



YAYAN NURBAYAN & IHWAN RAHMAN BAHTIAR

## The Readability of the Arabic Textbook for the Students of Senior High School in Indonesia Written by Zakiyah Arifah & Nadia Afidati

**ABSTRACT:** Textbooks are essential parts in learning process for students and even teachers. Textbooks are considered to be the basic foundations of courses. Textbooks may not contain all aspects needed in the teaching and learning process, but their existence as teaching sources is still paramount. This study is aimed at analyzing the readability level of an Arabic textbook for eleventh graders and identifying the factors influencing the readability. To achieve the aim of this study, a cloze test was used to measure the level of readability of the textbook. This study is a descriptive quantitative approach. A questionnaire was also employed to identify the factors that influence the readability level of the book. This study involved 36 students of grade XI of SMA PGII (Sekolah Menengah Atas, Pendidikan Guru Islam Indonesia or Senior High School, Indonesia Muslim Teacher Education) 2 Bandung, West Java, Indonesia, in the school year of 2016/2017. Three passages from the book entitled "Al-Lughah al-Arabiyah: Bahasa Arab untuk SMA dan Sederajat" [Arabic Language for Senior High School and Equivalent] written by Zakiyah Arifah & Nadia Afidati (2012) were randomly chosen as a sample. The results of the study show that the level of readability of the book was medium with a percentage of 40.6%. This suggests that the book can be fairly easily used and understood by students and they can interact with the book. Guidance and assistance from a teacher is advisable. This medium level of readability is generally caused by the reader factor, specifically the students' reading skill.

**KEY WORDS:** Level of Readability; Arabic Textbook; Arabic Language Teaching.

### INTRODUCTION

Textbooks are essential parts in learning process for students and even teachers. Textbooks are considered to be the basic foundations of courses. Textbooks may not contain all aspects needed in the teaching and learning process, but their existence as teaching sources is still paramount (Okeeffe, 2013;

Casper *et al.*, 2014; and Gunantar, 2017:173).

Textbooks serve as a link between educators and learners resulting in two-way communication in learning (Husein, Sahrani & Syamsiyah, 2012:x). This two-way communication is essential in learning, because as E.N. Inah (2015) puts it as following here:

**About the Authors:** Dr. Yayan Nurbayan is a Lecturer at the Faculty of Language and Literature Education UPI (Indonesian University of Education), Jalan Dr. Setiabudhi No.229 Bandung 40154, West Java, Indonesia. Ihwan Rahman Bahtiar, M.Pd. is a Lecturer at the Faculty of Language and Art UNJ (State University of Jakarta), Jalan Rawamangun Muka, East Jakarta, Indonesia. For academic interests, the Authors are able to be contacted via e-mails address at: [yayannurbayan@upi.edu](mailto:yayannurbayan@upi.edu) and [achita.weng@gmail.com](mailto:achita.weng@gmail.com)

**Suggested Citation:** Nurbayan, Yayan & Ihwan Rahman Bahtiar. (2019). "The Readability of the Arabic Textbook for the Students of Senior High School in Indonesia Written by Zakiyah Arifah & Nadia Afidati" in *EDUCARE: International Journal for Educational Studies*, Volume 12(1), August, pp.25-38. Bandung, Indonesia: Minda Masagi Press owned by ASPENSI with ISSN 1979-7877 (print) and ISSN 2621-587X (online).

**Article Timeline:** Accepted (April 21, 2019); Revised (June 22, 2019); and Published (August 31, 2019).

[...] in the world of education, the learning process will be effective if communication and interaction between teachers with students occurs intensively (Inah, 2015:152).

Textbooks also serve as a technical translation of the implementation of a curriculum (Elsaib, 2008:22). According to R.H.Z. Thamus (2002), and other scholars, they are a reflection of the progress of one country's civilization and its ideological representation (Thamus, 2002:40; Gurevitch *et al.* eds., 2005; and Lorenzo, 2014). A similar statement was also echoed by S. Asyrofi & T. Pransiska (2016), and other scholars, that a textbook is like a vessel, whose contents are science and ideology to be presented and instilled to students, teachers, and other readers (Asyrofi & Pransiska, 2016:5; Brun, 2016; and Loewen, 2017). To put it simply, we can conclude that textbooks play a key role as:

[...] media and learning resources so as to present science and life values related to basic competencies taught to learners (Rediati, 2015:2).

Based on the above statements, it is clear that a textbook is an obligatory component to ensure the success of learning. Its existence will continue although technological progress has spawned a variety of new teaching resources and learning media (*cf* Fauzan, 2011; Eady, 2013; and Hepp, Fernandez & Garcia, 2015).

Given the central role of textbooks, each educational unit must ensure the availability of textbooks in their respective institutions. The obligations are very clearly stated in the Government Regulation No.19/2005 on the National Standard of Education, chapter VII, article 42, which reads that every educational unit shall have facilities covering furniture, educational equipment, educational media, books, and other learning resources, consumables, as well as other equipment needed to support a regular and continuous learning process (*cf* Kemdiknas RI, 2005; Sayuti, 2015; and MoEC RI, 2016).

Due to the primacy of textbooks, educators should carefully and critically choose the textbook to use. They need to pay especial attention to the suitability of the content

and language of the book with the level of learners. In this context, A.E. Momeni & A.K. al-Momani (2011), and other scholars, revealed that a textbook is not an ordinary book written for every reader, but it is composed and suited to the readers' age and ability to think (Buzzetto-More, Sweat-Guy & Elobaid, 2007; Momeni & al-Momani, 2011:560; and Loewen, 2017).

The suitability of the contents of the book and language with the level of ability of the readers is what is generally termed as readability. In this respect, A. Wawan Jatnika (2007) and other scholars viewed that a good textbook not only contains material that in accordance with the curriculum, but it must be written with a high degree of readability (Jatnika, 2007:196; Muslih, 2010; and Muniroh, 2018).

By definition, readability is conformity between a book (a text) with the reading ability of the readers. This accords with F. Meqdadi & A. al-Zubi (2005)'s definition of readability as:

مدى ملائمة لغة المحتوى لمادة تعليمية مقدمة في  
كتاب لقدرة الطلبة القرائية [...]

**Translation:**

[...] the suitability of the contents of a book with students reading skill (Meqdadi & al-Zubi, 2005:213).

This is also in line with H. Dalman (2014) and other scholars' definition that readability is the extent to which a book/a text is suitable for particular readers seen from complexity point of view (Dalman, 2014; Bailin & Grafstein, 2016; and Yulianto, 2019).

In Arabic, readability is defined as *Maqru'iyah* or *Inqira'iyah*. It is a concept refers to the level or degree of difficulty for a reading material (Husna, 2016; Halim *et al.*, 2017:949; and Hussain & Mamat, 2019:1673). While both terms are acceptable equivalents for readability, K.H. Abu Amshah (2015) contends that *انقرائية* is a more accurate equivalent to denote readability than *مقروئية* (Amshah, 2015:3). This is based on the following morphological analysis on the two terms:

Firstly, the word *انقرائية* derives from the word *انقرأ* from the template *انفعل* which signifies *مطاوعة* or to leave an impression on a particular action. That is why when we say *أقرأ الكتاب فانقرأ، أي أصبح طيباً للقراءة* or “(If) I read a book, then the book is readable”. What that sentence means is a book that one reads is a book worth reading (Amshah, 2015).

Secondly, the word *مقروئية* from its form is *mashdar shinâ'iy* categorized into the group of *isim maf'ul*. And *isim maf'ul* itself denotes objects undergoing actions. *Mashdar shinâ'iy* serves to signal the characteristics of *isim* (nouns) that it modifies. Since *مقروئية* is *isim maf'ul*, the word in question simply means the occurrence of a reading process without regard to whether what is read is easy or difficult (Amshah, 2015).

