



Readability Analysis of *Rancagé Diajar Basa Sunda* for Junior High Schools: Evidence from the Fry Graph

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Article History:

Received: Oct 13, 2025

Revised: Nov 23, 2025

Accepted: Dec 12, 2025

Online First: Jan 11, 2026

Keywords:

Fry Graph,
Junior High School
Students,
Readability,
Sundanese,
Textbooks.

Kata Kunci:

Bahasa Sunda,
Buku Teks,
Grafik Fry,
Keterbacaan,
Siswa SMP.

How to cite:

Wahyuni, T. S., Nurjanah, N., & Nugraha, H. S. (2026). Readability Analysis of *Rancagé Diajar Basa Sunda* for Junior High Schools: Evidence from the Fry Graph. *Edunesia : Jurnal Ilmiah Pendidikan*, 7(1), 287-301.

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Abstract: This study aims to analyze the readability level of 43 texts in the book *Rancagé Diajar Basa Sunda* for junior high school students using Fry Graphs, as well as to evaluate their suitability for readers aged 12 to 15 years. This study uses a document analysis method comprising steps such as text identification, calculation of sentence and syllable counts, graph mapping, and interpretation of results in the context of Sundanese. The results showed that only 11 texts (26%) were in the "suitable" category, while most were in the low and very low categories. However, such low scores do not necessarily reflect incompatibility, because the clarity of sentence structure is a way to accommodate the limitations in mastery of Sundanese cultural vocabulary among junior high school students. The results of this study show that Fry's Graph must be interpreted in a real way in Sundanese. By implication, teachers and book writers must balance simple sentences with important cultural vocabulary. At the same time, authorities can use these results to formulate readability standards for local Sundanese materials.

Abstrak: Penelitian ini bertujuan untuk menganalisis tingkat keterbacaan 43 teks yang terdapat dalam buku *Rancagé Diajar Basa Sunda* untuk siswa SMP menggunakan Grafik Fry, serta mengevaluasi kesesuaiannya dengan pembaca berusia 12 hingga 15 tahun. Penelitian ini menggunakan metode analisis dokumen melalui langkah-langkah yang meliputi identifikasi teks, perhitungan jumlah kalimat dan suku kata, pemetaan grafik, serta penafsiran hasil sesuai konteks bahasa Sunda. Hasil penelitian menunjukkan bahwa hanya 11 teks (26%) yang tergolong dalam kategori "sesuai", sedangkan sebagian besar yang lainnya berada dalam kategori rendah dan sangat rendah. Namun, nilai yang rendah tersebut tidak selalu mencerminkan ketidaksesuaian, karena kejelasan struktur kalimat justru merupakan cara penyesuaian terhadap keterbatasan penguasaan kosakata budaya Sunda di kalangan siswa SMP. Hasil penelitian ini menunjukkan bahwa Grafik Fry harus ditafsirkan secara nyata dalam bahasa Sunda. Implikasinya, para guru dan penulis buku harus memperhatikan keseimbangan antara kalimat yang sederhana dan kosakata budaya yang penting, sedangkan pihak yang berwenang dapat memanfaatkan hasil ini sebagai landasan dalam merumuskan standar keterbacaan untuk materi lokal bahasa Sunda.

A. Introduction

Textbooks play an important role in supporting the learning process in schools (Zhao, 2023). As a main learning resource, textbooks are not only a means of delivering material but also a medium for improving students' reading and critical thinking skills at different developmental stages (Rachuri, 2024). In learning activities, textbooks are often used as the main source for teachers in distributing materials and as a reference for students to improve their understanding (Maria et al., 2024). This shows that textbook quality affects the success of the learning process. If the textbook is well organized, it can certainly support students in learning independently, practicing reading and writing skills, and developing analysis and synthesis skills. Similarly, if textbooks are arranged carelessly or fail to take students' needs into account, students are likely to have difficulty understanding the text, lose interest in reading, and fail to achieve learning goals (Iin & Nurkhamidah, 2024). Therefore, textbooks serve not only as learning aids but also as instruments that build the thinking and reading skills of the younger generation.

