used the two readability formulas to provide more accurate results in determining the readability level. The researcher conducted the readability test of fog index using a simple random sampling technique. This simple random sample is used because the selected discourse text can already represent other discourse texts. This random sample was taken from three discourse texts at the beginning, middle and end of

the *BSA X* Textbooks. This refers to the statement of Abidin (2012), which states that selecting discourse samples from textbooks could be done by selecting texts at the textbooks beginning, middle, and end. To determine the discourse text to be studied, the researcher used the spinthewheel.io website to select three samples of discourse text in *BSA X* book.

RESULTS AND DISCUSSION

BSA X Textbook Feasibility Research Results Based on *BSKAP* Standards

The research instrument was a textbook analysis sheet consisting of several assessment indicators derived from the four components of textbook criteria based on the *BSKAP* standard listed in *Permendikbudristek* Number 22 of 2022. The following table is the result of assessing the feasibility research instrument for the *BSA X* textbook based on the *BSKAP* standard.

Table 1. The Results of the *BSA X* Textbook Feasibility Research Instrument Assessment

No	Component	Assessment Indicator Items	Score			
			1	2	3	4
1	Content Standard	The suitability of textbooks with the 2013 curriculum and national education standards			✓	
		Appropriate textbooks in terms of science				✓
		Suitability to the textbook with environment and context				✓
		Suitability and consistency between the contents of the textbook				✓
		Textbooks fulfill <i>Pancasila</i> values				✓
		There is no discrimination in textbooks				✓
		Textbooks do not contain pornographic elements				✓
		Textbooks do not contain elements of violence				✓
		There is no hate speech in textbooks				✓
2	Presentation Standard	The relevance of the textbook content with the class level of students				✓
		Textbooks use appropriate language				✓
		Textbooks use communicative language				✓
		The accurate use of language and spelling				✓
		There is a purpose (background) in each chapter				✓
		There is a concept map for each chapter				✓
		There is a summary of the material				✓
		There are questions, assignments, and student exercises				✓
		There is a table of contents				✓
		There is a bibliography				✓
		There is a glossary				✓
3	Design Standard	Appropriate use of illustrations				✓
		Interesting illustrations		✓		
		Contents page design			✓	

		Design of the textbook cover page			✓	
4	Graphics Standard	The physical size of the textbook (A4, A5, or B5)				✓
		Textbook print quality		✓		
		Textbook binding quality			✓	
		Suitability between front, back, and spine textbook designs				✓
		Use a proportional font size			✓	
		Don't use too many fonts type				✓
		Consistency of spacing used between paragraphs				✓
		The font type and size of chapter titles				✓
		The font type and size of the chapter subtitles			✓	
Total score		126				
Maximum Total Score (34x4)		136				
Feasibility Assessment Results		$= (126 \div 136) \times (100)$ $= 0.9264 \times 100$ $= 92.64$				

Feasibility of BSA X Textbook Contents

Overall, the *BSA X* textbook has met the content eligibility standards based on *BSKAP*. This textbook meets the content criteria, both in terms of science and suitability with the context and environment of the learner. The material presented is relevant to the context of students' daily lives and general life. The *BSA X* textbook has also instilled *Pancasila* values such as abstaining from discrimination, helping, and respecting each other. The *BSA X* textbook has no elements of pornography, violence, or hate speech. The weakness of the content standards in the *BSA X* textbook is the absence of Core Competencies (*KI*) and Basic Competencies (*KD*), both at the beginning of the textbook and in each chapter. In contrast, *KI* and *KD* are important for teachers to know because the *KD* can ease teachers develop lesson plans and know the achieved goals from learning as Maburrosi (2020) argues that a good textbook is a textbook that focuses on the content feasibility component, at least by referring to the goals that students want to achieve, namely competency standards (*KI* and *KD*). Therefore, the author must include *KI* and *KD* at the beginning or in each textbook chapter.

Besides the unlisted *KI* and *KD*, the *BSA X* textbook does not fully follow the *KI* and *KD* of the Arabic language for 10th grade KMA 183 of 2019. It happens because the *BSA X* textbook: *الهواية* and *الطعام والشرب* not contained two themes. The themes presented in the *BSA X* textbook are: (1) *أُسْرَةٌ مَحْبُوبَةٌ*; (2) *أُسْرَةٌ سَعِيدَةٌ*; (3) *مَدْرَسَتِي الْجَمِيلَةَ*; (4) *هَيَّا بِنَا إِلَى الْمَدْرَسَةِ*; (5) *أَنَا أَحِبُّ التَّعَارُفَ*; (6) *عَرَفْتُ نَفْسَكَ*; (7) *أَعْمَالِي الْيَوْمِيَّةَ*; dan (8) *أَحْمَسُ عَلَى الْعَمَلِ*. These themes show that the *BSA X* textbook Yrama Widya published does not follow the content of K-13. The suitability of the material with *KI* and *KD* is a very important factor in evaluating the feasibility of the content of the textbooks. This opinion is in line with Muslich (2010), who argued that the researcher must consider three important components in

assessing the feasibility of textbook content. These components include the suitability of material explanations with the *KI* and *KD* in the curriculum, the accuracy of the material, and the relevance of the supporting material to the learning process.

