



The Readability of the Textbook ‘Bahasa Melayu Tingkatan 4’ Using Modified Fog Index

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ABSTRACT

Bahasa Melayu Tingkatan 4 is a Malay language textbook for sennior high school students in Malaysia. This book, published by the Dewan Bahasa dan Pustaka, Kuala Lumpur, in 2023, contains 16 learning themes. This study aims to describe the readability category of the Bahasa Melayu Tingkatan 4 using the Fog Index modification. This library research was conducted at the beginning of the 2025 school year. The population of this readability study was four narrative texts contained in the Bahasa Melayu Tingkatan 4. The four narratives texts are: 1) Menyusuri Pulau Inspirasi (pages 12-13); 2) Berguru dengan Aria Putera (page 20); 3) Fedah Sukan kepada Remaja (pages 39-40); 4) Mengintai Habitat Udang Harimau (pages 46-47). To collect readability data, non-test instruments were used, namely observation guidelines and checklists that were arranged objectively and systematically. The readability data of the Malay Language Book Level 4 were analyzed using the Fog index modification. The results of the analysis were validated using check-reck guidelines with time triangulation techniques. The results of the study: 1) the text Menyusuri Pulau Inspirasi (pages 12-13) has primary school-level readability; 2) the text Berguru dengan Aria Putera (page 20) has senior high school-level readability; 3) the text Fedah Sukan kepada Remaja (pages 39-40) has a primary school level readability; 4) Mengintai Habitat Udang Harimau (pages 46-47) has a lowprimary school level readability. This means that the four sample texts of the Malay Language book Level 4 have high readability because they are very easy to read by elementary school students, let alone by students of Level 4 of the Sekolah Menengah Kebangsaan.

Kata Kunci: readability, text book, Bahasa Melayu, Tingkatan 4, modified Fog index

Keterbacaan Buku Pelajaran ‘Bahasa Melayu Tingkatan 4’ Menggunakan Modifikasi Indeks Fog

ABSTRAK

Buku Bahasa Melayu Tingkatan 4 adalah buku pelajaran bahasa Melayu bagi siswa Sekolah Menengah di Malaysia. Buku ini diterbitkan oleh Dewan Bahasa dan Pustaka, Kuala Lumpur tahun 2023 berisi 16 tema pembelajaran. Penelitian ini bertujuan untuk mendeskripsikan kategori keterbacaan buku Bahasa Melayu Tingkatan 4 menggunakan modifikasi Index Fog. Penelitian perpustakaan ini dilaksanakan di awal tahun pelajaran 2025. Populasi penelitian keterbacaan ini adalah lima teks naratif yang termuat dalam buku Bahasa Melayu Tingkatan 4. Lima teks naratif itu: 1) Menyusuri Pulau Inspirasi (halaman 12-13); 2) Berguru dengan Aria Putera (halaman 20); 3) Fedah Sukan kepada Remaja (halaman 39-40); 4) Mengintai Habitat Udang harimau (halaman 46-47). Untuk mengumpulkan data keterbacaan digunakan instrumen nontes yakni pedoman observasi dan daftar cek-ricek yang disusun secara objektif dan sistematis. Data keterbacaan buku Bahasa Melayu Tingkatan 4 dianalisis menggunakan modifikasi indeks Fog. Hasil analisis divalidasi menggunakan pedoman cek-ricek dengan teknik triangulasi waktu. Hasil penelitian: 1) teks Menyusuri Pulau Inspirasi (halaman 12-13) memiliki keterbacaan level sekolah rendah; 2) teks Berguru dengan Aria Putera (halaman 20) memiliki keterbacaan level sekolah rendah; 3) teks Fedah Sukan kepada Remaja (halaman 39-40) memiliki keterbacaan level sekolah rendah; 4) Mengintai Habitat Udang harimau (halaman 46-47) memiliki keterbacaan level sekolah rendah. Maknanya, empat teks sampel buku Bahasa Melayu Tingkatan 4 memiliki keterbacaan tinggi karena sangat mudah dibaca oleh kalangan siswa sekolah rendah apatah lagi oleh para siswa tinngkatan 4 Sekolah Menengah kebangsaan.

Keywords: keterbacaan, buku pelajaran, bahasa Melayu, tingkatan 4, modifikasi Indeks Fog

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INTRODUCTION

The narrative text readability indicator is part of the language feasibility indicator. The readability indicator is the condition of how easy or difficult a written text is to understand. Narrative text that has high readability for grade 1 high school students cannot be guaranteed to have high readability for lower school students. Conversely, narrative text that is highly readable for lower school students is likely to be highly readable for high school students as well.