Based on the above analysis, K.H. Abu Amshah (2015), and other scholars, preferred to adopt the word *انقرائية* as the equivalent for readability in Arabic, because in the term signifies that the text is: (1) readable; (2) appealing; (3) uses an attractive and harmonious writing style; and (4) interesting (cf Tabatabaei & Bagheri, 2013; Amshah, 2015:3-4; and Rohmatillah, 2017).

Readability is a factor to be considered in the preparation of textbooks because, according to M. Habib Allah (2009) and other scholars, the suitability of a text with its readers will encourage the readers to acquire the knowledge contained in the reading and will increase the readers' attention to what they read (Habib Allah, 2009:160; Bailey, 2011; and Rohmatillah, 2017).

Similarly, O. Thomas & L. Holly (2004), and other scholars, point out that the appropriateness between textbook readability and students' reading ability will help the students succeed and maintain their motivation in reading (Thomas & Holly, 2004:239; Bahrudin, 2016; and Rohmatillah, 2017). The results show that a high level of textbook readability can improve understanding, reading speed, seriousness, and motivation to read up to 65% (Mahmoud, 2012:90; Rohmatillah, 2017; and Brysbaert, 2018).

Considering that good readability positively affects the readers' ability and motivation of reading, Y. Abu Gehjough (2009), and other scholars, emphasized that readability is an important aspect that the author of the textbook needs to consider in setting the teaching material specifications for the instructional material presented according to the age and needs of the reader, which can later develop students' thinking skills as readers (DuBay, 2006; Gehjough, 2009:192; and Rohmatillah, 2017).

Although the issue of textbook readability is crucial, studies related to the readability of Arabic language textbooks are relatively scant, especially one that also examines the factors that influence readability (cf Dubay, 2004; Abubaker, 2013; and Bailin & Grafstein, 2016).

In terms of factors, H. Alnagy (2002), and other scholars, mentioned that readability was influenced by two factors: the reader him/herself and the reading factor. Firstly, the reader factor includes two other factors, namely the ability to read and motivation in reading. Secondly, the reading factor includes several other factors: typography, word choice, sentence structure, and systematic presentation (Alnagy, 2002:530; Rohmatillah, 2017; and Sholihah, 2018).

Based on the above background, especially the primary importance of examination of the readability of Arabic language textbooks, the present research fills the gap by looking into Arabic textbook readability in order to measure the readability level of Arabic textbooks at a high school level and identify the factors that influence the readability.

## METHODS

This is a descriptive quantitative approach (cf Creswell, 2003; Williams, 2007; and Rasi *et al.*, 2017). The research took place in SMA PGII (*Sekolah Menengah Atas, Pendidikan Guru Islam Indonesia* or Senior High School, Indonesia Muslim Teacher Education) 2 Bandung, West Java, Indonesia. The samples involved in this study were 36 randomly chosen students of grade XI.

The instruments used in this study were tests and questionnaires (Creswell, 2003; Williams, 2007; and Wilkinson &

**Table 1:**  
 Readability Level

Scores	Readability Level
> 60%	High
40% -- 60%	Medium
< 40%	Low

Source: Adapted from E.F. Rankin & J. Culhane (1969); J.W. Cunningham & R.J. Tierney (1979); and Wahidmurni (2017).

Birmingham, 2014). The type of test used was cloze test on three different parts of a passage: the beginning, middle, and end. Three passages were selected as research texts, then a test of readability for each passage was undertaken. The cloze test procedure involves taking a text and deleting parts of it in either a random or fixed pattern. The deleted words in the texts are every 5<sup>th</sup> to 7<sup>th</sup>.

The next step is the assessment and scoring (Haywood & Tzurriel eds., 1992; Creswell, 2003; and Williams, 2007). The following assessment formula was used:

$$\frac{\text{Number of Correct Answers}}{\text{Number of Omitted Words}} \times 100\%$$

The following presents E.F. Rankin & J. Culhane (1969)' scoring system, as cited also in J.W. Cunningham & R.J. Tierney (1979) and Wahidmurni (2017), shown in the table 1.

Scoring was initially done on passages, then onto the book as a whole. The final phase was the analysis of why the readability test results have a high/medium/low level of readability.

The questionnaire was used to ascertain the factors that affect the readability level of the textbook entitled *Al-Lughah al-Arabiyah: Bahasa Arab untuk SMA dan Sederajat [Arabic Language for Senior High School and Equivalent]* written by Zakiyah Arifah & Nadia Afidati (2012) under investigation. It consisted of 16 questions using Rensis Likert (1932) scale, and included two factors that affect readability, i.e. the reader factor and the reading. The questionnaire was distributed to the respondents of this research. The scores obtained for each item were calculated, then mean scores and percentages were counted. From these scores, which factors are the most

dominant which affects a certain level of legibility of textbooks can be readily identified (Likert, 1932; Arifah & Afidati, 2012; and Joshi *et al.*, 2015).

Prior to use, the two instruments were tested in advance of validity and reliability. To test the instrument, three doctoral experts were consulted to request corrections, assessments, and validation of the test instrument to be tested to the learners. Once declared feasible, test items were verified using a test-retest or consistency of results testing the measure with the same subjects twice (*cf* Sullivan, 2011; Joshi *et al.*, 2015; and Leavy, 2017:116).

Calculated using L. Cronbach (1951)'s Alfa technique with SPSS (Statistical Package for the Social Sciences) 23, the results of the reliability test indicate that the test was declared reliable, because the value is 0.964 or greater than 0.6, as per the cutoff point posited by Uma Sekaran (2003); Andrew Garth (2008); and D. Priyatno (2014:66).

Like the test instrument, the questionnaire was also tested for its validity and reliability. After calculated by Karl Pearson (1895 and 1948)'s correlation method, the validity test results show that the questionnaire was valid to be used as the research instrument, because the score of each item is greater than 0.361. As for the reliability level, the test results indicate that the questionnaire is declared reliable because the value is 0.741 or greater than 0.6 (*cf* Pearson, 1895 and 1948; Nikolic *et al.*, 2012; and Chee, 2013).

## FINDINGS AND DISCUSSION

**Readability Level.** As stated earlier, to gauge the readability level of the textbook entitled *Al-Lughah al-Arabiyah: Bahasa Arab untuk SMA dan Sederajat [Arabic Language for Senior High School and Equivalent]* written

