



Readability of Sundanese Textbooks for Grade VIII Junior High School Students: An Analysis Based on the Fry Readability Graph

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Abstract: This study aims to analyze and compare the readability levels of Sundanese language textbooks for eighth-grade junior high school students using Fry's Readability Graph. The research employed a descriptive method with a qualitative approach. Data were collected through document analysis by examining the discourses contained in the textbooks. The objects of this study were the Rancagé Diajar Basa Sunda Grade VIII textbook published by Pustaka Jaya and the Wiwaha Basa Grade VIII textbook published by Geger Sunten. Data analysis was conducted using the Fry Graph formula by calculating the average number of sentences and syllables per 100 words, which were then plotted on the Fry Graph to estimate the readability levels of the texts. The results indicate that the Rancagé Diajar Basa Sunda textbook falls within the readability range of grades 5–7, whereas the Wiwaha Basa textbook falls within the range of grades 6–8, making it more appropriate for the expected reading ability of eighth-grade students. These findings provide valuable insights for teachers and textbook authors to pay greater attention to linguistic features and text structure in the development of instructional materials. Consequently, this study contributes to improving the quality of Sundanese language textbooks and supports more effective learning that is aligned with students' reading abilities.

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Introduction

The Sundanese language, as one of the local content subjects in junior high school, plays an important role in preserving the language and culture of the region. The factor causing the lack of use of regional languages is the inability of students to master regional languages (Amalia et al., 2024). One of the efforts made to preserve regional languages as part of local culture is to teach languages in schools. (Sendafa, 2024)

In the learning process, textbooks are one of the main requirements used by teachers and students to support the learning process at school (Mursyadah, 2021). The textbooks used by each school, especially at the junior high school level are different. These differences are due to factors such as differences in authors, publishers, and the policies of each school. Textbooks are curriculum tools to help teachers and students recognize and learn the values held by society. (Widodo et al., 2018; Adiningsih et al., 2020). Textbooks serve not only as a reference for lesson material, but also as a guide to assist students. Books function not only as a medium for conveying information, but also shape students' thinking patterns, reading skills, and language proficiency. (Pebriana, 2021). In addition, textbooks will also help students develop reading, research, and critical analysis skills. (Ai Siti Nurjamilah, Yuni Ertinawati, Shinta Rosiana, 2025) Preservation efforts in formal education are very important, especially through local content textbooks such as *Rancagé Diajar Basa Sunda* and *Wiwaha*



Basa. The selection of the *Rancagé Diajar Basa Sunda* and *Wiwaha Basa* textbooks as the object of comparison is based on its extensive use as a Sundanese textbook for grade VIII junior high schools in Bandung Regency. Both books are commonly adopted by schools under the same curriculum framework but produced by different publishers and authors, resulting in striking differences in text type, sentence structure, and vocabulary complexity. These books not only serve as learning materials for Sundanese language and literature, but also as a means of preserving local cultural identity. However, in order to be effective in learning, textbooks must fulfill various aspects, one of which is readability. The level of student ability is an important factor in readability. At the junior high school level, especially in grade VIII, students' language and cognitive abilities are already higher.

There are several methods or formulas that can be used to measure text readability, including Spache, Dale and Chall, Raygor, Fry, the Simple Measure of Gobbledgook (SMOG) formula, and the Cloze technique. Although Fry Graphics was originally developed for English texts, it has been extensively adapted for use in Indonesian and regional languages with some adjustments. In this study, an adaptation factor of 0.6 was applied to the total number of syllables per 100 words, following the practice that has been applied in the study of the readability of Indonesian texts and regional languages. This adjustment takes into account differences in syllable structure and morphological patterns between English and other languages, thus ensuring the validity of readability measurements. The Fry formula is a readability formula that is considered practical and easy to use (Aisyah, 2024; Chaniago, 1996). Readability is an important aspect in the development of teaching materials, especially textbooks used in primary and secondary education. Readability is not only a matter of text length or visual appearance, but also includes how students can optimally absorb the content of the reading material (Farhan et al., 2025). Readability refers to the ease with which a text can be read and understood by its readers. (Ingriyani et al., 2022). Readability testing is important to conduct on a text in teaching materials (Nugrahani et al., 2024). Textbooks with an appropriate level of readability will help students understand the subject matter more effectively, whereas books that are too difficult or too easy can actually hinder the learning process. (Maruti et al., 2023). Therefore, a good level of readability creates conditions where readers feel interested and able to understand the content of the text smoothly (Nugrahani et al., 2024). In determining the readability of a textbook, the study is not limited to linguistic aspects alone, but also considers the reader's background and the interaction between the reader and the text.

