

# **Madā Inqirāiyati Kitāb Durus al-Lughah Li ash-Shaff al-Awwal bi Ma'hadi Dārissalam Gontor**

**Ahmad Zaki Annafiri, Hisyam Zaini**

University of Ahmad Dahlan, State of Yogyakarta University  
ahmad.annafiri@bsa.uad.ac.id, hisyam.zaini@uin-suka.ac.id

## **Abstrak**

This study aims to determine the readability level of the Durusullughah Al-Arabiyyah book and determine the percentage of common words in the Durusullughah Al-Arabiyyah book and its relationship with the readability level of the book. This study uses a mix-method approach (qualitative-quantitative), with a descriptive presentation. The primary sources of this research are the result of the Cloze Test against the Durusullughah Al-Arabiyyah book and the Al-Munawwir Dictionary, with secondary sources in the form of books, articles, and other reliable references. The results showed that 235 sample people answered 100 points of the Cloze Test with a truth level of 75%, this level indicates the intermediate level or teaching level. The comparison of words in the Cloze test text with words in the Al-Munawwir dictionary shows 96%. This figure shows that 96% percent of the words in the Cloze test text that represent the book Durusullughah, are in al-Munawwir's dictionary. The high percentage of common words in a book indicates a high level of readability of the book. It can be concluded, that the book Durusullughah Al-Arabiyyah is a textbook that is easy to learn by students who use the Al-Munawwir Dictionary for daily learning.

**Keywords:** *Readability, Durusullughah Al-Arabiyyah, Textbook*

# مدى انقراطية كتاب دروس اللغة للصف الأول بمعهد دار السلام كونتور

أحمد زكي النافري، هشام زيني

جامعة أحمد دهلان، جامعة يوكيا كارتا الحكومية

ahmad.annafiri@bsa.uad.ac.id, hisyam.zaini@uin-suka.ac.id

## مستخلص

تهدف هذه الدراسة إلى تحديد مستوى الإنقراطية لكتاب دروس اللغة العربية وتحديد النسبة المئوية للكلمات الشائعة وعلاقتها بمستوى انقراطية الكتاب. تستخدم هذه الدراسة منهجًا مختلطًا (نوعيًا - كميًا، مع عرض وصفي. المصادر الأولية لهذا البحث هي نتيجة اختبار كلوز مقابل كتاب دروس اللغة العربية وقاموس المنور، مع مصادر ثانوية في شكل كتب ومقالات ومراجع أخرى موثوقة. وأظهرت النتائج أن ٢٣٥ عينة أجابوا على ١٠٠ نقطة من اختبار كلوز بمستوى حقيقة ٧٥٪، وهذا المستوى يشير إلى المستوى المتوسط أو المستوى التعليمي. ومقارنة الكلمات في نص اختبار كلوز بكلمات معجم المنور تظهر ٩٦٪. يوضح هذا الشكل أن ٩٦٪ من الكلمات الموجودة في نص اختبار كلوز الذي يمثل كتاب دروس اللغة، موجودة في قاموس المنور. تشير النسبة المئوية العالية للكلمات الشائعة في الكتاب إلى مستوى عالٍ من قابلية قراءة الكتاب. يمكن الاستنتاج أن كتاب دروس اللغة العربية كتاب مدرسي يسهل تعلمه من قبل الطلاب الذين يستخدمون قاموس المنور للتعلم اليومي.

الكلمات الرئيسية: انقراطية، دروس اللغة العربية، الكتاب المدرسي

## Introduction

Language is an essential need for humans because language is a medium for conveying ideas and human thoughts in speech or writing to be understood by others. Various languages increased with time in human life; English, Chinese, Spanish, Korean, Japanese, etc. The bigger a nation, the greater the respect for its language.<sup>1</sup>

Arabic is one of the smith's languages which is used to communicate by Sam's children and grandchildren, namely the people between two great rivers and the Arabian peninsula. Among their famous languages are Arabic, Syriac, Hebrew, Assyrian, Babylonian, and Abyssinian. Arabic is a language that has experienced many developments among these languages. Arabic comes from the Arabian peninsula, or commonly called 'Arabiyyat from Himyarite, Babylonian, Hebrew and Abyssinia which still has its own characteristics.<sup>2</sup> One of the languages that are in great demand by the Indonesian people today is Arabic.<sup>3</sup>

In its implementation, teaching Arabic in addition to the Faculty of Adab and Tarbiyah, such as Sharia, Da'wah, Ushuluddin, and so on, Arabic is placed in a position as a tool to improve students' abilities in other things.<sup>4</sup> The current reality among Muslim scholars, especially Indonesia is getting thinner in studying Islamic science based on Arabic.<sup>5</sup> The position of Arabic is so important in various aspects, both as the language of revelation, the language of worship, and the language of international communication.<sup>6</sup>

Reading proficiency is one of the four *maharah lughawiyah* which is important in language education and teaching. Reading is a

---

<sup>1</sup> Hamidullah Ibdā, 'Urgensi Pemertahanan Bahasa Ibu Di Sekolah Dasar', *Shahih*, 2.2 (2017), 197.

<sup>2</sup> Jurji Zaidan, *Tarikh Adab Al-Lughah Al-Arabiyyah* (Al-Qahirah: Handawi, 2013).