أُسْرَةُ السَّيِّدِ مُحَمَّدِ نَبِيلٍ  
تُحِبُّ - يُحِبُّ - أَخُوهَا - السَّيِّدَةَ - الْأَوَّلَ - مُوَظَّفَةً - اسْمُهَا - الثَّانَوِيَّةَ - الْمَدْرَسَةَ - السَّبَّاحَةَ - أُمُّ  
هَذِهِ أُسْرَةُ السَّيِّدِ مُحَمَّدِ نَبِيلٍ. السَّيِّدُ مُحَمَّدُ نَبِيلٌ لَهُ زَوْجَةٌ (1)... السَّيِّدَةُ مَيْمُونَةُ. السَّيِّدُ مُحَمَّدُ نَبِيلٌ (2)... مَيْمُونَةُ لَهَا  
بَنَاتَانِ اثْنَتَانِ (3)... اسْمُهَا فَرِيحَةٌ وَالثَّانِي اسْمُهَا سَعَادٌ وَابْنٌ وَاحِدٌ اسْمُهُ فَرْحَانُ.  
السَّيِّدُ مُحَمَّدُ نَبِيلٌ مُدَرِّسٌ بِالْمَدْرَسَةِ الْمُتَوَسِّطَةِ الْحُكُومِيَّةِ. هُوَ أَبٌ مُجَدُّ. هُوَ (4)... قِرَاءَةُ الْكُتُبِ. وَالسَّيِّدَةُ مَيْمُونَةُ  
(5)... بِالْإِدَارَةِ الْحُكُومِيَّةِ. هِيَ (6)... لَطِيفَةٌ. وَهِيَ تُحِبُّ التَّدْيِيرَ الْمَنْزِلِيَّ.  
فَرِيحَةُ طَالِبَةٌ بِالْجَامِعَةِ الْحُكُومِيَّةِ. هِيَ بِنْتُ مَاهِرَةٍ مُطِيعَةٍ، (7)... الْمُرَاسَلَةَ وَكِتَابَةَ الْقِصَّةِ. (8)... فَرْحَانُ طَالِبٌ  
بِالْمَدْرَسَةِ (9)... هُوَ وَلَدٌ نَشِيطٌ، يُحِبُّ (10)... وَكَرَّةَ الْقَدَمِ. أَمَّا سَعَادٌ فَتَلْمِيزَةٌ بِ (11)... الْإِبْتِدَائِيَّةِ. هِيَ ابْنَةٌ صَغِيرَةٌ  
مُجْتَهِدَةٌ، تُحِبُّ الْمَوْسِيقِيَّ.  
أُسْرَةُ السَّيِّدِ مُحَمَّدِ نَبِيلٍ أُسْرَةٌ سَعِيدَةٌ. تَسْكُنُ هَذِهِ الْأُسْرَةُ فِي بَيْتٍ بَسِيطٍ مِثْلِي. هُوَ يُحِبُّ كُرَّةَ الْقَدَمِ.

Passage 1:

From the Cloze Test Above, the Following Scores Obtain

by Zakiyah Arifah & Nadia Afidati (2012) under study, cloze tests on three passages were administered to the student participants (Taylor, 1953; Arifah & Afidati, 2012; and Brown, Yamashiro & Ogane, 2017). What follows is a cloze test on passage 1; and then see also the table 2.

From the table 2, it is clear that the mean score of the students' correct answers in the first passage is 5.39 of 11 omitted words, or 49%. Based on E.F. Rankin & J. Culhane (1969)'s assessment criteria, the level of legibility of this passage is at a moderate level (40% -60%). With this level, M.G. Bogdanoff & R.C. Katz (1983); K. Buqahoos & A. Ismail (2001); and M. Jawarneh (2008) hold that the students can basically access the text, but they still need guidance or assistance from the teacher in reading and understanding the text (Rankin & Culhane, 1969; Bogdanoff & Katz, 1983; Buqahoos & Ismail, 2001:117; and Jawarneh, 2008:128).

The following is a cloze test on passage 2; and then see also the table 3.

The table 3 reveals that the mean score of the students' correct answers in the first passage is 4.97 of 11 omitted words, or 45.2%. Based on E.F. Rankin & J. Culhane (1969)'s assessment criteria, the level of legibility of this passage is at a moderate level (40% -60%).

With this level, as M.G. Bogdanoff & R.C. Katz (1983); K. Buqahoos & A. Ismail (2001); and M. Jawarneh (2008) mentioned, the text was still accessible, but assistance from the teacher in reading and understanding the text was necessary (Rankin & Culhane, 1969; Bogdanoff & Katz, 1983; Buqahoos & Ismail, 2001:117; and Jawarneh, 2008:128).

The following is a cloze test on passage 3; and then see also the table 4.

The table 4 reveals that the mean score of the students' correct answers in the first passage is 4.25 of 14 omitted words, or 45.2%. Based on E.F. Rankin & J. Culhane (1969)'s assessment criteria, the level of legibility of this passage is at a low level (< 40%). Meanwhile, M.G. Bogdanoff & R.C. Katz (1983); K. Buqahoos & A. Ismail (2001); and M. Jawarneh (2008) argued that with this level that the students cannot read and understand the text unless there was guidance and assistance from their teacher/mentor (Rankin & Culhane, 1969; Bogdanoff & Katz, 1983; Buqahoos & Ismail, 2001:117; and Jawarneh, 2008:128).

**General Readability Level.** To measure the readability level of the entire content of the Arabic in question, the mean scores of the previous three tests were counted, which generates the following data in table 5.

From the table 5, we can see that the mean

**Table 2:**  
Frequency of Students' Correct Answers on Passage 1

No	Student Name	Frequency of Correct Answers	Percentage (%)
		Number of Omitted Words = 11	
01.	Student 1	11	100%
02.	Student 2	9	82%
03.	Student 3	1	9%
04.	Student 4	3	27%
05.	Student 5	8	73%
06.	Student 6	3	27%
07.	Student 7	2	18%
08.	Student 8	1	9%
09.	Student 9	1	9%
10.	Student 10	3	27%
11.	Student 11	5	45%
12.	Student 12	3	27%
13.	Student 13	5	45%
14.	Student 14	11	100%
15.	Student 15	1	9%
16.	Student 16	9	82%
17.	Student 17	5	45%
18.	Student 18	6	55%
19.	Student 19	6	55%
20.	Student 20	7	64%
21.	Student 21	11	100%
22.	Student 22	5	45%
23.	Student 23	7	64%
24.	Student 24	7	64%
25.	Student 25	9	82%
26.	Student 26	6	55%
27.	Student 27	0	0%
28.	Student 28	3	27%
29.	Student 29	1	9%
30.	Student 30	5	45%
31.	Student 31	7	64%
32.	Student 32	7	64%
33.	Student 33	11	100%
34.	Student 34	6	55%
35.	Student 35	6	55%
36.	Student 36	3	27%
<b>Total</b>		<b>194</b>	<b>-</b>
<b>Mean</b>		<b>5.39</b>	<b>49%</b>

of the students' correct answers of the three passages is 14.61 of 36 omitted words, or 40.6%. Based on E.F. Rankin & J. Culhane (1969)'s assessment criteria, the level of readability is moderate (40% -60%). From the above measurement results, two things emerge as follows:

Firstly, the textbook entitled *Al-Lughah al-Arabiyah: Bahasa Arab untuk SMA dan Sederajat [Arabic Language for Senior High School and Equivalent]* written by Zakiyah Arifah & Nadia

Afidati (2012) for Senior High School students grade XI can be read, understood, and learned by the students; guidance and assistance of the teacher/mentor in order to help the students access the textbook content is advisable. The readability level employed here refers to the one proposed by K. Buqahoos & A. Ismail (2001); M. Jawarneh (2008); and A. Abu Salit (2007), as following here:

*Low Level (Frustration)*, i.e. readability level with a percentage below 40%. This level of

أَعْمَالِي الْيَوْمِيَّةِ  
وَالْتِصِفِ - فِي - أَخِي - خَفِيفَةً - غُرْفَةٍ - تَذْهَبُ - الْعَوْدَةَ - الصَّلَاةِ - يُصَلِّي - الْبَيْتِ - تَيَسَّرَ  
أَسْتَيْقِظُ فِي السَّاعَةِ الرَّابِعَةِ. أَتَوَضَّأُ ثُمَّ أَقْرَأُ دَرْسِي (1)... غُرْفَةَ الْمُطَالَعَةِ. وَفِي الرَّابِعَةِ (2)... أَذْهَبُ إِلَى الْمَسْجِدِ مَعَ (3)  
... وَنُصَلِّي الْفَجْرَ هُنَاكَ. بَعْدَ (4)... أَقْرَأُ الْقُرْآنَ ثُمَّ أَكْتُسُ غُرْفَتِي وَغُرْفَةَ الضُّيُوفِ.  
أَمَّا أَبِي فَيَسْتَيْقِظُ السَّاعَةَ الثَّلَاثَةَ لِأَدَاءِ صَلَاةِ اللَّيْلِ، ثُمَّ يَذْهَبُ إِلَى الْمَسْجِدِ (5)... الْفَجْرَ جَمَاعَةً. وَبَعْدَ (6)... مِنْ  
الْمَسْجِدِ، يَتَرَبَّصُ رِيَاضَةً (7)...، ثُمَّ يَغْسِلُ السَّيَّارَةَ.  
وَيَسْتَيْقِظُ فِي أُمِّي فِي الرَّابِعَةِ، ثُمَّ تَتَوَضَّأُ وَتُصَلِّي فِي (8)... وَبَعْدَ الصَّلَاةِ تَقْرَأُ مَا (9)... مِنْ آيَاتِ الْقُرْآنِ ثُمَّ (10)... إِلَى  
الْمَطْبَخِ، لِتَعْدِ الْفُطُورَ لِلْأُسْرَةِ مَعَ أُخْتِي.  
الْفُطُورَ جَاهِزٌ فِي تَمَامِ السَّادِسَةِ. نَحْنُ نَتَنَاوَلُ الْفُطُورَ مَعًا فِي (11)... الطَّعَامِ، ثُمَّ أَذْهَبُ إِلَى الْمَدْرَسَةِ مَا شِئًا مَعَ أَخِي  
وَأُخْتِي.

