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Readability of a Translated *Nazam* Text: The Case of *Tafsīriyah Muqaddimah Jazariyah* in Arabic Language Pedagogy

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Abstract

Readability research has largely focused on prose-based texts, leaving translated nazam materials in Arabic language pedagogy underexplored. This study investigates the readability of the Indonesian translation module of *Tafsīriyah Muqaddimah Jazariyah* by Abu Ezra al-Fadhli within the framework of Arabic language pedagogy. Using a qualitative descriptive approach, three discourse samples from the beginning, middle, and end sections of the module were analyzed through the Gunning Fog Index as a heuristic tool to assess linguistic load based on sentence length and lexical density. The results show an average Fog Index score of 6.08, indicating that the module is generally categorized as easy to read, although variations in readability appear across sections. The findings demonstrate that sentence structure plays a more significant role in pedagogical accessibility than lexical complexity alone. This study highlights the need to interpret readability formulas critically when applied to translated nazam texts and contributes to a genre-sensitive understanding of readability in Arabic instructional materials.

Keywords: *readability, nazam text, muqaddimah jazariyah, fog index, arabic language pedagogy*

Abstrak

Kajian keterbacaan selama ini lebih banyak berfokus pada teks prosa, sehingga keterbacaan teks terjemahan *naẓam* dalam pedagogi bahasa Arab masih kurang mendapat perhatian. Penelitian ini mengkaji tingkat keterbacaan Modul Terjemah Tafsiriyah *Muqaddimah Jazariyah* karya Abu Ezra al-Fadhli dalam perspektif pedagogi bahasa Arab. Dengan pendekatan deskriptif kualitatif, tiga sampel wacana dari bagian awal, tengah, dan akhir modul dianalisis menggunakan Gunning Fog Index sebagai alat heuristik untuk menilai beban linguistik berdasarkan panjang kalimat dan kepadatan leksikal. Hasil penelitian menunjukkan skor Fog Index rata-rata sebesar 6,08 yang mengategorikan modul sebagai teks ajar yang relatif mudah dibaca, meskipun terdapat variasi tingkat keterbacaan antarbagian. Temuan ini menunjukkan bahwa struktur kalimat lebih berpengaruh terhadap aksesibilitas pedagogik dibandingkan kompleksitas kosakata semata. Penelitian ini menegaskan pentingnya interpretasi kritis terhadap formula keterbacaan dalam kajian teks *naẓam* terjemahan serta kontribusinya bagi pengembangan bahan ajar bahasa Arab yang sensitif terhadap genre.

Kata Kunci: *keterbacaan, teks naẓam, muqaddimah jazariyah, fog index, pedagogi bahasa Arab*

Introduction

Arabic language learning in various educational institutions not only emphasizes mastery of language structures, but also requires the ability to comprehend various types of texts that are a reference in the learning process.¹ Studies on classical Arabic text instruction show that students are often required to engage with compact and linguistically dense texts, such as traditional learning references, which demand strong grammatical awareness and intensive guidance from teachers to facilitate comprehension.² This condition makes students require accompanying teaching materials that are able to present explanations more clearly and be more easily understood. This phenomenon indicates that the quality of the presentation of teaching materials, especially in terms of

¹ Wardhana, Delly, Uril Bahrudin, Sutaman Sutaman, M. Firdaus Imaduddin, and Gareeb Allah Babiker Mustafa Babiker. "Enhancing Speaking Skills Through Arabic Language Teaching within Islamic Studies Materials Among Students." *Arabi : Journal of Arabic Studies* 10, no. 1 (2025): 53–63. <https://doi.org/10.24865/ajas.v10i1.937>.

² Husnaini, M, Ahmad Syaqui Fuady, and Yusuf. "Techniques for Implementing the Iktisyaf Method in Teaching the Yellow Book at Pesantren Puncak Darussalam , East Java , Indonesia." *Jurnal Pendidikan Agama Islam* 20, no. 1 (2023): 83–97. <https://doi.org/https://doi.org/10.14421/jpai.v20i1.6798>.

readability, is an important factor to ensure that the material presented can be well received by readers.

