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Analysis of the Readability of Discourse in Indonesian Language Textbooks Grade VII Through Fry's Graph Formula at SMP Negeri 1 Puncak Sorik Marapi Mandailing Natal Regency Febri Aulia Rangkuti¹, Akhiril Pane², Nursyaidah³

Indonesian Language Tadris Study Programme Faculty of Tarbiyah and Teacher Training
Sciences State Islamic University Sheikh Ali Hasan Ahmad Addary Padangsidimpuan

febrirangkuti1002@gmail.com, akhirilpane@gmail.com Nursyaidah@uinsyahada.ac.id

Abstract

A very important learning resource in supporting learning in the classroom is textbooks. SMP Negeri 1 Puncak Sorik Marapi makes textbooks the main learning resource. Textbooks must be understandable and comprehensible to students to support a teaching programme. The textbook that is the object of this research is the Indonesian language textbook for class VII of the independent curriculum at SMP Negeri 1 Puncak Sorik Marapi, Mandailing Natal Regency. The purpose of this research is to find out how the readability of discourse in Indonesian textbooks grade VII of the independent curriculum through the fry chart formula at SMP Negeri 1 Puncak Sorik Marapi. This type of research is descriptive qualitative research. The data collection techniques used are observation and text study. The data analysis techniques used in this research are descriptive qualitative techniques and the fry chart formula. The discourse that becomes the sample in this research is 15 discourses. The results of this study show that there are 9 discourses that do not match the readability with grade VII and 6 discourses are appropriate. From the results obtained, it is concluded that the Indonesian language textbook for grade VII of the independent curriculum is not suitable for grade VII. .

Keywords: *Readability, Wacana, Fry Graph*

INTRODUCTION

Learning activities are a process that contains a series of activities between teachers and students on the basis of a reciprocal relationship to achieve a certain goal. The reciprocal relationship in this case is teachers teaching and students learning. Teachers convey knowledge and educate characters, while students receive lessons and apply them in everyday life. Learning is a process to help students to learn well. ¹ Learning can also be interpreted as a process of interaction between learners and their environment. So that there is a change for the better. In this interaction, of course, there are many factors that

¹ S. Nasution, *Kurikulum dan Pengajaran* (Jakarta: Bina Askara, 1989), pp. 102.

influence it, both internal factors of behaviour that come from oneself and external factors that come from the environment..²

Learning is a systematic activity and there are components of learning that are inseparable, interdependent and continuous. Component is part of the whole element.³ One of the components in learning activities is learning resources, which provide directed and formal learning facilities. Learning resources are all forms of events, tools and materials that are used as references in obtaining new knowledge to provide changes, in the form of increased knowledge, changes in behaviour.⁴ Reading is a very important thing for human life, both in the family, school and society.⁵

Based on a review that has been carried out, it was found that the number of junior high schools in Mandailing Natal Regency is 85 schools spread across various regions in Mandailing Natal. One of them is SMP Negeri 1 Puncak Sorik Marapi which is located in Hutalombang village, Puncak Sorik Marapi sub-district. One of the junior high schools in Mandailing Natal still uses textbooks as the main learning resource, namely SMP Negeri 1 Puncak Sorik Marapi. Teachers are still guided and dependent on the textbook for learning activities in the classroom and making questions. One of the schools that still uses books as the main learning resource is SMP Negeri 1 Puncak Sorik Marapi, Mandailing Natal Regency.

The textbooks that are the object of this research are Indonesian language textbooks for class VII of the independent curriculum at SMP Negeri 1 Puncak Sorik Marapi, Mandailing Natal Regency.

Readability is something that questions the level of difficulty or the level of ease of a reading text for certain pre-reader ratings. Therefore, it can be concluded that readability is related to three things, namely, ease, attractiveness, and comprehensibility as well as whether a reading text is suitable for certain readers in terms of its level of difficulty

NOVELTY OF RESEARCH

There have been many studies that examine discourse openness, but each study has its own characteristics related to the topic. Both from the type of discourse and book analysed, the formula used.

² E. Mulyasa, *Kurikulum Berbasis Kompetensi* (Bandung: Remaja Rosda Karya, 2004), pp. 100.

³ Pusat Pembinaan dan Pengembangan Bahasa, ed., *Kamus besar bahasa Indonesia*, 2. ed., 3.cetakan (Jakarta: Balai Pustaka, 1994).

⁴ Satrianawati, *Media dan Sumber Belajar*, 1 ed. (Yogyakarta: CV Budi Utama, 2018).

⁵ Henry Guntur Tarigan, *Membaca dalam kehidupan*, .

Anisa Hasanah, 2019, Thesis, with the title "Readability of Indonesian Language Textbooks Revised Edition 2017 Junior High School Class VII Based on the Fry Graph Formula at SMP Negeri 13 South Tangerang City". describe the level of readability of discourse in the 2017 revised edition of Indonesian language textbooks owned by the Ministry of Education and Culture based on the Fry Graph, and describe the discourse contained in the 2017 revised edition of Indonesian language textbooks owned by the Ministry of Education and Culture which is suitable for students of SMP Negeri 13 South Tangerang City. The method used in this research is descriptive qualitative research method.

