



## Analysis of The Readability of Indonesian Language Textbooks For The Merdeka Curriculum For Grade 10 High School Students Using The Raygor Graph Formula

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### ABSTRACT

This study aims to analyze the readability level of the Indonesian language textbook for the Independent Curriculum for grade X of Senior High Schools (SMA/SMK) using the Raygor graph formula. Textbook readability is considered important because it influences the success of learning and student understanding. This study uses a qualitative descriptive method with observation techniques on discourse texts in the Electronic School Book (BSE) of the Indonesian Language for the Independent Curriculum for grade X published by the Ministry of Education and Culture in 2021. The research sample consisted of six reading texts taken from each chapter of the book. The analysis results show that of the six texts studied, two texts are at a readability level appropriate for grade X of Senior High Schools (SMA/SMK), while the other four texts are outside the appropriate readability level. This indicates the need for teachers to select and adjust reading materials so that learning can take place more effectively.

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## 1. INTRODUCTION

Textbooks are a crucial component of the learning process in schools. They serve as the primary resource for teachers and students in mastering subject matter, developing critical thinking skills, and fostering interest in learning. According to Minister of National Education Regulation Number 11 of 2005, textbooks are mandatory reference books for use in schools. They contain learning materials designed to enhance faith and piety, character and personality, mastery of science and technology, aesthetic sensitivity and ability, and physical and health potential, compiled based on national education standards. One aspect that significantly determines the quality of textbooks is readability, as this directly influences the extent to which students can comprehend the reading material presented. Indonesian textbooks should ideally be compiled with consideration for the cognitive, linguistic, and psychological abilities of students. An appropriate level of readability will help students understand the messages in the text and develop critical thinking skills (Prabawati, 2019).

Readability is closely related to the difficulty of the sentence structure and vocabulary used in the text. The longer the sentence and the more complex the word choice, the higher the difficulty of the reading material. This can create obstacles to understanding the text, especially if the reading material is not appropriate for the student's reading ability (Arif, Lubis, and Barus: 2016). One way to measure the readability of textbooks is by using the Raygor chart formula. The Raygor chart measures the number of sentences and the number of difficult words (words consisting of six or more) found in the text (Abidin, 2010). In the context of Indonesian language learning, readability is crucial because textbooks function not only as a means of conveying language material but also as a medium for developing students' literacy skills.

The independent curriculum, which began implementation in 2021, requires students to learn independently, creatively, and reflectively. Indonesian language textbooks in this curriculum are designed to encourage critical thinking and effective communication. However, field observations indicate that many textbooks still contain texts with complex sentence structures and use difficult words that are not commensurate with students' abilities (Utami, Dewi, & Efendi, 2021). This situation has the potential to reduce students' reading comprehension and motivation to learn.

Previous research on the readability of Indonesian language textbooks has shown that most texts in junior high school textbooks do not meet students' readability levels based on the Fry and Raygor graph formulas (Pujiastuti & Dian Lestari, 2019). Some texts have a readability level above the reading ability of 12th-grade high school students (Amir, Nensilanti, & Shafariana, 2022). Some texts are already appropriate for the reading ability of 7th-grade students (Febriana, Wulandari, & Sari, 2022). A comparison of these research results indicates that the readability of textbooks is not uniform across educational levels and requires further investigation.

In the context of previous research, studies of the readability of Indonesian language textbooks based on the Raygor graph formula for 10th-grade high school students are still rare. Therefore, this study aims to fill this gap by analyzing the readability of Indonesian language textbooks based on the Raygor graph formula for 10th-grade Independent Curriculum. This approach is considered relevant because it provides a quantitative overview of the text's suitability to students' reading abilities.

The novelty of this research lies in its application to the latest edition of the Independent Curriculum textbook and its attempt to provide concrete recommendations for text improvements based on the results of the readability analysis. Therefore, this research serves not only as an evaluation of the textbook but also as a reference for teachers, authors, and publishers in developing teaching materials that are appropriate to students' language abilities. This research not only seeks to identify the level of text suitability to students' reading abilities

but also provides alternative improvements to unsuitable texts so that they can be used more effectively in learning.