Feasibility of BSA X Textbook Presentation

Overall, the *BSA X* textbook has met the presentation standards set by *BSKAP*. The *BSA X* textbook is relevant to the intended 10th grade level. The *BSA X* textbook has a table of contents contained on pages vi-viii. In addition, a bibliography is on page 227 after the "discussion" of chapter 8 and *ziyaadatul mufradat*. The "glossary" is on pages 228-229 before the index page. The *BSA X* textbook has a background or learning objectives written at the beginning of each chapter, namely on pages 1, 23, 47, 69, 107, 131, 155, and 181. Each chapter has concept maps on page 2, 24, 48, 70, 108, 132, 156, and 182. A summary of the material included the end of the chapter after "discussing proverbs" and before "evaluating the chapter." Each chapter of the *BSA X* textbook contains questions, assignments, and student evaluation exercises. "Assignments and practice questions" are after discussing sub-chapters, while student evaluation exercises are at the end of the chapter after the "summary." The questions and assignments aim to train students' language skills and evaluate student learning outcomes. Evaluating learning outcomes is important in motivating students to learn and improving their learning achievement (Ediyani et al., 2020).

A good and qualified textbook is a textbook that pays attention to its linguistic aspects. Therefore, the use of language in textbooks must follow the principles of good and correct language, and the reader can logically and easily understand according to the level of readers' cognitive development, especially teachers and students (Mabrurrosi, 2020). The *BSA X* textbook presents activities that involve communication, such as having Arabic conversations with friends. The language used in explaining the material is not complicated, so students can easily understand it. This textbook's grammar and spelling follow applicable rules and punctuation. The use of foreign terms in the *BSA X* textbook has been carried out correctly, namely by printing in italics the foreign terms. In addition, the sentences in the *BSA X* textbook have fulfilled the criteria as sentences, including the existence of a subject, predicate, object, and complement. The *BSA X* textbook is easy for students to understand. This textbook is considered very appropriate based on the standard of presentation. It is in line with the statement of Handayani & Isnaniah (2020), which states that the author must adjust language choice to the reader's education level. Avoid using too complicated language to be easily understood and use too simple language.

The Feasibility of BSA X Textbook Design



As a whole, from the cover design to the contents page design, we have used bright and attractive color combinations. In addition, the font used is easy to read and does not use too many varied font forms. This certainly makes it easier for the reader to read the material presented. In addition, the illustrations used in the *BSA X* textbooks are generally appropriate and accurate with each *mufradat* and subject matter theme. As for the shortcomings of the design feasibility standards lies in the illustrations/pictures on each part of the hiwar and mufradat which use black and white. This causes students to be less enthusiastic and students feel bored quickly when they see *BSA X* textbooks. Even though textbook illustrations are important to attract students' attention, encourage motivation, and help students understand the material (Hadi, 2018).

Graphic Feasibility of *BSA X* Textbook

Overall, the *BSA X* textbook has met the graphic standards set by *BSKAP*. *BSA X* textbook uses size B5. The cover's design for the textbook's front, spine, and back also follows the provisions. The textbook cover consists of the front, spine, and back must have color harmony, illustration, and typography (Fahrudin, 2020). However, the print quality of the *BSA X* textbook is less attractive because the paper used in printing is newsprint paper. It would be better if the paper used is HVS paper, so students can be more interested in reading this textbook. The quality of the *BSA X* textbook binding was not good because the binding was not sturdy and easily broken up.

The use of letters in the *BSA X* textbook is not too much, making it easier for students to read the material. It follows *Permendikbustek* (2022), which states that the maximum use of font designs (typefaces) in one textbook is of two types: headlines and body copy. Determining the typeface must match the content character and optimize the design variations in the same typeface. The size of the letters used in the *BSA X* textbook is quite proportional such as the difference in font size between chapter titles, sub-chapters, and content material. The *BSA X* textbook has also consistently laid out chapter titles using a more dominant font size. Each subchapter is displayed consistently using bold letters. The contents of the material are present with consistent spacing. Some numbers indicate the page position. The diversity of fonts, font sizes, quality of writing or print, and layout can affect the readability and understanding of the text (Solihati, 2018).

The Readability Level of *BSA X* Textbook Based on Raygor Graph

The discourse that was analyzed using Raygor's graph in the *BSA X* textbook is the text that represents each chapter. The selected text as a sample is the text in each chapter's *al-qiraa'atu* (reading) section. The themes of each chapter are: (1) عَرَفْتُ نَفْسَكَ; (2) أَنَا أَحَبُّ التَّعَارُفِ; (3) هَيَّا بِنَا إِلَى الْمَدْرَسَةِ; (4) مَدْرَسَتِي الْجَمِيلَةَ; (5) أُسْرَةٌ سَعِيدَةٌ; (6) أُسْرَةٌ مَحْبُوبَةٌ; (7) أَعْمَالِي الْيَوْمِيَّةَ; dan (8) أَحْمَسْ عَلَى الْعَمَلِ. Even though the texts have different types, this researcher measured each text's readability using the same method: the Raygor's graph formula. Alton Raygor introduced Raygor's readability formula. This formula assesses the level of readability based on the number of sentences and difficult words in a text (Gumono, 2016). In Raygor's graph, the class rank dividing line appeared to radiate upwards. The horizontal line at the bottom of the graph shows the number of difficult words. In comparison, the

vertical lines on the right and left of the graph show the average number of sentences of 100 words in the nearest ten (Sumadyo et al., 2019).

The steps to measure readability using Raygor's graph are: (1) Choose a text that represents the discourse by taking one hundred words from the text. Sample must reflect the contents of the reading without graphics, pictures, formulas, tables, or blank pages; (2) Calculate the average number of sentences from every one hundred words to the nearest tenth; (3) Counting the number of difficult words per one hundred words. These difficult words include words with six letters or more, except for people's names; (4) Determine the meeting point between the second and third steps on Raygor's graph; and (5) The readability results obtained are then added and subtracted by one grade level. For example, if the calculation result is in 10th grade, the class suitable for the text is class IX, X, and XI (Amir et al., 2022). In the following, the results of textbook readability will be presented based on Raygor's graphs.

Table 2. Some Difficult Sentences and Words in Each Text in *BSA X* Textbook.