The narrative text readability indicator for textbooks should be well-known to teachers for use in teaching guidelines. Teachers can freely assign students to read narrative texts contained in books if it is known that the narrative text has a high readability level. However, if the narrative text has a low level of readability in the sense that it is difficult for students to read, then the teacher should facilitate the contents of the text to the students.

Bahasa Melayu Tingkatan 4 Book is a Malay language textbook for Secondary School students in Malaysia. Zanariah binti Abdol, Amir Hazlin bin Lin, Latifah binti Tarkep and Hazimah binti Yusof, and Norma binti Sanid as editors compiled this book. This book, published by Dewan Bahasa dan Pustaka, Kuala Lumpur, in 2023, contains 16 learning themes.

The readability of the book above is an interesting topic for research. Among the 16 themes chosen randomly, four themes. This means that narrative texts within that theme are used as research samples. Theme in question:

- 1) Theme 1: Merealisasikan Impian
- 2) Theme 2: Insan Terdidik Negara Sejahtera
- 3) Theme 3: Mematik Bintang
- 4) Theme 4: Menjulang Harapan di Bumi Bertuah

Abdul Razak's Modified Fog Index Criteria (KIFMAR) is used to determine the readability level of narrative texts on the 4 themes above. As the name implies (Razak, 2018) modifies the Fog index formula to measure the readability of Malay language texts.

Referring to the description above, a study was conducted involving four problem formulations. First, what is the readability level of the Malay language textbook for Grade 4 on the theme of realizing dreams using the KIFMAR formula? Second, how is the readability level of the Malay language textbook for Grade 4 on the theme of educated people in a prosperous country using the KIFMAR formula? Third, how is the readability level of the Malay language textbook for Grade 4 on the theme of picking stars using the KIFMAR formula? Fourth, how is the readability level of the Malay language textbook for Grade 4 on the theme of soaring hopes in a blessed land using the KIFMAR formula?

In line with the problem formulation, four research objectives are presented. First, to describe the readability level of the Malay language textbook for Grade 4 on the theme of realizing dreams using the KIFMAR formula. Second, to describe the readability level of the Malay language textbook for Grade 4 on the theme of educated people in a prosperous country using the KIFMAR formula. Third, to describe the readability level of Malay language textbooks for Grade 4 on the theme of picking stars using the KIFMAR formula. Fourth, to describe the readability level of Malay language textbooks for Grade 4 on the theme of soaring hope in a blessed land using the KIFMAR formula.

This study has several benefits. First, for Malay language teachers who use the Malay Language Level 4 book, this article is helpful because it provides information on the readability of narrative texts from the first theme to the fourth place. Second, for writers and editors of the Malay Language Level 4 book, this article is helpful because the results of the readability analysis provide valuable insights into the context of book writing and editing activities. Third, for secondary school principals, this article is also helpful because it can be used as discussion material in the context of educational supervision of Malay Language teachers who use the Malay Language



Level 4 book (Language and Library Council, 2023).

Relevant articles can be found in electronic journals. Some of the relevant articles are:

- 1) Susilawati, W. (2023). Keterbacaan Teks Laporan Percobaan dalam BSE Bahasa Indonesia Kelas IX menurut Perspektif Teks Kloz. *Jurnal Pembelajaran Bahasa dan Sastra*, 2(6), 815–822. <https://doi.org/10.55909/jpbs.v2i6.554>
- 2) Padaameen, S., Pauji, R. R., & Hassan, N. R. N. (2022). Keterbacaan dan Kelogisan Cerita Humor ‘Tangga Sakti’ menurut Penilaian Mahasiswa Indonesia dan Thailand. *Jurnal Pembelajaran Bahasa dan Sastra*, 1(3), 311–320.
- 3) Rozalina, M., & Harti, S. (2023). Jenis Teks Naratif Unggulan menurut Penilaian Siswa Kelas XI SMA Negeri 5 Kota Jambi. *Jurnal Pembelajaran Bahasa dan Sastra*, 2(2), 265–272.
- 4) Balagaize, H. T., & Asrori, M. (2024). Kelayakan Bahasa Cerita Rakyat Papua bagi Siswa Kelas Tinggi SD/MI menurut Indeks Fog. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(1), 101–108. <https://doi.org/10.55909/jpbs.v3i1.568>

METHOD

In accordance with the objectives of the study, from the perspective of data sources, this article uses a library method. Through this method, text data that is the object of study is collected from library sources. This means that research data is collected from Malay Language textbooks for Level 4 published by the Language and Library Council in 2023 (Abdol et al., 2023).