## 2. METHODS

This research uses a qualitative descriptive method with observation techniques, namely direct observation of the discourse data that will be used as research material. The data sources in this study are written sources, namely textbooks. The collected data will be analyzed according to the phenomena assessed in the study and then described. The data in this study are written data, namely discourse texts. This research data was collected online by downloading the required Indonesian language Electronic School Books (BSE). The collected data consists of a complete book, from which the discourses to be studied were selected. The sample in this study was six reading texts, one from each chapter in the book. The collected data (discourse) was then analyzed using the Raygor graph formula. The steps are as follows:

- a. Determine a text sample consisting of 100 sentences from the text. For the Raygor graph, a series of numbers are not counted as words.
- b. Count the number of sentences from the 100 sentences used as the sample.
- c. Count the number of difficult words from the 100 sentences used as the sample. These difficult words here are words with six or more letters.
- d. Plot the results of the number of sentences and the number of difficult words on a Raygor graph. The point where the number of sentences and the number of difficult words intersects is the point of readability of the text in the form of a grade or school level.

## 3. RESULTS AND DISCUSSION

In the Indonesian Language textbook for the Merdeka curriculum for Senior High School/Vocational High School grade X published by the Ministry of Education and Culture, there are several texts. The researcher took samples in this study, namely six reading texts taken one from each chapter in the book, then the reading text will be calculated the level of readability using the Raygor graph formula. The first text is entitled 'Orchid Grasshopper', the second text is entitled 'Construction Worker's Holiday', the third text is entitled 'The Story of the Poor', the fourth text is entitled 'Buying a New Laptop', the fifth text is entitled 'Biography of R.A Kartini', and the sixth text is entitled 'After Being Brought to the Big Room'.

The following will present the readability results of the Indonesian language textbook for the 10th grade Merdeka curriculum published by the Ministry of Education and Culture in 2021.

The first text analyzed is 'Orchid Grasshopper',

*Teman-teman* (Friends), kali ini (this time) saya akan *menyampaikan* (I will present) *laporan* hasil *observasi* (a report on the results of observations) yang telah *dilakukan* (conducted) *beberapa* waktu lalu (some time ago). Objek yang *diobservasi adalah* (The object of observation is the) belalang anggrek (orchid mantis). *Pertama-tama* (First), saya akan *menyampaikan informasi* umum *terkait dengan* (I will provide general information regarding the) belalang anggrek (orchid mantis). Belalang anggrek (The orchid mantis) atau (or) Hymenopus Coronatus *adalah* salah satu jenis belalang sentadu (atau belalang sembah yang hidup di *Indonesia* dan *kawasan* Asia *Tenggara lainnya* (is a species of praying mantis that lives in Indonesia and other Southeast Asian regions). *Seperti namanya* (As its name suggests), belalang ini *memiliki* (this mantis has a) *bentuk* dan

warna (shape and coloration) yang *menyerupai* (that resembles an) bunga anggrek (orchid flower).

Pada *bagian berikutnya* (In the next section), saya akan *menjelaskan* ciri khas (I will explain the characteristics of the) belalang anggrek (orchid mantis) yang *terdiri* atas *bagian* tubuh, *bentuk* tubuh, *makanan*, dan daur *hidupnya* (including its body parts, body shape, diet, and life cycle). *Bagian* tubuh belalang anggrek *terdiri* atas kepala, toraks, dan abdomen. Di *bagian* kepala (The orchid mantis' body consists of a head, thorax, and abdomen. The head)

The number of difficult words is 33 (italicized and bold), while the sentence length is 8,23. After being converted to a Raygor chart, the readability level is at grade VIII. This shows that the readability level is not in accordance with grade X.

The second text analyzed is 'Construction Worker's Holiday',

*Assalamu'alaikum warrahmatullahi wabarakatuh. Perkenalkan* (Let me introduce myself), saya Didi (my name is Didi). Di sini ada kuli *bangunan*? (Are there any construction workers here?) Wah, *berarti* saya *satu-satunya* ya di sini (Wow, that means I'm the only one here). *Ngomong-ngomong* soal *liburan* (Speaking of vacations), buat *kebanyakan* orang (for most people), *liburan* itu obat stres (vacations are a stress reliever), tapi buat saya malah bikin stres (but for me, they're actually stressful). *Datang liburan* (When the holidays come) orang-orang sibuk *nyiapin rencana* mau *liburan* ke mana (people are busy planning where to go). Saya malah sibuk nyari *alasan* (I'm busy making excuses).