Chapter	Theme Title	Number of Sentences per One Hundred Words	Number of Difficult Words
1	عَرَفَ نَفْسَكَ	-	-
2	أَنَا أَحِبُّ التَّعَارُفَ	19.75	10
3	هَيَّا بِنَا إِلَى الْمَدْرَسَةِ	6.28	23
4	مَدْرَسَتِي الْجَمِيلَةَ	6.44	16
5	أُسْرَةُ سَعِيدَةَ	9	31
6	أُسْرَةُ مَحْبُوبَةَ	-	-
7	أَعْمَالِي الْيَوْمِيَّةَ	-	-
8	إِحْمَسْ عَلَى الْعَمَلِ	7.5	7

Table 3. Research Results on the Readability Level of *BSA X* Textbooks Based on the Raygor's Graph

Chapter	Theme Title	Readability Level	Description
1	عَرَفَ نَفْسَكَ	-	The number of words in the text is less than one hundred words, so it does not meet the criteria for readability analysis
2	أَنَا أَحِبُّ التَّعَارُفَ	3	It doesn't suitable
3	هَيَّا بِنَا إِلَى الْمَدْرَسَةِ	7	It doesn't suitable
4	مَدْرَسَتِي الْجَمِيلَةَ	5	It doesn't suitable
5	أُسْرَةُ سَعِيدَةَ	8	It doesn't suitable
6	أُسْرَةُ مَحْبُوبَةَ	-	The number of words in the text is less than one hundred words, so it does not meet the criteria for readability analysis
7	أَعْمَالِي الْيَوْمِيَّةَ	-	The number of words in the text is less than one hundred words, so it

			does not meet the criteria for readability analysis
8	إِحْمَسْ عَلَى الْعَمَلِ	3	It doesn't suitable

The results above show that none of the texts has a suitable readability level following the 10th grade student. Three texts have less than one hundred words, so they do not meet the criteria for readability analysis. The three texts are in chapters 1, 6, and 7. Below is text that does not meet the criteria based on Raygor's chart.

Table 4. Text that Does Not Meet the Criteria Based on the Raygor's Graph

Chapter	Theme Title	Text
1	عَرَفْتُ نَفْسَكَ	تَهَارَكَ سَعِيدٌ إِسْبِي صَالِحٍ، عُمَرِي سِتْ عَشْرَةَ سَنَةً أَنَا مِنْ جَاكْرَتَا عَاصِمَةَ إِنْدُونِيْسِيَا. وَهَذَا زَمِيلِي إِسْمُهُ حَسَنٌ هُوَ مِنْ سُورَابَا يَا عَاصِمَةَ جَاوِي الشَّرْقِيَّةِ وَهُوَ رَجُلٌ رَفِيقٌ. وَهَدِيهِ زَمِيلَتِي إِسْمُهَا هُدَى هِيَ مِنْ بِنْدُونِجِ عَاصِمَةَ جَاوِي الْعَرَبِيَّةِ وَهِيَ امْرَأَةٌ لَطِيفَةٌ. وَذَلِكَ زَمِيلِي مِنْ مِيدَانَ عَاصِمَةَ سُوَ مَطْرَةَ الشَّمَالِيَّةِ إِسْمُهُ بُونَارٌ وَهُوَ رَجُلٌ شَجَاعٌ. وَتِلْكَ أُخْتِي وَهِيَ امْرَأَةٌ رَفِيقَةٌ نَحْنُ أَطْلُبُ مِنْكُمْ الْعُفُوَ إِذَا أَخْطَأْتُ فِي الْكَلَامِ "Suka Senang" إِسْمُهَا فَاطِمَةُ نَسُكُنُ فِي قَرْيَةِ وَشُكْرًا كَثِيرًا.
6	أُسْرَةٌ مَحْبُوبَةٌ	رَجَعَ عَلِيٌّ مِنَ الْمَدْرَسَةِ مُبَكِّرًا، وَشَعَرَ عَلِيٌّ بِالْأَلَمِ فِي رَأْسِهِ. وَكَانَ يَشْعُرُ بِضَعِيفٍ فِي الْمَدْرَسَةِ. فَتَنَامَ عَلِيٌّ مُبَاشَرَةً حِينَ جَاءَ فِي الْبَيْتِ. أَصَابَهُ الْحُمَّى وَهُوَ لَا يَسْتَطِيعُ أَنْ يَقُومَ مِنَ السَّرِيرِ. رَأَتْ أُمُّ عَلِيٍّ حَالَهُ، وَحَزَنْتْ عَلَى حَالِهِ ثُمَّ سَأَلَتْ "مَاذَا حَدَّثَ يَا عَلِيٌّ؟" قَالَ عَلِيٌّ "أَنَا مَرِيضٌ يَا أُمِّي، أَصَابَتِي الْحُمَّى". ثُمَّ سَأَلَتْ "هَلْ تَنَاوَلْتَ الدَّوَاءَ؟" أَجَابَ عَلِيٌّ "لَمْ أَتَنَاوَلْ الدَّوَاءَ" أَخْضَرَّتِ الْأُمُّ الدَّوَاءَ وَالْمَاءَ وَقَالَتْ "تَنَاوَلْ هَذَا الدَّوَاءَ وَاسْتَرِحْ، شَفَاكَ اللَّهُ". شُكْرًا كَثِيرًا يَا أُمِّي أَجَابَ عَلِيٌّ.
7	أَعْمَالِي الْيَوْمِيَّةُ	سَلَّمَتِي طَالِبَةٌ فِي مَدْرَسَةِ ه (ر خَمْسَةَ) الثَّانَوِيَّةِ الْحُكُومِيَّةِ، هِيَ طَالِبَةٌ نَشِيطَةٌ. تَرْجِعُ سَلَّمَتِي مِنَ الْمَدْرَسَةِ فِي السَّاعَةِ الْوَاحِدَةِ نَهَارًا، بَعْدَ أَنْ تُبَدِّلَ لِبَاسَهَا تَذْهَبُ مُبَاشَرَةً إِلَى الْمَطْعَمِ لِخَالَتِهَا، فِيهِ تُسَاعِدُ سَلَّمَتِي غَسَلَ الْأَطْبَاقِ وَالْأَوَانِي حَتَّى تَنَالَ الْفُلُوسَ لِنَدْفَعِ تَكْلِيفَ الْمَدْرَسَةِ. تَرْجِعُ مِنَ الْمَطْعَمِ فِي السَّاعَةِ السَّادِسَةِ، ثُمَّ تُصَلِّيُ الْمَغْرِبَ وَتَقْرَأُ الْقُرْآنَ الْكَرِيمَ حَتَّى أَدْنَ الْمُؤَذِّنُ لِصَلَاةِ الْعِشَاءِ. فَتُصَلِّيُ الْعِشَاءَ ثُمَّ تَنَاوَلُ الْعِشَاءَ. بَعْدَ تَنَاوُلِ الْعِشَاءِ تَنَامُ سَلَّمَتِي فِي السَّاعَةِ الثَّاسِعَةِ لَيْلًا. وَتَعْمَلُ الْوَاجِبَ الْمُنْتَزِلِيَّ بَعْدَ صَلَاةِ الصُّبْحِ.