<sup>3</sup> Besse Wahida, 'Kamus Bahasa Arab Sebagai Sumber Belajar (Kajian Terhadap Penggunaan Kamus Cetak Dan Kamus Digital)', *At-Turats*, 11 (2017), 58.

<sup>4</sup> Ahmad Izzan, *Metodologi Pembelajaran Bahasa Arab*, 2nd edn (Bandung: Humaniora, 2007).

<sup>5</sup> Asna Andriani, 'Urgensi Pembelajaran Bahasa Arab Dalam Pendidikan Islam', *Ta'allum*, 3.1 (2015), 50.

<sup>6</sup> Azhar Arsyad, *Bahasa Arab Dan Metode Pengajarannya* (Yogyakarta: Pustaka Pelajar, 2003).

language activity that runs from an early age, even since children first master their first language non-formally. Children who are just starting to learn to read already have a number of vocabularies needed for oral communication in their daily lives.<sup>7</sup>

Reading is a self-development process to gain knowledge. Through the process of reading, a person can make himself a source of reference, either for himself or for others. In addition, he is also the key that determines the progress of his life and thoughts. Through reading too, the people of a country become more mature and progressive in line with the progress of the country. Lack of interest in reading causes the people in a country to be weak in various aspects, both learning and performance aspects.<sup>8</sup>

One of the most influential readings in learning media is textbooks. As important as the role of the teacher and the method, at least both convey the 'message' of the subject matter from what is stated in the textbook. Textbooks are the only learning media that always 'teach' students indefinitely. Therefore, it is important for teachers to conduct a future evaluation of the textbooks used, and whether the books are relevant and appropriate to achieve learning objectives or not. A readable book is a complete teaching machine, which includes teaching a child the basic concepts of reading, and giving him the book he likes, most of his problems solved.<sup>9</sup>

In the world of education, there are terms that are widely used to describe 'textbooks', including (1) reading books, (2) reference books, and (3) teacher's handbooks. Reading books are books that 'instruct' students to always read. Reference books are used as references by teachers and students, as are dictionaries and atlases. A teacher's handbook is a book aimed at developing the ability of teachers in the learning process, the book is arranged according to the curriculum, textbooks, and learning needs. Evaluation has a very strategic function in the development and development of the

---

<sup>7</sup> Zulkifley Hamid, *Pembelajaran Dan Pengajaran Bahasa* (Kuala Lumpur: Dewan Bahasa dan Pustaka, 1994).

<sup>8</sup> Yahya Othman, *Mengajar Membaca-Teori Dan Aplikasi* (Pahang: PTS Publications & Distributor Sdn Bhd, 2003).

<sup>9</sup> E.B. Coleman, 'Improving Comprehensibility by Shortening Sentences', *Journal of Applied Psychology*, 1962, 131.

education and learning system itself.<sup>10</sup>

Research on the readability of a reading material is an important part of the world of education and has a significant impact on the world of education. One of the factors that affect the level of readability is linguistic factors and technical factors. Two linguistic factors that affect the level of readability are words and sentences. The word is believed to be the most important factor in determining the level of difficulty of a reading text.<sup>11</sup>

The benefits of readability research can be accepted by anyone, especially for 4 parties, namely writers, teachers, librarians, and publishers. In addition, research on the level of readability of books can also bring benefits in the fields of education, industry, communication, law, psychology, writing, general terms, and foreign languages.<sup>12</sup>

To distinguish difficult words and ordinary words, there are two ways that can be used, namely by measuring the length of the word or measuring the frequency of words.<sup>13</sup> Some researchers use word characteristic analysis as a tool to measure the readability of a textbook.<sup>14</sup>

Counting word frequency based on a certain vocabulary list is one way to measure the difficulty of an English word. This is because basically, any word in the vocabulary list is considered normal and easy, and vice versa. Several English readability formulas have been compiled based on this factor, including the Winnetka formula, Dale-Chall formula, Yoakam formula, Spache formula, and Lexile Framework formula. For example, the Dale-Chall formula uses 3000 Dale words (*The Dale List of 3000 words*). The words in the list are

<sup>10</sup> Mahmud Rusydi Khathir, *Thuruq Tadris Al-Lughah Al-Arabiyyah Wa at-Tarbiyah Ad-Diniyyah Fi Dhau Allittijahat at-Tarbawiyah Al-Haditsah* (Kairo: Dar al-Ma'rifah, 1983).

<sup>11</sup> G.R. Klare, H.W. Sinaikp, and L.M. Stolurow, *The Cloze Procedure: A Convenient Readability Test for Training Materials and Translations*. (Virginia: Institut for Defense Analysis and Technology Division, 1971).

<sup>12</sup> G.R. Klare, *The Measurement of Readability* (Iowa: Iowa State University Press, 1969).

<sup>13</sup> Chall J.S, *Readability: An Appraisal of Research and Application* (Epping, Essex: Bowker Publishing Company, 1974).