Anak saya minta *liburan*, "Pak, ingin ke Dufan." (My son asks for a vacation, "Sir, I want to go to Dufan.")

"Nak, *Jakarta banjir*." ("Son, Jakarta is flooded.")

"Ya udah Pak, ke *Tangkuban Perahu*." ("Okay, sir, to Tangkuban Perahu.")

"Nak, *perahunya bocor*." ("Son, the boat is leaking.")

"Ah *bilang* aja, Bapak gak punya uang." ("Oh, just say I don't have any money.")

"*Cerdas!*" ("Smart!")

Anak saya itu *memang jarang liburan* (My son rarely goes on vacation). Saya bawa ke *tempat* kerja saja (I just take him to work), *menurut* dia itu *tamasya* (thinking it's an outing). Dari pagi *sampai* sore, dia *anteng* (From morning to evening, he's quiet)

From the text above, it can be seen that the number of difficult words is 34 (in italics and bold). The length of the text sentence is 16,54. Both results are applied to the Raygor graph and show that the text is not suitable for class X. The text is in the invalid category.

The third text analyzed is the 'Tale of the Poor',

*Asalnya* (Originally), raja *kayangan* (he was the king of heaven) dan jadi *demikian* (and became so) *karena disumpahi* oleh Batara Indra (because he was sworn in by Batara Indra). *Terlantar* di negeri Antah Berantah (Abandoned in the middle of nowhere) dan *keduanya* sangat *dibenci* orang (and both of them are hated by people).

Setiap kali *mereka mengemis* di pasar dan *kampung* (Every time they beg in markets and villages) *mereka dipukuli* dan *diusir hingga* ke hutan (they are beaten and driven into the forest). Oleh yang *demikian* (Thus), *tinggallah* dua *suami-istri* itu di hutan (the two husband and wife lived in the forest) *memakan batang* kayu dan *buah-buahan* (eating logs and fruit).

Hatta *beberapa lamanya* (Hatta took some time) maka istri si Miskin itu pun *hamillah* tiga bulan *lamanya* (and the poor man's wife was three months pregnant). Maka *istrinya menangis hendak* makan buah *mempelam* yang ada di dalam taman raja itu (So his wife cried and wanted to eat the ripe fruit that was in the king's garden). Maka *suaminya* itu pun *terketukkan hatinya* (So her husband's heart sank) *tatkala* ia di *Keinderaan menjadi* raja tiada ia mau *beranak* (when he became king and did not want to have children). Maka *sekarang* telah *mudhorot* (So now it's over). Maka *baharulah hendak...* (So let's just do it...).

From the text above, it can be seen that the number of difficult words is 40 (in italics and bold). The length of the text sentence is 9,27. Both results are applied to the Raygor graph and show that the text is not suitable for class X. The text is in the invalid category.

The fourth text analyzed is Buying a New Laptop,

Rudi: “Yah, Rudi *dengar* Ayah baru *membelikan ponsel* baru ya untuk Wati,” tanya Rudi. (“Well, Rudi heard Dad just bought Wati a new phone,” Rudi asked.)

Ayah: “Iya Rud, *kenapa? Jangan bilang* kamu juga mau, *ponsel* kamu kan masih bagus,” jawab Ayah *sembari menaikkan alisnya*. (“Yeah, Rud, why? Don't tell me you want one too, your phone is still good,” Dad replied, raising an eyebrow.)

Rudi: “Nggak kok, Yah. Iya, *ponsel* Rudi masih bagus kok, tapi ...” (“No, Dad. Yeah, Rudi's phone is still good, but...”)

Ayah: “Wah, gawat nih kalau ada *tapinya*,” *potong* Ayah. (“Wow, this is a big deal if there's a but,” Dad interrupted.)