Then five texts are not following the class, namely the texts in chapters 2, 3, 4, 5, and 8. Below is a text that is not in accordance with the class level.

Table 5. Text that does not match the grade level based on the Raygor's Graph

Chapter	Theme Title	Text
2	أَنَا أُحِبُّ التَّعَارُفَ	أَحْمَدُ: السَّلَامُ عَلَيْكُمْ يَا إِبْرَاهِيمَ. إِبْرَاهِيمُ: وَعَلَيْكُمْ السَّلَامُ وَرَحْمَةُ اللَّهِ. كَيْفَ حَالُكَ يَا أَحْمَدُ؟ أَحْمَدُ: أَنَا فِي صِحَّةٍ وَعَافِيَةٍ الْحَمْدُ لِلَّهِ. هَلْ تَعْرِفُ هَذَا التَّلْمِيذَ؟

		<p>إبراهيم: لا ، هل أنت تلميذ جديد؟ بواس : نعم، أنا تلميذ جديد. أحمد : اسمه بُوَاس. بُوَاس هذا إبراهيم إبراهيم : من أين أنت يا بُوَاس ؟ بواس : أنا من بَابُوا إبراهيم : جئت من مكان بعيد. بواس : نعم، ولكن أشعر بسُرور هنا إبراهيم : متى جئت إلى هذه المدينة؟ بواس : جئت إلى هذه المدينة قبل ثلاثة أشهر إبراهيم : أين تسكن في هذه المدينة؟ بواس : أسكن في سكن التلاميذ إبراهيم : عل فكرة، كم تاريخ هذا اليوم ؟ بواس : اليوم السابع عشر من سبتمبر. إبراهيم : عفوًا يا بُوَاس استأذنتك للدَّهَاب ، عندي حاجة اليوم ، يسرني تعارُ فكَ يا بُوَاس بواس : أنا أيضًا. شكرًا كثيرًا إبراهيم : إلى اللقاء</p>
3	هيا بنا إلى المدرسة	<p>في السَّاعَةِ السَّادِسَةِ صَبَاحًا اسْتَعَدَدْتُ لِلدَّهَابِ إِلَى الْمَدْرَسَةِ. لَبِثْتُ الْبَدَلَةَ الْمَدْرَسِيَّةَ وَالْحِذَاءَ وَالْقُبْعَةَ وَحَمَلْتُ الْحَقِييبَةَ. ذَهَبْتُ مَاشِيًا لِأَنَّ بَيْتِي قَرِيبٌ مِنْهَا. أوه .. نَسِيتُ اسْمِي لَقَمَانِ أَدْرُسُ فِي مَدْرَسَةِ الْوَاحِدَةِ الْإِسْلَامِيَّةِ الْحُكُومِيَّةِ بِبَادَانَجِ فِي الْفَصْلِ الْعَاشِرِ. أَشْعُرُ بِسُرُورٍ فِي الْمَدْرَسَةِ، فِيمَا أَصْدِقَاءُ كَثِيرَةٌ وَأَنْشِطَةٌ كَثِيرَةٌ مِنْهَا جَمْعِيَّةُ كُرَةِ السَّلَّةِ وَجَمْعِيَّةُ الْفِتْيَانِ الْكَشَّافَةِ وَجَمْعِيَّةُ رَافِعَةِ الْبَوَاءِ وَجَمْعِيَّةُ كُرَةِ الْقَدَمِ وَجَمْعِيَّةُ كُرَةِ الْبِيدِ. اشْتَرَكْتُ جَمْعِيَّةُ كُرَةِ الْقَدَمِ، أَنَا وَأَصْدِقَائِي نُمَارِسُ وَنَلْعَبُ كُرَةَ الْقَدَمِ فِي الْمَيْدَانِ وَرَاءَ الْمَدْرَسَةِ، الْمَيْدَانِ وَاسِعٍ. فِي مَدْرَسَتِي جِدَارٌ نَظِيفٌ وَنَافِذَةٌ نَظِيفَةٌ.</p>
4	مدرستي الجميلة	<p>المكتبة في مدرستي في مدرستي مكتبة واسعة، وكذلك في مدارسكم بالتأكيد تكون مكتبة. اعتقد أن في كل مدرسة مكتبة تمتلئ بالكُتُبِ الْكَثِيرَةِ الْمُنْتَوَعَةِ النَّافِعَةِ. فِي مَدْرَسَتِي تَفْعُ الْمَكْتَبَةُ بَيْنَ عُرْفَةِ الْمُدْرَسِينَ وَمَخْرَجِ الْعُلُومِ الطَّبِيعِيَّةِ، وَلَمْ يَبْعُدْ عَنْهَا مَقْصِفُ الْمَدْرَسَةِ كَانَتْ أَمَامَ الْمَكْتَبَةِ النَّبَاتَاتُ الْخَضِرَاءُ فَتَجْعَلُهَا جَمِيلَةً وَرَبِيَّةً لِمَنْ يَنْظُرُ إِلَيْهَا داخل المكتبة موظف رقيق وكرنم اسمها السيد عمران . هو يشغل في خدمة الطلبة وتسجيل جزيان الكتب استعارها وزجوعها . وفيها صفوف من الرفوف التي توضع عليها كتب دراسية وكتب أخرى تحتوي معلومات نافعة قريبة من الرفوف طاولات مرتبة بكراسها سهيلاً لطالب يريد أن يقرأ فيها. وهناك خزائن توضع فيها الكتب الموسوعة المتنوعة موضوعها أبي يعمل في المستشفى. المستشفى جديد في مدينتنا. أسرتنا تسكن في محافظة أشيه (Aceh). انظر إليه، إنه مستشفى واسع ، فيه قسمان : قسم خاص بالرجال ، وقسم خاص</p>
5	أسرة سعيدة	