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Syarah Khairat, 2022, Thesis, with the title "Readability of Discourse in Indonesian Language Productive Textbooks of Vocational Schools Class XI Erlangga Based on the Fry Graph Formula". Assessing and describing the level of readability of discourse in Indonesian Language Productive Textbook SMK Class XI Erlangga publisher based on the fry chart formula. This research uses a qualitative approach using descriptive methods. Productive Indonesian textbooks Grade XI Erlangga publishers have low readability. discourse in accordance with grade XI is less than that which is not appropriate. It is said that the discourse is in accordance with grade XI learning based on the fry chart because the meeting point between the number of sentences from the perpendicular line and the number of words from the horizontal bar falls in the grade 11 area. ⁷

While Mila Yossyanti, 2020, Thesis, with the title "Analysis of the Readability of Indonesian Language Student Books Class X Curriculum 2013 Revised 2017 Using the Fry Graph Formula. Indonesian language student books Class X Curriculum 2013 Revised 2017 have unsuitable readability in class X. Unsuitable discourse amounts to 9 discourses. ⁸

This research has differences with the three studies above. The novelty in this study is to examine the readability of discourse contained in Indonesian language textbooks. This research is said to be the latest research because it has never been researched before. This study presents structured data and is analysed through the fry chart formula, thus providing a clear picture of the readability of discourse contained in Indonesian language textbooks. This

⁶ Anisa Hasanah, "Keterbacaan Buku Teks Bahasa Indonesia Edisi Revisi 2017 SMP Kelas VII Berdasarkan Formula Grafik *fry* di SMP Negeri 13 Kota Tangerang Selatan" (Jakarta, UIN Syarif Hidayatullah, 2019).

⁷ Syarah Khairat, "Keterbacaan Wacana Buku Teks Produktif Berbahasa Indonesia SMK Kelas XI Penerbit Erlangga Berdasarkan Formula Grafik *Fry*" (Pekan Baru, Universitas Islam Riau, 2022).

⁸ Mila Yossyanti, "Analisis Keterbacaan Buku Siswa Bahasa Indonesia Kelas X Kurikulum 2013 Revisi 2017 Dengan Menggunakan Formula Grafik *Fry*" (Medan, Universitas Muhammadiyah Sumatera Utara, 2020).

study also uses the latest book used in the Indonesian language learning process at school.class VII of the independent curriculum at SMP Negeri 1 Puncak Sorik Marapi, Mandailing Natal Regency.

Readability is something that questions the level of difficulty or the level of ease of a reading text for certain pre-reader ratings. Therefore, it can be concluded that readability is related to three things, namely, ease, attractiveness, and comprehensibility as well as whether a reading text is suitable for certain readers in terms of its level of difficulty

THEORETICAL FOUNDATIONS

1. Readability

Readability is a term used to describe the relative ease or difficulty of reading material or discourse". In the Big Indonesian Dictionary, readability is defined as ". "The matter of being able to read text quickly, easily understood and remembered." ⁹ Readability can also be defined as the ease with which a text can be read.

From the above understanding, it can be concluded that readability is a term that indicates whether the text or reading material can be understood quickly and easily by the reader. Readability is closely related to the reader. The higher the readability of a text, it can be said that the text is easy to understand, while the lower the readability of the text, it is said to be difficult to understand. A text, even though it is presented in fairly simple sentences, sometimes feels difficult for readers to understand.

Readability has 3 aspects, namely ease, attractiveness, and understandability.¹⁰ Ease is related to the typography of writing, such as the size and type of font used and the width of the space between lines. The ease of reading texts related to readability can be measured through reading error rates that correlate with writing clarity and reading skills. Interestingness relates to the reader's interest, the density of ideas in the reading text, and the aesthetic judgement of the writing style.

2. Discourse

Discourse in English is a translation of the word discourse which means running here and there. In the popular scientific dictionary discourse is defined as

⁹ Indonesia dan Pusat Bahasa (Indonesia), ed., *Kamus besar bahasa Indonesia Pusat Bahasa*, Ed. 4 (Jakarta: Gramedia Pustaka Utama, 2008).

¹⁰ Dalman, *Keterampilan Membaca* (PT.Raja Grafindo Persada, 2014).

reading, brief description..¹¹ Discourse is a series of related sentences, which connect one proposition with another, forming a unity so that a harmonious meaning is formed between sentences..¹²

In the dictionary of linguistics, discourse is defined as the most complete unit of language in the highest or largest grammatical hierarchy. According to Edmonson, discourse is a structured event manifested in linguistic or other behaviour.¹³ Meanwhile, Kridalaksana defines discourse as the most complete language unit; in the grammatical hierarchy it is the highest or largest grammatical unit.¹⁴

- a. Based on the way and purpose of exposure, discourse is classified into five types, namely: Narrative discourse or storytelling discourse, also called narrative discourse, is discourse that is concerned with time sequence, spoken by the first or third person in a certain time.
- b. Descriptive discourse is discourse that aims to describe, describe or describe something according to what it is.
- c. Expository discourse or disclosure discourse is discourse that is not concerned with time and actors.
- d. Argumentation discourse is a discourse that contains ideas or ideas equipped with data as evidence and aims to convince readers of the truth of the idea or idea
- e. Persuasive discourse is discourse whose content is an invitation or advice. usually concise and interesting, and aims to strongly influence the reader or listener to carry out the advice or invitation.