Rudi: “Lebih gawat Rudi, Yah. *Belakangan*, tugas *kuliah semakin banyak* dan *membutuhkan banyak aplikasi* untuk *menyelesaikannya*, *sementara laptop* Rudi *lambat*, Yah.” Rudi *meneruskan pembicaraannya*. (“It's even worse, Rudi. Lately, my college assignments have been getting more and more demanding and I need a lot of apps to complete them, and my laptop is slow, Dad.” Rudi continued.)

Ayah: “*Jangan bilang* kamu mau minta *dibelikan laptop* baru.” (“Don't tell me you want me to buy you a new laptop.”)

Rudi: “Iya, Yah. *Karena* tugas Rudi *selalu terhambat*. Lagi pula, *laptop* ini (“Yeah, Dad. Because my assignments are always getting delayed. Besides, this laptop...”)

The number of difficult words is 34 (italicized and bold) while the sentence length is 7,55. After being converted into a Raygor graph, the readability level is at class X. This shows that the readability level is in accordance with class X.

The fifth text analyzed is ‘the biography of R.A. Kartini’,

R.A. Kartini *mempunyai* nama *lengkap* (whose full name is) Raden Ajeng Kartini Djojo Adhiningrat, ia lahir pada tanggal 21 April 1879 di *Mayong, Jepara*, Jawa Tengah (was born on April 21, 1879, in Mayong, Jepara, Central Java). *Ayahnya bernama* (Her father’s name was) Raden Mas Adipati Ario Sosroningrat yang *merupakan seorang bupati Jepara* kala itu (who was the regent of Jepara at the time). *Ibunya bernama* (Her mother’s name was) M.A. Ngasirah, putri dari Nyai Haji Siti Aminah dan Kyai Haji Madirono, *seorang* guru agama di *Telukawur, Jepara* (the daughter of Nyai Haji Siti Aminah and Kyai Haji Madirono, a religious teacher in Telukawur, Jepara). Lahir dari *keluarga* yang *berpengaruh* (Born into an influential family) *membuat* R.A. Kartini *memperoleh pendidikan* yang baik (made R.A. Kartini receive a good education).

Kartini pun *diperbolehkan bersekolah* di ELS (*Europese Lagere School*) (Kartini was also allowed to attend ELS – Europese Lagere School). Di sini (Here) Kartini *belajar bahasa Belanda* (Kartini learned Dutch). Akan *tetapi, setelah* usia 12 tahun (However, after the age of 12), ia harus *tinggal* di rumah *karena* harus *dipingit* (she had to stay at home due to seclusion). *Kebiasaan* dan adat (Customs and traditions).

The number of difficult words is 35 (italicized and bold) while the sentence length is 8,12. After being converted into a Raygor graph, the readability level is at class X. This shows that the readability level is in accordance with class X.

The sixth text analyzed is ‘After Being Brought to the Large Room’,

Kata *ibuku* (My mother said), pagi *adalah* hari yang *paling dinantikan banyak* orang di dunia (morning is the day most people look forward to in the world). Tapi, aku dan *teman-temanku* di sini *sepakat* (But, my friends and I here agree), kami benci pagi (we hate mornings). *Karena* di waktu pagi (Because in the morning), kami harus *berpisah dengan ibu-ibu* kami (we had to separate from our mothers). *Berpisah dengan* orang yang *paling* kami *sayangi* (Parting with the people we love most).

*Teman-temanku selalu menantikan* waktu sore tiba (My friends always look forward to the afternoon coming). Atau, kata Mbak Ratih (Or, said Mbak Ratih), waktu senja (at dusk). Tapi, kami lebih suka *menyebut* sore saja (But, we prefer to just call it afternoon). Kami tak *begitu sering mendengar* orang *mengucapkan* kata senja (We don't often hear people say the word twilight). Di waktu *pergantian* cerah dan gelap *itulah* (In the changing times of light and darkness), kami *bersukaria* (we rejoice). *Karena*, ada *sepasang* tangan cantik yang *mengendong* kami dan *membawa* kami *kembali* ke rumah (Because, there was a pair of beautiful hands that carried us and brought us back home). *Kadang, saking* tak *sabarnya menunggu dijemput* ibu (Sometimes, I can't wait to be picked up by my mother), aku *menangis* (I cry). *Seperti* (Like)

From the text above, it can be seen that the number of difficult words is 39 (in italics and bold). The length of the text sentence is 12,33. Both results are applied to the Raygor graph and show that the text is not suitable for class X. The text is in the invalid category.