		<p>بِالْبِسَاءِ. وَانظُرْ إِلَى هَذَا الْمَكْتَبِ إِنَّهُ نَظِيفٌ ، وَفِيهِ كَثِيرٌ مِنَ الْمُوظَّفِينَ ، وَالْمُوظَّفُونَ مَشْغُولُونَ بِتَسْجِيلِ أَسْمَاءِ الْمَرْضَى.</p> <p>هَذِهِ حُجْرَةٌ فِي قِسْمِ الرِّجَالِ. فِيهَا أَسْرَةٌ، الْأَسْرَةُ نَظِيفَةٌ وَالرِّجَالُ نَائِمُونَ عَلَى الْأَسْرَةِ. وَالْأَطْبَاءُ وَاقِفُونَ يَفْخَصُونَ الْمَرْضَى. وَالْمَمْرِضَاتُ وَاقِفَاتُ يُنْفَذْنَ مَا يَأْمُرُ بِهِ الْأَطْبَاءُ.</p>
8	إِحْسَنَ عَلَى الْعَمَلِ	<p>وَلَى عُمَرُ بْنُ الْخَطَّابِ رَضِيَ اللَّهُ عَنْهُ سَعِيدُ بْنُ عَامِرٍ عَلَى حِمَصَ (Homs) . وَلَمْ يَمُرَّ وَقْتُ طَوِيلٍ حَتَّى جَاءَ إِلَى أَمِيرِ الْمُؤْمِنِينَ وَقَدْ مِنْ أَهْلِ حِمَصَ (Homs) ، فَقَالَ لَهُمْ : أَكْتُبُوا لِي أَسْمَاءَ فَقَرَابَتِكُمْ حَتَّى أُعْطِيَهُمْ مِنْ مَالِ الْمُسْلِمِينَ . فَكَتَبُوا إِلَيْهِ أَسْمَاءَ فَقَرَابَتِهِمْ . فَكَانَ مِنَ الْفُقَرَاءِ سَعِيدُ بْنُ عَامِرٍ . فَسَأَلَهُمْ عُمَرُ : وَمَنْ سَعِيدُ بْنُ عَامِرٍ ؟ قَالُوا : أَمِيرُنَا . قَالَ عُمَرُ : أَمِيرُكُمْ فَكَيْفَ ؟ قَالُوا : نَعَمْ وَاللَّهِ ، إِنَّهُ تَمُرٌّ عَلَيْهِ الْأَيَّامُ الطُّوَالُ مَا تُوقَدُ فِي بَيْتِهِ نَارٌ . فَبَكَى عُمَرُ ثُمَّ وَضَعَ أَلْفَ دِينَارٍ فِي صُرَّةٍ ، وَقَالَ : أَعْطُوا هَذَا الْمَالَ لِبَعْثِ مَنَّهُ .</p>

Those five chapters are at a lower level than the predetermined threshold. It is due to the presence of vocabulary with difficulty that is not following its grade level. In addition, some sentences are too long or too short in the text, thus making the text not follow the standard grade level. This condition is explained by Raygor's theory (Siregar et al., 2016) that the longer the sentence, the more difficult it is for readers with a certain level of literacy to understand. The same principle also applies to the length of words in a text. Therefore, the difficult words need to be replaced with its synonyms words to ease understanding (Pujiastuti & Lestari, 2020). It follows the statement of Sumadyo et al. (2019), which suggests that the author can reduce the level of readability difficulty from long to simpler sentences and replace long words with shorter words with similar meanings.

Readability Level of *BSA X* Textbook Based on Fog Index

After noticing the reading difficulty of graduating high school students in America, Robert Gunning originally developed the Fog Index. A lack of reading material causes the difficulty. Through his research, Gunning has found that newspapers, magazines, and other written documents often contain blurs and complex sentences that the author should avoid. To overcome this problem, Gunning published a textbook describing clear writing techniques and an easy method for measuring readability called the fog index (Sitepu, 2012).

