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.

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, Nensilianti & 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 spinchewheel.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 Permentikbudristek 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

<table>
<thead>
<tr>
<th>No</th>
<th>Component</th>
<th>Assessment Indicator Items</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content Standard</td>
<td>The suitability of textbooks with the 2013 curriculum and national education standards</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Appropriate textbooks in terms of science</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Suitability to the textbook with environment and context</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Suitability and consistency between the contents of the textbook</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Textbooks fulfill Pancasila values</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There is no discrimination in textbooks</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Textbooks do not contain pornographic elements</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Textbooks do not contain elements of violence</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There is no hate speech in textbooks</td>
<td>✔</td>
</tr>
<tr>
<td>2</td>
<td>Presentation Standard</td>
<td>The relevance of the textbook content with the class level of students</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Textbooks use appropriate language</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Textbooks use communicative language</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The accurate use of language and spelling</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There is a purpose (background) in each chapter</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There is a concept map for each chapter</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There is a summary of the material</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There are questions, assignments, and student exercises</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There is a table of contents</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There is a bibliography</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There is a glossary</td>
<td>✔</td>
</tr>
<tr>
<td>3</td>
<td>Design Standard</td>
<td>Appropriate use of illustrations</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interesting illustrations</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contents page design</td>
<td>✔</td>
</tr>
</tbody>
</table>
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 Mabrurosi (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: الهَايَاةُ and الطَّعَُامُ والشَّرَابُ not contained two themes. The themes presented in the BSA X textbook are: (1) عَرِفْنَفْسَكَُ; (2) أَنَاُأ حِبُُّالتَّعَار فَُ; (3) هَيَّاُبِنَاُإِلَىُالمَدْرَسَةُِ; (4) مَدْرَسَتِيُالجَمِيلَةُ; (5) أ سْرَةٌُسَعِيدَةٌُ; (6) أ سْرَةٌُمَحْب وُْ; (7) أَعْمَالِيُاليَوْمِيَّةُ; dan (8) اِحْمَسُْعَلَىُالعَمَلُِ. 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 *Permendikbusristek* (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-gira’atu* (reading) section. The themes of each chapter are: (1) مَعَيَّناً بَنَا إِلَىَّ المَخْرَجَةُ; (2) عَرُفَ نَفْسَكَُ; (3) أَحْبَبْ التَّعَارِفُ; (4) هَيَّاُبِنَاُإِلَىُالمَدْرَسَةُ; (5) مَدْرَسَتِيُالجَمِيلَة; (6) أَسْرَةٌُسَعِيدَةٌُ; (7) أَسْرَةٌُمَحْبَوبَةٌ; (8) أُعْمَالِيُاليَوْمِيَّة; dan (9) اِحْمَسُْعَلَىُالعَمَلُِ. 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.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Theme Title</th>
<th>Number of Sentences per One Hundred Words</th>
<th>Number of Difficult Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>عَرَفْتُ نفسكَ</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>آنا أحبُ التعارف</td>
<td>19.75</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>هَيَّا بنا إلى المدرسة</td>
<td>6.28</td>
<td>23</td>
</tr>
<tr>
<td>4</td>
<td>مَدرَسَتي الجميلة</td>
<td>6.44</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>أَسْرَةٌ سعيدة</td>
<td>9</td>
<td>31</td>
</tr>
<tr>
<td>6</td>
<td>أَسْرَةٌ مَخْمَوْةٌ</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>أَغْمَالٍ الَّبِيْنِ</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>إِخْسَانٍ على الغفل</td>
<td>7.5</td>
<td>7</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Theme Title</th>
<th>Readability Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>عَرَفْتُ نفسكَ</td>
<td>-</td>
<td>The number of words in the text is less than one hundred words, so it does not meet the criteria for readability analysis</td>
</tr>
<tr>
<td>2</td>
<td>آنا أحبُ التعارف</td>
<td>3</td>
<td>It doesn’t suitable</td>
</tr>
<tr>
<td>3</td>
<td>هَيَّا بنا إلى المدرسة</td>
<td>7</td>
<td>It doesn’t suitable</td>
</tr>
<tr>
<td>4</td>
<td>مَدرَسَتي الجميلة</td>
<td>5</td>
<td>It doesn’t suitable</td>
</tr>
<tr>
<td>5</td>
<td>أَسْرَةٌ سعيدة</td>
<td>8</td>
<td>It doesn’t suitable</td>
</tr>
<tr>
<td>6</td>
<td>أَسْرَةٌ مَخْمَوْةٌ</td>
<td>-</td>
<td>The number of words in the text is less than one hundred words, so it does not meet the criteria for readability analysis</td>
</tr>
<tr>
<td>7</td>
<td>أَغْمَالٍ الَّبِيْنِ</td>
<td>-</td>
<td>The number of words in the text is less than one hundred words, so it does not meet the criteria for readability analysis</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Theme Title</th>
<th>Text</th>
</tr>
</thead>
</table>
| 1       | عِرْفَ نَفْسَكَِ | تذكرك في معهد إنسى صالح للغاري سنة، أنا من حاكيها إضافة إبنجيبا وهذا زميلي اسمه خشين هو من مواليدها جاون السحرية وهو رجل رقيق، وهم زميلين اسمها مديه هي من بنودين جاون السحرية وهي امرأة مطيعة، وذلك زميلي من مديان جاون السحرية اسمه يوتو وهو رجل شجاع وتلك أختي وهي امرأة رقيقة تحن أطلبال ميدك العفو إذا أخطأت في الكلام