The preparation of instructional materials requires careful attention to quality, particularly in ensuring that the presented texts can be accessed and understood effectively by the intended readers.³ In this regard, Agung, et al. (2020) emphasize that a well-structured and systematic preparation of Arabic instructional materials is key to ensuring the message is effectively delivered to students.⁴ Empirical evidence also shows that readability levels significantly influence students' comprehension of instructional texts, particularly in educational materials containing complex content. Pambudi et al. (2024) indicate that texts classified as difficult according to the Gunning Fog Index, tend to hinder learners' understanding due to complex sentence structures and dense vocabulary, highlighting the importance of evaluating instructional materials from the perspective of textual readability.⁵ Furthermore, Amalia, et al. (2024) emphasized that in the latest BSKAP qualifications, language feasibility remains a crucial pillar to ensure textbooks align with students' growth stages.⁶ In this context, text readability is largely determined by linguistic features such as the organization of sentences, the complexity of vocabulary, and the overall grammatical construction used in the text, which determine the suitability of instructional materials for students' reading levels and

³ Nababan, Mangatur, Ardiana Nuraeni, and Sumardiono. "Development of a Translation Quality Assessment Model." *Linguistic and Literary Studies* 24, no. 1 (2012): 39–57.

⁴ Agung, Nur, Husnaini Jamil, and Takdir. "Preparation of Al Nahw Al Whazhifi Teaching Materials and Its Application in Arabic Language Learning for PAI IAI Muhammadiyah Sinjai Students." *Alibbaa': Jurnal Pendidikan Bahasa Arab* 1, no. 2 (2020): 175–96. <https://doi.org/https://doi.org/10.19105/alb.v1i2.3571>.

⁵ Pambudi, Nugroho Agung, Windah Yuniar, Desita Kamila Ulfa, Iksan Riva Nanda, and Indah Widiastuti. "Assessing the Readability of Renewable Energy Education Material from Geothermal Resources in Vocational High School Textbooks : A Case Study in Indonesia." *Journal of Sustainable Development of Energy, Water and Environment Systems Original* 12, no. 3 (2024): 1–28. <https://doi.org/https://doi.org/10.13044/j.sdewes.d12.0506>.

⁶ Amalia, Nabila Nailil, M Abdul Hamid, Zakiyah Arifa, and Asbarin. "Analysis of the Arabic Language Textbook for Junior High School from the Perspective of the Education, Standards, Curriculum, and Assesment Agency (BSKAP)." *Alibbaa': Jurnal Pendidikan Bahasa Arab* 5, no. 2 (2024): 243–67. <https://doi.org/https://doi.org/10.19105/ajpba.v5i2.13941>.

significantly affect their comprehension of the content.⁷ To see the level of complexity of the text in this study, the Gunning Fog Index (GFI) was employed, a formula that analyzes sentence length and the percentage of difficult words in a text.⁸ The use of the Fog Index is relevant in evaluating the readability of nazam translation module, given that the dense character of the verse text often makes the translation more complex to understand.

Various studies published in international journals have employed the Fog Index and other readability formulas to evaluate a wide range of texts across educational and non-educational contexts. Research by Li, Wang, and Qian (2025) demonstrates that variations in Fog Index scores across instructional materials are strongly influenced by syntactic complexity, particularly sentence length, clause density, and the frequency of complex grammatical constructions.⁹ Similar findings are reported by Crossley, Allen, and McNamara (2014), who show that readability metrics are closely related to linguistic features such as lexical sophistication and syntactic embedding, which directly affect text comprehensibility for learners.¹⁰ In educational settings, Feng et al. (2022) found that texts with lower Fog Index scores tend to support better comprehension among beginner and intermediate language learners, confirming the pedagogical relevance of readability assessment in instructional material development.¹¹

⁷ Hendratno, Nurul Istiq'faroh, Fajar Nur Yasin, Amiruddin Hadi Wibowo, and Abd. Ghofur. "Students' Comprehensions Ability on a Digital Storybook : A Quasi Experiment Research with Fry Readability Analysis." *International Journal of Language Education* 9, no. 1 (2025): 114–31. <https://doi.org/https://doi.org/10.26858/ijole.v1i1.71710>.