The steps to measure the readability level using the fog index formula according to Sitepu (2012) are: (1) Choose a reading sample of approximately one hundred words with conditions, such as repeated words are counted as two words, words used more than once as one words and abbreviated words or numbers as one word; (2) Calculate the average length of sentences, it can divide the number of words into complete sentences by the number of sentences; (3) Calculate the percentage of difficult words by dividing the number of difficult words by the total number of words. Difficult words based on the fog index are words with three or more syllables, except for names of people, places, or similar things; (4) Summing the calculation results from the second and third steps; and (5) Multiplying the calculation results of the second and third steps by 0.4.

After obtaining the readability score, the discourse is then classified based on the following criteria: (1) If the readability score is less than 3, the discourse text is included in the very easy category;

(2) If the readability score is 3-7, the discourse text is included in the easy category; (3) If the readability score is 7-8, the discourse text is in the ideal category; (4) If the readability score is more than 8-12, the discourse text is included in the difficult category; and (5) If the readability score is more than 12, the discourse text is included in the very difficult category (Septyani et al., 2020). In measuring the readability of textbooks using the fog index readability formula, the researcher chose three discourse samples to measure readability. The researcher selected three samples from the discourse at the *BSA X* textbook's beginning, middle, and end. Following are some of the analyses presented by the researcher.

Results of Analysis of Discourse Readability Level I

The researcher takes the sample discourse I from chapter II with the theme *أَنَا أَحِبُّ التَّعَارُفَ* in the *al-qiraatu* section on pages 30-31. The following is a sample discourse text I.

أَحْمَدُ : السَّلَامُ عَلَيْكُمْ يَا إِبْرَاهِيمَ.
إِبْرَاهِيمُ : وَعَلَيْكُمْ السَّلَامُ وَرَحْمَةُ اللَّهِ. كَيْفَ حَالُكَ يَا أَحْمَدُ ؟
أَحْمَدُ : أَنَا فِي صِحَّةٍ وَعَافِيَةٍ الْحَمْدُ لِلَّهِ. هَلْ تَعْرِفُ هَذَا التَّلْمِيذَ ؟
إِبْرَاهِيمُ : لَا ، هَلْ أَنْتَ تَلْمِيذٌ جَدِيدٌ ؟
بُوَاسُ : نَعَمْ ، أَنَا تَلْمِيذٌ جَدِيدٌ.
أَحْمَدُ : اسْمُهُ بُوَاسُ. بُوَاسُ هَذَا إِبْرَاهِيمُ
إِبْرَاهِيمُ : مِنْ أَيْنَ أَنْتَ يَا بُوَاسُ ؟
بُوَاسُ : أَنَا مِنْ بَابُؤَا
إِبْرَاهِيمُ : جِئْتَ مِنْ مَكَانٍ بَعِيدٍ.
بُوَاسُ : نَعَمْ ، وَلَكِنْ أَشْعُرُ بِسُرُورٍ هُنَا
إِبْرَاهِيمُ : مَتَى جِئْتَ إِلَى هَذِهِ الْمَدِينَةِ ؟
بُوَاسُ : جِئْتُ إِلَى هَذِهِ الْمَدِينَةِ قَبْلَ ثَلَاثَةِ أَشْهُرٍ
إِبْرَاهِيمُ : أَيْنَ تَسْكُنُ فِي هَذِهِ الْمَدِينَةِ ؟
بُوَاسُ : أَسْكُنُ فِي سَكَنِ التَّلَامِيذِ
إِبْرَاهِيمُ : عَلَ فِكْرَةٍ ، كَمْ تَارِيخَ هَذَا الْيَوْمِ ؟
بُوَاسُ : الْيَوْمِ السَّابِعَ عَشَرَ مِنْ سِبْتِمَبْرِ.
إِبْرَاهِيمُ : عَفْوًا يَا بُوَاسُ أَسْتَأْذِنُكَ لِلدَّهَابِ ، عِنْدِي حَاجَةٌ الْيَوْمِ ، يَسْرُنِي تَعَارُفُكَ يَا بُوَاسُ
بُوَاسُ : أَنَا أَيْضًا. شُكْرًا كَثِيرًا
إِبْرَاهِيمُ : إِلَى اللَّقَاءِ

To calculate the average sentence length, you must first know the number of sentences and the number of words in complete sentences. When calculating the number of words in a text, repeated words are counted as two words. However, words used more than once only count as one word. In addition, abbreviations or numbers count as one word (Septyani et al., 2020). It shows that the number of sentences in discourse I is 23, while the number of words in complete sentences is 114. After adjusting to the fog index's provisions, the appropriate number of words from the discourse is 77. Then, the researcher calculated these numbers using a formula to determine the average sentence length by dividing the number of words in complete sentences by the number of sentences. Thus, the average sentence length obtained is $77:23 = 3.34$.

Next, to calculate the percentage of difficult words, the first step is to count the number of difficult words. In the first discourse text, there are 37 difficult words. The next step is to divide the number of difficult words by the number of complete sentence words that have been adjusted based on the provisions of the fog index. Thus, the percentage of difficult words obtained is $37:77 = 0.48$. The next step to determine the readability level is to add the average sentence length with the percentage of difficult words (Laila, 2020). Then, the result is multiplied by 0.4. The results obtained from this calculation are $0.4(3.34+0.48) = 1.528$, which according to the fog index criteria, is included in the very easy category because it has a score of less than 3.

The Results of Analysis of Discourse Readability II

The researcher took the discourse sample II from chapter IV with the theme *مَدْرَسَتِي الْجَمِيلَةَ* part *al-qiraa'atu* page 79. The following is a sample discourse text II.