Below are the results of the readability analysis of the six texts in the Indonesian language textbook for class X based on the Raygor graph.

### Readability Analysis Results Table Based on Raygor Graph

No	Teks Title	Readability Level
1	Orchid Mantis	8 (not appropriate)
2	Construction Worker's Holiday	Invalid
3	The Tale Of The Poor	Invalid
4	Buy A New Laptop	10 (appropriate)
5	Biography of R.A. Kartini	10 (appropriate)
6	After Being Taken To A Large Room	Invalid

From the analysis results above, it can be seen that the six texts analyzed from the Indonesian Language textbook of the independent curriculum for senior high school/vocational school grade X using the Raygor chart are one inappropriate text, three invalid texts, and two appropriate texts. Texts whose readability level is below level 10 will not be a problem in terms of understanding for students, but readability above level 10 certainly has an impact on student understanding. Invalid texts definitely have an impact on understanding beyond the Raygor chart.

Texts that are not at the appropriate level of readability are then corrected by (1) changing long sentences or compound sentences into short or single sentences, (2) replacing long words with other words that are shorter and have the same meaning as the words that are replaced, (3) combining two sentences that can be combined into one by arranging the wording to form a new sentence that is easy to understand. Likewise, if the level of readability of the text is easier, then the way to correct the text is: (1) changing short or single sentences into long sentences or compound sentences, (2) replacing short words with longer or more difficult words but have the same meaning as the words that are replaced.

The corrections to these texts will be described as follows.

#### 1. Orchid Mantis

The original text indicated that its readability level was at the eighth grade junior high school level. This was due to the large number of short words. Therefore, the text was revised by replacing short words with longer or more difficult words that have equivalent meaning. Text corrections can be seen as follows.

- a. Mengganti kata “ciri khas” menjadi “kekhasan” (Replace the word “characteristics” with “peculiarities”).

**Kalimat awal** (Initial sentence): Pada bagian berikutnya, saya akan menjelaskan ciri khas belalang anggrek yang terdiri atas... (In the next section, I will explain the characteristics of the orchid mantis, which consist of...).

**Kalimat perbaikan** (Revised sentence): Pada bagian berikutnya, saya akan menjelaskan kekhasan belalang anggrek yang terdiri atas... (In the next section, I will explain the peculiarities of the orchid mantis, which consist of...).

- b. Mengganti kata “hidup” menjadi “berada” (Replace the word “live” with “exist”).

**Kalimat awal** (Initial sentence): Belalang anggrek atau *Hymenopus coronatus* adalah salah satu jenis belalang sentadu atau belalang sembah yang hidup di Indonesia... (The orchid mantis, or *Hymenopus coronatus*, is a type of praying mantis that lives in Indonesia...).

**Kalimat perbaikan** (Revised sentence): Belalang anggrek atau *Hymenopus coronatus* adalah salah satu jenis belalang sentadu atau belalang sembah yang berada di Indonesia... (The orchid mantis, or *Hymenopus coronatus*, is a type of praying mantis that exists in Indonesia...).

The corrected text is:

*Teman-teman* (Friends), kali ini saya akan *menyampaikan laporan* hasil *observasi* yang telah *dilakukan beberapa* waktu lalu (this time I will present a report on the results of observations conducted some time ago). Objek yang *diobservasi adalah* belalang anggrek (The object of observation is the orchid mantis). *Pertama-tama* (First), saya akan *menyampaikan informasi* umum *terkait dengan* belalang anggrek (I will provide general information regarding the orchid mantis). Belalang anggrek atau *Hymenopus coronatus* (The orchid mantis, or *Hymenopus coronatus*) adalah salah satu jenis belalang sentadu atau belalang sembah yang *berada di Indonesia* dan *kawasan Asia Tenggara lainnya* (is a species of praying mantis found in Indonesia and other Southeast Asian regions). *Seperti namanya* (As its name suggests), belalang ini *memiliki bentuk* dan warna yang *menyerupai* bunga anggrek (this mantis resembles an orchid flower in shape and color).

