Quality of Language Readability in Kartika Textbook Based on BSNP Parameters

Nurhidayati Nurhidayati[1*]; Suwarna Suwarna[2]; Sri Hertanti Wulan[3]; and Yayan Rubiyanto[4]

[1,2,3,4] Yogyakarta State University, Yogyakarta, Indonesia

*nurhidayati@uny.ac.id

Abstract. Readability is an absolute requirement for textbooks to be declared suitable for use in learning. Kartika Basa Textbook is a Javanese language textbook used for junior high school students in DIY. The book's readability has not been examined using quantitative and qualitative techniques simultaneously. This is important for consideration in developing and revising or improving the book. In addition, for teachers it can be a reference for revising and developing materials independently on materials that do not meet legibility. Sustainability is certainly useful for students to improve their learning achievement in Javanese. The purpose of this study is to examine the quality of the language feasibility of the Kartika Basa textbook using the BSNP parameter. The research method used is descriptive research method. Data collection uses reading and note-taking techniques. Data analysis was done by descriptive technique. Based on the results, the quality of the language feasibility of class XI in all aspects has a very good category. The book Kartika Basa class VIII is in the very good category, but in terms of language accuracy it is in the good category. Meanwhile, the Kartika Basa class VII book is included in the very good category, although the aspect of language suitability for the intellectual development of students has a good category, and the aspect of language accuracy also has a good category. Thus, it can be stated that the language quality of the Kartika Basa text books for grades VII, VIII, and IX is worthy of use in the very good category.

Keywords: quality, readability, language, textbook

1   Introduction

The readability of textbooks is important in determining the quality of textbooks. Textbooks that have a good level of readability will have an impact on the high quality of a textbook. The National Education Standards Agency (BSNP) is a government agency that manages the quality of education. This institution has the authority to determine the quality standards of textbooks at every level of education. The use of language based on the parameters of the quality of textbooks according to the BSNP must be adjusted to the needs of students both from the aspect of intellectual devel-

opment and social emotional development. The use of a series of words, phrases, and sentences determines the level of ease of reading. The longer the words, phrases, and sentences used, the lower the readability of the reading. This can affect the level of difficulty of students in understanding a teaching material.

Textbooks used in schools should have a high level of legibility. The Kartika Basa book as the only textbook used in Javanese language subjects in junior high schools has not yet been studied for its readability based on the parameters of the quality of the textbook based on the BSNP. This needs to be done considering that the book is the main source used for junior high school students in DIY. The aspects studied with the BSNP parameters in this study focused on the language aspect.

Textbooks are one of the language inputs received by students. Textbooks are one of the sources of learning in language practice during the teaching and learning process of Javanese. This condition shows the importance of fulfilling the need for high quality textbooks. A teaching and learning process will run well if the material can be fully understood by students. A good language textbook can be read, understood and understood by students. The appropriate level of text difficulty will make students motivated and happy to read the material. Text legibility that is too low will make students bored. Conversely, if it is too difficult, interest will be lost and students become frustrated (Fahriah & Rahayu, 2016).

Readability is basically related to the level of ease of understanding a text. A text that has a high level of legibility is easy to understand. On the other hand, texts with low readability are difficult to understand (Sakri in Catur, 2010:13). The aspect of legibility is related to the level of language convenience for students according to their level of education. The linguistic elements include elements: vocabulary, sentences, paragraphs, and discourse (Richard in Murwati, 2010: 36). Readability has many factors, namely (a) the average sentence length in a passage; (b) the number of new words contained in a passage; (c) the grammatical complexity of the language used. Among these elements, the difficulty of vocabulary and sentence length determines the level of readability of a text intensively. Texts consisting of longer words and long sentences tend to take more time to process, making them more difficult to understand (Graesser et al., 2001; Fahriah & Rahayu, 2016).

Syntactic simplicity reflects the word-by-sentence rate, and the familiarity and simplicity of the sentence's syntactic structure. Sentences containing more words and complex structures are more challenging to process (McNamara, Graesser, McCarthy, & Cai, 2004). Word concreteness analyzes the characteristics of the words included in a text. A text that contains more concrete and meaningful words will improve understanding. Concrete words are better at evoking mental images than abstract words, making texts with a higher number of abstract words more difficult to understand (McNamara et al., 2014) Referential cohesion reflects the overlapping of words and ideas across sentences and throughout text, establishing explicit relationships throughout the text and making it more cohesive. A highly cohesive text is usually less challenging to read because of the explicit relationships between ideas (McNamara & Graesser, 2012).