In linguistic studies, text is defined as a unit of language that contains complete meaning, conveyed either orally or in writing, with a coherent and cohesive structure. Text is a collection of many paragraphs, with each paragraph containing more than one sentence that has meaning (Aprelianingrum et al., 2024). Reading texts are divided into two types: fiction and nonfiction. Fiction texts are imaginative and generally contain fictional elements. Works of fiction, therefore, refer to works that tell stories that are fictional, imaginary, something that does not exist and did not actually happen, so there is no need to seek their truth in the real world (Ikhwanta, 2022). Meanwhile, nonfiction texts are texts that present factual information based on reality, such as news articles, biographies, scientific articles, and reports. Nonfiction texts are a type of text that is often used in teaching and learning activities (Daulay et al., 2024). In learning, nonfiction texts help students develop skills in understanding factual information, critical thinking, and analyzing data. Fiction and nonfiction book material is an important part of learning that aims to enable students to



understand the content of reading, distinguish the characteristics of the two types of text, and express their understanding orally and in writing. (Maharani et al., 2025).

However, in practice, many textbooks do not fully consider the level of readability appropriate for students' characteristics. Texts that are too complex in terms of sentence structure or vocabulary can hinder students' understanding of the subject matter. Therefore, an objective method is needed to measure text readability. The books used in Sundanese language learning at the junior high school level are *Rancagé Diajar Basa Sunda* and *Wiwaha Basa*. These books have been widely used and are compiled based on the curriculum applicable in the Bandung Regency. However, the extent to which these books are readable for junior high school students, especially those in grade VIII, has rarely been studied in depth. Research on the readability of these books is important to determine whether their content and presentation are appropriate for the students' level of ability, in terms of language, sentence structure, and vocabulary choice.

The purpose of this study is to examine and describe the readability level of texts in Sundanese textbooks for eighth-grade junior high school students through the application of the Fry formula analysis method. The advantages of this method include the simplicity of the procedure and its ability to provide a quick and objective estimate of the reading level (Hendrawanto, 2023). There are several steps in using Fry Charts (Aliyah et al., 2024). Among them is the first sampling, select 100 words in the discourse that will be calculated the readability level, the second is sentence calculation, count the number of sentences contained in the 100 words. If the number of words exceeds 100, the excess is converted to a decimal form to maintain the accuracy of the calculation, the third counts the number of syllables in those 100 words. If there are numbers in the text, each number is considered to represent one syllable. Similarly, for abbreviations or acronyms, each letter in that form is counted as one syllable, the fourth of which is plotted on the graph, using the Fry Graph as an analysis tool. The vertical axis on the graph shows the number of syllables per 100 words, while the horizontal axis shows the number of sentences per 100 words. The data collected in the second and third steps are mapped on a graph to find the intersection between the two variables. This intersection will show an approximate grade level that is assumed to be able to understand the discourse. If the intersection point is in a shadowed (dark) area, the text is considered unreadable. In this case, the teacher is advised to select another text and repeat the same analysis procedure, and the last determination of the readability level, the results of the readability measurement are approximate and can deviate up or down. Therefore, the level of readability obtained must be interpreted in a range of three levels, i.e. one level below, at that level, and one level above. For example, if the results of the analysis show a readability level of 6, then the discourse is assumed to be suitable for readers in grade 5 (6-1), grade 6, and grade 7 (6+1).