المكتبة في مدرستي

في مدرستي مكتبة واسعة، وكذلك في مدارسكم بالتأكيد تكون مكتبة. أعتقد أن في كل مدرسة مكتبة تمتلئ بالكتب الكثيرة المتنوعة النافعة. في مدرستي تقع المكتبة بين غرفة المدرسين ومخبر العلوم الطبيعية، ولم يبعد عنها مَقْصَفُ الْمُدْرَسَةِ كَانَتْ أَمَامَ الْمَكْتَبَةِ النَّبَاتَاتُ الْخَضْرَاءُ فَتَجْعَلُهَا جَمِيلَةً وَيَهَيِّئُ لِمَنْ يَنْظُرُ إِلَيْهَا.

دَاخِلَ الْمَكْتَبَةِ مُوظَّفٌ رَفِيقٌ وَكَرِيمٌ اسْمُهَا السَّيِّدُ عِمْرَانُ . هُوَ يَشْغَلُ فِي خِدْمَةِ الطَّلَبَةِ وَتَسْجِيلُ جُرْيَانِ الْكُتُبِ اسْتِعَارَهَا وَرُجُوعَهَا . وَفِيهَا صُفُوفٌ مِنَ الرُّفُوفِ الَّتِي تُوضَعُ عَلَيْهَا كُتُبٌ دِرَاسِيَّةٌ وَكُتُبٌ أُخْرَى تَحْتَوِي مَعْلُومَاتٍ نَافِعَةً قَرِيبَةً مِنَ الرُّفُوفِ طَاوِلَاتٍ مَرْتَبَةٌ بِكَرَاسِمَا تَسْهِيلاً لِطَالِبٍ يُرِيدُ أَنْ يَقْرَأَ فِيهَا . وَهُنَاكَ خَزَائِنٌ تُوضَعُ فِيهَا الْكُتُبُ الْمَوْسُوعَةُ الْمُتَنَوِّعَةُ مَوْضُوعًا .

To calculate the average sentence length, you must first know the number of sentences and the number of words in complete sentences. When calculating the number of words in a text, repeated words are counted as two words. However, words used more than once only count as one word. In addition, abbreviations or numbers count as one word (Septyani et al., 2020). The researcher considers the number of sentences in discourse II to be seven (7), while the total number of words in complete sentences is 132. After adjusting to the provisions of the fog index, the appropriate number of words from the discourse is 88 words. Then, the researcher calculated these numbers using a formula to

determine the average sentence length by dividing the number of words in complete sentences by the number of sentences. Thus, the average sentence length obtained is $77:7 = 12.6$.

Furthermore, to calculate the percentage of difficult words, the first step is to count the number of difficult words. In the first discourse text, there are 57 difficult words. The next step is to divide the number of difficult words by the number of complete sentence words that have been adjusted based on the provisions of the fog index. Thus, the percentage of difficult words obtained is $57:88 = 0.64$. The next step is determining the readability level by adding the average sentence length with the percentage of difficult words (Laila, 2020). Then, the result of the sum is multiplied by 0.4. The result obtained from this calculation is $0.4(12.6+0.64) = 5.296$, which according to the fog index criteria, is included in the easy category because it has a score less than 7-3.

Analysis Results of Discourse Readability Level III

The researcher took discourse sample III from chapter VII with the theme *أعمال اليوميات* part *al-qiraa'atu*, page 169. The following is a sample discourse text III.

سَلَى طَالِبَةٌ فِي مَدْرَسَةِ ٥ (رِخْمَسَةِ) الثَّانَوِيَّةِ الْحُكُومِيَّةِ ، هِيَ طَالِبَةٌ نَشِيْطَةٌ. تَرْجِعُ سَلَى مِنَ الْمَدْرَسَةِ فِي السَّاعَةِ الْوَاحِدَةِ نَهَارًا، بَعْدَ أَنْ تُبَدِّلَ لِبَاسَهَا تَذْهَبُ مُبَاشَرَةً إِلَى الْمَطْعَمِ لِخَالِبَتِهَا، فِيهِ نُسَاعِدُ سَلَى غَسَلَ الْأَطْبَاقِ وَالْأَوَانِي حَتَّى تَنَالَ الْفُلُوسَ لِذَفْعِ تَكْلِيفِ الْمَدْرَسَةِ.

تَرْجِعُ مِنَ الْمَطْعَمِ فِي السَّاعَةِ السَّادِسَةِ، ثُمَّ تُصَلِّي الْمَغْرِبَ وَتَقْرَأُ الْقُرْآنَ الْكَرِيمَ حَتَّى أَذِنَ الْمُؤَدِّنُ لِصَلَاةِ الْعِشَاءِ. فَتُصَلِّي الْعِشَاءَ ثُمَّ تَنَاقُلُ الْعِشَاءَ. بَعْدَ تَنَاقُلِ الْعِشَاءِ تَنَامُ سَلَى فِي السَّاعَةِ الثَّاسِعَةِ لِيَلًا. وَتَعْمَلُ الْوَاجِبَ الْمُنْزَلِيَّ بَعْدَ صَلَاةِ الصُّبْحِ.

To calculate the average sentence length, you must first know the number of sentences and the number of words in complete sentences. When calculating the number of words in a text, repeated words are counted as two words. However, words used more than once only count as one word. In addition, abbreviations or numbers count as one word (Septyani et al., 2020). The researcher considered the number of sentences in the third discourse to be six (6) sentences, while the total number of complete sentence words was 87. After adjusting to the provisions of the fog index, the appropriate number of words from the discourse is 62 words. After, the researcher calculated these numbers using a formula to determine the average sentence length by dividing the number of words in complete sentences by the number of sentences. Thus, the average sentence length obtained is $62:6 = 10.3$.

Next, to calculate the percentage of difficult words, the first step is to count the number of difficult words. In the first discourse text, there are 41 difficult words. The next step is to divide the number of difficult words by the number of complete sentence words that have been adjusted based on the provisions of the fog index. Thus, the percentage of difficult words is 0.66. The next step to determine the readability level is to add up the average sentence length with the percentage of difficult words (Laila, 2020). Then, the result of the sum is multiplied by 0.4. The result obtained from this calculation is $0.4(10.3+0.66) = 4.384$, which according to the fog index criteria, is included in the easy

category because it has a score of 3-7. The following is the accumulation of the results of the readability level of *BSA X* textbooks based on the fog index formula.