Deep cohesion refers to the degree to which a text has a causal and intentional relationship. This type of linking can make causal and logical relationships more explicit, allowing the reader to better understand the meaning of a text. A text that contains more explicit linking is easier to process because it reduces the need for inference while reading (McNamara et al., 2014). Verb cohesion refers to the analysis of overlapping verbs in the reading text. These repetitive verbs, usually found in narrative texts and texts for young readers, make the text more coherent, which facilitates understanding the situation model (McNamara, Graesser, & Louwerse, 2012). Connectivity reflects the explicit use of adversative, additive, and comparative conjunctions in the reading text. The use of conjunctions can make logical connections in a text more explicit, facilitating reading comprehension (McNamara et al., 2014).

2   Method

This textbook quality research includes descriptive research. Sources of data in the study were three textbooks on the Javanese language subject "Kartika Basa" for the junior high school level. The Kartika Basa book consists of three volumes, namely Kartika Basa Volume VII for 7th grade Javanese language lessons, Kartika Basa Volume VIII for 8th grade Javanese language lessons, and Kartika Basa IX for 9th grade Javanese language lessons. The three books are used as textbooks for Javanese language lessons at SMP/MTs in DIY. The research instrument used a textbook quality instrument on the language aspect published by BSNP.

Procurement of data is done by means of critical reading, tabulation, evaluating textbooks using instruments published by BSNP. The validity of the data was measured intradater and interrater. Intrarater validity is carried out by checking or repeating studies (Moleong, 2018), namely by reading, observing, and exploring the data repeatedly. The validity of the interater is achieved by comparing the results of data acquisition between researchers with one another. This can be achieved by peer discussion (Moeleong, 2018). In addition, the validity of the data was also achieved by: (1) accuracy/accuracy/diligence in observing Kartika Basa volumes VII, VIII, and IX), lengthening observations by using a long time carefully. Qualitative analysis was used to analyze the data obtained with the instruments issued by BSNP.

3   Results and Discussion

3.1   Results

One of the quality of textbooks according to BSNP is in terms of the feasibility of using language in textbooks. BSNP provides language eligibility parameters to determine the quality of textbooks, namely: a) the suitability of the language with the development of students covering intellectual and social emotional aspects; b) communicative parameters, including: message readability and language accuracy; and c) coherence and coherence of ideas, including: coherence and coherence of chapters and paragraphs. The conversion of scores from BNSP parameters qualitatively are:

Category	Very less		Poor			Good			Very good	
score	1	2	3	4	5	6	7	8	9	10

This textbook study was conducted on Javanese Kartika Basa textbooks for grades VII, VIII, and IX. The following is the result of a feasibility study on the quality of textbooks on the linguistic aspect using the parameters of the textbook quality instrument according to BNSP.
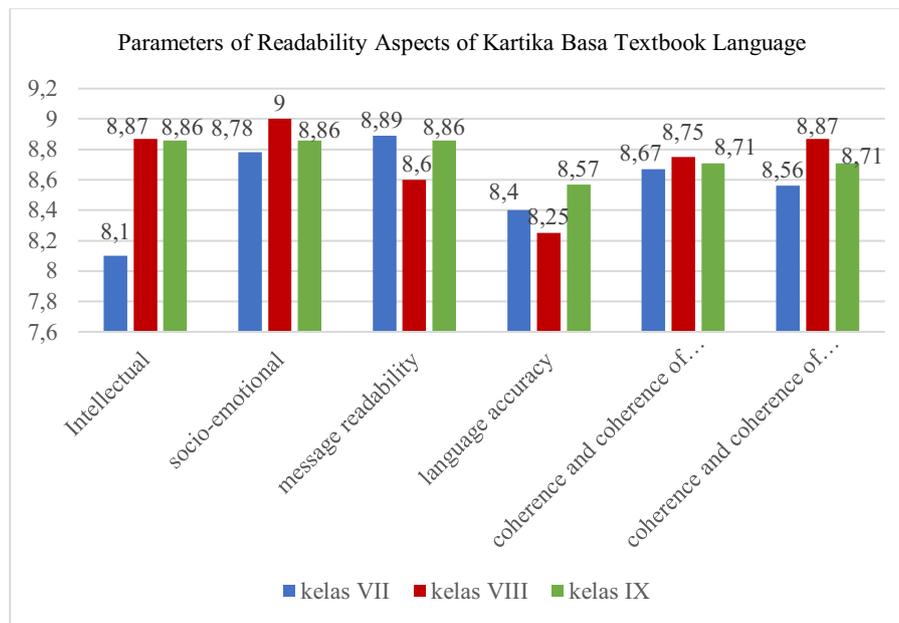
Based on the graph, the feasibility aspect of class XI language in all aspects has a very good category. The book Kartika Basa class VIII is in the very good category, but in terms of language accuracy it is in the good category. Meanwhile, the Kartika Basa class VII book is included in the very good category, although the aspect of language suitability for the intellectual development of students has a good category, and the language accuracy aspect also has a good category. Thus, it can be stated that the language quality of the Kartika Basa text books for grades VII, VIII, and IX is worthy of being used in the very good category.