⁸ Setiyaningsih, Dwi Yuni, Yupika Maryansyah, Dian Susyla, and Ririn Putri Ananda. "Readability Level of Reading Texts in the English Textbook 'English in Mind' for Tenth Grade Students At SMKN 3 Kota Bengkulu." *Exposure : Jurnal Pendidikan Bahasa Inggris* 11, no. 2 (2022): 305–17. <https://doi.org/10.26618/exposure.v1i2.8653>.

⁹ Li, C., Wang, X., & Qian, L. (2025). Exploring syntactic complexity and text readability in an ELT textbook series for Chinese English majors. *SAGE Open*, 15(1), 1–17.

¹⁰ Crossley, S. A., Allen, D. B., & McNamara, D. S. (2014). Text readability and intuitive simplification: A comparison of readability formulas. *Reading in a Foreign Language*, 26(1), 1–18.

¹¹ Feng, L., Jansche, M., Huenerfauth, M., & Elhadad, N. (2022). A comparison of features for automatic readability assessment. *Journal of the Association for Information Science and Technology*, 73(4), 602–615.

Beyond language education, the Fog Index has also been widely applied in professional and institutional texts. Studies in accounting and corporate communication reveal that readability scores reflect not only linguistic complexity but also strategic text construction. Ajina, Laouiti, and Msolli (2016) report that higher Fog Index values in corporate and CSR reports are associated with increased syntactic density and information obfuscation, indicating that readability functions as an objective indicator of textual transparency.¹² Moreover, large scale computational analyses by Plotnikov and Kuznetsov (2021) demonstrate that the Fog Index can be effectively applied to user generated content, such as online reviews, to measure linguistic accessibility across diverse genres.¹³

Despite its broad application, previous international studies largely focus on prose-based texts, including textbooks, reports, and digital narratives. Research on poetic or bound texts remains limited, even though such texts often exhibit higher levels of lexical density and structural compactness. Studies on readability formulas across different metrics, such as SMOG, Flesch Reading Ease, and Fry Graph, consistently report variations in difficulty levels depending on text type and linguistic structure, as shown by Sung, Lin, and Chien (2015) and McLaughlin (1969).¹⁴¹⁵ In the context of translated religious or literary texts, scholars such as Nida and Taber (2003)¹⁶ and Hatim and Munday (2004) emphasize that translation strategies play a crucial role in preserving readability without compromising semantic accuracy.¹⁷ However, empirical readability studies that specifically address translated poetic texts, particularly nazam with dense rhythmic and syntactic patterns, are still scarce. This gap highlights the need for a specialized readability analysis framework that can accommodate the

¹² Ajina, A., Laouiti, M., & Msolli, B. (2016). Guiding through the fog: Does annual report readability reveal earnings management? *Research in International Business and Finance*, 38, 509–516.

¹³ Plotnikov, A., & Kuznetsov, P. (2021). Gunning Fog Index for evaluating user reviews on the internet. *Moscow Economic Journal*, 10, 481–497.

¹⁴ Sung, Y. T., Lin, W. C., & Chien, Y. C. (2015). The effect of genre on text readability. *Journal of Educational Psychology*, 107(4), 1078–1095.

¹⁵ McLaughlin, G. H. (1969). SMOG grading: A new readability formula. *Journal of Reading*, 12(8), 639–646.

¹⁶ Nida, E. A., & Taber, C. R. (1969). *The theory and practice of translation*. Leiden: E. J. Brill.

¹⁷ Hatim, B., & Munday, J. (2004). *Translation: An advanced resource book*. London: Routledge.

linguistic characteristics of bound texts while remaining relevant to language pedagogy.