The rules set by Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (Permendikbudristek, 2023) clearly state that textbooks must meet adequate standards in terms of content, language, presentation, and graphic elements. Among these four elements, readability is an important indicator because language is the first step in students' understanding of the book's content (Hakim et al., 2021). In this case, readability plays an important role in determining whether the textbook can be understood, in line with the student's cognitive development (Article 1, Paragraph 13). If the textbook does not meet readability standards, even if the content presented is in accordance with the curriculum, students will still have difficulty understanding the reading. Texts that are too difficult to understand can reduce students' interest in reading, while texts that are too simple cannot hone students' thinking skills (Dahl et al., 2021). This emphasizes that readability is not just the level of difficulty of a text, but a balance between the simplicity of language use and the depth of meaning students need to understand. Therefore, textbook writing must be meticulous, paying attention to linguistic factors, sentence structure, and word choice that suit students' characteristics (Sun, 2020).

According to Fry (1977) in his book *Elementary Reading Instruction*, Readability refers to how easily a text can be read and understood by the reader, which can be evaluated using two main indicators: the number of sentences and the number of syllables per 100 words. The Fry formula produces a graph that shows how appropriate a text is for the reader's age. In line with this, Dale & Chall (1949) in *The Concept of Readability* state that reading ability is determined by two factors: the complexity of sentence structure and the difficulty level of words. Meanwhile, Dubay (2004), in his book *The Principles of Readability*, explains that readability assessment is essential to ensure that the text is appropriate to the reader's level of cognitive development. Dalman (2017) in "*Keterampilan Membaca*" also emphasizes that readability is not only related to sentence structure but also to word choice and context that fit students' experiences. Thus, textbook writing needs to pay attention to linguistic aspects,

sentence structure, and the suitability of meaning to support maximum student understanding.

Several previous studies have shown that many Indonesian textbooks do not fully align with the target level of readers' competence. [Aprelianingrum et al \(2024\)](#) stated that only 5.26% of the text in the book *Bahasa Indonesia* for elementary school students is completely appropriate for the reader's age. [Febriana et al \(2022\)](#) found that only 42% of the text in the book *Bahasa Indonesia* for class VII corresponds to the reader's level. [Suhendra & Nurramadanti \(2022\)](#) stated in their research that more than half of the content in the book *Bahasa Indonesia* for class XI is not at the level it should be. [Ginanjar \(2020\)](#) and [Syahid et al \(2024\)](#) stated that several textbooks have not paid attention to readability. If this problem continues, the learning process that is supposed to support the development of students' critical thinking skills can become a burden to understand.

In the context of regional language learning, several studies have evaluated the readability of Sundanese textbooks using the Fry Graph method. However, these studies are generally limited in scope, as they tend to analyze only selected chapters, specific text types, or partial sections of the textbook, without providing a comprehensive readability profile of the entire book. More importantly, previous research has not systematically mapped the readability levels of all main reading texts across grades VII–IX in the textbook *Rancagé Diajar Basa Sunda*, nor has it explicitly examined the suitability of these texts for junior high school students aged 12–15 years. This absence of a comprehensive and grade-spanning readability analysis constitutes a clear research gap. Therefore, this study addresses this gap by conducting an in-depth and systematic readability analysis of all main texts in *Rancagé Diajar Basa Sunda* using Fry Graphs, with the aim of evaluating their appropriateness for junior high school readers within the cultural context of Sundanese language learning.

Indonesia, as a culturally rich nation, has hundreds of regional languages taught through local content. One example is Sundanese, which is included in the local content curriculum in junior high schools in West Java, Banten, and parts of Central Java ([Lubis et al., 2023](#)). Sundanese is taught not only to master language skills but also to study and preserve local culture and apply traditional values ([Indira et al., 2022](#)). This means teaching the Sundanese language serves two roles: as an educational tool and as a means to preserve language and culture. Data from the MGMP of West Bandung Regency in 2024 shows that *Rancagé diajar Basa Sunda*, the work of Risnawati and Imas Rohilah, is one of the most widely used textbooks, especially at the junior high school level. Therefore, the readability of this book will directly affect the learning experience of thousands of junior high school students in the area.