Several studies on the readability of textbooks using Fry's graph have been conducted previously, including a study conducted by (Aliyah et al., 2024) found that in the ninth grade Indonesian language textbook, the readability level was 50% in the 2013 Curriculum edition and 83.34% in the Merdeka Curriculum edition. In addition, (Febriana et al., 2022) analyzing 12 discourses in the Indonesian Language textbook for Grade VII of the Merdeka Curriculum, the results show that only 42% of the discourses are appropriate for the grade level, while most of the discourses are either too easy or too difficult. In addition, research from (Adiningsih et al., 2020) The findings indicate that the readability level of textbooks is appropriate for students' reading levels. From these studies, it can be concluded that textbooks analyzed using Fry's graph. Through this research, it is hoped that the books



Rancagé Diajar Basa Sunda and *Wiwaha Basa* will not only be appropriate in terms of content and curriculum, but also easy to read and understand for students. Thus, the process of learning Sundanese in formal institutions can be more effective, interesting, and appropriate for the students' abilities.

Research Method

This study uses a descriptive method with a qualitative approach. The material objects in this study are the eighth-grade *Rancagé Diajar Basa Sunda* book published by Pustaka Jaya and the eighth grade *Wiwaha Basa* book published by Geger Sunten, which is used as a Sundanese language textbook for junior high school students in Bandung Regency. This study focuses on the analysis of the content of the text found in the books as a whole. The analysis was carried out on reading texts that were tested for readability, with the aim of determining the extent of the student's education level in accordance with the reading books used in learning Sundanese. Data analysis is assisted by manual and digital tools. Word and sentence counting is done using Microsoft Word to ensure accuracy and consistency. The calculation of syllables is done manually based on the phonological rules of the Sundanese language. The readability rate was determined by plotting the average number of sentences and syllables per 100 words on the original digital version of Fry Graph, which was adapted for non-English text by applying an adjustment factor of 0.6 to the number of syllables. This combination of digital assistance and manual verification is used to improve the technical validity of data analysis.

Data sources are data obtained by researchers from the object being researched in the form of text. The data source used in this study is the readability of the text in the textbooks *Rancagé Diajar Basa Sunda* and *Wiwaha Basa*. The data collected is in the form of a complete book. Then, the text to be studied is selected by specifying one to two texts for each chapter. The sampling technique used in this study is to select samples based on purpose sampling. One to two texts are selected from each chapter based on specific criteria, namely: (1) the text serves as the main reading, (2) the text represents different types of discourse (fiction and nonfiction), and (3) the text contains complete and continuous discourse that is suitable for readability analysis. This technique is chosen to ensure that the sampled text adequately represents the overall characteristics of the textbook.

Results and Discussion

To determine the extent to which students' discourse readability levels correspond to their grade level in junior high school, it is necessary to first measure using the readability formula. One of the simplest methods to assess readability is to use Fry's readability formula. The results of the readability analysis were carried out on a total of 12 texts from the books *Rancagé Diajar Basa Sunda* and *Wiwaha Basa*. A summary of Fry's graphic results for each book is presented below.

Summary of Fry Graph Readability “*Rancagé Diajar Basa Sunda*”

Based on data from analysis using Fry charts, readability analysis was conducted on six reading texts, yielding the following data:

Table 1. Book Readability Recap “*Rancagé Diajar Basa Sunda*”

Number	Discourse	Chapter	Number of Sentences	Number of Syllables	Level
1	Asih Gusti	1	13,75	134,4	Level 3
2	Piket Poe Kemis	1	11	137,4	Level 5



3	Desa Wisata Cibuntu	2	5,53	144	Level 8
4	Kampung Gede Kasepuhan Ciptagelar	2	5,46	140,4	Level 8
5	Discourse 1	4	7,52	136,2	Level 7
6	Discourse 2	4	10,88	136,3	Level 5
	Total		54,14	828,7	-
	Average		9,02	137,9	5,6,7

Most of the texts are in the appropriate category, which is a readability level of ± 1 level from grade VIII. However, there are also texts that are too easy and too difficult, which affects the effectiveness of learning. From the six data points above, the average number of sentences in the book “*Rancagé Diajar Basa Sunda*” is 9,02, while the average number of syllables is 137,9. After obtaining these two data points, the final step is to plot them on a Fry graph.