Previous readability research has predominantly conceptualized text difficulty through prose based linguistic models, in which sentence length, lexical frequency, and syntactic complexity are treated as linear predictors of comprehension (Crossley & McNamara, 2012; Loughran & McDonald, 2014).¹⁸ Within this framework, the Fog Index has been widely validated for expository and narrative texts, particularly in educational and institutional discourse (Li, Wang, & Qian, 2025). However, such models implicitly assume textual linearity and syntactic transparency, assumptions that are less applicable to bound texts characterized by rhythmic compression, semantic density, and formulaic structure.

Nazam, as a pedagogical genre in Arabic linguistic tradition, represents a form of bound text in which meaning is constructed through metrical constraints, ellipsis, and high lexical condensation (Carter, 2007; Suleiman, 2013).¹⁹ From a linguistic perspective, nazam functions not merely as a literary form but as a cognitive scaffolding tool designed to facilitate memorization and rule internalization in Arabic language learning, particularly in disciplines such as tajwīd and nahwu (Versteegh, 2014). When such texts are translated into explanatory prose through tafsīriyah strategies, a tension emerges between preserving structural compactness and achieving pedagogical readability, a tension that has not been adequately addressed in existing readability studies.

This study positions its novelty not in the mere application of the Fog Index to a new object, but in critically examining the compatibility between prose-based readability metrics and the linguistic characteristics of translated nazam texts. By situating nazam translation within the intersection of Arabic linguistic pedagogy, bound text theory, and readability assessment, this research extends the conceptual boundaries of the Fog Index beyond its conventional domain (Crossley et al., 2014). Theoretically, it contributes to readability research by foregrounding the role of genre specific linguistic structure in determining text accessibility. Practically, the findings provide empirically grounded insights for Arabic language educators and instructional material developers in designing nazam based learning resources that balance

¹⁸ Loughran, T., & McDonald, B. (2014). Measuring readability in financial disclosures. *The Journal of Finance*, 69(4), 1643–1671.

¹⁹ Carter, R. (2007). *Vocabulary: Applied linguistic perspectives* (2nd ed.). London: Routledge.

linguistic fidelity with pedagogical clarity, particularly in the teaching of tajwīd for beginner learners.

Given the inherent linguistic density and syntactic compression found in classical Arabic nazam texts, it is essential to evaluate how these characteristics transition into pedagogical materials for modern learners. Therefore, this study seeks to address the following research problem: To what extent does the Indonesian translation module of Tafsīriyah Muqaddimah Jazariyah achieve pedagogical accessibility for beginner learners when measured through the Gunning Fog Index, and how do variations in sentence length and lexical complexity across the module's sections influence its overall readability in the context of tajwīd instruction?

Within Arabic language pedagogy, nazam is not merely a literary form but a linguistic teaching device designed to support the internalization of grammatical and phonological rules. Linguistically, nazam is characterized by syntactic compression, formulaic structures, and rhythmic patterning, which reflect core features of Arabic grammar and facilitate memorization in disciplines such as tajwīd and nahwu (Versteegh, 2014; Suleiman, 2013).^{20,21} However, when nazam is presented to beginner learners through tafsīriyah translation, its dense structure requires pedagogically accessible explanation to maintain comprehensibility. Therefore, examining the readability of nazam based instructional materials is directly relevant to Arabic language pedagogy, as it addresses how classical linguistic knowledge is mediated for contemporary learners (Ryding, 2014).²²

Method

This study adopts a qualitative descriptive approach to investigate the readability of nazam based instructional materials within Arabic language pedagogy. The use of this approach is aligned with the research objective, namely to analyze how linguistic features in a tafsīriyah translation of nazam influence its readability as a tajwīd teaching material for beginner learners. Rather than testing causal

²⁰ Suleiman, Y. (2013). *Arabic in the fray: Language ideology and cultural politics*. Edinburgh: Edinburgh University Press.

²¹ Versteegh, K. (2014). *The Arabic language*. Edinburgh: Edinburgh University Press.

²² Ryding, K. C. (2014). *Teaching and learning Arabic as a foreign language*. Washington DC: Georgetown University Press.

relationships, this study focuses on describing and interpreting textual characteristics that affect pedagogical accessibility.