Pada *bagian berikutnya* (In the next section), saya akan *menjelaskan kekhasan* belalang anggrek yang terdiri atas *bagian* tubuh, bentuk tubuh, makanan, dan daur hidupnya (I will explain the characteristics of the orchid mantis, including its body parts, body shape, diet, and life cycle). *Bagian* tubuh belalang anggrek *terdiri* atas kepala, toraks, dan abdomen (The orchid mantis' body consists of a head, thorax, and abdomen). Di *bagian* kepala (The head...)

After the text was corrected, 35 difficult words were obtained and the sentence length was 8,23. Based on the Raygor graph, the text Belalang Anggrek is at level 10, which means it is suitable for the target students, namely class X.

## 2. Construction Worker's Holiday

This text's initial readability falls within the invalid range. This is due to its sentence length of 16,54. The discrepancy is due to the relatively long sentence length. Therefore, the text above was corrected by reducing the number of sentences. The corrections are as follows.

*Assalamu'alaikum warahmatullahi wabarakatuh* (Peace be upon you and Allah's mercy and blessings be upon you), perkenalkan, saya Didi (let me introduce myself, I'm Didi).

Di sini ada kuli *bangunan*? (Are there any construction workers here?) Wah, *berarti* saya *satu-satunya* ya di sini (Wow, that means I'm the only one here). *Ngomong-ngomong* soal *liburan* (Speaking of vacations), buat *kebanyakan* orang, *liburan* itu obat stres (for most people, vacations are a stress reliever), tapi buat saya malah bikin stres (but for me, they're actually stressful). *Datang liburan* (When the holidays come), orang-orang sibuk *nyiapin rencana* mau *liburan* ke mana (people are busy planning where to go), saya malah sibuk nyari *alasan* (but I'm busy making excuses). Anak saya minta *liburan* (My son asks for a vacation), "Pak, ingin ke Dufan." ("Dad, I want to go to Dufan.") "Nak, *Jakarta banjir*." ("Son, Jakarta's flooded.") "Ya udah Pak, ke *Tangkuban Perahu*." ("Okay, Dad, then to Tangkuban Perahu.") "Nak, *perahunya bocor*." ("Son, the boat's leaking.") "Ah *bilang* aja, Bapak gak punya uang." ("Oh, just say you don't have any money.") "*Cerdas!*" ("Smart!") Anak saya itu *memang jarang liburan* (My son rarely goes on vacation). Saya bawa ke *tempat* kerja saja (I just take him to work), *menurut* dia itu *tamasya* (he thinks it's an outing). Dari pagi *sampai* sore, dia *anteng* (From morning to evening, he's quiet).

After the text was corrected, 34 difficult words were obtained and the sentence length was 6,54. Based on the Raygor graph, the text "Holi Kuli Konstruksi" is at level 10, which means it is suitable for the target students, namely class X.

### 3. The Tale Of The Poor

This text's initial readability was in the invalid region. This was due to its sentence length of 9.27 and its number of difficult words of 40. The discrepancy was caused by the large number of difficult words and the relatively long sentences. Corrections to the text are as follows.

- a. Menggabungkan dua kalimat menjadi satu kalimat (Combine two sentences into one sentence)

**Kalimat awal:** Maka suaminya itu pun terketukkan hatinya tatkala ia di Keinderaan menjadi raja tiada ia mau beranak. Maka sekarang telah mudhorot. (Initial sentence: So her husband's heart was broken when he became king and he didn't want to have children. So now it's over.)

**Kalimat perbaikan:** Maka suaminya itu pun terketukkan hatinya tatkala ia di Keinderaan menjadi raja tiada ia mau beranak maka sekarang telah mudhorot. (Correction sentence: So her husband was touched when he was in Kederaan as king, he didn't want to have children, so now he has lost his life.)