3. Fry Chart

Readability measurement can be done in various ways. One of the popular ways used is the measurement using readability formulas. One of the formulas is the fry chart formula. This readability formula provides an overview of the readability of a text based on classes.¹⁵ The fry chart is a readability tool that is considered practical and easy to use. The fry readability formula is taken from the name of its creator, Edward Fry. This formula was published in 1977 in the "Journal of Reading" magazine.

¹¹ Eriyanto, *Analisis wacana: pengantar analisis teks media*, Cet. 1 (Yogyakarta: LKiS Yogyakarta, 2001).

¹² Husna Nashihin dan Widiyanto, *Analisis Wacana Kebijakan Pendidikan (Konsep dan Implementasi)*, 1 ed. (Semarang: CV. Pilar Nusantara, 2019).

¹³ Anni Malihatul Hawa dan Subyantoro, "Analisis Wacana Lisan Dalam Pembelajaran di Sekolah Dasar," *Universitas Negeri Semarang*, 2019, pp. 104.

¹⁴ Harimurti Kridalaksana, *Kamus Linguistik*, 4 ed. (Jakarta: PT Gramedia, 2008).

¹⁵ Gumono, "Analisis Tingkat Keterbacaan Buku Siswa Bahasa Indonesia Kelas VII Berbasis Kurikulum 2013."

- 1) How to Measure Readability Using the Fry Graph Formula. According to Hardjasujana and Yeti, the instructions for using the fry chart are as follows: 1) Select a representative fragment of the discourse by taking 100 words. A word is a group of symbols with a boundary on the left and right, e.g. Budi, IKIP, 2000, each of which is considered a word. Tabular discourse interspersed with pictures, blank pages, tables, and or formulas that contain many numbers are not counted.
- 2) Count the number of sentences from one hundred words to the nearest tenth. That is, if the 100th word (sample discourse) does not fall at the end of the sentence, the remaining words that belong to the hundredth count are counted in decimal form (tenths). For example, if the sample discourse consists of 13 sentences and the last sentence i.e. the 13th sentence consists of 16 words and the 100th word falls on the 8th word, the sentence is counted as 8/16 or 0.5, so the total number of sentences of the sample discourse is 12+0.5 or 12.5 sentences.pada kata ke-8, kalimat itu dihitung sebagai 8/16 atau 0,5, sehingga jumlah seluruh kalimat dari wacana sampel adalah 12+0.5 atau 12,5 kalimat.
- 3) Count the number of syllables from the sample discourse to the 100th word. The syllables are phonetic syllables. Groups of symbols consisting of numbers or abbreviations are counted as one syllable. For example, 196 consists of 3 syllables and IKIP consists of four syllables.
- 4) For Indonesian discourse, the use of the fry chart still has to be added one step, which is to multiply the calculation result of 12 syllables by 0.6, therefore the number $228 \times 0.6 = 136.8$ is rounded up to 137 syllables.
- 5) Plot the numbers onto a fry chart. The perpendicular column shows the number of syllables per hundred words and the horizontal row shows the number of sentences per hundred words..¹⁶

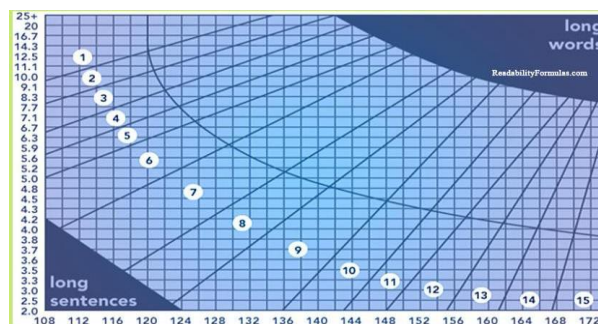


Figure 1 Fry's graph

¹⁶ Hardjasujana, A. S dan Yeti M, *Membaca 2* (Jakarta: Proyek Pengadaan Buku PGSM Dikti, 1997).

The numbers written on the horizontal part of the fry chart indicate the number of syllables used as a sample to measure the readability of the discourse. The numbers written on the left horizontal line indicate the number of sentences per hundredth of a word. The numbers in the centre of the graph and between the lines indicate the readability rating of the measured discourse.

