

Readability Analysis of the Book Let's Understand Arabic at MTs DDI Takkalasi, Barru Regency

Muhammad Saenal, Darmawati, Herdah
MTs DDI Takkalasi

Email : enaleza@gmail.com, darmawati@iainpare.ac.id, herdah@iainpare.ac.id

ABSTRACT

This study discusses the analysis of the readability of the book Let's Understand Arabic at MTs DDI Takkalasi. This study aims to determine the readability level of Arabic textbooks for class VIII students of MTs DDI Takkalasi.

This study used a mixed method with a quantitative and qualitative sequential explanatory design. The location for the research was MTs DDI Takkalasi, Barru district.

Based on the results of the research that has been carried out, several points of conclusion were found, that the results of the readability test using the Cloze Test on thirty class VIII students of MTS DDI Takkalasi, found that the average of the six texts tested was included in the category of moderate readability (Instructional) for participants educate.

Keywords: book readability analysis, Arabic books, Let's understand Arabic

1. BACKGROUND

Book is an important support in the learning process in schools. One of the books used in the learning process is a textbook or also known as a textbook or textbook. Textbooks are one of the elements in the standard of educational facilities and infrastructure which in its preparation and writing must refer to national education goals, primary and secondary education goals, educational unit objectives, content standards, process standards, graduate competency standards, and facility and infrastructure standards.(Herdah et al., 2020) Thus, the role of the book is used as a reference or guide for educators in learning activities.

Unlike other learning resources, books can be read repeatedly, contemplated, dissected, and discussed. Therefore, to enhance the function of books as a source of information, messages conveyed through books need to be designed,

structured, and presented in a form that is not only visually appealing but also easy to understand. The readability of learning materials and modules greatly determines the success of achieving learning objectives. Therefore, students are expected to be able to understand learning materials without using the help of others.

The textbook "Let's Understand Arabic" is a text book compiled by Hasan Saefulloh and published by Erlangga using the 2013 curriculum. The researcher chose this book to find out whether the book "Let's Understand Arabic" is suitable for use, therefore the writer analyzed the readability level for understand sentences that are directly related to the subject matter in the book. The authenticity or correctness of the results of the readability test by implementing them in learning for students in Madrasahs.

In the learning process, the selection of reading material in textbooks greatly influences students' reading interest. For educators it is important to determine the criteria for reading material for students.

The importance of the readability level of a textbook will affect the achievement of the learning objectives themselves. The readability aspect relates to the level of ease of language (vocabulary, sentences, paragraphs, and discourse) for students, according to the level of ease of reading written forms or typography, the width of spaces, and other graphic aspects, the attractiveness of teaching materials according to their educational interests.

2. RESEARCH METHODOLOGY

This research is a mixed method study with a quantitative and qualitative sequential explanatory design, namely research that combines or combines quantitative research methods and qualitative methods to be used together in a research activity in order to obtain more comprehensive data. , valid, reliable and objective.

Research that provides an overview of factual and systematic information about situations and events, factors, characteristics and relationships between

owned phenomena, then to analyze the readability of the Let's Understand Arabic textbook using a quantitative method which includes the readability of existing texts (discourses) in it which will be analyzed for legibility using the cloze test technique.

This research is included in the category of field research, which examines events in the field related to readability.

Measuring the readability level in this study used a cloze test or a gaping discourse entry test.¹

This study uses a test instrument. Tests are used to obtain data about identity and readability. The test consists of two main parts, namely questions related to personal information and overlaid text. Tests related to personal information include name and gender, and the test used is in the form of a cloze test

The following are the steps for carrying out the test. First, determine the book Let's Understand Arabic Class VIII published by Erlangga in 2019 which will be tested for legibility. Second, choose discourse based on the provisions and criteria in the charter. Third, overlapping the selected discourse text.

The gap/cloze test pattern, namely maintaining the first sentence as a whole in each paragraph; omit in a structured way one word in the fifth word in the second sentence and so on in each paragraph; if the fifth word that is paraphrased is in the form of a personal name/amount/number then the paraphrase is moved to the sixth word.