4   Discussion

4.1   The suitability of the language with the level of development of students

a) The intellectual development of students.

Textbooks that have quality aspects of the language must be in accordance with the development of students. Textbooks for students at different levels require different levels of difficulty in different aspects of language. The background knowledge of students will affect the level of understanding of the existing text (Bahrudin, 2016: 46). Therefore, the Kartika Basa textbook must be in accordance with the language development of students in grades VII, VIII, and IX SMP.

The developmental stage of junior high school children is in adolescence (adolescence) along with puberty at the age of 10 to 15 years. The characteristics of the intellectual development of middle school age children are happy to compare the rules, ethical values or norms with the reality that occurs in adult life, begin to develop intellectual skills, accept a set of values and ethical systems as guidelines for behavior. Intellectual development is closely related to development in cognitive aspects. Cognitive development is a process of change in mental activity related to perception, thinking, memory, language skills, and information processing to acquire knowledge, solve problems, and plan for the future. Thus intellectual development is related to how individuals or students learn, pay attention, observe, imagine, estimate, assess, and think about their environment (Deswita, 2009). Some of these characteristics are reflected in the material for the Kartika Basa textbook for grades VII, VIII, and IX.

Students in grade VII in the Kartika Basa book are directed to develop thinking skills, process information systematically about the use of upload-ungguh basa, etiquette to meet, say goodbye, and traffic norms and connect them with other knowledge for various purposes. This study shows that language is used as a means of learning how to communicate well with others. Communicating must follow the order or upload-ungguh base in order to become a person who can be well received by anyone. Applying ethics in communication becomes a means of realizing a safe and peaceful social life.

The need to interact with other people socially is also reflected in the class VII material. The material directs students to be polite when getting acquainted. The language used must also be appropriate. The variety of ngoko can be chosen because they are still the same age as the person who is invited to meet or a new fellow student. In addition, the variety of Krama can also be used as an option. The use of a variety of Krama is a form of respect for others who will be known.

The use of language to direct students to have good behavior guidelines for parents is reflected in the act of saying goodbye. Students are directed to be polite with their parents. When leaving, students are accustomed to saying goodbye to their parents. The adap when saying goodbye is to say goodbye politely, then shake hands and kiss the parents' hands. This needs to be done every day so that it becomes a habit for every student.

The use of language in order to introduce norms or rules to students in addition to saying goodbye, is also taught to obey the norms or manners of walking on the highway. The manners of walking on the highway need to be learned so that students can

understand and maintain traffic order. If every road user can obey traffic rules, the comfort and safety of fellow road users can be guaranteed.

Language in the form of symbols or traffic signs needs to be learned by students so that there are no errors in traffic. Currently, there are many accidents caused by underage motorcyclists. With the traffic order material, it is hoped that students can accept and carry out the rules to obey traffic ethics. Students are given the task of interpreting traffic signs. These indicators develop students to seek information from various sources to interpret the symbols or signs. The material presented is not only informative, but directs students to actively seek information and knowledge from various literacy sources. Students must be able to solve the problems faced to meet their needs. This is in accordance with the characteristics of junior high school students who are able to be independent and able to solve problems in meeting their needs (Irwantoro & Suryana, 2016: 31).

Junior high school students have been able to develop their sensitivity to their environment. This ability is explored by constructing his experience to be expressed in a work in the form of an experience story. Students are directed to be able to explore their minds to respond to the surrounding environment. Experience stories open students' sensitivity to memory and attention that once existed. In this case, language is used to hone his ability to express ideas resulting from responding to the environment through critical and creative thinking. This is in accordance with the characteristics of junior high school students who have high sensitivity and high curiosity about the surrounding environment (Irwantoro & Suryana, 2016: 31). Experience stories using narrative language. Narrative texts are easier to understand than informative texts (Srisunakrua, 2019: 263).