Unfortunately, studies on the readability of Sundanese textbooks are still limited. The study conducted by [Putri & Haerudin \(2022\)](#) analyzed only the suitability of the book's content, *Rancagé Diajar Basa Sunda* grade VII, with the 2013 Regional Curriculum, and found that only two of the eight chapters were deemed feasible. However, the element of readability has not been studied thoroughly. Research conducted by [Mayasari et al \(2023\)](#) on the book *Gapura Basa* class VII only assesses the suitability of its content and linguistic

aspects, without conducting a readability test. Alternatively, research by Aisyah et al (2024) shows that the Fry Graph method can be effectively used in local content books, such as *Wiwaha Basa* class VII. The results of this study show that although some texts are appropriate, others need adjustment to be understood by students. However, its implementation has not been carried out thoroughly in textbooks *Rancagé Diajar Basa Sunda*. Thus, a gap arises in this study: previous research has explored aspects of content and language. However, it has not systematically measured readability using Fry Graphs, even though this book is the most frequently used at the junior high school level.

In the field, Sundanese language teachers revealed several problems faced in the use of Sundanese textbooks for junior high school students. The most prominent problem is the large number of traditional Sundanese vocabulary in books that are no longer familiar to students in their daily activities (Rusyana & Rohmah, 2024). Therefore, students often struggle to understand the content of the reading, even though the text's sentence structure is generally short and easy. This makes texts that technically look suitable for junior high school students inappropriate when implemented. In other words, a text that seems structurally simple according to Fry's Graph is not necessarily easy to understand in practice. This is due to a lack of familiarity with vocabulary, which can hinder students' understanding of the text's overall meaning. This makes the content less readable than structurally apparent.

Previous research on Sundanese language textbooks has primarily focused on content feasibility, curriculum alignment, or general linguistic aspects. To date, no study has systematically examined the readability of the textbook *Rancagé Diajar Basa Sunda* for junior high school students aged 12–15 years using a comprehensive and quantitative readability framework. The novelty of this study lies in its comprehensive application of the Fry Graph readability analysis to all main reading texts in *Rancagé Diajar Basa Sunda* across three grade levels (VII–IX), rather than limiting the analysis to selected chapters or partial samples. Furthermore, this study offers a contextual reinterpretation of Fry Graph results by integrating structural readability measures with the cultural characteristics of the Sundanese language, thereby extending the application of conventional readability models to regional language textbooks.

Based on the identified research gap and the stated novelty, this study addresses the following research questions: (1) What is the readability level of the main reading texts in the textbook *Rancagé Diajar Basa Sunda* for junior high school students based on Fry Graph analysis? and (2) To what extent are these texts suitable for the reading ability of students aged 12–15 years? Accordingly, this study aims to analyze the readability of the textbook *Rancagé Diajar Basa Sunda* at the junior high school level using Fry Graphs and to evaluate the suitability of its texts for students aged 12–15 years. Scientifically, this study provides empirical evidence on the readability of Sundanese language textbooks using the Fry Graph method, which may serve as a reference for textbook authors, teachers, curriculum developers, and educational policymakers in improving the quality of local language learning materials.

B. Method

This study uses a qualitative, descriptive method. This method was chosen because the research focused on depicting the readability of the Sundanese Language Learning Plan textbook as it is, without manipulating variables or special treatment. According to Sugiyono (2018), the descriptive qualitative method aims to present data in a factual, systematic, and accurate narrative description. Moleong (2017) stated that the qualitative method aims to understand the meaning behind the data, so researchers are required to interpret the phenomenon studied in a complete and in-depth manner. Therefore, the readability analysis in this study is not limited to the number of Fry graph calculations; it is expanded through the description and interpretation of the suitability of the text for the reading ability of junior high school students.

The subject of this research is textbooks *Rancagé Diajar Basa Sunda* grades VII, VIII, and IX. This book was chosen purposively because the results of the MGMP (Subject Teacher Meeting) survey on Sundanese language in West Bandung Regency in 2024 show that the textbook *Rancagé Diajar Basa Sunda* is one of the main references for teaching local content in West Bandung Regency. This research was carried out through document analysis of the textbook *Rancagé Diajar Basa Sunda*, without involving a specific location, as the focus of the research is entirely on the textbook's content. The data analysis was conducted from July to September 2025.