At this stage the data that has been collected is in the form of test results, then analyzed to determine the level of readability of the text. The steps taken are as follows:

- a. Correcting student answers by providing a code
- b. Make a table of student answers
- c. Counts the correct answers by giving a score

¹ Esti Prihatinah, Undergraduate thesis "Discourse Readability in Marsudi Textbook Basa Lan Javanese Literature Class VIII for Middle School Javanese Language Learning", (Yogyakarta: UNY, 2012), h. 15.

d. Determine the level of readability of textbooks for students. The data obtained from the cloze test in this study were analyzed using using descriptive analysis techniques.

The cloze test assessment criteria in this study used Earl's criteria F. Rankin and Yoseph Culhane because according to Kamidjan, the assessment of the cloze test in Indonesia uses more Benchmark Reference Assessment (PAP).² The criteria for evaluating the cloze test are as follows.

- a. The reader has an independent/free readability level, if the percentage of the test score is above 60%.
- b. The reader has an instructional readability level if the percentage score is between 41% -60%.
- c. Readers have a level of readability frustrated/failed if the percentage score is equal to or less than 40%.

The test results are then calculated using the following PAP formula:

$$\text{Score} = \frac{\text{Jumlah rumpangan maksimal}}{\text{Jumlah rumpangan} \times 100} \times 100 \%$$

Jumlah rumpangan maksimal

Information :

- a. The correct entry is the same or synonymous with the original word released and according to the context., and
- b. Incorrect entries are fields that are not in accordance with the original words, are not in accordance with the context, and are not answered

3. RESULTS AND DISCUSSION

There are 6 Cloze tests that are tested on class VIII students, which consist

²³Ahmad Syukron, Undergraduate Thesis "Discourse Readability in Indonesian Language and Literature Textbooks for Grade 4 Elementary Schools Published by Erlangga Based on the Cloze Technique", (Jember: University of Jember, 2013) h, 42

of 3 readings from the odd semester and 3 readings from the even semester. Based on the results of the analysis conducted in class VIII MTs DDI Takkalasi.

In the following, the process and results of the Cloze Test calculations will be displayed which were tested on 31 class VIII B students at MTs DDI Takkalasi. This test contains 16.³

The score results for each student varied greatly. Before the researcher presents the results of the calculation of the readability of the student's textbook Overall in the al dars al awwal material, an example of calculation will be presented for student number 1.

Cloze Test results for student number 1. 11 correct answers, 5 wrong answers. the number of words that are superimposed / left blank is 16 questions.

$$\begin{aligned} \text{Percentage of student scores no. 1} &= \frac{\text{Jumlah correct entry}}{\text{Jumlah gap}} \times 100 \% \\ &= 11/16 \times 100\% \\ &= 68.75\% \end{aligned}$$

The score of student number 1 was 68.75%, which means that the text with the question code al dars al awwal according to student number 1 was included in the independent category (readers can easily and independently understand reading). The same calculation was carried out on the other 30 students.

After obtaining the readability score of each student, the average readability of all students can be calculated using the Cloze technique which will be presented as follows.

$$\text{Independent} = 13/31 \times 100\% = 41.93\%$$

$$\text{Instructional} = 11/31 \times 100\% = 35.48\%$$

$$\text{Frustrated} = 7/31 \times 100\% = 22.58\%$$

$$\begin{aligned} \text{Percentage of average test scores} &= \frac{\text{Jumlah test scores of all students}}{\text{Jumlah students}} \times 100 \% \\ &= 16.54/31 \times 100\% \end{aligned}$$

³ Ahmad Syukron, Undergraduate Thesis "Discourse Readability in Textbooks h, 43

= 53.35 %

Of the 31 students in class VIII B, after analyzing thirteen students whose scores were in the independent category, the percentage was 41.93%. Eleven students scored in the Instructional category, with a percentage of 35.48%. Seven students scored in the Frustration category, with a percentage of 22.58%.

After being calculated according to the Cloze Test procedure, the legibility shows a score of 53.35%. This means that the readability of the text of the question code al dars al awwal is included in the instructional category.