<sup>14</sup> Zulazhan Ab. Halim, 'Kebolehbacaan Buku Teks Balāghah Sijil Tinggi Agama Malaysia Di Sekolah-Sekolah Menengah Agama Negeri' (Universitas Malaya, 2012).

considered easy to read and understand.<sup>15</sup>

Khadijah conducted research on easy words and difficult words in reading material. According to him, the more syllables, the more difficult a word to understand. This is because the more units of words that must be understood.<sup>16</sup>

Looking at the phenomena and previous research, this study intends to determine the level of readability of the Durusullughah Al Arabiyyah book by holding the Cloze Exam on First Grade students at Pondok Modern Darussalam Gontor, and analyzing common words in the book Durusullughah Al-Arabiyyah and relating them to the readability level of the book. The results of this study can be used as a reference in determining the level of users of the Durusullughah Al-Arabiyyah book, as well as being an addition to the treasures of readability research in the field of textbook evaluation.

## Method

The study used a qualitative-quantitative approach with descriptive analysis. Cloze test is used to test the readability of the Durusullughah Al-Arabiyyah book. While the comparative method is used by researchers to count the number of ordinary words in the book Durusullughah Al-Arabiyyah, namely by comparing them with words in the Al-Munawwir Dictionary. Not all words in a book are compared, easy word comparisons in a book can be done by analyzing a Cloze Test package.<sup>17</sup>

The primary sources in the study were 1) the results of the Cloze Test conducted on 235 First Grade students at Pondok Modern Darussalam Gontor, 2) the Durusullughah Al-Arabiyyah book, and 3) the Al-Munawwir Dictionary, while secondary sources were books, articles, and reliable references. other. The purpose of this study was to 1) determine the readability level of the book Durusullughah Al-Arabiyyah First Grade students at Pondok Modern Darussalam Gontor, 2) analyze of common words in the book Durusullughah compared

---

<sup>15</sup> Klare, Sinaikp, and Stolurow. p. 165

<sup>16</sup> Khadijah Rohani, 'Formula Kebolehbacaan: Satu Cara Objektif Untuk Menentukan Tahap Kebolehbacaan Bahan-Bahan Bacaan', *Jurnal Dewan Bahasa*, 1987, 274.

<sup>17</sup> Halim. p. 8

with the Al-Munawwir Dictionary. Presentation of research data is by using percentages for the purpose of the first research, and descriptive for the purposes of the second study.

## Results and Discussion

### A. Concept of Reading and Readability

The discussion on the concept of readability should not be separated from the concept of reading ability because there is a close relationship between the two. This is because reading activity is an indirect language communication process between the writer and the reader. The written text becomes an intermediary medium that conveys the meaning, intent, and purpose of the author to the reader. The submission is not considered successful if it does not attempt to understand the text. The effort to understand a text is supported by several aspects related to the individual reader and the text itself.

The ability to read is one of the four language skills that are important in language education and teaching. Reading is a language activity that comes later and this process has been running since I was a child even though it is not formal. Children who begin to learn to read can master their first language systems, either phonology, syntax, or semantics/pragmatics. They also already have a number of vocabularies that are necessary for oral communication in their daily life<sup>18</sup>.

Reading is the principle of self-development towards the acquisition of knowledge. Through reading, a person can make himself a source of reference, both to himself and to others. In addition, reading can also be a treasure in the direction of determining one's life, either forward or backward in life and thoughts. Through reading too, the people in a country become more mature and progressive in line with the progress of the country. Lack of interest in reading causes people in a country to be weak in various aspects, both in terms of learning and performance.<sup>19</sup>

Readability is the combination (including interaction) of all these elements in a certain part of a printed material that affects the

---

<sup>18</sup> Hamid. p. 95

<sup>19</sup> Othman. p. 87

success of its readers. Success is the extent to which they understand it, read it at optimal speed, and are attracted to it.<sup>20</sup> In addition, readability is also the quality of written or printed communication materials that make it easy to understand by the group of people who are given the material or which encourages them to continue reading.

According to McLaughlin, readability is the extent to which the text is understood and interesting by a group of people given the text.<sup>21</sup> While Harris and Hodges, replace it with a writing style that states that readability is the ease of understanding caused by writing style. Pikulski defines readability as the easy-to-difficult stage of a text that can be understood by certain readers who discuss the text for a specific purpose.<sup>22</sup> In Dubay's view, readability is what makes some texts easier to read than others. Arab researchers define readability as the stage of understanding written texts by students of a certain class.<sup>23</sup>

This readability research is considered important for publishers, writers, editors and teachers.<sup>24</sup> For the author, readability research can provide him with several test instruments that are fast, highly reliable, and efficient for communication purposes. As for teachers, readability research can make it easier for teachers to determine which teaching materials are in accordance with the abilities of the students they teach. For librarians, this research can play a role in the process of selecting books to be purchased to suit the customers of a library. For publishers, readability research can be used to prepare a book according to the age of the reader.

The factors that affect the readability of a book are divided into two, namely text and technical factors. For the text factor, it is divided into two, namely words and sentences. Technical factors, covering various aspects related to the presentation of a reading material. The aspect in question is typography and the use of graphic materials, illustrations, and colors.

---

<sup>20</sup> E Dale and J.S Chale, *A Formula for Predicting Readability and Instruction* (Educational Reserach Bulletin, 1948).

<sup>21</sup> G.H. McLaughin, 'SMPG Grading-a Newa Readability Formula', *Journal of Reading*, 1969, 639.