4. Textbook

The book comes from the word *biblio* (Greek), *Bibliotec* (German), *Bibliothèque* (French), and *Biblioteca* (Spanish/Portuguese) which means library, book. Books are the main means of information, research for human education¹⁷ Buku teks atau buku pelajaran merupakan buku yang digunakan siswa dalam Textbooks or textbooks are books used by students in supporting learning activities that contain descriptions of certain materials that are systematically arranged with specific objectives, this textbook is used by students in learning activities at school

Textbook Criteria

- a. Used at school.
- b. Relating to a lesson.
- c. Refers to a specific curriculum and education level
- d. Standardised. e. Written by experts in a particular field.
- e. Written by experts in a particular field
- f. Equipped with appropriate teaching tools¹⁸

RESEARCH METHODS

This research uses a qualitative approach that aims to get a general understanding of social reality and participants' perspectives. Qualitative research is research that intends to understand the phenomenon of what the research subject experiences, for example behaviour, perceptions, actions, and others.¹⁹ The method used in this research is descriptive. Descriptive method is research that is used to describe, explain and answer questions about the phenomenon as it is or analyse the relationship between various

¹⁷ Wiji Suwarno, *Perpustakaan dan Buku: Wacana Penulisan dan Penerbitan* (Jogyakarta: Ar-Ruzz Media, 2011).

¹⁸ E Kosasih, *Pengembangan Bahan Ajar* (Jakarta: Bumi Aksara, 2020).

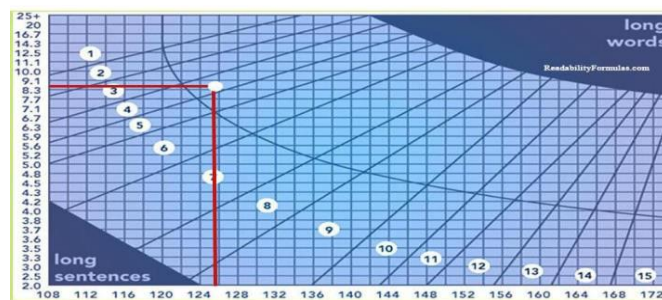
¹⁹ Zinal Arifin, *Penelitian Pendidikan: Metode dan Paradigma Baru* (Bandung: Remaja Rosda Karya, 2011).

variables in a phenomenon.²⁰ In this study there are main data (primary) and supporting data (secondary).

RESULTS AND DISCUSSION

1. Wacana dengan judul Pantan Terong

It has 8 complete sentences. The number of words in the last sentence is 19 words, and the 100th word falls on the 10th word = $10/19 = 0.5$. So that the total number of sentences in 100 words is $9 + 0.5 = 8.5$. This discourse has 208 syllables out of 100 words, $209 \times 0.6 = 125.4$. Furthermore, the results of the analysis can be presented in the form of a Fry chart image shown in the following figure.



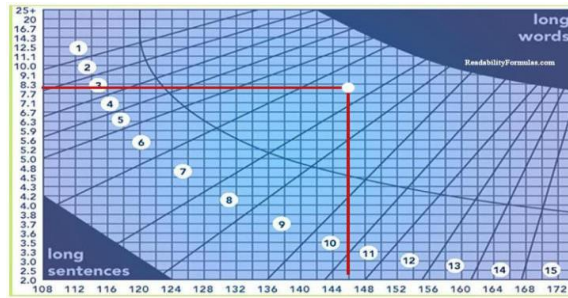
**Figure 2 Discourse Fry Graph
With Title Pantan Instagrammable Aubergine**

Based on the Fry chart above, the meeting point between the perpendicular line for the number of sentences at 8.4 and the horizontal line for the number of syllables at 125.4 falls on the level or reader class 4. In accordance with the theory of using the Fry chart, the results of the reading class rank are increased by one level and decreased by one level, namely $4+1 = 5$ and $4-1 = 3$. So, the discourse corresponds to reader classes 3, 4 and 5.

2. Discourse with the title Taklukkan Puncak Papandayan

It has 7 complete sentences. The number of the last sentence is the 8th word of 25 words = $7/25 = 0.28$. So that the total number of sentences in 100 words is $7 + 0.28 = 7.28$. This discourse has 243 syllables out of 100 words, $244 \times 0.6 = 146.4$. Furthermore, the results of the analysis can be presented in the form of a Fry chart image shown in the following figure.

²⁰ Emzir, *Metodologi Penelitian Pendidikan: Kuantitatif dan Kualitatif* (Jakarta: Rajawali Pers, 2013).

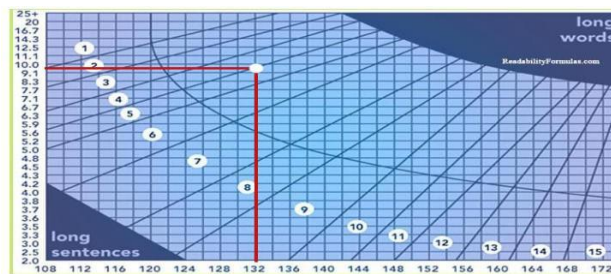


**Figure 3. Fry Discourse Graph
with the title Taklukkan Puncak Papandayan**

Based on the fry chart above, the meeting point between the perpendicular line for the number of sentences at 8.2 and the horizontal line for the number of syllables at 146.4 falls on the level or reader class 7. In accordance with the theory of using the fry chart, the results of the reading class rank are increased by one level and decreased by one level, namely $7 + 1 = 8$ and $7 - 1 = 6$. So, the discourse corresponds to grades 6, 7, 8.

3. Discourse with the title Jelajah Wea Rebo

The 100th word falls in the 7th sentence on the word 9 of 9, so $9/9 = 0.9$. So that the total number of sentences in 100 words is, $9 + 0.9 = 9.9$. This discourse has 220 vocabulary out of 100 words, $220 \times 0.6 = 132$.