The object of this research is the Tafsiriyah Translation Module of *Muqaddimah Jazariyah* by Abu Ezra al Fadhli. This module was selected because it functions as an instructional text in Arabic language education and represents a hybrid form that combines bound nazam structure with explanatory prose. From the perspective of Arabic linguistics, nazam is characterized by syntactic compression and lexical density, features that may affect readability when translated into pedagogical materials (Versteegh, 2014).²³ Therefore, this text provides an appropriate context for examining readability within Arabic language teaching.

Readability analysis was conducted using the Gunning Fog Index, which estimates text difficulty based on sentence length and lexical complexity. In this study, the Fog Index was employed as a heuristic indicator of linguistic density rather than as a deterministic measure of textual comprehension. Previous studies have shown that sentence structure and lexical load are strong predictors of readability and learning accessibility in educational texts (Li, Wang, & Qian, 2025), supporting the methodological relevance of this approach.²⁴ Accordingly, the Fog Index is used to illuminate patterns of sentence length and lexical complexity within the translated *nazam* text, while pedagogical interpretation remains grounded in genre characteristics and instructional context.

To ensure representative analysis, text samples were taken from the beginning, middle, and end sections of the module. Each sample consisted of at least 100 words, following established practices in readability research that consider this length sufficient for stable measurement (McLaughlin, 1969).²⁵ Only expository passages were included, while dialogic or instructional directives were excluded to maintain analytical consistency. The resulting readability scores were then interpreted in relation to the pedagogical function of the text and its suitability for beginner level tajwīd instruction.

²³ Versteegh, K. (2014). *The Arabic language*. Edinburgh: Edinburgh University Press.

²⁴ Li, C., Wang, X., & Qian, L. (2025). Exploring syntactic complexity and text readability in ELT textbooks. *SAGE Open*, 15(1), 1–17.

²⁵ McLaughlin, G. H. (1969). SMOG grading. *Journal of Reading*, 12(8), 639–646.

In measuring readability with the Fog Index, systematic measures are required. The application of the Fog Index involves a series of practical steps as described by Sitepu (2012):²⁶ (1) Determining a reading sample of 100 word. In this process, repeated words are still counted according to their occurrences, words used more than once are still considered as one word type, and abbreviations and numbers are classified as a single word; (2) To determine average sentence length, the total number of words in the text is divided by the number of complete sentences identified in the sample; (3) Identifying and counting the number of difficult words, i.e. words that have three or more syllables, with exceptions to personal names and place names; (4) To obtain the proportion of difficult words, the total number of complex terms is compared to the overall number of words in the selected sample; (5) To calculate the Fog Index score, the average sentence length and the proportion of difficult words are combined, and the resulting value is then multiplied by a coefficient of 0.4, as presented in the following formula:

$$\text{Fog Index} = 0.4 \times \left(\frac{\text{Word Count}}{\text{Number of Sentences}} + \frac{\text{Number of Difficult Words}}{\text{Word Count}} \right)$$

Determining readability categories based on the Fog Index value obtained according to Klare (1984), a score below 3 is categorized as very easy, a score of 3–7 as easy, a score of 8–12 as difficult, and a score above 12 as very difficult.²⁷

Results and Discussion

Readability analysis is carried out using the readability formula and supported by reader responses to provide a more comprehensive overview. In this study, the author applied the provisions of the Fog Index as one of the measuring tools. The Fog Index, introduced by Robert Gunning, emerged from concerns regarding readers' difficulties in understanding texts that contain unnecessarily complex language, particularly among secondary-level graduates. According to Gunning, these difficulties are not only caused by the reader, but also by the way

²⁷ Sitepu, B. P. *Textbook Writing Lessons*. Bandung: Bandung: Remaja Rosdakarya, 2012.