One of the characteristics of junior high school students likes a sense of humor (Irwantoro & Suryana, 2016: 31). These elements are fulfilled by the presence of entertaining material. The following indicators can be observed.


```
Gambuh
Kulite sungsun-sungsun
Jroning kulit wonten rambutipun
Jroning rambut wonten untu padha baris
Jroning untu iku balung
Jroning balung iku kopong
Bedhekan      : jagung
Pitutur       : panglipur
```
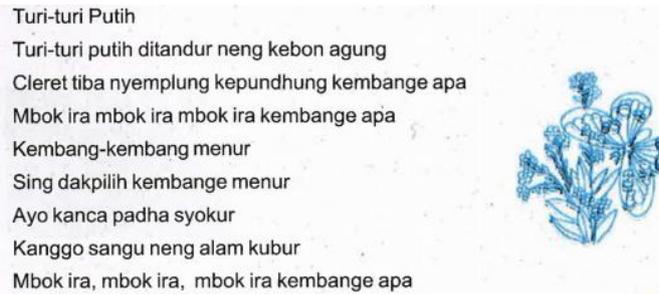
This indicator is a form of creative thinking through language for entertaining purposes. Cangkriman in Javanese culture packs an element of humor by providing interesting guesses. Students learn to package language so that it can cause attraction so that they are curious to find their guess. Things that are around can be packaged into puzzles for others.

Another form of processing creative thinking using language is parikan. Creativity for junior high school students is something that is challenging. Creative activities have an element of beauty. This is reflected in the following parikan material.

Turi-turi Putih

Turi-turi putih ditandur neng kebon agung

Cleret tiba nyemplung kepundhung kembange apa

Mbok ira mbok ira mbok ira kembange apa

Kembang-kembang menur

Sing dakpilih kembange menur

Ayo kanca padha syokur

Kanggo sangu neng alam kubur

Mbok ira, mbok ira, mbok ira kembange apa

These indicators show that piwulang in Javanese culture is conveyed through beautiful language packaging. The form of language creativity and the beauty of sound make parikan as a means of entertainment as well as a pitutur or a means of educating. The pattern in educating is not direct but is packaged in parikan that is covered in tembang. Thus, the person being advised does not feel patronized. This is in accordance with the character of junior high school students who do not want to be too patronized. They prefer to be given the freedom to act but remain under supervision or control.

The creative attitude and imaginative ability of students are directed in several writing materials. Poetry (geguritan) writing material is in grades VII and VIII. Writing geguritan is a means of developing creativity and imagination of students to explore ideas, ideas, and expressions of feelings. Imaginative works can also be used to respond to the surrounding environment through writing. Geguritan is a form of creativity in language processing in imaginative works that describe the natural beauty of the mountains. The meaning of the content of geguritan so that it is easy to understand needs to be accompanied by the presence of basic kawruh. This helps students to find the meaning of the vocabulary used in the geguritan.

Middle school students have a high curiosity. This can be developed to hone critical thinking by utilizing various information to respond to the surrounding environment in the form of journalistic work. Students are directed to be thorough and intelligent in literacy both in writing and orally. This material is reflected in the textbook Kartika Basa class VIII which studies journalistic work.

Students are directed to be careful in understanding the news. Likewise, when responding to news content, it must be objective and not arbitrary. Opinions expressed must be based on evidence and facts. The language used to convey the response must also be polite so as not to offend the feelings of others. The skill of responding to news is part of higher order thinking. In this case, students must be able to analyze problems, determine solutions, find supporting evidence, and decide on a problem. An objective attitude in responding to news is needed by students so that they are not easily instigated by issues or news that are not certain to be true.

b) The social emotional development of students.

Students in junior high school have characteristics as early adolescents with social and emotional development who show an urge to get along, choose social values, have self-confidence and independence, dare to express opinions and beliefs, are able to adapt, are sensitive, have good aesthetic values. high level, able to work together,

be responsible, and able to play a role as adults in society (Irwantoro & Suryana, 2016; Desmita, 2009).

Javanese culture has various masterpieces. These works, apart from having a dedactic value, also have a high aesthetic value. Javanese culture material is packaged in the Kartika Basa textbook to introduce students to the greatness of Javanese culture, which then becomes a trigger to be able to appreciate and love Javanese culture. The Javanese cultural materials include: Javanese scripted discourse, wayang stories, dolanan songs, and macapat songs. The elements of these works can be explored, for example in the following dolanan song.

Padhang Bulan

Yo prakanca dolanan ing jaba
Padhang bulan padhange kaya rina
Rembulane ne wis ngawe awe
Ngelingake aja padha turu sore

Piwulang budi pekerti:

a. Tansah syukur marang ngarsane Gusti, amarga isih diparingi weruh/ ngrasakake kaendahaning alam.
b. Aja kakehan turu sore, wektu sore iku isih bisa kanggo makarya

These indicators direct students to always be grateful for the blessings that God has given, one of which is the beauty of nature. The dolanan song also teaches students not to be lazy. As a young generation, students must be able to hone their abilities to work to produce positive things for the progress of the nation and state. A person's future is in the person's own hands. Lazy attitude will not provide benefits for his life in the future.