- a. The results of the analysis of the readability of the text al dars al saniy with the title

In the following, the process and results of the Cloze Test calculations will be displayed which were tested on 31 class VIII B students at MTs DDI Takkalasi. This test contains 12

The score results for each student varied greatly. Before the researcher presents the results of the calculation of the readability of the textbook for students as a whole on al dars al Saniy material, an example of calculation for student number 1 will be presented.

Cloze Test results for student number 1. 8 correct answers, 4 wrong answers. the number of words that are superimposed / left blank is 12 questions.

$$\begin{aligned}\text{Percentage of student scores no. 1} &= \frac{\text{Jumlah correct entry}}{\text{Jumlah gap}} \times 100 \% \\ &= 8/12 \times 100\% \\ &= 66.67\%\end{aligned}$$

The score of student number 1 was 66.67%, which means that the text with the question code al dars al Saniy according to student number 1 was included in the independent category (readers can easily and independently understand reading). The same calculation was carried out on the other 30 students.

After obtaining the readability score of each student, the average readability of all students can be calculated using the Cloze technique which will be presented as follows.

$$\text{Independent} = 8/31 \times 100\% = 25.80 \%$$

$$\text{Instructional} = 10/31 \times 100\% = 32.25$$

$$\% \text{ Frustrated} = 13/31 \times 100\% = 41.93\%$$

$$\text{Percentage of average test scores} = \frac{\text{Jumlah test scores of all students}}{\text{Jumlah students}} \times 100 \%$$

$$= 13.99/31 \times 100\%$$

$$= 45.12 \%$$

Of the 31 students in class VIII B, after being analyzed eight students scored in the independent category, the percentage was 26.67%. nine students scored in the Instructional category, with a percentage of 30%. Thirteen students scored in the frustrated category, with a percentage of 43.33%.

After being calculated according to the Cloze Test procedure, the legibility shows a score of 45.12%. This means that the readability of the text of the question code al dars al Saniy is included in the Instructional category.

In the following, the process and results of the Cloze Test calculations will be displayed which were tested on 31 class VIII B students at MTs DDI Takkalasi. This test contains 15. Cloze Test results for student number 1. 8 correct answers, 7 wrong answers. the number of words that are superimposed / left blank is 15 questions.

$$\text{Percentage of student scores no. 1} = \frac{\text{Jumlah correct entry}}{\text{Jumlah gap}} \times 100 \%$$

$$= 8/15 \times 100\%$$

$$= 53.33\%$$

The score of student number 1 was 53.33%, which means that according to student number 1, according to student number 1, the al dars al SaliS text is included in the Instructional category (reading material suitable for the reader, but the help of other parties is needed to guide the reader in understanding it). The same calculation was carried out on the other 30 students.

After obtaining the readability score of each student, the average readability of all students can be calculated using the Cloze technique which will be presented

as follows.

$$\text{Independent} = 2/31 \times 100\% = 6.45 \%$$

$$\text{Instructional} = 13/31 \times 100\% = 41.93$$

$$\% \text{ Frustrated} = 16/31 \times 100\% = 51.61\%$$

$$\text{Percentage of average test scores} = \frac{\text{Jumlah test scores of all students}}{\text{Jumlah students}} \times 100 \%$$

$$= 12.39/31 \times 100\%$$

$$= 39.96\%$$

Of the 31 students in class VIII B, after analyzing two students' scores were included in the Independent category, the percentage was 6.45%. Thirteen students scored in the Instructional category, with a percentage of 41.93%. Sixteen students scored in the Frustration category, with a percentage of 51.61%.

After being calculated according to the Cloze Test procedure, the legibility shows a score of 39.96%. This means that the readability of the al dars al SaliS question code text is included in the Frustration category.

b. Hasil readability analysis of the text al dars al rabi' with the title (*alMinah*)

In the following, the process and results of the Cloze Test calculations will be displayed which were tested on 31 class VIII B students at MTs DDI Takkalasi. This test contains 24 words that are superimposed/emptied, namely with the title (*alMihnah*).