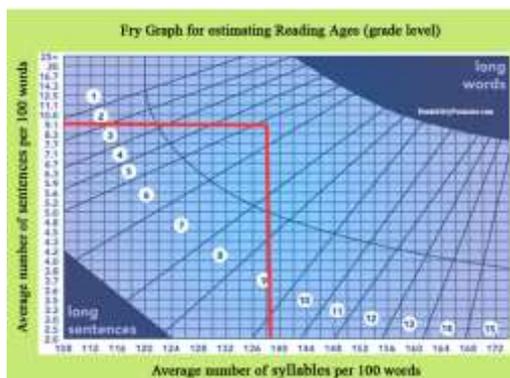


Figure 1. Results of the Recapitulation of Fry's Book Graph “Rancagé Diajar Basa Sunda”

The readability calculation results using the Fry graph formula are still not quite right because the results show a level of 6, which means that if the grade level is increased by one level and decreased by one level, i.e., $6+1 = 7$, $6-1 = 5$, this book is still not quite suitable for grade VIII education.

Summary of Fry Graph Readability “Wiwaha Basa”

Based on data from analysis using Fry charts, readability analysis was conducted on six reading texts, yielding the following data:

Table 2. Book Readability Recap "Wiwaha Basa"

Number	Discourse	Chapter	Number of Sentences	Number of Syllables	Level
1	Si Pincang	1	11,1	136,8	Level 5
2	Sasalad	2	6,29	132,6	Level 7
3	Pestisida Nabati	2	6,66	144	Level 8
4	Jadi Bobotoh Persib taun 60-an	4	4,51	127,8	Level 7
5	R.E. Martadinata	5	6,05	148,2	Level 9
6	Munggahan di Pagelaran, lembur aki-ninina Tanti	6	9,15	146,4	Level 7
	Total		43,76	835,8	-
	Average		7,29	139,3	6, 7, 8

Most of the texts are in the appropriate category, which is a readability level of ± 1 level from grade VIII. However, there are also texts that are too easy and too difficult, which affects the effectiveness of learning. From the six data points above, the average number of sentences in the “*Wiwaha Basa*” book is 7,29, while the average number of syllables is 139,3. After obtaining these two data points, the final step is to plot them on a Fry graph.

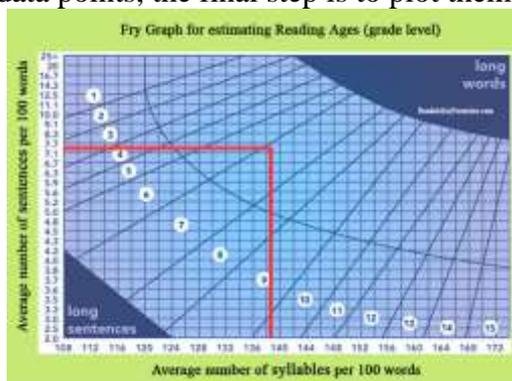


Figure 2. Results of the Recapitulation of Fry's Book Graph "Wiwaha Basa"

The readability calculation using the Fry graph formula is accurate because the result shows a level of 7, which means that if the grade level is increased by one level and decreased by one level, i.e., $7+1 = 8$, $7-1 = 6$, this book is suitable for grade VIII.