The research data consist of 43 narrative and descriptive texts from the three textbooks. To determine the texts to be analyzed, this study uses purposive selection criteria to ensure the readability results reflect the book's overall content. A total of 43 texts were selected because they met the criteria that the text be the main reading in each chapter, not as an additional section, such as a glossary, information box, or footnotes. Each text must be at least 100 words to support analysis with Fry Graphs, which require sampling up to 100 words. In addition, the selected text reflects the variety of discourse types in the book, ranging from narrative and descriptive to fictional and nonfiction. The selection based on these criteria is carried out to ensure that the text sample reflects the various forms of reading presented by the author in the book *Rancagé Diajar Basa Sunda*, so that the results of the readability analysis can represent the book's state proportionally and comprehensively.

The data collection technique uses document analysis: carefully reading the book, selecting text samples that meet the criteria, counting 100 words from each sample, and counting the number of sentences and syllables in each sample using the Fry Graph formula. In the research process, Fry graphs function as a document analysis instrument to provide an initial overview of readability level. Document analysis is considered appropriate for qualitative research because primary data are in the form of written documents that are analyzed directly without the intervention of other readers (Moleong, 2017).

This research was carried out using a document analysis method, namely by identifying the *Rancagé Taught Sundanese language* book for grades VII, VIII, and IX. Furthermore, 43 main texts were selected that met the minimum length requirement of 100 words and represented various discourses. Each text was sampled for 100 words to calculate

the number of sentences and syllables according to the Fry Graph procedure. Next, the coordinate point will be drawn to determine the readability level. The results of the calculation were verified using the triangulation method and source triangulation, involving teachers who are experts in Sundanese, to ensure the analysis was accurate. All the study's results were then analyzed in the context of Sundanese language learning to conclude the compatibility between the level of book readability and the reading ability of junior high school students.

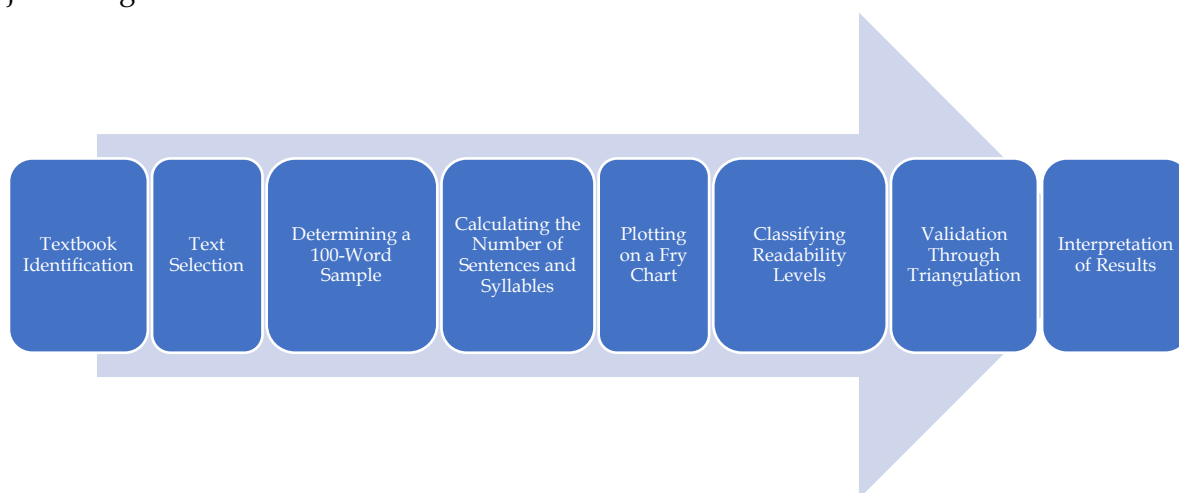


Figure 1. Research Flow Diagram

The research instrument is the researcher himself (Moleong, 2017; Sugiyono, 2018). The role of the researcher is to collect data, perform calculations, and interpret the results. To ensure data validity, this study applied the triangulation technique, comprising method and source triangulation. The triangulation method involved comparing the results of the Fry Graph calculation with analyses of the linguistic context and the quality of vocabulary in the text. Source triangulation is carried out by asking two Sundanese experts for their opinions on the calculation results to ensure the readability level assessment is accurate. In addition, researchers use analysis sheets to collect, organize, and evaluate the data obtained.