The score results for each student varied greatly. Before the researcher presents the results of the calculation of the readability of the student's handbook as a whole on the material of one variable quadratic equation, an example of calculation for student number 1 will be presented.

Cloze Test results for student number 1, 10 correct answers, 14 wrong answers. the number of words that are superimposed / left blank is 24 questions.

$$\text{Percentage of student scores no. 1} = \frac{\text{Jumlah correct entry}}{\text{Jumlah gap}} \times 100 \%$$

$$= 10/24 \times 100\%$$

$$= 41.67\%$$

The score of student number 1 was 41.67%, which means that the text with the question code al dars al rabi' according to student number 1 was included in the Instructional category (reading material suitable for the reader, but the help of other parties is needed to guide the reader in understanding it). The same calculation was carried out on the other 30 students.

After obtaining the readability score of each student, the average readability of all students can be calculated using the Cloze technique which will be presented as follows.

$$\text{Independent} = 7/31 \times 100\% = 22.58 \%$$

$$\text{Instructional} = 7/31 \times 100\% = 22.58 \%$$

$$\text{Frustrated} = 17/31 \times 100\% = 54.83 \%$$

$$\text{Percentage of average test scores} = \frac{\text{Jumlah test scores of all students}}{\text{Jumlah students}} \times 100 \%$$

$$= 14.68/31 \times 100\%$$

$$= 47.35\%$$

Of the 31 students in class VIII B, after analyzing two students' scores were included in the Independent category, the percentage was 22.58%. Twelve students scored in the Instructional category, with a percentage of 22.58%. Sixteen students scored in the Frustration category, with a percentage of 54.83%.

After being calculated according to the Cloze Test procedure, the legibility shows a score of 47.35%. This means that the readability of the text of the question code al dars arrabi' is included in the Instructional category.

- c. Hasil readability analysis of the text of al dars al khamis with the title
”أَلِّمِ هُنَّيْبَةَ طَالٍ“

In the following, the process and results of the Cloze Test calculations will be displayed which were tested on 31 class VIII B students at MTs DDI Takkalasi. This test contains 16

words that are superimposed/emptied, namely with the title ”أَلِّمِ هُنَّيْبَةَ طَالٍ“.

The score results for each student varied greatly. Before the researcher presents the results of the calculation of the readability of the textbook for students as a whole on al dars al khamis material, an example of the calculation for student number 1 will be presented.

Cloze Test results for student number 1. 11 correct answers, 5 wrong answers. the number of words that are superimposed / left blank is 16 questions.

$$\begin{aligned}\text{Percentage of student scores no. 1} &= \frac{\text{Jumlah correct entry}}{\text{Jumlah gap}} \times 100 \% \\ &= \frac{11}{16} \times 100\% \\ &= 68.75\%\end{aligned}$$

The score of student number 1 is 68.75%, which means that the text with the question code al dars al khamis according to student number 1 is included in the Independent category (readers can easily and independently understand the reading) The same calculation is carried out for the 30 students other.

After obtaining the readability score of each student, the average readability of all students can be calculated using the Cloze technique which will be presented as follows.

$$\text{Independent} = \frac{13}{31} \times 100\% = 41.93\%$$

$$\text{Instructional} = \frac{11}{31} \times 100\% = 35.48\%$$

$$\% \text{ Frustrated} = \frac{7}{31} \times 100\% = 22.58 \%$$

$$\text{Percentage of average test scores} = \frac{\text{Jumlah test scores of all students}}{\text{Jumlah students}} \times 100 \%$$

$$= \frac{16.48}{31} \times 100\%$$

$$= 53.16 \%$$

Of the 31 students in class VIII B, after analyzing thirteen students whose scores were included in the independent category, the percentage was 41.93%. Eleven students scored in the Instructional category, with a percentage of 35.48%. seven students scored in the Frustration category, with a percentage of 22.58%.

After being calculated according to the Cloze Test procedure, the legibility showed a score of 53.16%. This means that the readability of the text of the al dars al khamis question code is included in the Instructional category.

- d. Hasil readability analysis of the text al dars al sadis with the title “ضي”

In the following, the process and results of the Cloze Test calculations will be displayed which were tested on 31 class VIII B students at MTs DDI Takkalasi. This test contains 15 underlined/blank words.