²⁷ Klare, George R. *Readability: Handbook of Reading Research*. New York: Longman Inc, 1984.

the text is often full of complexity or "fog" that can actually be avoided. This discovery then prompted Robert Gunning to compile a clear writing guide as well as formulate an easy and practical way to calculate readability, which came to be known as the Fog Index.²⁸

Readability Analysis Results Using Readability Formulas

The readability analysis in this study aims to examine how far the Tafsīriyah Translation Module of *Muqaddimah Jazariyah* can function as an accessible instructional medium for beginner learners of tajwīd. Rather than merely presenting numerical readability scores, this analysis interprets the results in relation to pedagogical accessibility, learner cognitive load, and the linguistic characteristics of nazam-based instructional texts.

To obtain representative results, three discourse samples were selected from the beginning, middle, and end sections of the module. This sampling strategy reflects the assumption that instructional texts often vary in complexity across sections, particularly in didactic materials that progressively introduce concepts. The Fog Index was applied to each discourse to estimate the level of linguistic complexity based on sentence length and lexical density.

Table 1. The 1st Discourse Readability Level

| Discourse Title | Initial Word Count | Word Counting Criteria | Number of Sentences | Difficult Words | Average Sentence Length | Proportion of Difficult Words |
|-------------------|--------------------|------------------------|---------------------|-----------------|--------------------------|-------------------------------|
| <i>Muqaddimah</i> | 207 | 134 | 5 | 30 | 26,8 | 0,22 |
| Results | | | | | $0,4 (26,8+0,22) = 10,9$ | |

The first discourse, taken from the introductory section of the module, yielded a Fog Index score of 10.9, indicating a relatively high level of complexity. This score is primarily influenced by the extended sentence length, which averages 26.8 words per sentence, as well as a relatively high proportion of complex lexical items.

²⁸ Putra, R. Masri Sareb. "Fog Index and Readability of Suara Merdeka Headlines 03 May 2013." *Jurnal ILMU KOMUNIKASI* 10, no. 1 (2013): 41–48. <https://doi.org/10.24002/jik.v10i1.152>.

From a pedagogical perspective, this result suggests that the opening section of the module places a substantial cognitive demand on beginner learners. In the context of Arabic language education, introductory sections are expected to function as scaffolding that facilitates initial comprehension. However, longer sentences and dense lexical constructions may require additional instructional mediation, particularly for learners who are simultaneously grappling with unfamiliar tajwīd terminology and translated Arabic expressions. This finding reflects a common characteristic of classical instructional texts, where conceptual density is often prioritized over accessibility.

Table 2. The 2nd Discourse Readability Level

| Discourse Title | Initial Word Count | Word Count According to Criteria | Number of Sentences | Difficult Words | Average Sentence Length | Proportion of Difficult Words |
|--------------------|--------------------|----------------------------------|---------------------|-----------------|---------------------------|-------------------------------|
| <i>Mim dan Nun</i> | 285 | 132 | 13 | 21 | 10,15 | 0,16 |
| Result | | | | | $0,4 (10,15+0,16) = 4,12$ | |

The second discourse, located in the middle section of the module, demonstrates a significantly lower Fog Index score of 4.12, placing it within the “easy” readability category. This reduction in complexity is mainly attributed to shorter sentence structures, with an average length of 10.15 words per sentence, and a lower proportion of complex words.

Pedagogically, this result indicates that the explanatory sections of the module are more accessible and learner-friendly. Shorter sentences reduce processing load and allow learners to focus on understanding tajwīd rules rather than decoding complex syntactic structures. This supports the pedagogical function of the middle section as a core instructional component, where clarity and explicit explanation are essential for effective learning. The relatively low level of linguistic “fog” in this discourse suggests that the translation strategy employed succeeds in adapting nazam-based content into an explanatory format suitable for beginner learners.

Table 3. The 3rd Discourse Readability Level

| Discourse Title | Initial Word Count | Word Count According to Criteria | Number of Sentences | Difficult Words | Average Sentence Length | Proportion of Difficult Words |
|-----------------|--------------------|----------------------------------|---------------------|-----------------|-------------------------|-------------------------------|
|-----------------|--------------------|----------------------------------|---------------------|-----------------|-------------------------|-------------------------------|

| | | | | | | |
|--------------------------------------|-----|----|---|----|--------------------|------|
| Waqaf 'alā Awākhir al-Kalim | 115 | 64 | 8 | 14 | 8 | 0,22 |
| Result | | | | | 0,4 (8+0,22) = 3,3 | |

The third discourse, taken from the final section of the module, produced a Fog Index score of 3.3, which also falls within the easy readability category. This discourse exhibits the shortest sentence length, averaging 8 words per sentence, despite maintaining a proportion of complex words similar to that of the first discourse.