From the perspective of data processing and presentation, this article uses a quantitative descriptive method. Through this method, the research results are described quantitatively through descriptive statistics.

This research is included in library research. Pringgar & Sujatmiko (2021), Razak (2022), Putra & Sujatmiko (2021), Yahya et al. (2007), Fah &

Hoon (2015), and Konting (2005) stated that library research uses second source data, namely data provided by second parties through written sources; in the context of advances in digital information technology, this second source data has the potential to use YouTube video media.

This library research was conducted from early 2025 to a total of 30 days. At the beginning of the time, preparation activities were carried out. First, prepare observation guidelines to obtain research data. Second, compile a checklist to validate data and the results of research data analysis. The core activity is collecting data, namely recording all texts. After that, analyze the readability of all texts using KIFMAR, which is calculated manually with the help of an Excel application. The last activity is writing a report in the online journal scientific article version. “The KIFMAR formula is $0.35 (W/S) + 1.2 (C/W)$. The value 0.35 is constant as a conversion of 0.4 (the number of English words is relatively more compared to Malay to convey the same meaning). The notation W = number of words. The notation S = number of sentences. The value 1.2 is constant as a conversion of 1.0 (the number of English syllables is less compared to Malay). The notation C is the average number of syllables of complex words (Razak, 2018).

KIFMAR contains four criteria. First, the text is easy to read for primary school students if the score falls between 4.00 and 7.00. Second, the text is easy to read for students in grades 1-3 of high school if the score is 7.00-10.00. Third, the text is easy to read for students in grades 4 and 5 of high school if the score is 10.00-13.00. Fourth, the text is easy to read for college students if the score is 13.00 or higher.

The population of this readability study is four narrative texts contained in the Bahasa Melayu Tingkatan 4 book. Each narrative text is taken from one theme. Theme 1 is the narrative text entitled ‘Menyusuri Pulau Inspirasi’ (contained on pages 12-13 with a size of 540 words in 9 paragraphs and 30 sentences). Theme 2 is the narrative text entitled ‘Berguru dengan Aria Putera (contained

on page 20 with a size of 293 words in 3 paragraphs and 10 sentences). Theme 3 selected narrative text entitled 'Faedah Sukan kepada Remaja' (contained on pages 39-40 with a size of 317 words in 4 paragraphs and 17 sentences). Theme 4 selected narrative text entitled 'Mengintai Habitat Udang Harimau' (contained on pages 46-47 with a size of 451 words in 7 paragraphs and 25 sentences).

RESULT

1. Language Feasibility of the Text 'Menusuri Pulau Inspirasi'

This is the language feasibility of the Malay Language textbook for Grade 4 of Secondary School, focusing on Theme one text 'Menusuri Pulau Inspirasi'. The lowest KIFMAR value is in paragraph 1, which is 4.83 (easy to read for primary school students). The highest KIFMAR value occurs in paragraph 6, which is 7.70 (readable by junior high school students). Overall, the text of theme 1 has a KIFMAR value of 6.30, indicating that it is easy to read for primary school students. The complete KIFMAR value data is contained in the table below.

Table-1
Collection of Readability Values of Malay Language Books for Grade 4 of Secondary School Theme 1 for the Text 'Menusuri Pulau Inspirasi' through the KIFMAR Formula

No.	Theme-1	KIFMAR Formula Elements	Score	Level
1	Paragraph-1	Sum of word (w)	69	primary school
		Sum of sentence (s)	5	
		Complex Word (c)	0	
		KIFMAR value	4,83	
2	Paragraph-2	Sum of word (w)	57	primary school
		Sum of sentence (s)	3	
		Complex Word (c)	0	
		KIFMAR value	6,65	
3	Paragraph-3	Sum of word (w)	66	primary school
		Sum of sentence (s)	4	
		Complex Word (c)	0	
		KIFMAR value	5,78	
4	Paragraph-4	Sum of word (w)	58	primary school
		Sum of sentence (s)	3	
		Complex Word (c)	0	
		KIFMAR value	6,77	
5	Paragraph-5	Sum of word (w)	34	primary school
		Sum of sentence (s)	2	
		Complex Word (c)	0	
		KIFMAR value	5,95	