Passage 2:

From the Cloze Test Above, the Following Scores Obtain

العُطْلَةَ فِي الرَّيْفِ  
الطَّلُقِ - فِي - الْمَدِينَةِ - جَدِّي - نَضَعُ - ذَهَبُ - خَضْرَاءَ - كَثِيرَةً - الْعَصَافِيرَ - مِنْ - الْمَزْرَعَةِ - طَعَامَ - الْمَشْرُوبَاتِ - بَعْدَ  
فِي الْأُسْبُوعِ الْمَاضِي ذَهَبْتُ مَعَ أَبِي وَأُمِّي وَأُخْتِي إِلَى بَيْتِ جَدِّي فِي الرَّيْفِ. قَضَيْنَا الْعُطْلَةَ هُنَاكَ لِزِيَارَةِ (1)... وَ  
لِنَتَمَتَّعَ بِهَوَائِهِ (2)... وَمَائِهِ الصَّافِي. يَسْكُنُ جَدِّي (3)... قَرْيَةً هَادِئَةً بَعِيدَةً عَنِ (4)... أَرْضِهَا خَصْبَةٌ وَمَزَارِعُهَا  
(5)... وَمَنَاطِرُهَا جَمِيلَةٌ وَمَوَاشِيهَا (6)... فَرَحَ جَدِّي وَجَدَّتِي بِحُضُورِنَا، وَنَحْنُ فَرَحْنَا بِلِقَائِهِمَا.  
مَكَثْنَا فِي الْقَرْيَةِ خَمْسَةَ أَيَّامٍ فِي كُلِّ يَوْمٍ أَسْتَيْقِظُ (7)... النَّوْمَ صَبَاحًا بَاكِرًا، ثُمَّ (8)... إِلَى الْمَزْرَعَةِ مَعَ أَبِي وَجَدِّي،  
(9)... السَّمَادَ فِيهَا وَنَظَرْدُ (10)... الَّتِي أَفْسَدَتْ الْأَرْزَ. وَفِي النَّهَارِ أَسَاعِدُ جَدِّي عَلَى إِطْعَامِ الْمَوَاشِي مِنْ غَنَمٍ وَبَقَرٍ  
وَجَامُوسٍ بِالْأَعْشَابِ.  
أَمَّا أُخْتِي فَتُسَاعِدُ أُمِّي وَجَدَّتِي عَلَى تَنْظِيفِ الْبَيْتِ وَسَاحَتِهِ الْوَاسِعَةِ وَطَبْخِ الْأَطْعِمَةِ فِي الْمَطْبَخِ. وَبَعْدَ ذَلِكَ  
تُحَضِّرُ الْمَأْكُولَاتِ وَ (11)... لِي وَلِأُمِّي وَلِجَدِّي فِي (21)... وَنَتَنَاوَلُ لَهَا مَعًا. (31)... أَنْ شَبِعْنَا، نُسَاعِدُ الْجَدَّ عَلَى (41)...  
الْحَيَوَانَاتِ. وَبَعْدَ خَمْسَةِ أَيَّامٍ، نَعُودُ إِلَى بَيْتِنَا فِي الْمَدِينَةِ فَرِحِينَ مَسْرُورِينَ.

Passage 3:

From the Cloze Test Above, the Following Scores Obtain

legibility indicates that the students cannot read and understand the reading (the book) except with the help and guidance of the teachers. *Medium Level (Instructional)*, i.e. the level of readability with a percentage of 40% to 60%. This level of legibility indicates that the students can read and understand the reading (the book), but they still need teacher guidance and assistance in interacting with the reading material. *High Level (Independent)*,

i.e. the level of legibility with a percentage above 60%. This level of legibility indicates that the students can read and understand the reading (the book) independently without the teacher's guidance and assistance (Buqahoos & Ismail, 2001:117; Jawarneh, 2008:128; Salit, 2007:27-28; and Arifah & Afidati, 2012).

Secondly, the textbook entitled *Al-Lughah al-Arabiyyah: Bahasa Arab untuk SMA dan Sederajat [Arabic Language for Senior High School*

**Table 3:**  
Frequency of Students' Correct Answers on Passage 2

No	Student Name	Frequency of Correct Answers	
		Number of Omitted Words=11	Percentage (%)
01.	Student 1	11	100%
02.	Student 2	6	55%
03.	Student 3	0	0%
04.	Student 4	6	55%
05.	Student 5	10	91%
06.	Student 6	6	55%
07.	Student 7	0	0%
08.	Student 8	6	55%
09.	Student 9	6	55%
10.	Student 10	1	9%
11.	Student 11	6	55%
12.	Student 12	6	55%
13.	Student 13	10	91%
14.	Student 14	6	55%
15.	Student 15	0	0%
16.	Student 16	6	55%
17.	Student 17	0	0%
18.	Student 18	5	45%
19.	Student 19	5	45%
20.	Student 20	6	55%
21.	Student 21	11	100%
22.	Student 22	10	91%
23.	Student 23	6	55%
24.	Student 24	6	55%
25.	Student 25	4	36%
26.	Student 26	5	45%
27.	Student 27	1	9%
28.	Student 28	0	0%
29.	Student 29	0	0%
30.	Student 30	4	36%
31.	Student 31	5	45%
32.	Student 32	6	55%
33.	Student 33	3	27%
34.	Student 34	6	55%
35.	Student 35	4	36%
36.	Student 36	6	55%
<b>Total</b>		<b>179</b>	<b>-</b>
<b>Mean</b>		<b>4.97</b>	<b>45.2%</b>

and Equivalent] written by Zakiyah Arifah & Nadia Afidati (2012) did not match the level of reading ability of students of SMA PGII (Sekolah Menengah Atas, Pendidikan Guru Islam Indonesia or Senior High School, Indonesia Muslim Teacher Education) 2 in Bandung, West Java, Indonesia, grade XI. This can be seen from the average percentage of their correct answers, reaching only 40.6%. According to A.Q.M. Sulaiman (2002),

and other scholars, an Arabic textbook is considered to be in accordance with the content and language, if the percentage of students correct answers reaches 90% (Sulaiman, 2002:19; Schmitt, Jiang & Grabe, 2011; Arifah & Afidati, 2012; Al-Mohsen, 2016; and Akmaliyah & Ratnasih, 2017).