**Figure 4 Discourse Fry Graphics
With Title Explore Wea Rebo**

Based on the fry chart above, the meeting point between the perpendicular line for the number of sentences at 9.9 and the horizontal line for the number of syllables at 132 falls on the level or reader class 5. In accordance with the theory of using the fry chart, the results of the reading class rank plus one level and minus one level are $5 + 1 = 6$ and $5 - 1 = 4$. So, the discourse is suitable for reader classes 4, 5 and 6.

4. Discourse with Text Title: Exploring Flavours in Lampung

It has 8 complete sentences. The 100th word falls in the 9th sentence on the 10th word out of 11 words. So, $10/11 = 0.9$. So that the total number of sentences in 100 words is, $9 + 0.9 = 9.9$. This discourse has 264 syllables out of 100 words, $217 \times 0,$

6 =130.2. Furthermore, the results of the analysis can be presented in the form of a fry chart image shown in the following figure.

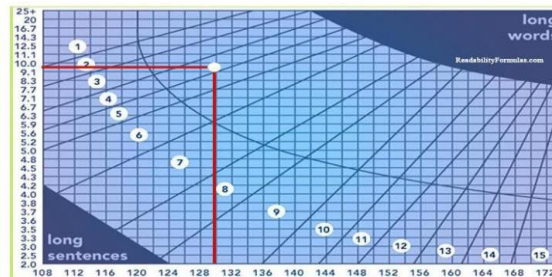


Figure 5 Discourse Fry Chart With Title: Explore the Flavours of

Based on the fry chart above, the meeting point between the perpendicular line for the number of sentences at 9.9 and the horizontal line for the number of syllables at 130.2 falls on the level or reader class 4. In accordance with the theory of using the fry chart, the results of the reading class rank are increased by one level and decreased by one level, namely $4+1 = 5$ and $4-1 = 3$. So, the discourse corresponds to reader classes 3, 4, and 5.

5. Discourse with Text Title: Ball Time

It has 9 complete sentences. The 100th word falls in the 10th sentence on the 6th word out of 18 words. So, $6/18 = 0.3$. So the total number of sentences in 100 words is, $9 + 0.3 = 9.3$. This discourse has 264 syllables out of 100 words, $264 \times 0.6 = 158.4$. Furthermore, the results of the analysis can be presented in the form of a fry chart image shown in the following figure.

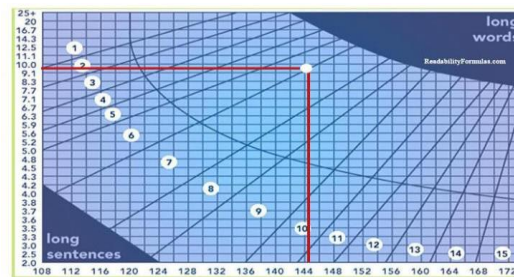


Figure 7 Fry Discourse Graph With Title Healthy and fit tips for adolescence

Based on figure 4.6 above, the meeting point between the perpendicular line for the number of sentences at 6.4 and the horizontal line for the number of syllables at 158 falls on the level or reader class 10. In accordance with the theory of using the fry chart, the results of the reading class rank plus one level and minus one level are $10+1 = 11$ and $10-1 = 9$, the discourse corresponds to reader classes 9, 10 and 11.

6. Title Discourse Making Fruit Sorbet Easy and Delicious

It has 9 complete sentences. The 100th word falls in the 8th sentence, on the 5th word out of 19 words. So, $5/19 = 0.263$. The whole sentence in 100 words is $8 + 0.263 = 8.263$. So the number of Discourse is 213 syllables out of 100 words, $213 \times 0.6 = 127.8$. Furthermore, the results of the analysis can be presented in the form of a fry chart image shown in the following figure.

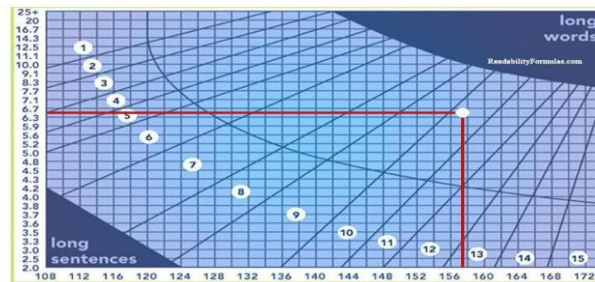


Figure 8 Fry Graph Discourse with title Making Fruit Sorbet is Easy and Delicious

Based on figure 4.7 above, the meeting point between the perpendicular line for the number of sentences at 8.2 and the horizontal line for the number of syllables at 127.8 falls on the level or reader class 5. In accordance with the theory of using the fry chart, the results of the reading class rank are increased by one level and decreased by one level, namely $5 + 1 = 6$ and $5 - 1 = 4$. So, the discourse corresponds to reader classes 4, 5 and 6.