The noble values of Javanese culture contained in wayang stories are the main material in every class in junior high school. The packaging of wayang material in the book Kartika Basa class VIII is used so that students imitate the noble character possessed by wayang characters. Based on the text of the Dewa Ruci wayang story, students are directed to be able to appreciate the wayang story and imitate the Wekudara character who is brave, obedient to the teacher, enthusiastic in seeking knowledge, and never giving up. Students are asked to independently search for the meaning of vocabulary in the wayang story, because the sub-chapter does not include kawruh basa to interpret the vocabulary in the text.

The order of noble life in Javanese culture can be found in unen-unen. Unen-unen is like aphorisms in Indonesian. One of the ways in which the discourse was delivered was written in Javanese scripted discourse which contained noble expressions of Javanese culture.

The simple discourse contains noble teachings that are still relevant for living life today. These noble teachings include: courage to do right and fear of doing wrong; knowledge to acquire it through the process. If you have a lot of knowledge but it is not developed then it is not useful. The nobility of a person lies in the subtlety of his language. The teachings in this simple discourse are needed by students in finding their identity and associating in social life.

Junior high school students based on their socio-emotional development have the courage to express opinions and criticize other people's responses. This ability needs to be directed so that in giving opinions and criticizing the opinions of others it does not cause unpleasant things. The material in the book Kartika Basa class IX discusses how to communicate politely, especially in expressing opinions. The things that are conveyed should only be as necessary, do not need to be lengthy. At the time of opinion do not interrupt people's conversation. Do not criticize and distrust or belittle the opinions of others. Respect and pay attention to the opinions of others even if they differ. If you are going to express your opinion, you should start with an apology first, then explain your opinion politely and take care of the feelings of others.

Junior high school students in terms of their socio-emotional development have been able to play a role in various community activities as well as the role of adults. Students in early adolescence have the confidence to carry out their duties as adults. This can be seen in the uleman arrangement material. The Javanese people in holding a celebration or when they are going to hold an activity ask for the help of others to convey an invitation orally which is called ar-atur. Junior high school students can play a role in arranging to invite other people to represent people who have intentions. The language used must be polite, as well as the clothes he wears must be neat and polite. As for the rules and regulations, namely: greeting and knocking on the door to excuse the host; be polite when invited to enter; using the Javanese variety of Krama when conveying the purpose of his arrival; say goodbye to the host when you have finished conveying the rules; and report the regulatory tasks that have been carried out to people who have the intention. Students are directed to be able to communicate politely, develop self-confidence, cooperate, be responsible and trustworthy.

Submission of invitations other than verbally through arrangements, can also be done in writing by writing an invitation letter. The material for the invitation letter is contained in Kartika Basa class IX. The material is a means of developing written literacy skills for students. Writing an invitation letter requires knowledge of the writing and structure of an invitation letter. The language used in writing the invitation letter is also concise and concise. Clarity of purpose, place, and time is important in an invitation letter.

The role of students in society as adults in addition to the rules is also carried out in their role as organizers and pamedhar sabda. Of course, this role adapts to the needs of students in the school, community, and family environment in activities that are affordable for students. This is reflected in the practice of making procedural texts in one of the activities at school. In this task, students are directed to be able to design pre-procedure texts, then can respond to and assess the practices that have been carried out by other students. These activities in addition to increasing self-confidence, independence, responsibility, also foster the ability to think at a higher level by processing various information in solving problems.

The role that junior high school students can play in community activities other than as an organizer is as pamedhar sabda. Students in this case develop speech skills. The ability to think critically and construct various experiences that have been owned is processed to be presented in a sesorah or speech. The material is contained in the Class IX Kartika Basa Book.

Speech skills facilitate students to develop their ability to speak in public in the form of speeches. The sequence in the speech, namely: greeting the opening, expressing gratitude to God Almighty for all the blessings that have been given so that we can meet on the opportunity to give the speech, explain the purpose or content of the speech, convey hope, and end with closing and closing greetings.

Various indicators that have been presented show that the language used in delivering the material for the Kartika Basa textbooks for grades VII, VIII, and IX is in accordance with the development of students. The language used is in accordance with the aspects of intellectual development and social emotional development of students.

4.2   Communicative language feasibility

The language used in textbooks must be communicative so that students can easily understand the material. Therefore, the language used must be in accordance with the development of students. The feasibility of language in textbooks is measured through aspects of message readability and language accuracy. Based on the results of the communicative language feasibility study, it is known that the readability of the Kartika Basa text book messages for grades VII, VIII and VIII is at a very good level.

a. Message readability.