**Influential Factors in Readability.** As aforementioned, the level of readability of the book entitled *Al-Lughah al-Arabiyah: Bahasa*



**Table 4:**  
Frequency of Students' Correct Answers on Passage 3

No	Student Name	Frequency of Correct Answers	
		Number of Omitted Words = 11	Percentage (%)
01.	Student 1	14	100%
02.	Student 2	6	43%
03.	Student 3	0	0%
04.	Student 4	5	36%
05.	Student 5	5	36%
06.	Student 6	5	36%
07.	Student 7	0	0%
08.	Student 8	5	36%
09.	Student 9	5	36%
10.	Student 10	0	0%
11.	Student 11	5	36%
12.	Student 12	6	43%
13.	Student 13	6	43%
14.	Student 14	5	36%
15.	Student 15	6	43%
16.	Student 16	5	36%
17.	Student 17	0	0%
18.	Student 18	5	36%
19.	Student 19	0	0%
20.	Student 20	0	0%
21.	Student 21	14	100%
22.	Student 22	6	43%
23.	Student 23	3	21%
24.	Student 24	3	21%
25.	Student 25	5	36%
26.	Student 26	3	21%
27.	Student 27	0	0%
28.	Student 28	0	0%
29.	Student 29	0	0%
30.	Student 30	5	36%
31.	Student 31	5	36%
32.	Student 32	5	36%
33.	Student 33	5	36%
34.	Student 34	6	43%
35.	Student 35	5	36%
36.	Student 36	5	36%
<b>Total</b>		<b>153</b>	
<b>Mean</b>		<b>4.25</b>	<b>30.4%</b>

*Arab untuk SMA dan Sederajat [Arabic Language for Senior High School and Equivalent]* written by Zakiyah Arifah & Nadia Afidati (2012) under investigation is at a moderate level, meaning the students can still access the contents of the book, but they need some guidance and direction from the teacher/mentor. This raises questions, e.g. what factors cause this level of readability of the textbook? Why not be at a high level as proposed by A.Q.M. Sulaiman

(2002:19)? Is the content too complicated for the students? Or the quality of the printed book is not good making it difficult for the students to read and study it? Or perhaps the students' reading ability is low? To address these questions, questionnaires were distributed to 36 respondents.

The questions posed to the respondents in the questionnaire included three factors. Firstly is to do with readers, such as reading

**Table 5:**  
The Counted Three Tests

No.	Passage	Mean of the Correct Answers	Percentage (%)	Readability Level
01.	(أُسْرَةُ السَّيِّدِ مُحَمَّدٍ (نَبِيلِ)	5.39	49%	Medium
02.	(أَعْمَالِي الْيَوْمِيَّةِ)	4.97	45.2%	Medium
03.	(العُطْلَةُ فِي الرَّيْفِ)	4.25	30.4%	Low
<b>Readability Level</b>		<b>14.61</b>	<b>40.6%</b>	<b>Medium</b>

ability, reading motivation, reading interest, and previous reading experience. Secondly are reading factors, such as material, linguistic structure, diction, and selected themes. Thirdly are layout factors, such as the size and type of front, the selection of images and graphics, as well as the quality of printed textbooks.

From the questionnaire, the following results obtain: (1) Only 46% of the students are able to read Arabic texts; (2) Around 73% of the students have strong motivation to read and study the Arabic texts contained in textbooks; (3) Around 74% of the students stated that the letters used in textbooks are easy to read in terms of size and type; (4) Around 81% of the students stated that the spacing between words and sentences in the textbook is good, not too tight; (5) Around 82% of the students stated that the print quality of the letters and images is good and clear; (6) Around 69% of the students stated that the vocabulary found in the text has been studied previously and is not difficult to pronounce; (7) Around 61% of the students stated that the sentence patterns used in reading text are easily recognizable; and (8) Around 80% of the students claim to be able to understand the sequence of material presentation in the textbook.

From the data above, we can see that the level of readability of the textbook entitled *Al-Lughah al-Arabiyah: Bahasa Arab untuk SMA dan Sederajat [Arabic Language for Senior High School and Equivalent]* written by Zakiyah Arifah & Nadia Afidati (2012) is at a moderate level, due to the students' reading ability itself. This can be seen from several indications and arguments that reinforce the statement.

Firstly, based on the questionnaires, only

46% claim to be able to read and understand Arabic texts. This is the smallest percentage compared to that of other questions. On the other hand, the results of student reading ability tests reveal that 17 out of 36 students (47.22%) were at the level of "frustration" or low reading ability; 12 out of 36 students (33.33%) were in the ability level "instructional" or moderate; and only 7 of 36 students (19.44%) were at an "independent" or high level. The students' reading ability can be clearly seen in the figure 1.

Secondly, the respondents gave a positive value to the related content and layout of the book entitled *Al-Lughah al-Arabiyah: Bahasa Arab untuk SMA dan Sederajat [Arabic Language for Senior High School and Equivalent]* written by Zakiyah Arifah & Nadia Afidati (2012). This can be seen from high percentages of their positive responses to questions related to the content and packaging of the textbook.

In addition, the results of previous research studies by T. Murni (2015), and other scholars, concluded that in terms of content, language, and lay out, the textbook under studies is very good and in accordance with the ideal textbook criteria prescribed by BSNP (*Badan Standar Nasional Pendidikan* or National Body for Educational Standard) in Jakarta, Indonesia (cf Arifah & Afidati, 2012; Hanifah, 2014; Murni, 2015; MoEC RI, 2016; and Yulianto, 2019).

## CONCLUSION

Based on the above data and discussions, the following can be concluded that the level of readability of the textbook entitled *Al-Lughah al-Arabiyah: Bahasa Arab untuk SMA dan Sederajat [Arabic Language for Senior High School and Equivalent]* written

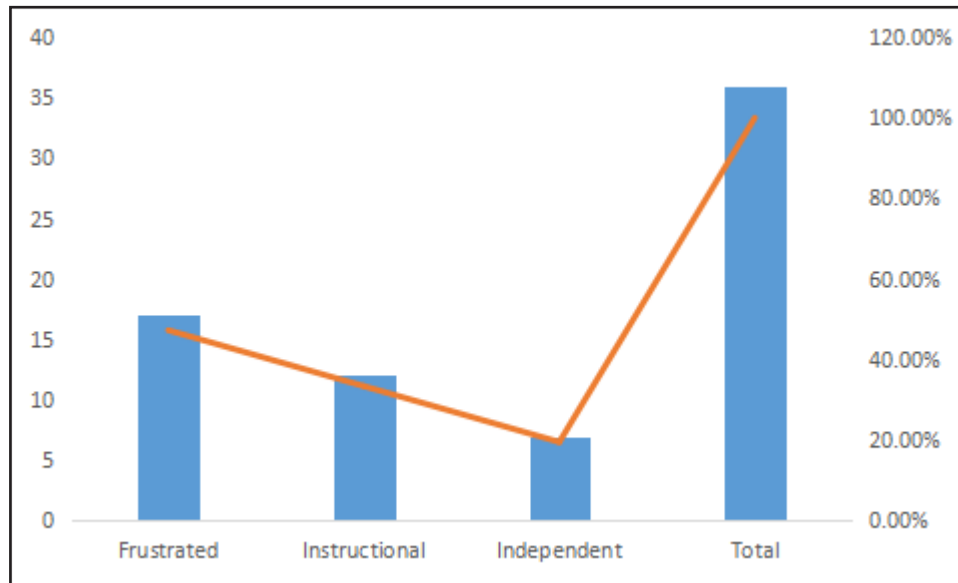


Figure 1:  
Student Skill in Reading the Arabic Texts

by Zakiyah Arifah & Nadia Afidati (2012), under examination, is at a medium category; meaning that this textbook can be read, understood, and learned by students, but they still need the direction and guidance from the teacher to better understand the book. This medium level of readability can be attributed to the students' reading ability. It can be seen from the student level of reading ability that is at a low level although the contents, systematic presentation, typography, and the language of the textbook is perceived good.