- b. Mengganti kata "oleh yang demikian" menjadi "oleh sebab itu" (Replace the words "by such" to "therefore")

**Kalimat awal:** Oleh yang demikian, tinggallah dua suami-istri itu di hutan memakan batang kayu dan buah-buahan. (Initial sentence: Thus, the two husband and wife remained in the forest eating sticks and fruit.)

**Kalimat perbaikan:** Oleh sebab itu, tinggallah dua suami-istri itu di hutan memakan batang kayu dan buah-buahan. (Correction sentence: Therefore, the two husband and wife lived in the forest eating sticks and fruit.)

- c. Mengganti kata “terketukkan”, “tatkala”, “sekarang” menjadi “iba”, “saat”, “kini” (Replacing the words "knocked", "when", "now" to "pity", "when", "now")

**Kalimat awal:** Maka suaminya itu pun terketukkan hatinya tatkala ia di Keinderaan menjadi raja tiada ia mau beranak. Maka sekarang telah mudhorot. (Initial sentence: So her husband's heart was broken when he became king and he didn't want to have children. So now it's over.)

**Kalimat perbaikan:** Maka suaminya itu pun iba hatinya saat ia di Keinderaan menjadi raja tiada ia mau beranak. Maka kini telah mudhorot. (Correction sentence: So her husband felt pity when he was in Keinderaan as king and didn't want to have children. So now it's over.)

The corrected text is:

*Asalnya* raja *kayangan* dan jadi *demikian karena disumpahi* oleh Batara Indera. (Originally, he was the king of heaven and became so because he was cursed by Batara Indera.) *Terlantar* di negeri Antah Berantah dan *keduanya* sangat *dibenci* orang. (They were abandoned in a distant land and both were despised by the people.) *Setiap* kali *mereka mengemis* di pasar dan *kampung mereka dipukuli* dan *dusir hingga* ke hutan. (Every time they begged in markets and villages, they were beaten and driven into the forest.) Oleh sebab itu, *tinggallah* dua *suami-istri* itu di hutan *memakan batang* kayu dan *buah-buahan*. (Therefore, the husband and wife lived in the forest, eating tree bark and fruits.)

Hatta *beberapa lamanya* maka istri si Miskin itu pun *hamillah* tiga bulan *lamanya*. (After some time, the poor man's wife became three months pregnant.) Maka *istrinya menangis hendak* makan buah *mempelam* yang ada di dalam taman raja itu. (Then his wife wept, longing to eat the mango fruit that grew in the king's garden.) Maka *suaminya* itu pun iba *hatinya* saat ia di *Keinderaan* menjadi raja tiada ia mau *beranak* maka kini telah *mudhorot*. (Her husband felt pity, remembering that when he was the king in Keinderaan, he refused to have children, and now he suffered the consequences.)

Maka *baharulah hendak...* (Then he was about to...)

After the text was corrected, 36 difficult words were obtained and the sentence length was 8,27. Based on the Raygor graph, the text of the Hikayat Si Miskin was at level 10, which means it was appropriate for the target students, namely class X.

#### 4. After Being Taken To A Large Room

This text's initial readability is in the invalid region. This is due to its sentence length of 12.33 and its number of difficult words of 39. The discrepancy is due to the large number of difficult words and the relatively long sentences. Corrections to the text are as follows.

- a. Menggabungkan dua kalimat menjadi satu kalimat (Combine two sentences into one sentence)

Teks awal panjang kalimatnya 12,33 menjadi 8,33. Berikut perbaikan teksnya. (The initial text has a sentence length of 12.33 to 8.33. Here's the corrected text.)

Kata *ibuku*, pagi adalah hari yang paling dinantikan banyak orang di dunia, tapi aku dan teman-temanku di sini *sepakat*, kami benci pagi. Karena di waktu pagi, kami harus berpisah dengan ibu-ibu kami, berpisah dengan orang yang paling kami sayangi. (My mother says, morning is the most awaited day for many people in the world, but my friends and I here agree, we hate mornings. Because in the morning, we have to say goodbye to our mothers, to the people we love most.)