The elements of readability in the book are fulfilled through the following means: 1) the language used is simple; 2) there are equivalent terms in Indonesian for specific linguistic terms; 3) kawruh basa or glossary for vocabulary that is difficult for students; 4) elements of image illustrations that support the content; 5) there is a systematic presentation in the form of tables or details in the form of points about things that are important to know; and 6) the language used is contextual in accordance with everyday life situations. This is reflected in the discourse "Nindakake Dhawuhe Gusti". The discourse uses simple language. The variety used is the Ngoko language and its use is still often found in the community. The series of sentences are also not too complex, so it is easy to understand the message in the discourse. This is in accordance with the results of research by McNamara, Graesser, McCarthy, & Cai (2004), that the use of simple syntax in reading texts will make reading easier for students to understand. This is also supported by the use of concrete and familiar words in the lives of students.

The Kartika Basa textbook is equipped with a glossary to make it easier to understand the content of the discourse. Words that are considered difficult are presented in tembung wigati or kawruh basa prasaja. Tembung wigati is a means for students to find the meaning of some unknown vocabulary. The arrangement of writing tembung wigati is easier if it is written in alphabetical order. Some vocabulary will be easier to understand if there are equivalents in other languages that are more familiar. Vocabulary equivalents can be given by providing an explanation of their meaning in Javanese and Indonesian. This makes it easier to read the message in the discourse in question. The presentation of the material in the form of a table is a systematic presentation of material that supports the readability of the message to be easier.

The readability of the message is also fulfilled by the presence of images that support the content of the material. The illustration of the image of the train supports the content of the material in the cangkriman Irib-Iriban which is implied in the Pocung song. Illustrations provide an overview of the guesswork of the existing puzzles. The train is a means of transportation that runs on rails in this case mentioned above the inclined iron. The train on its way always makes noise. The body shape of the long carriage is like a snake. Some of these characteristics are easy to understand in the illustration of the train.

Message readability is also supported by the use of contextual language. The language used to communicate in the Kartika Basa book is exemplified in the form of conversation. The language used for the program is exemplified in the form of the procedural text. The language used for sesorah is exemplified in the sesorah text. The language used in writing Javanese kite is exemplified by ulem fiber, wilted fiber, iber fiber, and kitir fiber.

b. **Language accuracy**

The feasibility of communicative language can be seen from the accuracy of the language used in compiling the material. Based on the results of the research on the feasibility of the language in the textbooks for grades VII, VIII, and IX, they were categorized as good. Broadly speaking, the language used is appropriate in conversation, describing the accuracy of using unggah-ungguh basa. The use of the language variety of Krama is appropriate to express respect and a subtle form for procedures, sesorah and arrangements. However, there are still inaccuracies in the use of language in the seventh grade Kartika Basa textbook. This is because there are several shortcomings, namely: spelling errors, typos, inconsistent use of words: enjing and enjang, and inaccuracy in the choice of diction ((citrane seharusnya gambare, tanglet is more accurately taken, nggutuk is more appropriate mbalang, dijugarake is more appropriate diwurungake).

The element of language accuracy is fulfilled in the book Kartika Basa class VIII, namely the presentation of the material using the Javanese variety of Ngoko. The use of a variety of Ngoko and Krama Alus is appropriate in the presentation of the conversation, so that it is easier for students to understand the context of their use. Likewise, in the presentation of the wayang story, the Ngoko Alus language can clearly describe the element of respect for the teacher and his mother, while for the Werkudara siblings the explanatory language uses a variety of Ngoko Lugu. As for the things that are not appropriate in the accuracy of the language in this book, there are still many typos, especially in chapters 2 and 3. The spelling inaccuracy affects the understanding of the messages in this book. In addition, spelling errors that should be written in italics to write terms in foreign languages or Indonesian are found quite a lot in this book.

When viewed from the point of view of language accuracy, the book Karika Basa class IX already uses ngoko innocent, ngoko alus, and krama alus both in the context of daily conversation and in real examples of work products, such as: pre-arranged texts, sesorah texts, layang ulem, articles, or the text of the song quoted from fiber

piwulang. The use of complex language so that it has a high level of difficulty is found in chapter 7 about wayang stories. So that students can understand more easily, it is necessary to include a glossary to find the meaning of difficult words in the discourse.

4.3   Coherence and Coherence of Ideas

The feasibility of language in the study of textbooks is viewed from the aspect of coherence and coherence of ideas. The quality of Kartika Basa's textbook on the aspects of coherence and coherence of ideas is categorized as very good. This can be observed through coherence and coherence in compiling chapters and sub-chapters, as well as coherence and coherence in composing paragraphs.

