

ABSTRAK

Wulandari, Marsella W.D. 2026. Analisis Tingkat Keterbacaan dan Autentisitas Wacana dalam Buku Teks Bahasa Indonesia Kelas X Berdasarkan Rumus Keterbacaan Flesch dan Teori Autentisitas. Skripsi. Yogyakarta. Program Studi Pendidikan Bahasa dan Sastra Indonesia, Jurusan Bahasa dan Seni, FAKultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Penelitian ini dilatarbelakangi oleh penurunan skor membaca siswa Indonesia pada PISA 2022 yang diduga berkaitan dengan tingkat keterbacaan dan autentisitas wacana pada bahan ajar yang digunakan. Penelitian ini bertujuan mendeskripsikan tingkat keterbacaan dan tingkat autentisitas wacana dalam buku teks Bahasa Indonesia kelas X terbitan Kemendikbudristek edisi revisi 2023. Penelitian menggunakan pendekatan deskriptif kuantitatif dengan sampel 24 wacana yang dipilih secara purposif dari enam bab buku teks. Tingkat keterbacaan dianalisis menggunakan formula Flesch Reading Ease (FRE) dan Flesch-Kincaid Grade Level (FKGL) yang diinterpretasikan secara relatif melalui pembagian tertitil mengingat kedua formula tersebut dikalibrasi berdasarkan struktur bahasa Inggris dan tidak sepenuhnya sesuai diterapkan langsung pada bahasa Indonesia. Tingkat autentisitas dianalisis berdasarkan teori autentisitas Widharyanto dengan melalui penelusuran wacana ke sumber aslinya. Hasil penelitian menunjukkan variasi keterbacaan yang cukup lebar antarwacana dengan tingkat kesesuaian kategori antara FRE dan FKGL sebesar 41,7%. Dari segi autentisitas, ditemukan 5 wacana (20,8%) tergolong autentisitas tinggi, 13 wacana (54,2%) tergolong autentisitas menengah (hasil modifikasi), dan 6 wacana (25%) tergolong autentisitas rendah (buatan penulis), yang menunjukkan tingkat autentisitas wacana secara umum tergolong cukup baik.

Kata kunci: keterbacaan, autentisitas wacana, Flesch Reading Ease, Flesch-Kincaid Grade Level, buku teks Bahasa Indonesia

ABSTRACT

Wulandari, Marsella W.D. 2026. *Analysis of the Readability and Authenticity of Discourse in Grade 10 Indonesian Language Textbooks Based on the Flesch Readability Formula and Authenticity Theory*. Undergraduate thesis. Yogyakarta. Indonesian Language and Literature Education Programme, Department of Languages and Arts, Faculty of Teacher Training and Educational Sciences, Sanata Dharma University.

This research was prompted by the decline in Indonesian students' reading scores in PISA 2022, which is suspected to be related to the readability and authenticity of the texts in the teaching materials used. This study aims to describe the readability and authenticity levels of the texts in the Grade 10 Indonesian Language textbook published by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek), revised edition 2023. The study employed a quantitative descriptive approach with a sample of 24 texts selected purposively from six chapters of the textbook. Readability levels were analysed using the Flesch Reading Ease (FRE) and Flesch-Kincaid Grade Level (FKGL) formulas, which were interpreted relatively through tertile division, given that both formulas are calibrated based on the structure of the English language and are not entirely suitable for direct application to the Indonesian language. The level of authenticity was analysed based on Widharyanto's theory of authenticity by tracing the texts back to their original sources. The results of the study showed a fairly wide variation in readability between texts, with a category agreement rate between FRE and FKGL of 41.7 per cent. In terms of authenticity, it was found that 5 texts (20.8 per cent) were classified as having high authenticity, 13 texts (54.2 per cent) as having medium authenticity (modified), and 6 texts (25 per cent) as having low authenticity (author-generated), indicating that the overall level of text authenticity was fairly good.

Keywords: readability, text authenticity, Flesch Reading Ease, Flesch-Kincaid Grade Level, Indonesian language textbooks