Cloze Test results for student number 1. 8 correct answers, 7 wrong answers. the number of words that are superimposed / left blank is 15 questions.

$$\begin{aligned} \text{Percentage of student scores no. 1} &= \frac{\text{Jumlah correct entry}}{\text{Jumlah gap}} \times 100 \% \\ &= \frac{8}{15} \times 100\% \\ &= 53.33\% \end{aligned}$$

Student number 1's score was 53.33%, which means that according to student number 1, according to student number 1, the addarsul assadis text is included in the Instructional category (reading material suitable for readers, but requires the help of other parties to guide readers in understanding it). The same calculation was carried out on the other 30 students.

After obtaining the readability score of each student, the average readability of all students can be calculated using the Cloze technique which will be presented as follows.

$$\text{Independent} = 3/31 \times 100\% = 9.67 \%$$

$$\text{Instructional} = 12/31 \times 100\% = 38.70 \%$$

$$\% \text{ Frustrated} = 16/31 \times 100\% = 47 \%$$

$$\text{Percentage of average test scores} = \frac{\text{Jumlah test scores of all students}}{\text{Jumlah students}} \times 100 \%$$

$$= 11.92/31 \times 100\%$$

$$= 40.61 \%$$

Of the 31 students in class VIII B, after analyzing three students' scores were included in the Independent category, the percentage was 9.67%. Twelve students scored in the Instructional category, with a percentage of 38.70%. Sixteen students scored in the Frustration category, with a percentage of 47%.

After being calculated according to the Cloze Test procedure, the legibility showed a score of 40.61%. This means that the readability of the text of the question code al dars al sadis is included in the Frustration category.

e. Recapitulation of text readability scores for the book Let's Understand Arabic class VIII

Based on the results of the readability test using the Cloze Test on 31 class VIII students of MTs DDI Takkalasi, it can be found that the average of the six texts tested fall into the category of moderate readability (Instructional) for students.

Observe the table below:

No.	Question Code	Average Readability Score	Score $\leq 40\%$	Amount Question
1.	لَنْ نَنْظُرَهُمْ أَلْوَاقِتْ	53.35 %	7 Learners	16

2.	نَوَامِيَاتُ نَافِي الْمَدْرَسَةِ	45.12 %	13 Students	12
3.	نَوَامِيَاتُنَا فِي الْبَيْتِ	39.96 %	16 Students	15
4.	أَلِمُّ هُنَّ	47.35 %	17 Students	24
5.	أَلِمْنَا نَهْطًا بِطَبِيبِ	53.16 %	7 Learners	16
6.	عِيَادَةٌ أَلِمْنَا رُضِي	40.61 %	16 Students	15

Table 9. Recapitulation of readability scores using the cloze test

The predicted text has high readability because the text is short and the number of questions is small. However, from these results it can be concluded that this does not make the text easier.

4. CONCLUSION

The readability level of the discourse in the book Ayo Understand Arabic in the first discourse (Al dars al awwal) is 52.35%, in the second discourse (Al dars al Saniy) is 45.12%, in the third discourse (Al dars al SaliS) is 39.96%, and in the fourth discourse (Al dars al rabi') of 47.35%, in the fifth discourse (Al dars al khamis) of 53.16%, in the sixth discourse (Al dars al sadis) of 40.61 %. Of the six results above the average discourse is included in the instructional category. Which means that the discourse is not too easy and not too difficult in accordance with the guidelines regarding the readability aspect of textbooks. So that the Let's Understand Arabic textbook published by Erlangga compiled by Hasan Saefullah can be used by students of class VIII MTs because it can be read according to the aspect of legibility.

One of the determining factors for the success of learning Arabic in class is textbooks. Including in terms of the appropriateness of the development of students and the characteristics of students and the most important level is the readability

level of the textbook as the findings of this study indicate that the book *Let's Understand Arabic* has a moderate level of readability, therefore it is expected that in writing the next textbook at the madrasah level Tsanawiyah to pay more attention to the readability of the textbook.

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