Table 6. Research Results on the Readability Level of *BSA X* Textbooks Based on the Fog Index Formula

No	Discourse Position	Discourse Theme	Number of Sentences	Number of Words in Complete Sentences	Difficult Words	Average Sentence Length	Difficult Words Presentation	Fog Index results	Category
1	Beginning	أَنَا أَحِبُّ التَّعَارُفَ	23	77	37	3.34	0.48	1.528	Very easy
2	Middle	مَدْرَسَتِي الْجَمِيلَةَ	7	77	57	12.6	0.64	5.296	Easy
3	End	أَعْمَالِي الْيَوْمِيَّة	6	62	41	10.3	0.66	4.384	Easy
Average						8.7	0.6	3.736	Easy

The study results show that 10th grade high school (*SMA/MA*) students will easily understand the material presented in this *BSA X* textbook. Students will easily understand the material contained by using the *BSA X* textbook. This study's results align with the fog index research conducted by Septyani et al. (2020) on *BIPA* textbooks. The results showed that the researcher considered the analyzed textbooks included in the category students considered easy to understand based on calculating the fog index. However, there are differences in the use of textbooks in this study; namely, the textbooks intended are for 10th grade *SMA/MA* students. Meanwhile, in research conducted by Septyani et al. (2020), the textbook is explicitly intended for international students studying Indonesian.

Based on Gunning's theory put forward by Sitepu (2012), a discourse considered ideal for students to read is a discourse with a fog index score between 7-8. In this study, even though the *BSA X* textbook showed easy-to-understand criteria, it could not be said as ideal and suitable for use by students. Therefore, the *BSA X* textbook may still not be ideal for 10th grade high school (*SMA/MA*) students because there is the potential for students to feel bored quickly because the textbook's readability is too easy.

When viewed from the number of difficult words, there are 37 difficult words in the first discourse, 57 difficult words in the second discourse, and 41 difficult words in the third discourse. It shows that the first discourse has a very easy vocabulary to understand because the difficult words are less than the number of difficult words in the second and third discourses. Therefore, texts that use few difficult words will be easier to read than texts that use more difficult words. Too simple texts will not provide sufficient challenges for students to understand the text. On the other hand, texts that are too complicated with the use of very complex grammatical structures will only cause students to feel frustrated. Therefore, it is important to vary the text so that the content matches the abilities and types of reading skills students need to develop (Septyani et al., 2020).

The teacher can have an initial picture of the discourse before being introduced to students by knowing the readability level of a textbook. It allows the teacher to estimate whether the discourse in the textbook will be too easy or too difficult for students and whether the discourse has the potential to make students feel bored, frustrated, or even more motivated and interested in the reading. However, an understanding test is also conducted on the students to calculate the suitability of the readability level obtained using certain readability formulas, such as the fog index. Indeed, qualified textbooks can help students achieve learning goals and arouse student interest and motivation. The researcher used one method to determine the appropriate reading materials for students. It aligns with Ginanjar's statement (2020) that readability is related to three main aspects: ease of reading, attractiveness (good writing style), and understanding.

CONCLUSION

Based on the feasibility analysis of Farhan and Nurlailah's *BSA X* textbooks based on the *BSKAP* standards, the researcher concluded that the *BSA X* textbooks published by Yrama Widya obtained a very feasible content standard. The researcher categorized this textbook's feasibility standards as a very feasible category. The researcher categorized the feasibility of design standards in the feasible category and the feasibility of graphic standards as very feasible. Overall, the *BSA X* textbook obtains a very feasible category with a score of 92.42%. Even though this *BSA X* textbooks is in the very decent category, there are some deficiencies in the standard content, design and graphics. In content standards, the author does not include KI and KD in the *BSA X* textbooks and there are two themes that are not included in the *BSA X* textbooks. So that they are not in accordance with KI and KD. In standard design, the illustrations and pictures in the *BSA X* textbook are colorless so they don't attract students' attention. Meanwhile, in graphic standards, the print quality of *BSA X* textbooks is less attractive because it uses newsprint, which is dominated by black and white. Therefore, some adjustments are needed in this *BSA X* textbooks.

Based on the results of the readability analysis of the *BSA X* textbooks using Raygor's graph, it can be concluded that the *BSA X* textbooks is not suitable for use at the 10th grade student. This is because none of the texts correspond to the 10th grade of the eight texts studied. The incompatibility of the readability level with the class level is caused by the presence of vocabulary that has a level of difficulty that is not in accordance with the class level. In addition, there are sentences that are too long or too short in the text, thus making the text not in accordance with the intended class level. So, there needs to be improvement in changing the vocabulary that is too easy or too difficult and paying attention to the sentence length of the text in the *BSA X* textbooks. The results of the analysis readability level based on the fog index formula at three representative discourses from the *BSA X* textbooks, showing that the level of readability of *BSA X* textbooks is in the easy to read category with a score of 3.73. Even though the level of readability of *BSA X* textbooks is easy to understand, it cannot be said to be ideal and suitable for use by students. Therefore, *BSA X* textbooks are still not ideal for the 10th grade High School/MA students because there is the potential for students to feel bored quickly because of the book's easy readability. Besides, the researcher still recommends this *BSA X* textbooks for students. Researchers expect this research can be a reference, especially for educational institutions, in selecting quality textbooks according to the intended level. The researcher

also expects the related party can continuously do textbook analysis to maintain the quality of the textbooks.

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