Example of Representative Text

The researcher presented a representative text sample of each book based on the appropriate, too easy, and too difficult text. The following are the results of the readability analysis of the *Rancangé Diajar Basa Sunda* textbooks published by Pustaka Jaya and *Wiwaha Basa* published by Geger Sunten using the Fry graph formula. The discourse entitled ‘*Asih Gusti*’ will then be called by (text 1), the discourse entitled ‘*Desa Wisata Cibuntu*’ (text 2), the discourse entitled ‘*Si Pincang*’ (text 3), the discourse entitled ‘*Sasalad*’ (text 4), and the discourse entitled ‘*R.E. Martadinata*’ (text 5)

In text 1, the discourse entitled 'Asih Gusti' page 2 of the analysis results show that the number of sentences in the hundredth of words is 13.75 sentences. This result was obtained from 13 whole sentences plus 6 words that were included in the one hundred selected words divided by 8, which is the number of words in the last sentence or with a calculation of $13 + (6/8) = 13.75$ sentences. The syllables in text 1 total 224 syllables. The actual syllable is $224 \times 0.6 = 134.4$ syllables. Furthermore, plotted into the Fry graph, the meeting point between the horizontal line (number of sentences) and the vertical line (number of syllables) is in the region of class 3. According to Fry's graph theory, the class level increases one level and decreases one level, namely $3 + 1 = 4$ and $3 - 1 = 2$. Therefore, the discourse is not suitable for grade VIII, because the results show that it is suitable for grades 2, 3, and 4 of elementary school.

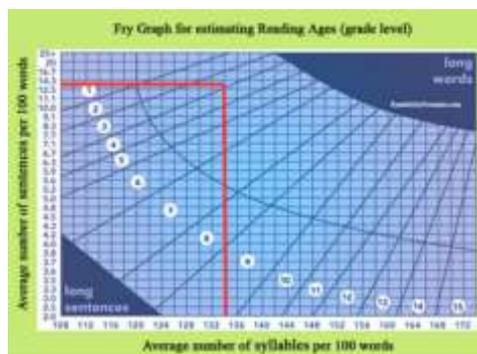


Figure 3. Results of the calculation of sentences and syllables in Chapter 1 on the Fry graph Textbooks Rancagé Diajar Basa Sunda

In text 2, the discourse entitled ‘Desa Wisata Cibuntu’ page 51 the analysis results show that the number of sentences in the hundredth of words is 5.53 sentences. This result was obtained from 5 whole sentences plus 16 words that were included in the one hundred selected words divided by 30, which is the number of words in the last sentence or with a calculation of $13 + (16/30) = 5.53$ sentences. The syllables in text 2 amount to 240 syllables. The actual syllables are $240 \times 0.6 = 144$ syllables. Furthermore, plotted into the Fry graph, the meeting point between the horizontal line (number of sentences) and the vertical line (number of syllables) is in the 8th class region. According to the theory of using Fry graphs, the class level is increased by one level and subtracted by one level, namely $8 + 1 = 9$ and $8 - 1 = 7$. Therefore, the discourse is suitable for class VIII.

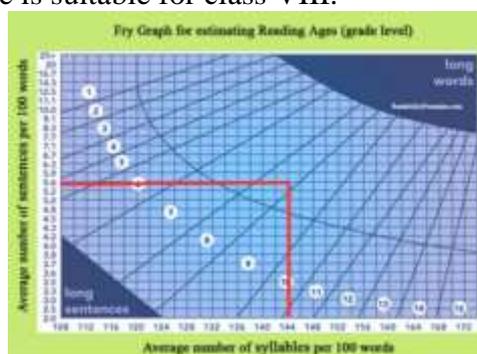


Figure 4. Results of the calculation of sentences and syllables in Chapter 2 on the Fry graph Textbooks Rancagé Diajar Basa Sunda

In text 3, the discourse entitled ‘Si Pincang’ page 34 of the analysis results shows that the number of sentences in the hundredth of words is 11.1 sentences. This result was obtained from 11 whole sentences plus 1 word that was included in the one hundred selected words divided by 10, which is the number of words in the last sentence or with a calculation of $11 + (1/10) = 11.1$ sentences. The syllables in text 3 total 228 syllables. The actual syllables are $228 \times 0.6 = 136.8$ syllables. Furthermore, plotted into the Fry graph, the meeting point between the horizontal line (number of sentences) and the vertical line (number of syllables) is in the 5th class region. In accordance with the theory of using Fry graphs, the class level is increased by one level and subtracted by one level, namely $5 + 1 = 6$ and $5 - 1 = 4$. Therefore, the discourse is not suitable for grade VIII, because the results show that it is suitable for grades 4, 5, and 6 of elementary school.