7. Discourse with the title Tissue culture

It has 9 complete sentences. The 100th word falls in the 10th sentence on the 6th word out of 7 words. So, $6/7 = 0.857$. So, the total number of sentences in 100 words is $9 + 0.857 = 9.857$. This discourse has 242 syllables out of 100 words, $242 \times 0.6 = 145.2$. Furthermore, the results of the analysis can be presented in the form of a fry chart image shown in the following figure

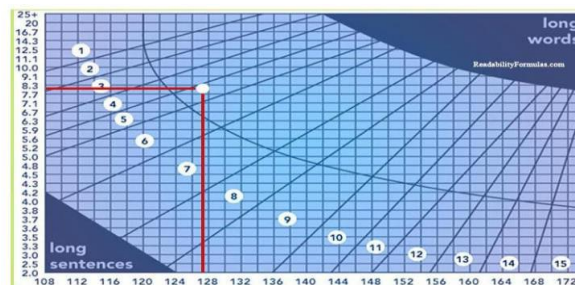


Figure 9 Discourse Fry Graph with Tissue Culture Title

Based on the fry chart above, the meeting point between the perpendicular line for the number of sentences at 9, 8 and the horizontal line for the number of syllables at 145.2 falls on the level or reader class 7. In accordance with the theory of using the fry chart, the results of the reading class rank are increased by one level and reduced by one level, namely $7 + 1 = 8$ and $7 - 1 = 6$. So, the discourse is suitable for reader classes 6, 7 and 8. $=6$ dan $5 - 1 = 4$. Jadi, wacana tersebut sesuai dengan kelas pembaca 4, 5 dan 6.

8. Discourse Code Text Title: Young Troops Movement to Protect the Earth

It has 5 complete sentences. The 100th word falls in the 5th sentence on the 6th word out of 6 words so, $6/6 = 0$ so that the total number of sentences is $5 + 0 = 5$. This discourse contains 276 syllables out of 100 words, $276 \times 0,6 = 165,6$.

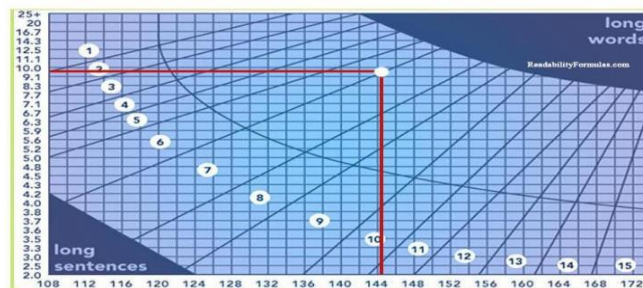


Figure 9 Discourse Fry Graph with Tissue Culture Title

Berdasarkan grafik *fry* di atas, titik pertemuan antara garis tegak lurus untuk jumlah kalimat pada angka 9, 8 dengan garis mendatar untuk jumlah suku kata pada angka 145,2 jatuh pada tingkatan atau kelas pembaca 7. Sesuai dengan teori penggunaan grafik *fry*, maka hasil peringkat kelas membaca ditambah satu tingkat dan dikurangi satu tingkat yaitu $7 + 1 = 8$ dan $7 - 1 = 6$. Jadi, wacana tersebut sesuai dengan kelas pembaca 6,7 dan 8.

9. Wacana Kode Judul Teks: Gerakan Pasukan Muda Pelindung Bumi

Memiliki 5 kalimat utuh. Kata ke-100 jatuh pada kalimat ke 5 pada kata 6 dari 6 katajadi, $6/6 = 0$ sehingga jumlah kalimat seluruhnya yaitu $5 + 0 = 5$. Wacana ini terdapat 276 suku kata dari 100 kata, $276 \times 0,6 = 165,6$.

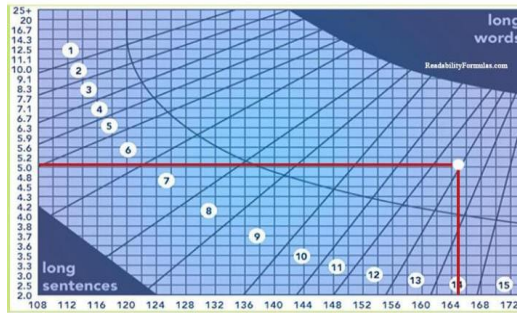


Figure 10 Discourse Fry Chart with the Title Troop Movement Youth Protectors of the Earth

Berdasarkan grafik *fry* di atas, titik pertemuan antara garis tegak lurus untuk jumlah kalimat pada angka 5 dengan garis mendatar untuk jumlah suku kata pada angka 165,6 jatuh pada tingkatan atau kelas pembaca 12. Sesuai dengan teori penggunaan grafik *fry*, maka hasil peringkat kelas membaca ditambah satu tingkat dan dikurangi satu tingkat yaitu $12+1 = 13$ dan $12-1 = 11$, wacana tersebut sesuai dengan kelas pembaca 11 dan 12.

10. Wacana dengan kode 7(4)118nar Judul Teks: *Eart Hour*

Memiliki 5 kalimat utuh. Kata ke-100 jatuh pada kalimat ke 4 pada kata ke 20 dari 40 kata. Jadi, $20/40 = 0,5$. Sehingga jumlah kalimat seluruhnya dalam 100 kata yaitu, $4+0,5 = 4,5$. Wacana ini terdapat 265 suku kata dari 100 kata, $265 \times 0,6 = 159$. Selanjutnya hasil analisis dapat disajikan dalam bentuk gambar grafik *fry* ditunjukkan pada gambar berikut.