Table 1. Sample Data Analysis Sheet Format

Text Code	Number of Sentences	Number of Syllables	Fry Graph Point Coordinates	Tier Category	Note
T001	10,5	138,6	Grade 5	Almost Fit	Text 1 almost corresponds to the level of readability of grade 7
T002	6,5	136,8	Grade 7	Appropriate	Text 2 corresponds to a grade 7 readability level
T016	13,5	129,6	Grade 3	Low	Text 12 is in the low readability category for grade 8
T029	5,5	145,2	Grade 9	Appropriate	Text 29, according to the grade 9 readability level

Text Code	Number of Sentences	Number of Syllables	Fry Graph Point Coordinates	Tier Category	Note
T030	4,5	150	Grade 10	Tall	Text 12 is in the category of one higher level of readability for grade 9

C. Result

Textbook Readability Level *Rancangé Diajar Basa Sunda Junior High School Level*

A readability analysis of 43 texts in the book *Rancangé Diajar Basa Sunda* reveals varying levels of readability. Based on the Fry graph analysis, six texts (14.5%) were classified as very low, 19 texts (44.2%) were classified as low, six texts (14.5%) were almost appropriate, 11 texts (26%) were categorized as appropriate, and one text (2.3%) was classified as high. These findings show that the majority of texts have a simple and easy-to-understand sentence structure. However, only a small percentage actually reach a level of readability that matches students' reading ability at the junior high school level.

Table 2. Summary of Textbook Readability Levels *Rancangé Diajar Basa Sunda*

Class	Very Low	Low	Almost Fit	Appropriate	Tall	Number of Texts
VII	0	8	5	2	0	15
VIII	3	6	1	3	0	13
IX	3	5	0	6	1	15
Total	6	19	6	11	1	43

Table 2 shows that the pattern of readability distribution did not increase gradually from grades VII to IX. For example, class VIII has more texts in the "low" category than class VII. Class IX has the most balanced composition, but the low and almost appropriate category still dominates it. There is only one text from grade IX included in the high category, so the variation in difficulty level is insufficient to support developing literacy learning.

An example of calculation on the Fry Graph corroborates this finding. In the text of Biantara in class IX book, sampling 100 words yields 4.5 sentences and 150 syllables. When displayed on the Fry Graph, the coordinate point is at the 10th-grade level, indicating a high readability level that exceeds the average ability of a junior high school student. This complexity arises from long sentences, the use of official vocabulary, and formal language variations that require a deeper understanding of meaning. Instead, the narrative text titled "*Sagagang Jacaranda*" shows 12,5 sentences and 129 syllables for every 100 words, so it belongs to class 1 and belongs to the very low category. Although the structure is simple, this text still poses challenges for understanding because it uses local cultural vocabulary that students may not be familiar with. A comparison of the two texts shows that the simplicity of sentence structure is not always directly related to the ease of understanding the content.

The results of the analysis are also displayed in a pie chart that shows the distribution of the entire text by number of sentences and syllables per 100 words.