The language in the Kartika Basa book for grades VII, VIII, and IX in terms of coherence and unity of ideas gets an average score above 8.5 so it is included in the very good category. The seventh grade Kartika Basa textbook consists of 9 repetitions. The suitability of the chapters in each chapter is mostly fulfilled, except for chapter 7. Chapter 1 contains uploading material in which there are sub-chapters uploading to get acquainted, goodbye, uploading walking, and uploading greetings. Chapter 2 contains experience story material, in which there are sub-chapters of pleasant experiences and sad experiences. Chapter 3 contains cangkriman material, in which there are sub-chapters of types of cangkriman based on their shape, and sub-chapters of cangkriman in conversation, and ends with exercises. Chapter 4 contains parikan, in which there are sub-chapters of parikan understanding, parikan examples, and exercises. Chapter 5 contains geguritan, in which there are sub-chapters of geguritan and kawruh basa, reading geguritan, practicing reading geguritan, writing geguritan, and practicing writing geguritan. Chapter 6 contains dolanan songs, in which there are sub chapters listening to dolanan and kawruh basa songs, then practice. Chapter 7 contains the Kinanthi song and sub-chapters observing the kinanthi song and kawruh basa, dasanama, tembung entar, and antonyms, and ends with the exercise. Chapter 7 looks uncoordinated and uncoordinated. Chapter 8 is in the form of reading and writing material for Javanese script, containing sub-chapters on the origin of Javanese script, rules for writing Javanese script, and reading exercises in Javanese script. Next, chapter 9 contains wayang stories, and sub chapters on Sinta's wayang stories, kawruh basa, discussion of the history of wayang, reading Peksi Jatayu's wayang stories, kawruh basa, and ends with practice.

All chapters and sub-chapters in the seventh grade Kartika Basa book are a description of the material in paragraphs. Most of the paragraph structure has been coherent and coherent, making it easier to read the messages in this book. However, in chapter 7 in explaining the material for the kinanthi song after kawruh basa, there is an explanation of synonyms (dasanama), tembung entar (figurative words), and antonyms that are different from the subject. This makes the series of explanations uncoordinated and uncoordinated.

The arrangement of chapters and paragraphs in the book Kartika Basa class VIII is coherent and coherent. Coherence and unity of ideas get a very good category. The chapters in this book have coherently and coherently explained the meaning of etiquette and ungguh-ungguh basa accompanied by the types of upload-ungguh basa. Examples of the use of upload-ungguh are also given both in daily interactions in the

family or at school. Other materials are also arranged coherently and coherently in the form of discourse, namely news discourse, short stories, and wayang stories. In presenting poetry, tembang macapat, and wangsalan, the structure follows the rules in writing typical poetry and tembang material in units of at or stanzas. Likewise, wangsalan coherence follows the sampiran pattern and content using the rules of the wangsalan structure. The presentation of the Javanese script material in this book is explained in tabular form so that it is more systematic to learn the rules for writing panjing la, panjing wa, cakra, and cakra keret. The paragraphs used as the task of translating script from Latin writing into Javanese script are arranged coherently and coherently. The paragraph describes the life of a person who lives in the countryside. His house is by the river, with shady trees around his house. A simple life but feels peaceful and serene.

If viewed from the aspect of coherence and coherence of ideas, the Kartika Basa textbook for class IX has fulfilled the elements of coherence and coherence of ideas in the very good category. This can be seen from the preparation of chapters and sub-chapters in describing the material, most of which boils down to the theme of each study. The themes for each chapter include: socializing in society, culture, presenters, speeches, journalism, writing Javanese script and wayang stories. Coherence and coherence. Some of these themes have one chapter that is not appropriate, namely chapter 2 the cultural theme. Chapter 2 is described in the sub-chapter of arrangements, examples of arranged conversations, reading conversations, chapters of arrangement, and various types of letters: wedding invitations, meeting invitations, obituaries. Chapters and sub-chapters have been coherent and coherent in explaining the packaging of ideas in the tradition of inviting and writing letters according to Javanese culture. The title of chapter culture is more appropriate if the tradition is arranged or invites. The title of culture is too broad if it only discusses the culture of inviting or arranging and various types of letters in Javanese society.

If viewed from the coherence and coherence of paragraphs, the Kartika Basa textbook is composed of paragraphs that reflect the explanation of the material according to the theme of each chapter. This is in accordance with the opinion of Keraf (2001: 87) that a cohesive paragraph has a unity of sentences that build together to state a certain theme. Extrinsic cohesion can be seen from the use of grammatical markers, such as: references, substitutions or substitutions, omissions or ellipsis, and conjunctions. The reference that refers to the statement after that is a form of cataphoric reference (Lestari, 2019: 80). Substitution forms are also used to form coherence in the discourse. The word "sliramu" is a replacement for the word "mitraku". This can be seen in the quote:

"Mitraku, sugeng tindak mugi Gusti Kang Maha Kuwasa paring papan kang murwat tumrap sliramu". The ellipsis form of the word kancaku is used in the sentence "Bareng (kancaku) dititi priksa dening dokter pranyata kancaku nandhang lara kanker malah wis stadium telu". The form of cohesion with the use of conjunctions can also be observed in the following sentences.