وشكرًا كبارًا |

| 6       | أُسرة مخزونية | رجح علي من المدرسة ميكر، وشعر علي بالدم في رأسه. وكان يشعر بشعيب في المدرسة. قناع علي منشارة جب في جنبا في سبيل اصابة البغي وهو لا يسطح أن ينسى من السرير. أتى أم علي على حالة. وحضرت علي خاله ثم سألت "ماذا حدث يا علي؟" قال "أنا مريض يا أبي، أصابي البغي" ثم سألت "هل تناولت الدهان" أجاب علي "لم تناول الدهان" أصيب فأم الدهان وأما وقفت "نتناول هذه الدهان واستحم فشكك الله" شكرا كبارًا يا أبي أجاب علي.

| 7       | أغمالي اليومية | سلبي طالبة بما درسة 6 (خمسة) الثانوية الحكومية، هي طالبة نسبية تزجع سلبي من المدرسة في الساعة الواحدة تتأرجح بعد أن تبتذل لمسة تذكير المشرفة إلى التركم لها بيفيه تساعد سلبي متناظر الأنف والأنفاخ حتى نزال الفلمند لدفع تكليف المدرسة. تزجع من المدرسة في الساعة السادسة ثم تشلى المغر والشقاء في الحميم حتى ذالcen لمصلحة الاممام، لتلقى العام، ثم تناول الدهان، بعد تناول الدهان نزال سلبي في الساحة النابضة ليلًا وتعمل الواجب المثلي بعد صلاة الصبح

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

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Theme Title</th>
<th>Text</th>
</tr>
</thead>
</table>
| 2       | أنا أحبُ العازف | أخفم: الملام، علتكم يا إبراهيم.

إبراهيم: وعلتكم السلام، ورحمة الله. كيف حاكم يا أخفم؟

أخفم: أنا في صحة وفوقية الحمد لله، هل تعرف هذا التمثيل؟

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إبراهيم: لا، هل أنت تَلْمِيذ جيِّد؟
بواس: نعم، أنا تَلْمِيذ جيِّد.
إبراهيم: أخْمَدَ، إِسْتِفْعَاء بُوَاس هذَا إِبْرَاهِيم
بواس: من أَيْنْ أنت بُوَاس؟
إبراهيم: أنا من باب واس.
بواس: هل تَلْمِيذ جيِّد؟
إبراهيم: نعم، ولكِن أَشْعَرَ بِشَرَارِهِ.
بواس: أَيْنَ تَسْكُنُ في هذِه المِدَانَة؟
بواس: أسْكُنُ في المسجد.
إبراهيم: كَمْ تَاريْخُ هذَا الْيَوْمُ؟
بواس: الْيَوْمُ السابع عشر من سبتمبر.
إبراهيم: فَعْوًا، أَنْتَ بُوَاس أَسْتَأْذِن كَلِلدَهَاب، عَنْدِي حَاجَةٌ الْيَوْمُ، يَسْرُّ نَعَم فيكَ تُبُعَيْتُ.
بواس: أَنَا أُيْضًا. شَكْرًا كَثِيرًا.
إبراهيم: إِلَى الْقَاءُ بُنَا إِلَى المَدْرَسَةُ في الْسَّاعَة الْسَّادِسَة الصَّبَاحًا، أَسْتَعْدَدْتُ لِلذَّهَابَ إِلَى المَدْرَسَة. لَبِسْتُ الْبَذِلَة المَدْرِسِيَّة وَالْحَذَاءَ وَالْقَبَّةَ، حَمَلْتُ الْقِيْبَةَ. ذَهَبْتُ مَاشِيًا، نَسِيتَ اِسْمِي لقْمَان أَدْرِس فِي المَدْرَسَةُ الْوَاحِدَةُ، أَشْعَرَ بِشَرَارِهِ وَأَنْشِطَةٌ كَثِيرَةٌ مِنْهَا جَمْعِيَّةُ جَمْعِيَّةٍ، وَجَمْعِيَّةٍ كَثِيرَةٌ مِنْهَا جَمْعِيَّةٍ، وَجَمْعِيَّةٍ كَثِيرَةٌ مِنْهَا جَمْعِيَّةٍ.
字第5章
أسرة سعيدة

القصة في الساحة السادسة صباحًا استعِدْتُ للذهاب إلى المدرسة. أَيْضًا، العِبَادَة المُبَسِّرة وأَجْذَاهَا، المُبَسِّرة وَلَحَظَيْتُ الحَفيْقَةَ، فَدَأْبُك، يَنْظِرُ إِلَيْهَا.