Departing from the above conclusions, the researchers give some recommendations as follows: firstly, teachers and educational agencies should choose textbooks with a high level of readability, due to their high level of ease to read and understand; secondly, a teacher is advised to conduct a readability test before deciding to use a textbook in learning and teaching activities; and thirdly, aside from assessing the readability of textbooks to be used, teachers need to improve students' reading skills so that good teaching materials can be studied well by students.<sup>1</sup>

<sup>1</sup>Statement: We confirm that this article has not been published elsewhere and is not under consideration in whole or in part by another journals. This article is also not product of plagiarism. So, we have no conflicts of interest to declare it.

## References

- Abubaker, Azza A. (2013). "Factors Influence Reading from Screen of Arabic Textbook for Learning by Children Aged 9 to 13". *Unpublished Ph.D. Thesis*. UK [United Kingdom]: School of Computing and Engineering, the University of Huddersfield. Available online also at: [http://eprints.hud.ac.uk/id/eprint/19509/1/thesis\\_Azzaa.pdf](http://eprints.hud.ac.uk/id/eprint/19509/1/thesis_Azzaa.pdf) [accessed in Bandung, West Java, Indonesia: August 10, 2018].
- Akmaliyah & Teti Ratnasih. (2017). "Teaching Arabic by Gender Perspective at Pesantren Darunnajah" in *JPI: Jurnal Pendidikan Islam*, Volume 3(1), pp.69-78. Available online also at: <https://media.neliti.com/media/publications/122470-EN-teaching-arabic-by-gender-perspective-at.pdf> [accessed in Bandung, West Java, Indonesia: August 24, 2018].
- Al-Mohsen, Abeer. (2016). "Arabic Teachers' Perception of an Integrated Approach for Teaching Arabic as a Foreign Language in Colleges and Universities in the United States" in *Doctoral Dissertations*, No.310. Available online also at: <https://repository.usfca.edu/diss/310> [accessed in Bandung, West Java, Indonesia: August 24, 2018].
- Alnagy, H. (2002). "Mustawa Maqrū'iyah wa Darajah Isyrākiyah Kitāb al-Lughah al-'Arabiyah li al-Shafi al-Sādis al-Ibtidā'ī fi al-Imārāt al-'Arabiyah al-Mutahidah" in *Jurnal Nadwah al-Minhāj*, Volume 19(20), pp.515-552.
- Amshah, K.H. Abu. (2015). "Al-Maqrū'iyah: Mā Haituhā wa Ahamiyatuhā wa Tharīqatu Qiyāsīha". Available online at: [www.alukah.net](http://www.alukah.net) [accessed in Bandung, West Java, Indonesia: 5 August 2018].
- Arifah, Zakiyah & Nadia Afidati. (2012). *Al-Lughah al-Arabiyah: Bahasa Arab untuk SMA dan Sederajat*.

- Malang: Misykat Indonesia.
- Asyrofi, S. & T. Pransiska. (2016). *Penulisan Buku Teks Bahasa Arab*. Yogyakarta: Penerbit Ombak.
- Bahrudin, D.V. (2016). "The Effect of Textbook Readability on Students' Reading Comprehension" in *Wacana Didaktika*, Volume 4(1), pp.42-54. Available online also at: <https://doi.org/10.31102/wacanadidaktika.4.1.42-54> [accessed in Bandung, West Java, Indonesia: August 10, 2018].
- Bailey, Stephen. (2011). *Academic Writing: A Handbook for International Students*. USA [United States of America] and Canada: Routledge, third edition. Available online also at: [https://www.kau.edu.sa/Files/0013287/Subjects/academic-writing-handbook-international-students-3rd-ed%20\(2\).pdf](https://www.kau.edu.sa/Files/0013287/Subjects/academic-writing-handbook-international-students-3rd-ed%20(2).pdf) [accessed in Bandung, West Java, Indonesia: August 10, 2018].
- Bailin, A. & A. Grafstein. (2016). *Readability: Text and Context*. London: Palgrave Macmillan.
- Bogdanoff, M.G. & R.C. Katz. (1983). "Modification of the Cloze Procedure for Measuring Reading Levels in Aphasic Adults". Available online at: <http://aphasiology.pitt.edu/753/1/13-05.pdf> [accessed in Bandung, West Java, Indonesia: August 24, 2018].
- Brown, J.D., A.D. Yamashiro & E. Ogane. (2017). "Three Strategies for 'Tailoring' Cloze Tests in Secondary EFL". Available online at: <https://www.tuj.ac.jp/tesol/publications/working-papers/vol-14/brownetal.html> [accessed in Bandung, West Java, Indonesia: August 24, 2018].
- Brun, Christa De. (2016). "Teaching for Thinking: An Action Research Inquiry into the Pedagogical Potential of Modern Literature to Foster Critical Thinking and Facilitate Critical Consciousness in Third Level Students". *Unpublished Doctoral Thesis*. Ireland: Department of Education, Faculty of Social Sciences, National University of Ireland Maynooth. Available online also at: <http://mural.maynoothuniversity.ie/7558/1/Doctoral%20Thesis%20Final%20Document.pdf> [accessed in Bandung, West Java, Indonesia: August 3, 2018].
- Brysbaert, Marc. (2018). "How Many Words Do We Read per Minute? A Review and Meta-Analysis of Reading Rate". *Unpublished Paper*. Belgium: Department of Experimental Psychology, Ghent University.
- Buqahoo, K. & A. Ismail. (2001). "Measuring the Readability of Organisms and the Environment Book to Students in Secondary School in Bahrain" in *Qatar University, Journal of Educational Research Center*, Volume 9, pp.109-133.
- Buzzetto-More, Nicole, Retta Sweat-Guy & Muna Elobaid. (2007). "Reading in a Digital Age: e-Books are Students Ready for this Learning Object?" in *Interdisciplinary Journal of Knowledge and Learning Objects*, Volume 3. Available online also at: <http://www.ijklo.org/Volume3/IJKLOv3p239-250Buzzetto.pdf> [accessed in Bandung, West Java, Indonesia: August 3, 2018].
- Casper, Scott E. et al. (2014). "Textbooks Today and Tomorrow: A Conversation about History, Pedagogy, and Economics" in *Journal of American History*, Volume 100(4), pp.1139-1169.
- Chee, Jennifer D. (2013). "Pearson's Product-Moment Correlation: Sample Analysis". Available online at: [https://www.researchgate.net/publication/262011045\\_Pearson's\\_Product-Moment\\_Correlation\\_Sample\\_Analysis](https://www.researchgate.net/publication/262011045_Pearson's_Product-Moment_Correlation_Sample_Analysis) [accessed in Bandung, West Java, Indonesia: August 17, 2018].
- Creswell, J.W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: SAGE Publications, 2<sup>nd</sup> edition.
- Cronbach, L. (1951). "Coefficient Alpha and the Internal Structure of Tests" in *Psychometrika*, Volume 16, pp.297-334.
- Cunningham, J.W. & R.J. Tierney. (1979). "Evaluating Cloze as a Measure of Learning from Reading" in *Journal of Reading Behavior*, Vol.XI, No.3, pp.287-292. Available online also at: <https://journals.sagepub.com/doi/pdf/10.1080/10862967909547333> [accessed in Bandung, West Java, Indonesia: August 17, 2018].
- Dalman, H. (2014). *Keterampilan Membaca*. Jakarta: Rajawali Pers.
- Dubay, William H. (2004). *The Principles of Readability*. Costa Mesa: Impact Information.
- DuBay, W.H. (2006). *Smart Language: Readers, Readability, and the Grading of Text*. Costa Mesa: Impact Information.
- Eady, Michelle J. (2013). "Tools for Learning: Technology and Teaching Strategies" in *University of Wollongong Research Online*. Available online also at: <https://ro.uow.edu.au/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1413&context=asdpapers&sei> [accessed in Bandung, West Java, Indonesia: August 3, 2018].
- Elsaib, W. Bani. (2008). "Maqrū'iyah al-Kutub al-Mardasiyah". Available online at: [www.uobabylon.edu.iq](http://www.uobabylon.edu.iq) [accessed in Bandung, West Java, Indonesia: 4 August 2018].
- Fauzan, A.I. (2011). *Idhâât li Mu'alimiy al-Lughah al-'Arabiyyah*. Riyadh: Mathābi' al-Humaidhi.
- Garth, Andrew. (2008). "Analysing Data Using SPSS: A Practical Guide for those Unfortunate Enough to Have to Actually Do it". Available online at: [https://students.shu.ac.uk/lits/it/documents/pdf/analysing\\_data\\_using\\_spss.pdf](https://students.shu.ac.uk/lits/it/documents/pdf/analysing_data_using_spss.pdf) [accessed in Bandung, West Java, Indonesia: August 17, 2018].
- Gehjough, Y. Abu. (2009). "Quality of the Texts in Science Books for Students in 4<sup>th</sup> Grade and the Level Their Teachers of Knowledge" in *Journal of Sharjah Humanities and Social Sciences*, Volume 6(2), pp.181-214.
- Gunantar, D.A. (2017). "Textbooks Analysis: Analyzing English as a Foreign Language (EFL) Textbooks from the Perspective of Indonesian Culture" in *LANGUAGE CIRCLE: Journal of Language and Literature*, Volume 10(2), pp.173-182.
- Gurevitch, Michael et al. [eds]. (2005). *Culture, Society, and the Media*. London and New York: Taylor & Francis e-Library.
- Habib Allah, M. (2009). *Usûs al-Qir'āh wa Fahmu al-Maqrū' baina al-Nazhariyyah wa al-Tathbiq (Th 3)*. Oman: Dār 'Amār.