"Senajan turu mung lemekan klasa, mangsak mung nganggo kwali. Nanging atine ayem tentrem". 'even though sleeping only on a mat, cooking with a kuwali. But his heart is peaceful and serene'. The conjunction "senajan" and "nanging" shows a contradictory relationship, namely, even though "Sasmita" lives a simple life, sleeping on a mat and cooking with a kuwali, his heart is calm and peaceful. The use of these

conjunctions describes the explicit use of comparative conjunctions in the reading text. The use of conjunctions can show logical relationships in a text to be more explicit, making it easier for students to understand (Mc Namara, et al. 2014).

The coherence and coherence of paragraphs in Kartika Basa's book is realized in addition to the use of cohesion to support coherence, and coherence also supports coherence. Paragraph cohesiveness can also be realized through the coherence of the main idea with explanatory paragraphs or explanatory sentences. Paragraph coherence is needed to establish an inner connection between parts of one another in a paragraph. The markers of coherence in discourse are indicated by the existence of causal relationships, means of results relationships, reason-cause relationships, means-end relationships, background-conclusion relationships, additive relationships, comparative relationships, and generic-specific relationships (Dalman, 2015: 88; Tarigan, 2007). 2008: 104; Lestari, 2019: 78).

5   Conclusion

Based on the results, the quality of the language feasibility of class XI in all aspects has a very good category. The book Kartika Basa class VIII is in the very good category, but in terms of language accuracy it is in the good category. Meanwhile, the Kartika Basa class VII book is included in the very good category, although the aspect of language suitability for the intellectual development of students has a good category, and the aspect of language accuracy also has a good category. Thus, it can be stated that the language quality of the Kartika Basa text books for grades VII, VIII, and IX is worthy of use in the very good category.

References

1. Bahrudin, Dinar Vincy Y. 2016. *The effect of textbook readability on students' reading comprehension*. Wacana Didaktika Jurnal Pemikiran Peneltian Pendidikan dan Sains, Vol. 4 No. 1 halaman 42-54
2. Dalman. 2015. *Menulis Karya Ilmiah*. Depok: Rajagrafindo Persada
3. *Desmita*. 2009. *Psikologi Perkembangan Peserta Didik*. Bandung : PT Remaja. Rosdakarya.
4. Fahriah; Rahayu, Puji Sri. 2016. *Tingkat Bacaan Buku Teks "Bahasa Inggris" Untuk Siswa Kelas Tujuh*. Banjarmasin: IAIN Antasari
5. Graesser, A. C., Karnavat, A.B., Daniel, F. K., Cooper, E., Whitten, S.N., & Louwerse, M. (2001). A computer tool to improve questionnaire design. In Statistical Policy Working Paper 33, Federal Committee on Statistical Methodology (pp. 36-48). Washington, DC: Bureau of Labor Statistics.
6. Graesser, A.C., McNamara, D.S., Louwerse, M.M. & Cai, Z. (2004). Coh-Metrix: Analysis of text on cohesion and language. Behavioral Research Methods, Instruments and Computers, 36, 193-202
7. Irwantoro, Nur dan Yusuf Suryana. 2016. *Kompetensi Pedagogik*. Sidoarjo: Genta Group Production

8. Keraf, Gorys. 2001. *Tata Bahasa Indonesia*. Cetakan kesepuluh. Jakarta: Ikrar Mandiri Abadi

9. Lestari, Riska F. 2019. Kohesi dan Koherensi Paragraf dalam Karangan Narasi Mahasiswa Teknik Angkatan 2017 Universitas PGRI Banyuwangi. Jurnal Kredo Vo. 3 No. 1 halaman 73-82

10. McNamara, D.S., Graesser, A.C., McCarthy, P.M. & Cai, Z. 2004. *Coh-Metrix: Analysis of text on cohesion and language*. Behavioral Research Methods, Instruments and Computers, Vol. 36. 193-202

11. McNamara, D.S., Graesser, A.C., McCarthy, P.M. & Cai, Z. 2014. *Automated evaluation of text and discourse with Coh-Metrix.* New York: Cambridge University Press.

12. Murwati, Indri. (2010).Keterbacaan Buku Teks "Ilmu" yang Digunakan Pada Tahun Pertama RSBI Kelas Smp Negeri 3 Pati Tahun Pelajaran 2009/2010. Surakarta: Universitas Sebelas Maret

13. Srisunakrua, Thanaporn. 2019. *Readability of Reading Passages in English Textbooks and the Thai National Education English Test: A Comparative Study*. Arab World English Journal (AWEJ) Volume 10. Number 2. June 2019, page 257-269

14. Tarigan, Henry Guntur. 2008. *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.