Teman-temanku selalu menantikan waktu sore tiba atau, kata Mbak Ratih, waktu senja. Tapi, kami lebih suka menyebut sore saja. Kami tak begitu sering mendengar orang mengucapkan kata senja. Di waktu pergantian cerah dan gelap itulah, kami bersukaria karena ada sepasang tangan cantik yang menggendong kami dan membawa kami kembali ke rumah. Kadang, saking tak sabarnya menunggu dijemput ibu, aku menangis. Seperti (My friends always look forward to the evening or, as Mbak Ratih said, twilight. But, we prefer to just call it afternoon. We don't often hear people say the word twilight. At that time of change between light and darkness, we rejoiced because there was a pair of beautiful hands who carried us and took us back home. Sometimes, I can't wait to be picked up by my mother, I cry. Like)

- b. Mengganti kata “paling” dan “sering” menjadi “amat” dan “kerap” (Replace the words "most" and "often" with "very" and "frequently")

**Kalimat awal:** Kata *ibuku*, pagi adalah hari yang *paling* dinantikan banyak orang di dunia..... Berpisah dengan orang yang *paling* kami sayangi. (Initial sentence: My mother said that morning is the day most awaited by many people in the world... Parting with the people we love most.)

**Kalimat perbaikan:** Kata *ibuku*, pagi adalah hari yang *amat* dinantikan banyak orang di dunia..... Berpisah dengan orang yang *amat* kami sayangi. (Revised sentence: My mother said that morning is the day most awaited by many people in the world... Parting with the people we love most.)

**Kalimat awal:** Kami tak begitu *sering* mendengar orang mengucapkan kata senja. (Initial sentence: We don't often hear people say the word dusk.)

**Kalimat perbaiki:** Kami tak begitu *kerap* mendengar orang mengucapkan kata senja. (Revised sentence: We don't often hear people say the word dusk.)

The corrected text is

Kata *ibuku* (My mother said), pagi *adalah* hari yang amat *dinantikan banyak* orang di dunia (morning is a day that many people in the world look forward to), tapi aku dan *teman-temanku* di sini *sepakat*, kami benci pagi (but my friends and I here agree, we hate mornings). *Karena* di waktu pagi (Because in the morning), kami harus *berpisah dengan ibu-ibu* kami (we have to say goodbye to our mothers), *berpisah dengan* orang yang amat kami *sayangi* (to the people we really love).

*Teman-temanku selalu menantikan* waktu sore tiba atau (My friends always look forward to the evening or), kata Mbak Ratih, waktu senja (as Mbak Ratih said, twilight). Tapi, kami lebih suka *menyebut* sore saja (But, we prefer to just call it afternoon). Kami tak *begitu* kerap *mendengar* orang *mengucapkan* kata senja (We don't often hear

people say the word twilight). Di waktu *pergantian* cerah dan gelap *itulah* (At that time of change between light and darkness), kami *bersukaria karena* ada *sepasang tangan* cantik yang *mengendong* kami dan *membawa* kami *kembali* ke rumah (we rejoiced because there was a pair of beautiful hands who carried us and took us back home). *Kadang, saking* tak *sabarnya menunggu dijemput* ibu, aku *menangis* (Sometimes, I can't wait to be picked up by my mother, I cry). *Seperti* (Like)

After the text was corrected, 36 difficult words were obtained and the sentence length was 8,33. Based on the Raygor graph, the text of the Hikayat Si Miskin was at level 10, which means it was appropriate for the target students, namely class X.

#### 4. CONCLUSION

Based on the results of readability analysis using the Raygor formula on six reading texts in the Merdeka Curriculum Indonesian Language textbook for grade 10 high school/vocational high school, it was found that two texts were at a readability level appropriate for grade 10, one text was below the readability level, and the other three texts were in the invalid category. This condition indicates that not all texts in the textbook have an ideal readability level for students. Texts that are not suitable have the potential to cause difficulties in understanding the content of the reading, which can affect the effectiveness of learning. Therefore, teachers need to select and adjust the reading texts used in class to suit the reading abilities of students. In addition, the results of this study emphasize the importance of readability as one of the main criteria in the preparation and selection of textbooks.

#### 5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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