- Halim, Z. Ab. *et al.* (2017). "The Readability of Arabic Texts in Malaysia: A Need for a Suitable Measurement Instrument" in *International Journal of Academic Research in Business and Social Sciences*, Volume 7(6), pp.1158-1165. Available online also at: <https://doi.org/10.6007/IJARBS/v7-i6/3199> [accessed in Bandung, West Java, Indonesia: 4 August 2018].
- Hanifah, U. (2014). "Pentingnya Buku Ajar yang Berkualitas dalam Meningkatkan Efektivitas Pembelajaran Bahasa Arab" in *Jurnal At-Tajdid*, Volume 3(1), pp.99-121.
- Haywood, H.C. & D. Tzuril [eds]. (1992). *Interactive Assessment*. New York: Springer Science + Business Media.
- Hepp, P.K., M.A.P. Fernández & J.H. Garcia. (2015). "Teacher Training: Technology Helping to Develop an Innovative and Reflective Professional Profile" in *RUSC Universities and Knowledge Society Journal*, Volume 12(2), pp.30-43. Available online also at: <http://dx.doi.org/10.7238/rusc.v12i2.2458> [accessed in Bandung, West Java, Indonesia: August 3, 2018].
- Husein, S.Y., Sahrani & Syamsiyah. (2012). *Menyusun Buku Ajar Bahasa Arab*. Padang: Akademia Permata.
- Husna. (2016). "The Correlations among Readability Level of Texts, Reading Habit, and Reading Achievement of the Eighth Grade Students of MTS Al-Qur'an Harsallakum Bengkulu" in *JELE: Journal of English Literacy Education*, Vol.3, No.1 [May], pp.50-60.
- Hussain, N.H. & M. Mamat. (2019). "Readability Level of Arabic Texts for Upper Primary Pupils at Al-Amin Islamic Primary School (Sri)" in *IJMET: International Journal of Mechanical Engineering and Technology*, Volume 10(03), pp.1672-1680.
- Inah, E.N. (2015). "Peran Komunikasi dalam Interaksi Guru dan Siswa" in *Jurnal Al-Ta'dib*, Volume 8(1), pp.150-167.
- Jatnika, A. Wawan. (2007). "Tingkat Keterbacaan Wacana Sains dengan Teknik Klos" in *Jurnal Sosioteknologi*, Volume 10(6), pp.196-200.
- Jawarneh, M. (2008). "Readability Level of Social and National 4<sup>th</sup> Grade Book in Jordan" in *Jordanian Journal of Educational Sciences*, Volume 4(2), pp.125-136.
- Joshi, Ankur *et al.* (2015). "Likert Scale: Explored and Explained" in *British Journal of Applied Science & Technology*, Volume 7(4), pp.396-403. Available online also at: [https://www.researchgate.net/publication/276394797\\_Likert\\_Scale\\_Explored\\_and\\_Explained](https://www.researchgate.net/publication/276394797_Likert_Scale_Explored_and_Explained) [accessed in Bandung, West Java, Indonesia: August 17, 2018].
- Kemdiknas RI [Kementerian Pendidikan Nasional Republik Indonesia]. (2005). *Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan*. Jakarta: Kemdiknas RI.
- Leavy, P. (2017). *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. New York and London: Guilford Press.
- Likert, Rensis. (1932). "A Technique for the Measurement of Attitudes" in *Archives of Psychology*, Volume 140, pp.1-55.
- Loewen, James W. (2017). "Lies: My Teacher Told Me Everything Your American History Textbook Got Wrong". Available online at: <https://4.files.edl.io/0ec3/06/28/18/155729-1b8ab639-28ff-4b2d-858e-4ecf1f9cbbc4.pdf> [accessed in Bandung, West Java, Indonesia: August 3, 2018].
- Lorenzo, Angelo. (2014). "Literature is Powerful: Literature Defines Humanity". Available online at: <https://thoughtcatalog.com/angelo-lorenzo/2014/03/literature-is-powerful-literature-defines-humanity/> [accessed in Bandung, West Java, Indonesia: August 3, 2018].
- Mahmoud, S.G. (2012). "Qiyas Inqiraiyah Kutub al-Lughah al-'Arabiyah bi al-Marhalah al-Ibtida'iyah bi Istikhdam Barnamij Kambiar wa Ahkamu Mu'alimiha" in *Jurnal al-Majalah al-Dauliyah li al-Abhath al-Tarbawiyah*, Volume 31, pp.89-121.
- Meqdadi, F. & A. al-Zubi. (2005). "Maqrū'iyah Kitāb al-Riyādhīyāt li al-Shafī al-Khāmīs al-Asāsī fī al-Ardān" in *Jurnal Markaz al-Buhūts al-Tarbawiyah*, Volume 12(25), pp.203-223.
- MoEC RI [Ministry of Education and Culture of the Republic of Indonesia]. (2016). *The Management of National Education in 2014/2015 at a Glance*. Jakarta: Division of Utilization and Services, Center for Educational and Cultural Data and Statistics, MoEC RI. Available online also at: [http://publikasi.data.kemdikbud.go.id/uploadDir/isi\\_6549DA84-7A7F-44B5-AD22-829B1F002A4F\\_.pdf](http://publikasi.data.kemdikbud.go.id/uploadDir/isi_6549DA84-7A7F-44B5-AD22-829B1F002A4F_.pdf) [accessed in Bandung, West Java, Indonesia: August 3, 2018].
- Momeni, A.E. & A.K. al-Momani. (2011). "Readability Level of 4<sup>th</sup> Grade of Arabic Book in Jordan" in *Journal of Educational Sciences*, Volume 27(3-4), pp.557-588.
- Muniroh. (2018). "A Content Analysis of the English Textbook Entitled *When English Rings a Bell* for Grade VII of Junior High School Published By Ministry of Education and Culture of Indonesia in the Year of 2016". *Unpublished B.Ed. Thesis*. Semarang: Education and Teacher Training Faculty, Walisongo State Islamic University. Available online also at: <http://eprints.walisongo.ac.id/8429/1/SKRIPSI%20LENGKAP.pdf> [accessed in Bandung, West Java, Indonesia: May 2, 2019].
- Murni, T. (2015). "Relevansi Buku Ajar Bahasa Arab dengan Kurikulum". *Unpublished Undergraduate Thesis*. Bandung: FPBS UPI [Fakultas Pendidikan Bahasa dan Sastra, Universitas Pendidikan Indonesia].
- Muslih, M. (2010). *Text Book Writing: Dasar-dasar Pemahaman, Penulisan, dan Pemakaian Buku Text*. Yogyakarta: Ar-Ruzz Media.
- Nikolic, D. *et al.* (2012). "Scaled Correlation Analysis: A Better Way to Compute a Cross-Correlogram" in *European Journal of Neuroscience*, Volume 35(5), pp.1-21.
- Okeeffe, Lisa. (2013). "A Framework for Textbook Analysis" in *International Review of Contemporary Learning Research*, Vol.2, No.1, pp.1-13. [https://www.researchgate.net/publication/275214893\\_A\\_Framework\\_for\\_Textbook\\_Analysis](https://www.researchgate.net/publication/275214893_A_Framework_for_Textbook_Analysis) [accessed in Bandung, West Java, Indonesia: August 3, 2018].