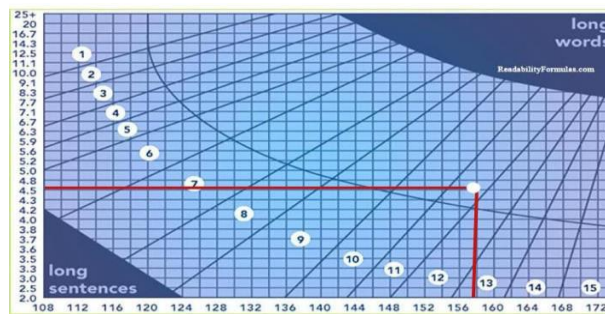


Figure 11 Discourse Fry Chart with the title Eart Hour

Based on the fry chart above, the meeting point between the perpendicular line for the number of sentences at number 5 and the horizontal line for the number of syllables at number 165.6 falls on the level or reader class 12. In accordance with the theory of using the fry chart, the results of the reading class rank plus one level and minus one level are $12 + 1 = 13$ and $12-1 = 11$.

11. Discourse with code 97(5)141nar Text Title: Itam and U

It has 8 complete sentences. The 100th word falls in the 8th sentence on the 5th word out of 9 words. So, $5/9 = 0.5$. So that the total number of sentences in 100 words is, $8 + 0.5 = 8.5$. This discourse has 227 syllables out of 100 words, $227 \times 0.6 = 136.2$. Furthermore, the results of the analysis can be presented in the form of a fry chart image shown in the following figure.

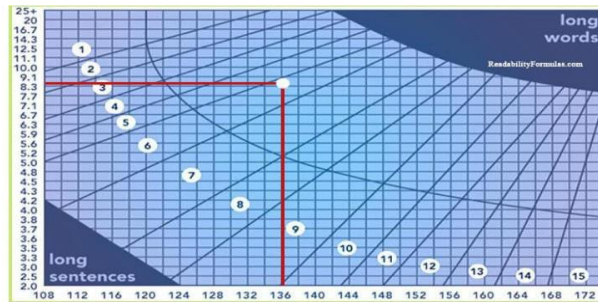


Figure 12 Fry Graph Discourse with the title *Itam and U*

Based on the fry chart above, the meeting point between the perpendicular line for the number of sentences at 8.5 and the horizontal line for the number of syllables at 136.2 falls on the level or reader class 6. In accordance with the theory of using the fry chart, the results of the reading class rank are increased by one level and decreased by one level, namely $6 + 1 = 7$ and $6 - 1 = 5$. So, the discourse is suitable for reader classes 5, 6 and 7.

12. Discourse with code 7(5) 158 nar Text Title: I'm Limited But

It has 6 complete sentences. The 100th word falls in the 6th sentence on the 16th word out of 16 words. So, $16/16 = 1$. So that the total number of sentences in 100 words is, $6 + 1 = 7$. This discourse has 229 syllables out of 100 words, $229 \times 0.6 = 137.4$. Furthermore, the results of the analysis can be presented in the form of a fry chart image shown in the following

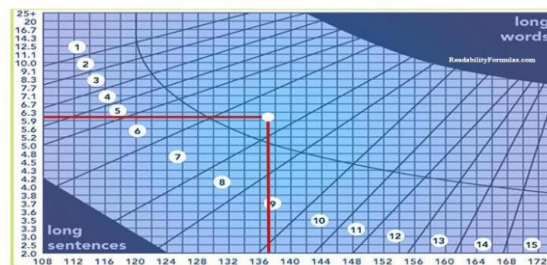


Figure 13 Discourse Fry Graph with the title *I'm Limited But Without Limits*

Based on the fry chart above, the meeting point between the perpendicular line for the number of sentences at 7 and the horizontal line for the number of syllables at

137.4 falls on the level or reader class 7. In accordance with the theory of using the fry chart, the results of the reading class rank plus one level and minus one level are $7+1=8$ and $7-1=6$. So, the discourse is suitable for reader classes 6, 7 and 8.

13. Discourse with Text Title: B.J. Habibie, a Fusion of Intelligence and Strength of Determination

It has 9 complete sentences. The 100th word falls in the 8th sentence on the 15th word out of 19 words. So, $15/19=0,7$. So the total number of sentences in 100 words is, $8+0,7=8,7$. This discourse has 249 syllables out of 100 words, $249 \times 0,6=134,4$. Furthermore, the results of the analysis can be presented in the form of a fry chart image shown in the following figure

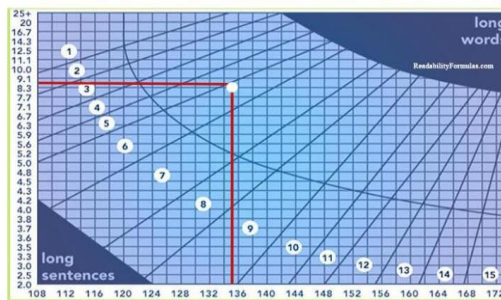


Figure 14 Discourse Fry Graph with the title B.J. Habibie Fusion of Intelligence and Determination

Based on the fry chart above, the meeting point between the perpendicular line for the number of sentences at 8.7 and the horizontal line for the number of syllables at 134, 4 falls on the level or reader class 6. In accordance with the theory of using the fry chart, the results of the reading class rank are increased by one level and reduced by one level, namely $6+7$ and $6-1=5$. So, the discourse corresponds to reader class 5, 6, 7.