<sup>22</sup> J.J. Pikulski, *Readability* (USA: Houghton Mifflin Company, 2002).

<sup>23</sup> KH. S. Niqrish, 'Mustawa Maqru'iyah Kitab Al-Lughah Al-Arabiyyah Al-Muqarrar Li Al-Saff Al-Sadis Al-Asasi' (University Yarmouk Jordan, 1991).

<sup>24</sup> Klare. p. 65



In determining the level of readability, the sentence factor is no less important than the word factor. Almost every research conducted there is always a significant relationship between sentence structure and difficulty of understanding. The majority of teachers intuitively feel that the more difficult a sentence is, the more difficult it will be to understand the context of a book.<sup>25</sup> There are two ways to measure the difficulty of a sentence, the most popular way is to measure the length of a sentence based on the number of words in the sentence. The second way is to count the number of difficult and easy sentences and compare them with a percentage.<sup>26</sup>

In addition, the typographical aspect of a book is also a factor in readability. Aspects of typography are also referred to as legibility, namely ease and legibility. These aspects depend on the size, type, and quality of the letters, whether they can be read or not, in addition to the influence of aspects of the size of the border and the spacing between lines. For beginner level readers, the effective font size is in the range of 14-18, ages 7-8 years old use font size 12-14, and adult readers use font size 11.<sup>27</sup>

## B. Cloze Test

Research related to the level of readability has been started in 1978 by Thu'aimah. According to him, there is no instrument for measuring the level of readability for Arabic, so the Kloz Test is actually used to measure the level of readability of English.

To measure the level of readability, there are several tests that can be done, including the Flesch Formula and Flesch-Kincaid Formula, Dale-Chall Formula, The FOG Index Formula, SMOG Formula, Lexile Framework for Reading Formula, ATOS Formula, Graphs and Charts, and the Kloz Exam. Each of these formulas has different characteristics, advantages, and disadvantages. In its determination to measure the level of readability, it depends on the teaching materials to be measured.<sup>28</sup>

<sup>25</sup> C Harrison, *Readability in Classroom* (Cambridge: Cambridge University Press, 1980).

<sup>26</sup> Dale and Chale. p. 86

<sup>27</sup> Harrison. p. 45

<sup>28</sup> Halim. p. 189

The Cloze Test is a form of test by filling in the blanks. This test is the use of a piece of text that has omitted a few words, then students fill in the blanks with the words that exist in their imagination.<sup>29</sup> The Cloze Test Technique is structured with the closure principle, which is a principle in processing theory and psychology. This principle sees humans have a tendency to form a perfect whole by filling the void contained in one structure.

This technique was initiated by a German researcher named Ebbinghaus in 1987 and is called the Ebbinghaus Sentence Completion Method. The rudder was popularized by Wilson Taylor who introduced it as a readability measure in 1953.

The use of the Cloze Test as a technique for measuring readability has been recognized by readability researchers. Many studies have shown there is a high correlation between readability measures such as the formulas mentioned above. Even Klare thinks this test is better than the formula because it can measure readability, whereas the formula can only estimate. Moyle also asserts that the Kloz Exam can measure legibility precisely. This is because this test directly tests the people who will read it, so that their ability to know the meaning of words, read fluently, master the rules of grammar, and understand the sentences being tested. While Gilliland sees the use of the Kloz Test as being superior to other techniques because of its advantages in interacting with factors that affect readability, the reading ability can be measured through the sample text provided, and when the Kloz Test is administered, the text and readership are measured together with one tool. measuring<sup>30</sup>.

According to Harrison, the Kloz Test can not only be used as a technique to measure readability. It can also be used to measure comprehension, determine reading level, and as an aid in developing reading skills. This shows that the Kloz Exam is one of the tools that can interact with the text and the reader. Therefore, this exam tries to show a thorough linguistic ability in mastering a language. The Kloz exam is not limited to English alone, in fact it can also be used as a means of measuring the readability of other reading materials, such

---

<sup>29</sup> J. Rye, *Cloze Procedure and the Teaching of Reading* (London: Heinemann Educational Books, 1982).

<sup>30</sup> Halim. p. 66

as French, German, Korean, Japanese, Russian, Spanish, and Malay.<sup>31</sup>

The preparation of the Cloze test text is to take 10% of the text in the book <sup>32</sup>. The preparation of 10% of the text is taken from the front, middle, and back of the book *Dusullughah Al-Arabiyyah* <sup>33</sup>. This Cloze Test text has been validated by Arabic language experts from the International Islamic University of Malaysia.