This finding indicates that lexical complexity alone does not necessarily hinder readability when supported by concise syntactic structures. In pedagogical terms, the final section of the module appears to function as reinforcement material, where brevity and clarity support consolidation of previously introduced concepts. For tajwīd instruction, such structural simplicity is particularly beneficial, as learners are expected to internalize and apply rules rather than engage in intensive textual analysis.

Table 4. An Analysis of the Readability Level

| No | Discourse Position | Title of the Discourse | Average Sentence Length | Difficult Word Proportion |
|----------|--------------------|-----------------------------|-------------------------|---------------------------|
| 1 | Beginning | Muqaddimah | 26,8 | 0,22 |
| 2 | Middle | Mim dan Nun | 10,15 | 0,16 |
| 3 | End | Waqaf 'alā Awākhir al-Kalim | 8 | 0,22 |
| Quantity | | | 45 | 0,6 |
| Average | | | 15 | 0,2 |
| Results | | | 0,4 (15+0,2) = 6,08 | |

Based on the combined analysis of the three discourses, the average Fog Index score of the module is **6.08**, categorizing it as an “easy to read” instructional text. This overall score reflects a balance between the inherent linguistic density of nazam-based content and the translator’s effort to reduce unnecessary complexity through syntactic simplification.

Importantly, this finding does not suggest that the module is uniformly simple across all sections. Instead, it highlights a patterned distribution of complexity, where introductory sections are more demanding, while explanatory and concluding sections are more accessible. From the perspective of Arabic language pedagogy, this pattern underscores the importance of instructional support, particularly

when introducing learners to classical texts that combine poetic form with technical religious content.

By interpreting readability as pedagogical accessibility rather than a purely technical metric, this study demonstrates that the Fog Index can serve as a useful analytical tool for evaluating translated nazam texts within Arabic language education. While the Fog Index does not capture semantic or conceptual difficulty in its entirety, it provides an objective baseline for assessing linguistic load and identifying sections that may require instructional scaffolding.

This finding is in line with Abidin's (2012), view which states that the longer the sentence and the more words used, the greater the difficulty.²⁹ Conversely, short sentences and do not contain many complex words are easier for readers to comprehend. Moreover, the variation in the level of difficulty sections underscores the importance of evaluating instructional materials by considering both presentation suitability and text comprehensibility, as mandated by the standards of the National Education Standards Agency (BSNP). Thus, although the three discourses exhibit variations in sentence structure, the overall score of 6.08 confirms that this translation module is generally in the category of easy reading so that it is quite friendly for readers, especially for those who are studying the translated text of *Muqaddimah Jazariyah*. The success of this simplification shows that bound texts such as nazam that have a dense linguistic structure can still be compiled into effective teaching materials through the selection of appropriate diction and sentence structure.

Discussion

The findings indicate that the Tafsīriyah Translation Module of *Muqaddimah Jazariyah* achieved an average Fog Index score of 6.08, placing it in the “easy to read” category. This suggests that the Indonesian translation employs relatively simple sentence structures and vocabulary, making it accessible for beginner learners of tajwīd. Such accessibility is crucial in introductory instructional materials, as excessive linguistic complexity may impede learners’ initial engagement with core concepts. From a pedagogical perspective, shorter sentence structures reduce cognitive load and enable learners to allocate their

²⁹ Abidin, Y. (2012). *Reading learning based on character education*. Bandung: Refika Aditama

working memory to understanding tajwīd concepts rather than decoding complex syntactic forms.