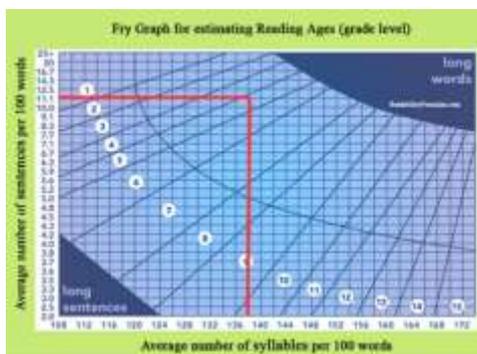


Figure 5. Results of the calculation of sentences and syllables in Chapter 1 on the Fry graph Textbooks Wiwaha Basa

In text 4, the discourse entitled '*Sasalad*' page 44 of the analysis results shows that the number of sentences in one hundred words is 6.29 sentences. This result was obtained from 6 whole sentences plus 5 words that were included in the one hundred selected words divided by 17, namely the number of words in the last sentence or with a calculation of $6 + (5/17) = 6.29$ sentences. The syllables in text 4 total 221 syllables. The actual syllable is $221 \times 0.6 = 132.6$ syllables. Furthermore, plotted into the Fry graph, the meeting point between the horizontal line (number of sentences) and the vertical line (number of syllables) is in the 7th class region. In accordance with Fry's theory of graph use, the class level is raised by one level and subtracted by one level, namely $7+1 = 8$ and $7-1 = 6$. Therefore, the discourse is suitable for class VIII.

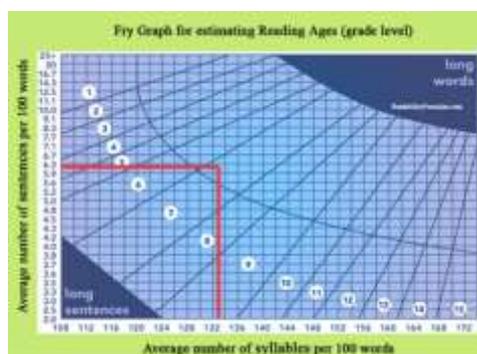
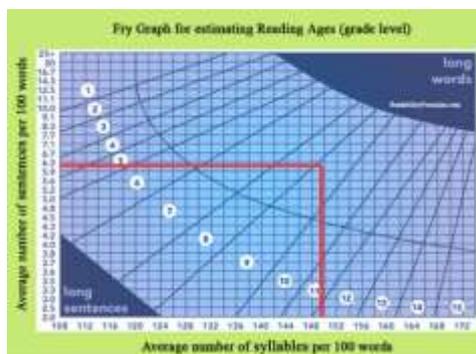


Figure 6. Results of the calculation of sentences and syllables in Chapter 2 on the Fry graph Textbooks Wiwaha Basa

In text 5, the discourse entitled 'R.E. Martadinata' page 102 of the analysis results shows that the number of sentences in the hundredth of words is 6.05 sentences. This result is obtained from 6 whole sentences plus 1 word that is included in the one hundred selected words divided by 18, which is the number of words in the last sentence or with a calculation of $6 + (1/18) = 6.05$ sentences. The syllables in text 5 total 247 syllables. The actual syllables are $247 \times 0.6 = 148.2$ syllables. Furthermore, plotted into the Fry graph, the meeting point between the horizontal line (number of sentences) and the vertical line (number of syllables) is in the region of class 9. According to Fry's graph theory, the class level increases one level and decreases one level, i.e., $9 + 1 = 10$ and $9 - 1 = 8$. Therefore, the discourse is not suitable for class VIII. This is because the readability is very high or too difficult, namely at levels 8, 9, and 10.