In an interview conducted by Qomaruzzaman with three readability experts (Thu'aimah, Khadijah Rohani, and Yunus), that the Klot Exam text is the most significant instrument for measuring the level of readability of an Arabic book as a second language.<sup>34</sup>

**UJIAN KLOZ**  
**BAGI TEKS-TEKS BAHASA ARAB**  
 DALAM BUKU PELAJARAN DARSULLUGHAH  
 SISWA KELAS I KMI  
 PONDOK MODERN DARUSSALAM GONTOR  
 احبار كونتور  
 للشخص العربية في كتاب دروس اللغة العربية  
 المقرر لطلاب الصف الأول في معهد دار السلام كونتور

Nama : \_\_\_\_\_  
 Nilai Tamrin Lughah Pada Ujian Peringatan Tahun

9	8	7	6	5	4	3	2	1
---	---	---	---	---	---	---	---	---

\*Mery tamba 'i pada klotir kosong

**BACA DENGAN TELITI PANDUAN PELAKSANAAN UJIAN DI HALAMAN SETELAU.**  
**LEMBAR UJIAN INI TERDIRI DARI LIMA BELAS HALAMAN YANG TERBAGI DALAM TIGA BAGIAN.**

---

**BAGIAN INI HANYA UNTUK PENELITI SAJA, SILAKAN KOSONGKAN**

الدرجة لنفس (١)	الدرجة لنفس (١)
الدرجة لنفس الكاتبة	الدرجة لنفس (٧)

**MAKULUMAT**  
**SILAKAN BACA DENGAN TELITI**

1. Tujuan ujian ini adalah untuk mengukur tahap ketahanan teks-teks bahasa Arab dalam buku pelajaran Darsullughah siswa kelas I KMI Pondok Modern Darussalam Gontor.
2. Terlampir TIGA (3) teks bahasa Arab dalam ujian ini yang dipilih secara acak dari tiga bagian, yaitu depan, tengah, dan belakang buku Darsullughah.
3. Pektaman yang dibuang adalah setiap pektaman kemudi tanpa mempermbungkan jenis dan bentuk pektaman tersebut, meskipun itu nama, kata kerja, atau kata benda.
4. Panjang garisan kosong adalah sama. Ia **TIDAK** mengambarkan bentuk dan jenis pektaman yang dibuang.
5. Hanya SATU (1) pektaman saja yang dibuang di setiap tempat kosong.
6. Setiap tempat kosong diberikan TIGA (3) pilihan jawapan untuk dipilih. Hanya SATU (1) pektaman saja yang betul, yaitu pektaman yang tepat dengan pektaman asal yang dibuang.
7. Nilai untuk ujian ini dihitung berdasarkan peres menurut rumus berikut:
 

Jumlah jawapan benar	× 100
Jumlah tempat kosong	
8. Ujian ini hanyalah untuk kepentingan penelitian saja dan **BUKAN** satu ujian pencapaian mata pelajaran Tamrin Lughah yang dapat mempengaruhi nilai ujian anda.

<sup>31</sup> Halim. p. 67

<sup>32</sup> R.A. Tu'aymah, 'The Use of Cloze to Measure the Proficiency of Students of Arabic as a Second Language in Some Universities in the University of Minnesota' (University of Minessota, 1978).

<sup>33</sup> Marohaini Yusoff, *Strategi Pengajaran Dan Kefahaman* (Kuala Lumpur: Dewan Bahasa dan Pustaka, 1999).

<sup>34</sup> Kamaruzzaman Abdul Ghani, 'Kebolehbacaan Buku Teks Bahasa Arab Tinggi Tingkatan Empat Sekolah Menengah Kebangsaan Agama' (Universitas Malaya, 2010).

**PANDUAN MENJAWAB UJIAN KLOZ**

1. Baca setiap teks ujian dari awal hingga akhir sebelum mengisi tempat kosong untuk memahami kandungan teks. Jawapan suatu tempat kosong mungkin digunakan oleh maklumat dalam teks yang berkaitan.
2. Silakan jawab **SEMUA** tempat kosong yang disediakan dengan memilih **SATU (1)** daripada **TIGA (3)** pilihan jawapan yang diberi.
3. Silakan selesaikan tempat kosong yang mudah dahulu dan selesaikan yang sukar kemudian.
4. **LINGKARI** salah satu dari huruf **أ** atau **ب** atau **ج** pada **LEMBAR SOAL DAN JAWABAN**.
5. Contoh soal dan cara menjawab adalah sebagai berikut

مثلاً: رَأَى فَوْقَ تَلِيٍّ فِي \_\_\_\_ (هَدِيَّةٌ هَذِهِ، تِلْكَ) (1) التَّارِيخِيَّةُ كَ تَلْوِيَّةٍ رَاحَةً \_\_\_\_ (أَمْتًا، عَدِيَّةً، تَلَّةً) (2) بَيْتٌ