However, the analysis also reveals variation in readability across different sections of the module. The introductory section demonstrates a higher level of linguistic complexity compared to the middle and final sections, largely due to longer and denser sentence constructions used to introduce foundational concepts. This pattern aligns with previous readability research indicating that increased sentence length tends to elevate processing demands and potentially impede comprehension (Abidin, 2012).³⁰ In the pedagogical context of tajwīd instruction, this finding suggests that introductory explanations may require additional instructional support, especially for learners with limited prior exposure to technical Arabic terminology.

It is important to emphasize that the object of analysis in this study is the Indonesian translation of a classical Arabic nazam text, rather than an English text. Consequently, the application of the Fog Index, which was originally developed for English-language prose, must be understood as an adapted analytical approach rather than a fully language-specific measurement. This study employs the Fog Index as a heuristic tool to estimate relative linguistic load, particularly sentence length and lexical density, and not as an absolute indicator of readability in Indonesian. Such an approach allows for comparative interpretation across sections of the same text while acknowledging inherent methodological constraints.

Furthermore, the context of nazam translations presents unique challenges for readability assessment. Nazam texts are structurally compact and semantically dense, differing fundamentally from narrative or expository prose. As a result, readability scores derived from formula-based measurements should be interpreted with caution and in conjunction with textual characteristics specific to bound instructional texts. The use of 100-word samples, while consistent with established readability procedures, may not fully capture the variability of linguistic presentation across the entire module, particularly when different sections serve distinct pedagogical functions.

Another important consideration concerns the identification of difficult words based solely on syllable count. In the context of tajwīd instruction, certain technical terms may consist of relatively few

³⁰ Abidin, Y. (2012). *Reading learning based on character education*. Bandung: Refika Aditama.

syllables yet remain conceptually challenging due to the specialized background knowledge they require. As noted by Umam (2020), readers’ familiarity with Arabic loanwords and religious terminology can significantly influence perceived readability, suggesting that linguistic difficulty cannot be reduced to formal criteria alone. Additionally, variations in sentence distribution across sections may affect overall readability scores, reinforcing the need to interpret Fog Index results as indicative rather than definitive.³¹

Despite these limitations, the findings of this study offer meaningful contributions to Arabic language pedagogy and instructional material development. The results demonstrate that nazam translation modules can be rendered in relatively accessible Indonesian without compromising their core instructional content. This highlights the potential for optimizing readability through careful sentence structuring and vocabulary selection. Moreover, this study underscores the need for the development of readability assessment instruments that are more sensitive to the linguistic characteristics of Indonesian and to the distinctive features of bound texts such as nazam. Future research in this direction may yield more precise and contextually appropriate tools for evaluating instructional materials in Arabic language education.

³¹ Umam, K. (2020). Readability of the text and the influence of the reader's linguistic background on reading comprehension. *Jurnal Pendidikan Bahasa dan Sastra*, 20(1), 45–56.

Conclusion

This study examined the readability of the Indonesian Translation Module of *Tafsīriyah Muqaddimah Jazariyah* as an instructional text for *tajwīd* learning. Using the Gunning Fog Index, the analysis revealed an average readability score of 6.08, classifying the module as “easy to read.” This finding indicates that the translation is generally accessible to beginner learners and capable of presenting the linguistically dense content of *nazam* in a form that supports initial comprehension. From a pedagogical perspective, the results highlight the importance of readability in Arabic language and *tajwīd* instruction, demonstrating that translated *nazam* texts can remain pedagogically accessible when sentence length and lexical choice are carefully managed.

From a linguistic and methodological standpoint, this study positions *nazam* not merely as a literary form but as a bound instructional text whose structural characteristics shape readability. By extending readability analysis beyond prose texts, the study contributes to a genre-sensitive understanding of how linguistic density and textual form interact in Arabic pedagogical materials. Methodologically, it refines the use of the Fog Index by employing it as a heuristic indicator of relative linguistic load rather than as an absolute measure of comprehension. Despite its limitations, this research provides a foundation for future studies to incorporate alternative readability formulas or reader-based assessments and encourages the development of more context-sensitive instruments for evaluating instructional materials in Arabic language education.

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