14. Discourse with code 7(6)184nar Text Title: The Long Process of Changing Family Cards in Bakti Sari Village

It has 8 complete sentences. The 100th word falls in the 8th sentence on the 4th word out of 4 words. So, $4/4=1$. So, the total number of sentences in 100 words is, $8+1=9$. This discourse contains 252 syllables out of 100 words, $252 \times 0.6=151.2$

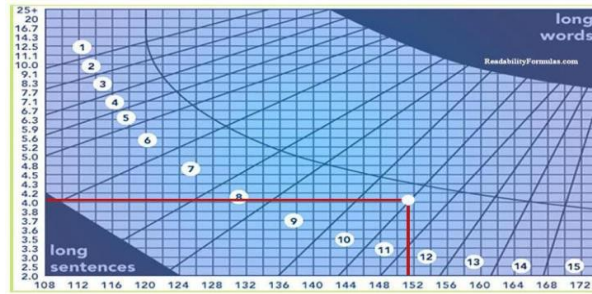


Figure 15 Fry's graph with the title

Duration of Change Family Card in Bakti Sari Village

Based on the fry chart above, the meeting point between the perpendicular line for the number of sentences at number 4 and the horizontal line for the number of syllables at number 151.2 falls on the level or reader class 10. In accordance with the theory of using the fry chart, the results of the reading class ranking are added one level and subtracted one level, namely $10+1=11$ and $10-1=9$. So, the discourse corresponds to reader classes 9, 10 and 11. Furthermore, the results of the analysis can be presented in the form of a fry chart image shown in the following figure.

15. Discourse with 7(6)196nar Text Headings: Problem Sites

It has 9 complete sentences. The 100th word falls in the 9th sentence on the 16th word of the word. So, $4/4 = 0$. So the total number of sentences in 100 words is, $4 + 0 = 4$. This discourse has 240 syllables out of 100 words, $240 \times 0,6 = 144$. Furthermore, the results of the analysis can be presented in the form of a fry chart image shown in the following figure.

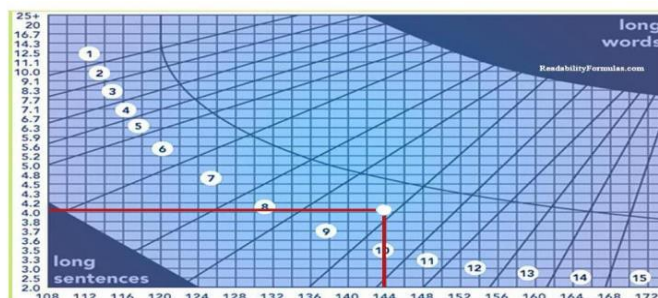


Figure 16 Discourse Fry Graph with the title Problem Site

Based on the fry chart above, the meeting point between the perpendicular line for the number of sentences at number 4 and the horizontal line for the number of syllables at number 144 falls on the level or reader class 9. In accordance with the theory of using the fry chart, the results of the reading class rank plus one level and

minus one level are $9+1 = 10$ and $9-1 = 8$. So, the discourse is suitable for reader classes 8, 9 and 10.

The results of this study indicate that the readability of discourse in Indonesian language textbooks for grade VII of the Merdeka Curriculum at SMP N 1 Puncak Sorik Marapi, Mandailing Natal Regency is not in accordance with grade VII. This can be seen based on the specific findings that the researcher has described. The readability analysis of the discourse in the Indonesian language textbook for grade VII of the Merdeka Curriculum shows that of the 15 discourse samples analysed, there are variations in the level of readability conformity with grade VII level.

The results are divided into two categories: appropriate and inappropriate for grade VII. A total of 6 discourses were found to be appropriate for grade VII. These texts had a number of sentences and syllables that were within the range that could be understood by students at this level, A total of 9 discourses were found to be inappropriate. Texts with high syllable counts or long sentences could potentially make comprehension difficult for students, suggesting that these discourses may be too challenging for the grade VII level.

CONCLUSIONS

From the data obtained, the following conclusions can be drawn.

The readability of Indonesian language textbooks for class VII of the independent curriculum contains 25 discourses. There are 15 discourses that are in accordance with the Fry chart theory. Based on the Fry chart, 9 discourses were found that were not suitable for grade VII. The results of the study stated that the readability of Indonesian language textbooks grade VII of the independent curriculum has high readability. Discourses that are not suitable for grade VII are more than those that are suitable for grade VII. Discourse is said to be inappropriate for grade VII if the meeting between the horizontal line for the number of syllables and the vertical line for the number of sentences is not at the point of grade VII area

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