**KERTAS JAWABAN OBJEKTIF**

1	ج	ب	أ
2	ج	ب	أ

Terima kasih,  
Ahmad Zaki Anasif

**TEKS UJIAN KLOZ (1)**

١. مَحْمَدٌ رَأَى فَوْقَ تَلِيٍّ فِي \_\_\_\_ التَّارِيخِيَّةُ كَ تَلْوِيَّةٍ رَاحَةً.  
أ. هَدِيَّةٌ ب. هَذَا ج. تِلْكَ
٢. \_\_\_\_ بَيْتًا هِيَ تَلِيَّةٌ فِي التَّارِيخِيَّةِ الْإِسْلَامِيَّةِ.  
أ. أَمْتًا ب. عَدِيَّةٌ ج. تَلَّةٌ
٣. \_\_\_\_ عَدِيَّةً وَتَلِيَّةً.  
أ. كَمَا ب. لَ ج. كُنَّا
٤. عَنِ كَمَا \_\_\_\_ فِي الشَّيْبِ\*  
أ. نَجْرَ ب. حِرَابًا ج. قَضَانَ
٥. مَنَا قَضَانَ، كُنْتُ فِي الْقَضَاءِ، كُنْتُ \_\_\_\_ وَكُنْتُ الْوَرِثَاصِي عَلَى النَّكْبِ.  
أ. مَسْطَرَّةً ب. سَلَّةً ج. مَسَارَّةً
٦. وَكُنْتُ \_\_\_\_ مَرِيًّا فِي الْحَبِيبِ.  
أ. كَوْبَرًا ب. قَلْبًا ج. خَوْرَسَا
٧. عَنِ كُنْتُ مَرِيَّةً \_\_\_\_ الْحَبِيبِ\*  
أ. كُنْتُ ب. عَلَى ج. فِي
٨. مَنَا إِذْكَ فَوْقَ حَبِيَّةٍ لَ \_\_\_\_ وَأَمَّا الْأَرْضُ فِي الشَّيْبِ.  
أ. جَدًّا ب. أُمَّتَ ج. أُمَّتِ
٩. \_\_\_\_ فِي الْقَضَائِي  
أ. الْكُفْرَ ب. مَدِيَّةً ج. الْأَعْيُنَ
١٠. عَنِ فِي الشَّيْبِ مَعْرُوفًا مَنَا \_\_\_\_ تَلَوِيَّةً حَبْرَةً  
أ. عَلَى ب. فِي ج. مَرِيًّا

**C. Common Words and Difficult Words**

This research will be limited to word factors that can affect the readability of a textbook. Words or vocabulary have been considered as the most important factor in determining the level of easy-to-difficulty of a text. The determination of the level is based on the assumption that words that are difficult to read and understand will complicate the text, and vice versa.

Since the 19th century, researchers have taken into account the word factor in researching the difficulty level of a text, there are even several studies that consistently find that words are the only single factor that can determine the difficulty level of a text<sup>35</sup>. Based on research from experts and quantitative researchers, words are a factor that plays a big role in determining the suitability of a reading material with readers. In fact, this word element is actually universal because it exists in various languages in the world. Together with sentence elements, words are the main elements that determine the ease or difficulty of a text.

There are several techniques used by researchers to distinguish between ordinary words and difficult words. However, there are only two techniques that are widely used, namely by measuring word

<sup>35</sup> Harrison. p. 99

length or word frequency<sup>36</sup>. Word length can be measured by counting the number of syllables. Meanwhile, what is meant by measuring word frequency is counting the number of words that are considered easy by comparing them with a certain vocabulary list. In principle, words that are long or cannot contain a vocabulary list are considered difficult, and vice versa. Counting the number of syllables is one of the principles in determining the level of readability. The more syllables, the more difficult a word is to understand, because there are many units of meaning that the reader must know.

It should be emphasized in this case that the word factor is a very influential factor in determining the level of readability of a text. In measuring the level of Arabic readability, Tu'aymah, Al-Naqah, and Yunus suggested to the compilers of Arabic textbooks to refer to a certain vocabulary list in determining the suitability of the readability level of the textbook.

In this case, the researcher determines the Al-Munawwir Dictionary as a dictionary as well as a list of vocabulary that is considered one of the most complete dictionaries. Al-Munawwir Dictionary is an Arabic-Indonesian and Indonesian-Arabic dictionary that is widely used by students in Indonesia, especially in the translation of the yellow book. The author of this dictionary is KH. Ahmad Warson Munawwir, Caretaker of the Al-Munawwir Krapyak Islamic Boarding School, Yogyakarta. This dictionary is a scholarly legacy of KH Ahmad Warson who is also a student of KH Ali Maksum, the early caretaker of the Krapyak Islamic Boarding School.<sup>37</sup>

Therefore, this study will compare the vocabulary in the book Al-Arabiyyah Asy-Syamilah with the vocabulary listed in the Al-Munawwir Dictionary. The words contained in the Al-Munawwir Dictionary, include vocabulary with the usual category because they can be found in dictionaries that are often used by students<sup>38</sup>.

---

<sup>36</sup> Ibid

<sup>37</sup> Siti Miftahul Lukluil Karimah, 'Kamus Al-Munawwir Arab-Indonesia (Sejarah Penulisan Dan Perkembangannya Tahun 1957-2018)' (UIN Sunan Kalijaga, 2018).

<sup>38</sup> Karimah. p. 44

#### **D. Durusullughah Al-Arabiyyah Textbook**

Textbooks are one of the most important learning media, because they play an important role in explaining the learning curriculum and gathering the basic material that students need to know, and there are various exercises contained in the book.

The Durusullughah Al-Arabiyyah books, which is the main object of this research, is a book by KH Imam Zarkasyi and Imam Syubani. KH Imam Zarkasyi is the founder of Pondok Modern Darussalam Gontor.<sup>39</sup> This book is a primary book in Arabic language learning at Pondok Modern Darussalam Gontor, and is used in learning various other educational institutions affiliated with Gontor. The book Durusullughah Al-Arabiyyah teaches 4 Arabic language skills, namely listening, speaking, reading, and writing.