- Pearson, Karl. (1895). "Notes on Regression and Inheritance in the Case of Two Parents" in *Proceedings of the Royal Society of London*, Volume 58, pp.240-242.
- Pearson, Karl. (1948). *Early Statistical Papers*. Cambridge, England: Cambridge University Press.
- Priyatno, D. (2014). *SPSS 22: Pengolahan Data Terpraktis*. Yogyakarta: Penerbit Andi.
- Rankin, E.F. & J. Culhane. (1969). "Comparable Cloze and Multiple-Choice Comprehension Test Scores" in *Journal of Reading*, Volume 13, pp.193-198.
- Rasi, Hanna et al. (2017). "A Descriptive Quantitative Study of 7- and 8-Year-Old Children's Outdoor Recreation, Cold Exposure, and Symptoms in Winter in Northern Finland" in *International Journal of Circumpolar Health*, Volume 76, Issue 1. Available online also at: <https://www.tandfonline.com/doi/full/10.1080/22423982.2017.1298883> [accessed in Bandung, West Java, Indonesia: August 17, 2018].
- Rediati, A. (2015). "Pengembangan Buku Pengayaan: Cara Menulis Teks Penjelasan Bermuatan Nilai Budaya Lokal untuk Peserta Didik Kelas V Sekolah Dasar" in *SELOKA: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, Volume 4(1), pp.1-7.
- Rohmatillah. (2017). "Readability Level of Reading Texts in the English Textbook Entitled *English Alive for Senior High School Grade X* Published by Yudhistira". Available online at: <https://media.neliti.com/media/publications/60430-EN-readability-level-of-reading-texts-in-th.pdf> [accessed in Bandung, West Java, Indonesia: August 3, 2018].
- Salit, A. Abu. (2007). "Readability of Biology in 1<sup>st</sup> Class of Secondary and Science and 9<sup>th</sup> Grade and its Relation to the Achievement, Gender, Area". *Unpublished Master's Thesis*. Yaman: Faculty of Education, University of Sana'a.
- Sayuti, Muhammad. (2015). "The Indonesian Competency Standards in Technical and Vocational Education and Training: An Evaluation of Policy Implementation in Yogyakarta Province, Indonesia". *Unpublished Ph.D. Thesis*. Australia: The University of Newcastle. Available online also at: <http://eprints.uad.ac.id/6505/1/Thesis%20Sayuti%203122368.pdf> [accessed in Bandung, West Java, Indonesia: August 3, 2018].
- Schmitt, Norbert, Xiangying Jiang & William Grabe. (2011). "The Percentage of Words Known in a Text and Reading Comprehension" in *The Modern Language Journal*, Volume 95(1), pp.26-43. Available online also at: [https://www.lex tutor.ca/cover/papers/schmitt\\_etal\\_2011.pdf](https://www.lex tutor.ca/cover/papers/schmitt_etal_2011.pdf) [accessed in Bandung, West Java, Indonesia: August 24, 2018].
- Sekaran, Uma. (2003). *Research Methods for Business: A Skill Building Approach*. New York: Jhon Willey & Sons, Inc., second edition.
- Sholihah, Indah Bilqis. (2018). "An Analysis of Readability Level of Reading Texts in English Textbook Entitled *Bahasa Inggris* for Senior High School Students Grade XII". *Unpublished Undergraduate Thesis*. Surabaya: English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University. Available online also at: [http://digilib.uinsby.ac.id/28704/6/Indah%20Bilqis%20Sholihah\\_D75214061.pdf](http://digilib.uinsby.ac.id/28704/6/Indah%20Bilqis%20Sholihah_D75214061.pdf) [accessed in Bandung, West Java, Indonesia: August 10, 2018].
- Sulaiman, A.Q.M. (2002). "Mustawa Maqru'iyah Nushush min Kitab al-Lughah al-'Arabiyyah al-Muqarrar li al-Shafi al-Sadis fi Muhafazhaf Nablis". *Unpublished Master's Thesis*. Gaza: Al-Jami'ah al-Islamiyah.
- Sullivan, Gail M. (2011). "A Primer on the Validity of Assessment Instruments" in *Journal of Graduate Medical Education*, Volume 3(2), June. Available online also at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3184912/> [accessed in Bandung, West Java, Indonesia: August 17, 2018].
- Tabatabaei, Elham & Mohammad S. Bagheri. (2013). "Readability of Reading Comprehension Texts in Iranian Senior High schools Regarding Students' Background Knowledge and Interest" in *Journal of Language Teaching and Research*, Vol.4, No.5 [September], pp.1028-1035. Available online also at: <http://www.academypublication.com/issues/past/jltr/vol04/05/16.pdf> [accessed in Bandung, West Java, Indonesia: August 3, 2018].
- Taylor, W.L. (1953). "Cloze Procedure: A New Tool for Measuring Readability" in *Journalism Quarterly*, Volume 30, pp.414-438.
- Thamus, R.H.Z. (2002). "Taqwim Mu'alimi al-Lughah al-'Arabiyyah li Kitab 'Lughatunā al-Jamilah' al-Muqarrar li al-Shafi al-Sadis al-Asasi fi Falisthin wa 'Alaqatuhu bi tik Nahwa al-Tahdits". *Unpublished Master's Thesis*. Gaza: al-Jami'ah al-Islamiyah Gaza.
- Thomas, O. & L. Holly. (2004). "Language, Reading, and Readability Formulas: Implications for Developing and Adapting Tests" in *International Journal of Testing*, Volume 4(3), pp.239-252.
- Wahidmurni. (2017). "Memaparkan Data dan Temuan Penelitian". Available online at: <http://repository.uin-malang.ac.id/1939/1/1939.pdf> [accessed in Bandung, West Java, Indonesia: August 17, 2018].
- Wilkinson, David & Peter Birmingham. (2014). *Using Research Instruments: A Guide for Researchers*. London and New York: Taylor & Francis e-Library, latest edition. Available online also at: [http://pbi.mercubuana-yogya.ac.id/wp-content/uploads/2014/09/using\\_research\\_instruments.pdf](http://pbi.mercubuana-yogya.ac.id/wp-content/uploads/2014/09/using_research_instruments.pdf) [accessed in Bandung, West Java, Indonesia: August 17, 2018].
- Williams, Carrie. (2007). "Research Methods" in *Journal of Business & Economic Research*, Vol.5, No.3 [March], pp.65-72.
- Yulianto. (2019). "An Analysis on Readability Level of English Reading Texts for Eighth Grade Students" in *J-SHMIC: Journal of English for Academic*, Vol.6, No.1 [February], pp.81-91.