إِبْرَاهِيمُ: أَهْلَكِنَا أَبِيَ عْمَل فِي المَسْتَشْفَى. المَسْتَشْفَى، جَدِيَّةُ، وَأَسْرَتْ نَا تَسْكُنُ في مَحَافِظَةُ أَشِيه، (Aceh)
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 word 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 included 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 أَنَاُأ حِبُُّالتَّعَار فَُ in the al-qiraatu section on pages 30-31. The following is a sample discourse text I.

أَحْمَدُ:ُالسَّلاَم ُعَلَيْك مُْيَاُإِبْرَاهِيم.ُ
إِبْرَاهِيمُ:ُوعَلَيْكِ السَّلاَم وَرحْمَةٌ اللَّهِ كَيْفَ خَالِكَ يا أَحْمَد؟
أَحْمَدُ: أُنَا في صِحَةٍ وَعافِيةَ الحَمْد لِلَّه.ُ هلْ تُعَرَ فَهذَا التَّلِمِيذ؟
إِبْرَاهِيمُ: لا، هلْ أَنْتَ تَلِمِيذٌ جَدِيدٌ؟
بواس : نَعَم، أَنَا تَلِمِيذٌ جَدِيدٌ.
أَحْمَدُ: إِسْمِي فَوْا. بَوَاتُ هذَا إِبْرَاهِيم.
إِبْرَاهِيمُ: مِن أَيْنَ أَنْتَ يَا بَوَاس؟
بواس : أَنَا مِن بَاب وَا.
إِبْرَاهِيمُ: جِئْتُ مِن مَكَانٍ نَعِيب.
بواس : نَعِيم، وَلَكِن أَشْعَر بِسْبُور هَذَا إِبْرَاهِيم.
إِبْرَاهِيمُ: مَتَى جِئْتُ إِلَى هَذِهِ الْمَدِينَة؟
بواس : جِئْتُ إِلَى هَذِهِ الْمَدِينَة قَبْلَ ثَلَاثَة أَشْهَر.
إِبْرَاهِيمُ: أَيْنَ تَسَكُّن فِي هَذِهِ الْمَدِينَة؟
بواس : أَسْكَن فِي سَكَن التَّلِمِيذ.
إِبْرَاهِيمُ: عَلَ فِكرَة، كَمُ تَارِيخ هذَا الْيَوْم؟
بواس : الْيَوْم السَّابع عَشَر من سِبْتِمبر.
إِبْرَاهِيمُ: عَفَا يَا بَوَاتُ أَسْتَأْذَنْكُ لِلذَّهَاب، عِنْدِي خَاجَة الْيَوْم، يُسْرِيْنَ تَعَاز فَلُّدَ يا بَوَات.
بواس : أَنَا أَيْضَا. شَكْرًا كِبَيرًا.
إِبْرَاهِيمُ: إِلَى الْقَاء.
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 I to be 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 مَدْرَسَتي الجَمِيلَة part al-qir'a'atu page 79. The following is a sample discourse text II.

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
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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 discouer sample III from chapter VII with the theme part of the text. She 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

<table>
<thead>
<tr>
<th>No</th>
<th>Discourse Position</th>
<th>Discourse Theme</th>
<th>Number of Sentences</th>
<th>Number of Words in Complete Sentences</th>
<th>Difficult Words</th>
<th>Average Sentence Length</th>
<th>Difficult Words Presentation</th>
<th>Fog Index results</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Beginning</td>
<td>أَنَا أَحْبَبُ التَّعَارَف</td>
<td>23</td>
<td>77</td>
<td>37</td>
<td>3.34</td>
<td>0.48</td>
<td>1.528</td>
<td>Very easy</td>
</tr>
<tr>
<td>2</td>
<td>Middle</td>
<td>مَدْرَسَتِي الجَمِيلَة</td>
<td>7</td>
<td>77</td>
<td>57</td>
<td>12.6</td>
<td>0.64</td>
<td>5.296</td>
<td>Easy</td>
</tr>
<tr>
<td>3</td>
<td>End</td>
<td>أَعْمَالِياليَوْمِيَّة</td>
<td>6</td>
<td>62</td>
<td>41</td>
<td>10.3</td>
<td>0.66</td>
<td>4.384</td>
<td>Easy</td>
</tr>
</tbody>
</table>

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 BSK-AP 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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