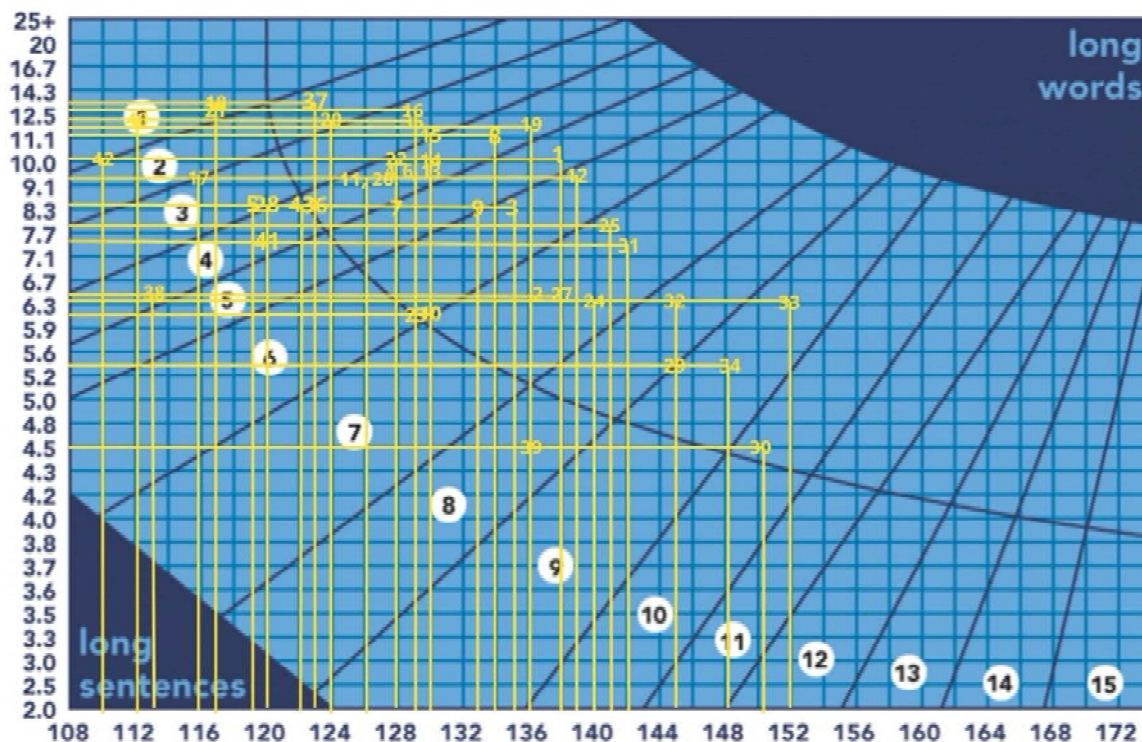


Figure 2. Fry Graph Plot Textbook Readability Level *Rancagé Diajar Basa Sunda*

In Figure 2, the distribution of the 43 texts analyzed, most of them are in the low (grades 3–4) and very low (grades 1-2) categories, only a few are close to the readability level for junior high school (grades 5-6), and one data reaches a high level of readability (grades 10-12). This pattern shows that the language structure in books is not balanced, as it is still dominated by texts with too low a readability level.

Thus, the results of this study indicate that the *Rancagé Diajar Basa Sunda* has not shown an increase in readability variation across junior high school students' reading ability. There are very few simple texts, and even fewer that should improve students' inferential and evaluative abilities. This imbalance affects the effectiveness of Sundanese language learning because students do not gradually understand texts as they become more difficult.

Readability Level Suitability for the Reader's Age

If the readability results are adjusted for junior high school students aged 12 to 15 years in grades VII-IX, it can be seen that the text's suitability remains very limited. Of the 43 texts analyzed, only 11 (26%) were fully aligned with students' reading ability. This number is considered low when compared to literacy learning needs that require variations of texts with appropriate levels of difficulty.

On the other hand, there were 25 texts (58.7%) that fell into the very low (6 texts (14%) and low (19 texts (44.2%)) categories. Structurally, these texts are easy to understand; however, a level of simplicity that is too high can limit students' ability to improve their analytical skills in reading. This situation can hinder the development of higher literacy skills, especially in inferential and evaluative comprehension.

In addition, six texts (14%) were categorized as almost appropriate. Texts like this can be used in the learning process, but they still require some adjustments, such as simplifying cultural terms or adding sentences that are too short. In contrast, one text (2.3%) was considered too difficult because it used complex sentence structures and vocabulary rarely used at the junior high school level.

Table 3. Distribution of Text Conformity with Reading Skills of Junior High School Students

Category Texts	Number of Texts	Percentage
Appropriate	11	26%
Almost Fit	6	14%
Easy (Low + Very Low)	25	58,7%
Tall	1	2,33%
Total	43	100%

Based on Table 3, the distribution indicates that the level of book compatibility of *Rancagé Diajar Basa Sunda* with the reading ability of junior high school students is still low. The imbalance between very simple and very complex texts can reduce the effectiveness of this book as a learning material. Therefore, it is necessary to rearrange the material so that the level of readability is more in line with the abilities of students aged 12-15 years, or equivalent to grades VII-IX.