#### **E. The Readability of Durusullughah Al-Arabiyyah Textbook**

The research object of the Cloze Exam is the first grade students of Pondok Modern Darussalam Gontor. According to data from Kulliyatul Mua'allimin Al-Islamiyyah, there are 595 students in first grade (October, 2019) divided into 16 classes, namely class B to class Q. According to the Krij Morgan formula in determining the number of samples, the table shows, it is stated that if the number of research objects ( $N$ ) is 550-600, then 234 people are taken as samples. Determination of the object of 234 people is done by random sampling. Researchers conducted the Cloze Exam test independently, of course after obtaining permission from the Leader of the Darussalam Gontor Modern Boarding School and the Director of Kulliyatul Mua'allimin Al-Islamiyyah.

Researchers analyzed the results of the Kloz exam using Microsoft Excel, to determine the percentage of the results of the Kloz exam. It is this percentage of Kloz Exam results that will later show the level of readability of the Durusullughah Al-Arabiyyah book. As described by Rye<sup>40</sup>:

---

<sup>39</sup> Sekretaris Pimpinan, 'Kepemimpinan Generasi Pertama', 2021 <<https://www.gontor.ac.id/kepemimpinan-generasi-pertama>>.

<sup>40</sup> Rye. p. 77

Table 1.1. The Readability level according to Rye (1982)

Percentage of Correct Answers	The Readability Level
90%-100%	High
75%-89%	Medium
0%-74%	Low

After conducting the Cloze Test, the researchers got the following results: For text A, as many as 84.76% of students answered correctly, text B as many as 68.06% of students answered correctly, and text C as many as 70.82% of students answered correctly. With an overall average of 75%.

Tabel 1.2. The Result of Cloze Test for each Section

Criteria	Text A	Text B	Text C	Average
Cloze Test Results	87,64%	68,06%	70,82%	75%

It can be seen from table 1.2. that the Cloze test results showed an average of 75%. Refer to table 1.1. sourced from Rye (1982) it can be said that the book Durusullughah Al-Arabiyyah is at an intermediate level. Intermediate level means the level of teaching, in which the book Durusullughah Al-Arabiyyah is appropriate to be taught to first grade students of Pondok Modern Darussalam Gontor, but it needs direction and teaching from the teachers.

Learning Arabic for first grade at Pondok Modern Darussalam Gontor is a very important principle for students. This is because the majority of learning materials at grade 2 to grade 6, for Dirasah Islamiyyah and Dirasah Lughawiyah (Arabic) are delivered directly in Arabic. Therefore, it is important to know the legibility of the book Durusullughah Al-Arabiyyah as the main book used by grade 1 students of KMI Pondok Modern Darussalam Gontor.

Looking at the results of the Cloze Test, it was noted that 235 first grade students of KMI Pondok Modern Darussalam Gontor who were the research sample, answered 75% of the Cloze Exam correctly. It can be concluded, that the Durusullughah Al-Arabiyyah textbook is the appropriate book and deserves to be taught by the teachers at Pondok Modern Darussalam Gontor to their students.

In the learning process, Pondok Modern Darussalam Gontor uses *tariqah mubasyirah* or direct method as the main method in learning Arabic. This method is a characteristic of modern cottages, especially Gontor. Especially in order to reach the main goal of learning Arabic, namely being able to communicate in Arabic.

#### **F. Common Words in the Book of Durusullughah Al-Arabiyyah**

The results of the comparison of words in the Cloze exam text with the Al-Munawwir Dictionary, show that 96% of the words contained in the Cloze exam text are found in the Al-Munawwir Dictionary. The percentage represents the number of easy words contained in the Cloze test text. It can be concluded that almost all the words in the text of the Kloz Exam are in the Al-Munawwir dictionary. This shows that the words used in the book Durusullughah Al-Arabiyyah are words that are common, easy, and known by students.

As explained above, the main factors that affect legibility are divided into two, namely linguistic factors and technical factors. Linguistic factors include two influencing factors, namely words and sentences. In readability research, these two factors are believed to have the strongest influence on the easy-to-difficult stage of a reading text, and even become the basis for measuring readability using readability theories.

Words have been considered as the most important factor in determining the level of difficulty of a reading text. The determination of this stage is based on the assumption that difficult words will make it difficult for the text to be read and understood, and vice versa. Therefore, the words contained in Arabic textbooks for beginners should be easy to find in the dictionary and easy to understand.

The results of the comparison with ordinary words in the Cloze test text taken from the book Durusullughah Al-Arabiyyah with vocabulary in the Al-Munawwir Dictionary show that the Kloz test text consists of words that are ordinary, easy, and can be recognized by students. Thus, if the words in the book Durusullughah Al-Arabiyyah are considered easy, it can be concluded that the book Durusullughah Al-Arabiyyah has a high level of legibility.



## Conclusion

Measuring the level of readability of a text is part of evaluating a book. Book evaluation is held to determine the extent to which a book is appropriate for students who use the book. After knowing the results of the evaluation, it is hoped that there will be an increase in the quality of the book, so that it can have a positive impact on the learning process.

The results of the Cloze Test research on first grade students of Pondok Modern Darussalam Gontor showed the figure of 75%. This shows that the level of readability of the book is in the intermediate or teaching category, which means that the book *Durusullughah Al-Arabiyyah* is appropriate and suitable to be taught to grade 1 students of Pondok Modern Darussalam Gontor under the direction and teaching of the teachers.