**Figure 7. Results of the calculation of sentences and syllables in Chapter 5 on the Fry graph
Textbooks *Wiwaha Basa***

The Difference Between the *Rancagé Diajar Basa Sunda* Book and the *Wiwaha Basa* Book

The findings of the book *Rancagé Diajar Basa Sunda* in the 5th, 6th, and 7th grade readability ranges do not necessarily indicate weaknesses, but suggest that the textbook may be less challenging for grade VIII students. Textbooks below grade level can facilitate comprehension, especially for students with lower literacy abilities, and can support confidence and fluency in reading. However, prolonged exposure to texts that are consistently below a student's grade level can limit vocabulary expansion, syntactic development, and critical reading skills. In contrast, *Wiwaha Basa*, which was found to be within the readability range of grades 6, 7, and 8, provided a more appropriate level of linguistic challenge for grade VIII students. The use of longer sentences, diverse vocabulary, and informative text structures encourages high-level reading skills and supports the development of literacy that aligns with curriculum expectations. Therefore, although *Rancagé Diajar Basa Sunda* may be useful as an introductory or supplementary material, *Wiwaha Basa* is more suitable as the main textbook for grade VIII teaching. These findings are in line with (Pebriana, 2021), who argues that texts with lower readability facilitate comprehension but may not sufficiently stimulate high-level literacy skills. Similarly, (Nugrahani et al., 2024) emphasize that the right level of readability is essential to balance language comprehension and development. (Maruti et al., 2023) further noted that textbooks that exceed or are below students' reading levels can negatively impact learning effectiveness.

The implication of this finding is the need for adjustments in the composition of nonfiction texts in regional language textbooks. Nonfiction texts can be simplified by breaking up long sentences, reducing technical terms, or providing a glossary to assist students. In general, the results of this study indicate that the two books have different readability levels and contain different linguistic characteristics. The first book can be used for early learning stages due to its relatively low readability, while the second book can be used for eighth-grade literacy skills. Teachers can also provide additional explanations for texts with high readability levels so that learning objectives are still achieved.

Conclusion

Based on the results of readability analysis using Fry Graphs on the books *Rancagé Diajar Basa Sunda* and *Wiwaha Basa*, it can be concluded that the two books have different readability levels and contain different linguistic characteristics. The first book is in the readability range of grades 5, 6, and 7, making it easier and more suitable for helping eighth-grade students understand basic material or as introductory reading. Meanwhile, the second



book is in the range of grades 6, 7, and 8, indicating a higher level of readability and closer to the expected reading ability profile of eighth-grade students. Thus, *Wiwaha* is considered more ideal as the main teaching material for advanced literacy development.

Therefore, these two books present different levels of challenge for readers. The first book is more suitable as an initial reading source in learning because its relatively low readability level allows students to access the material without burden. Meanwhile, the second book is more relevant for strengthening literacy skills in grade VIII, as its readability level is in line with the cognitive demands expected at that level. Pedagogically, the two books complement each other, with the first book providing a foundation of understanding, while the second book provides more challenging reading stimuli for the development of advanced literacy skills.

Recommendation

Based on the findings of this study, it is recommended that teachers map students' literacy skills before determining which textbooks to use in teaching Sundanese in eighth grade. The *Rancangé Diajar Basa Sunda* textbook is more suitable for students with basic to intermediate reading skills because it is relatively easier to read, while *Wiwaha Basa* is more appropriate as the main teaching material for students who already have more advanced literacy skills. To overcome the linguistic complexity found in the *Wiwaha* book, teachers are advised to apply scaffolding learning strategies, such as guided reading and vocabulary reinforcement, so that students can understand longer sentence structures and terminological terms used in the text.

Further research needs to be conducted by involving empirical aspects in the form of measuring students' understanding of the texts in both books. This is important to provide a more comprehensive picture of the effectiveness of teaching materials, so that the results of readability research are not only based on analytical formulas, but also on students' actual ability to understand the text. Thus, the results of subsequent research can contribute more deeply to the development of Sundanese teaching materials that are in line with the characteristics and needs of readers at the junior high school level.

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