D. Discussion

Research on 43 texts in the book *Rancagé Diajar Basa Sunda* shows that the majority fall into the low (44.2%) and very low (14%) readability categories. These findings suggest that, structurally, the book is easy to read according to the Fry Graph formula, as the text has short sentences and a small number of syllables. Conceptually, the results of this study are in line with Fry (1977) theory, which argues that readability can be measured quantitatively using the Fry formula based on sentence length and the number of syllables per hundred words. However, it should be noted that the challenges students face are not caused by sentence structure, but by Sundanese cultural vocabulary that is no longer used in daily conversations. As revealed by Rusyana & Rohmah (2024), traditional vocabulary is also one of the main obstacles to understanding Sundanese texts in the school environment.

However, the results in the low and very low categories cannot be directly understood as material mismatches. In the context of the Sundanese language, a low score according to Fry's calculation is more about the use of short, efficient sentences than the difficulty level of the meaning it conveys. In other words, a simple arrangement is a way of

structuring texts so that students do not feel syntactically burdened when dealing with lesser-known cultural vocabulary. Thus, the low-readability category can also be interpreted as a type of language adjustment in line with the reading ability of junior high school students in West Java.

The importance of contextual understanding stems from the fact that Fry's Graph formula evaluates only quantitative aspects (number of syllables and sentence length), without considering the reader's cultural background, vocabulary comprehension, or language experience. In Sundanese texts, cultural elements play a very important role in understanding. This statement aligns with the theory put forward by Dale & Chall (1995), which emphasizes that the level of readability is greatly influenced by the compatibility of vocabulary with the reader's experience. Aisyah and colleagues conducted the study. Ginanjar (2020), and Syahid et al (2024) also show that cultural terms are often the main cause of low understanding, even though the structure is clear.

In this case, the results show that even though the text has a simple structure, students' understanding is low. This supports Dalman (2017) view that readability is influenced not only by linguistic aspects but also by word choice and the relevance of meaning to the reader's background. Klare (1963) added that the way the text is presented and the style of language also affect the extent to which the reader can understand the text. Thus, the results of this study enrich the application of Fry's theory by showing that an easy structure does not necessarily mean it is easy for readers to understand.

In the context of education at the junior high school level in West Java, this is becoming increasingly important. The Sundanese language curriculum requires students to understand exposition texts, cultural descriptions, and arguments. However, if the vocabulary used does not correspond to students' daily experiences, especially for those living in urban areas, comprehension will tend to be low even if the structure is simple. Teachers ultimately need to provide additional explanations, which show that textbooks have not fully met the needs for independent and classroom learning.

Compared with previous research, this study's results show harmony and continuity. Aprelianingrum et al (2024) found that although the lesson texts at the elementary school level appear simple, students' comprehension remains low due to unfamiliar cultural contexts. This aligns with the research of Febriana et al (2022), which found that more than half of the texts in grade VII books did not align with students' understanding, even though the sentence structure was simple. Research by Aisyah et al (2024) specifically states that the term 'Sundanese culture' is a barrier to understanding the text. Therefore, this study supports previous findings that the incompatibility between cultural vocabulary, language style, and structural level is the main cause of students' limited understanding of regional language texts.

If associated with the formulation of the research problem, the results show that the level of structural readability tends to be low; the suitability of the meaning and cultural experience of students is an important factor in comprehension; and the analysis of the readability of regional languages needs to consider cultural factors. Therefore, this study

confirms that a low readability score does not automatically indicate that the material is unsuitable. In the context of Sundanese, the sentence structure is deliberately simplified to align with cultural vocabulary, so the text remains relevant to junior high school students. Explanations like this not only reinforce empirical evidence from previous studies but also expand theoretical understanding of the evaluation of readability in local languages.