In addition, the results of a study comparing words in the Cloze test text with words in the *Al-Munawwir* dictionary showed a figure of 96%. This figure shows that 96% percent of the words in the Cloze test text that represent the book *Durusullughah*, are in *al-Munawwir*'s dictionary.

According to the two research results above, it shows that the book *Durusullughah Al-Arabiyyah* can be said to be easy, feasible, and suitable for grade 1 students of KMI Pondok Modern Darussalam Gontor, both in terms of word choice, sentence, and material arrangement. However, to improve the quality of learning and the quality of evaluation of teaching materials, it is necessary to hold Kloz exams on other learning materials, especially those that use Arabic in delivering the material.

## Bibliography

- Andriani, Asna, 'Urgensi Pembelajaran Bahasa Arab Dalam Pendidikan Islam', *Ta'allum*, 3.1 (2015)
- Arsyad, Azhar, *Bahasa Arab Dan Metode Pengajarannya* (Yogyakarta: Pustaka Pelajar, 2003)
- Coleman, E.B., 'Improving Comprehensibility by Shortening Sentences', *Journal of Applied Psychology*, 1962

- Dale, E, and J.S Chale, *A Formula for Predicting Readability and Instruction* (Educational Reserach Bulletin, 1948)
- Ghani, Kamaruzzaman Abdul, 'Kebolehbacaan Buku Teks Bahasa Arab Tinggi Tingkatan Empat Sekolah Menengah Kebangsaan Agama' (Universitas Malaya, 2010)
- Halim, Zulazhan Ab., 'Kebolehbacaan Buku Teks Balāghah Sijil Tinggi Agama Malaysia Di Sekolah-Sekolah Menengah Agama Negeri' (Universitas Malaya, 2012)
- Hamid, Zulkifley, *Pembelajaran Dan Pengajaran Bahasa* (Kuala Lumpur: Dewan Bahasa dan Pustaka, 1994)
- Harrison, C, *Readability in Classroom* (Cambridge: Cambridge University Press, 1980)
- Ibda, Hamidullah, 'Urgensi Pemertahanan Bahasa Ibu Di Sekolah Dasar', *Shahih*, 2.2 (2017), 197
- Izzan, Ahmad, *Metodologi Pembelajaran Bahasa Arab*, 2nd edn (Bandung: Humaniora, 2007)
- J.S, Chall, *Readability: An Appraisal of Research and Application* (Epping, Essex: Bowker Publishing Company, 1974)
- Karimah, Siti Miftahul Lukluil, 'Kamus Al-Munawwir Arab-Indonesia (Sejarah Penulisan Dan Perkembangannya Tahun 1957-2018)' (UIN Sunan Kalijaga, 2018)
- Khathir, Mahmud Rusydi, *Thuruq Tadris Al-Lughah Al-Arabiyyah Wa at-Tarbiyah Ad-Diniyyah Fi Dhau Allittijahat at-Tarbawiyah Al-Haditsah* (Kairo: Dar al-Ma'rifah, 1983)
- Klare, G.R., *The Measurement of Readability* (Iowa: Iowa Stete University Press, 1969)
- Klare, G.R., H.W. Sinaikp, and L.M. Stolurow, *The Cloze Procedure: A Convenient Readibility Test for Training Materials and Translations*. (Virginia: Institut for Defense Analysis and Technology Division, 1971)
- McLaughin, G.H., 'SMPG Grading-a Newa Readability Formula', *Journal of Reading*, 1969, 639
- Niqrish, KH. S., 'Muštawa Maqru'iyah Kitab Al-Lughah Al-Arabiyyah Al-Muqarrar Li Al-Saff Al-Sadis Al-Asasi'

(University Yarmouk Jordan, 1991)

Othman, Yahya, *Mengajar Membaca-Teori Dan Aplikasi* (Pahang: PTS Publications & Distributor Sdn Bhd, 2003)

Pikulski, J.J., *Readability* (USA: Houghton Mifflin Company, 2002)

Rohani, Khadijah, 'Formula Kebolehbacaan: Satu Cara Objektif Untuk Menentukan Tahap Kebolehbacaan Bahan-Bahan Bacaan', *Jurnal Dewan Bahasa*, 1987

Rye, J., *Cloze Procedure and the Teaching of Reading* (London: Heinemann Educational Books, 1982)

Sekretaris Pimpinan, 'Kepemimpinan Generasi Pertama', 2021 <<https://www.gontor.ac.id/kepemimpinan-generasi-pertama>>

Tu'aymah, R.A., 'The Use of Cloze to Measure the Proficiency of Students of Arabic as a Second Language in Some Universities in the University of Minnesota' (University of Minnesota, 1978)

Wahida, Besse, 'Kamus Bahasa Arab Sebagai Sumber Belajar (Kajian Terhadap Penggunaan Kamus Cetak Dan Kamus Digital)', *At-Turats*, 11 (2017), 58

Yusoff, Marohaini, *Strategi Pengajaran Dan Kefahaman* (Kuala Lumpur: Dewan Bahasa dan Pustaka, 1999)

Zaidan, Jurji, *Tarikh Adab Al-Lughah Al-Arabiyyah* (Al-Qahirah: Handawi, 2013)