E. Implication

The results of this study suggest various significant implications for the development of readability theory, teaching practices, and local education policies in West Java. On the theoretical side, this study reveals that readability formulas, such as Fry Graphs, need to be adapted to the context when used for regional languages. The discovery that texts with a simple structure are still difficult to understand due to foreign cultural vocabulary underscores that the readability model for Sundanese cannot rely solely on linguistic structure. Therefore, this research contributes to the development of the concept of local readability, namely the importance of combining quantitative approaches (sentence structure and syllables) with a cultural-conceptual approach that considers the closeness of the reader's experience to the cultural vocabulary in the text.

From a practical point of view, the results of this study guide all parties involved in learning the Sundanese language. For teachers, more flexible teaching methods are needed, such as strengthening cultural vocabulary before reading, providing visual examples, and using triggering questions that help students relate the text to their personal experiences. For the book's authors, this result confirms the importance of organizing the text gradually from easy to complex, while including a glossary of Sundanese culture to help readers maintain the context of meaning. Publishers must also implement a multi-layered readability test before publishing a book, including conducting comprehension tests by junior high school students from various backgrounds.

In terms of policy, this research provides implications for the development of a curriculum of local content of the Sundanese language in West Java. The curriculum should affirm appropriate readability standards for each junior high school level and ensure that textbooks meet the principles of progressivity and cultural relevance. Local governments and education offices can use these findings as a reference to evaluate and update local content textbooks, including encouraging the development of alternative reading materials that are more responsive to students' literacy needs. In addition, book eligibility policies may include indicators of readability suitability based on the local cultural context.

Overall, this research made a substantial contribution to the development of Sundanese textbooks. Findings indicate that the readability level of the book *Rancagé Diajar Basa Sunda* is still unbalanced, with a greater emphasis on linguistic structure than on cultural relevance. This suggests that the preparation of the material should consider pedagogical, linguistic, and cultural aspects in an integrated manner. This research provides an empirical foundation for designing a more appropriate readability model and for developing teaching materials that optimally support students' literacy development.

F. Limitation and Suggestion for Further Research

The study has some limitations that must be considered when interpreting the results. First, readability analysis uses only one qualitative method: Fry's Graph formulas, which focus on structural aspects of language such as sentence length and syllable count. This method does not fully reflect the complexity of readability influenced by semantic, cultural, and reader experience factors in the Sundanese language context. Second, this study used only one textbook, namely *Rancangé Diajar Basa Sunda*, for the junior high school level, so the results cannot be generalized to other Sundanese textbooks at different levels or from different publishers. Third, this study does not directly test students' understanding. Thus, the readability results obtained reflect the level of textuality in terms of structure but do not reflect students' actual understanding of the field.

Given these limitations, it is recommended that further research be conducted to expand the range of methods and objects, and to deepen the analysis methods used. First, it is necessary to use a multi-method approach, combining a structural test (Fry Graph) with a test of students' reading comprehension through a comprehension test, interview, or *think-aloud protocol*. Second, the analysis can be expanded by comparing several Sundanese textbooks from different levels and publishers to more comprehensively examine the patterns of readability and conformity to the Independent Curriculum. Third, further research can combine various technologies, such as text analysis software and learning models, to automatically assess readability while taking local cultural settings into account. Therefore, it is hoped that the results of future research can make a more significant contribution to the development of readability theory and the preparation of more responsive and efficient Sundanese textbooks to improve student literacy at the secondary school level.

G. Conclusion

This study aims to evaluate the readability level of 43 texts in the book *Rancangé Diajar Basa Sunda* for the Junior High School (SMP) level using Fry Graphs, as well as to assess the suitability of the texts for students aged 12 to 15 years. The results of the study show that only a small fraction of the text falls into the "appropriate" category, while most falls into the low and very low categories structurally. However, these categories cannot be considered as incompatibilities, because the use of simple sentence structure is an appropriate adaptive strategy for junior high school students who still have limitations in mastering Sundanese cultural vocabulary. Therefore, the results of the readability analysis show that quantitative assessments must be combined with an understanding of the cultural context to obtain a more appropriate interpretation of conformity. This research contributes to the development of local-language readability assessment. It serves as a reference for rearranging teaching materials better to suit the characteristics of adolescent readers in West Java.

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