Table-1
 Collection of Readability Values of Malay Language Books for Grade 4 of Secondary School Theme 1 for the Text ‘Menyusuri Pulau Inspirasi’ through the KIFMAR Formula

No.	Theme-1	KIFMAR Formula Elements	Score	Level
6	Paragraph-6	Sum of word (w)	44	junior high school
		Sum of sentence (s)	2	
		Complex Word (c)	0	
		KIFMAR value	7,70	
7	Paragraph-7	Sum of word (w)	79	primary school
		Sum of sentence (s)	4	
		Complex Word (c)	0	
		KIFMAR value	6,91	
8	Paragraph-8	Sum of word (w)	58	primary school
		Sum of sentence (s)	3	
		Complex Word (c)	0	
		KIFMAR value	6,77	
9	Paragraph-9	Sum of word (w)	75	primary school
		Sum of sentence (s)	4	
		Complex Word (c)	0	
		KIFMAR value	6,56	
	Theme 1	Sum of word (w)	540	primary school
		Sum of sentence (s)	30	
		Complex Word (c)	0	
		KIFMAR value	6,30	

2. Language Feasibility of the Text S ‘Berguru dengan Aria Putera’

This is the language feasibility of the Malay Language textbook for Grade 4 of Secondary School, focusing on Theme one text 'Berguru dengan Aria Putera'. The lowest KIFMAR value is in paragraph 1, which is 9.10 (easy to read for junior high school students). The highest KIFMAR value occurs in paragraph 2, which is 10.59 (readable by senior high school students). Overall, the text of theme 2 has a KIFMAR value of 10.29, indicating that it is easy to read for senior high school students. The complete KIFMAR value data is contained in the table below.

Table-2

Collection of Readability Values of Malay Language Books for Grade 4 of Secondary School Theme 2 for the Text 'Berguru dengan Aria Putera' through the KIFMAR Formula

No.	Theme-2	KIFMAR Formula Elements	Score	Level
1	Paragraph-1	Sum of word (w)	52	junior high school
		Sum of sentence (s)	2	
		Complex Word (c)	0	
		KIFMAR value	9,10	
2	Paragraph-2	Sum of word (w)	121	senior high school
		Sum of sentence (s)	4	
		Complex Word (c)	0	
		KIFMAR value	10,59	
3	Paragraph-3	Sum of word (w)	120	senior high school
		Sum of sentence (s)	4	
		Complex Word (c)	0	
		KIFMAR value	10,50	
	Theme 2	Sum of word (w)	293	senior high school
		Sum of sentence (s)	10	
		Complex Word (c)	0	
		KIFMAR value	10,26	

3. Language Feasibility of the Text 'Faedah Sukan kepada Remaja'

This is the language feasibility of the Malay Language textbook for Grade 4 of Secondary School, focusing on Theme one text 'Sukan untuk Remaja'. The lowest KIFMAR value is in paragraph 2, which is 5.88 (easy to read for primary school students). The highest KIFMAR value occurs in paragraph 1 and 2, which is 7.09 (readable by junior high school students). Overall, the text of theme 3 has a KIFMAR value of 6.53, indicating that it is easy to read for primary school students. The complete KIFMAR value data is contained in the table below.

Table-3

Collection of Readability Values of Malay Language Books for Grade 4 of Secondary School Theme 3 for the Text 'Faedah Sukan kepada Remaja' through the KIFMAR Formula

No.	Theme-3	KIFMAR Formula Elements	Score	Level
1	Paragraph-1	Sum of word (w)	81	junior high school
		Sum of sentence (s)	4	
		Complex Word (c)	0	
		KIFMAR value	7,09	



Table-3

Collection of Readability Values of Malay Language Books for Grade 4 of Secondary School Theme 3 for the Text 'Faedah Sukan kepada Remaja' through the KIFMAR Formula

No.	Theme-3	KIFMAR Formula Elements	Score	Level
2	Paragraph-2	Sum of word (w)	84	primary school
		Sum of sentence (s)	5	
		Complex Word (c)	0	
		KIFMAR value	5,88	
3	Paragraph-3	Sum of word (w)	81	junior high school
		Sum of sentence (s)	4	
		Complex Word (c)	0	
		KIFMAR value	7,09	
4	Paragraph-4	Sum of word (w)	71	primary school
		Sum of sentence (s)	4	
		Complex Word (c)	0	
		KIFMAR value	6,21	
	Theme-3	Sum of word (w)	317	primary school
		Sum of sentence (s)	17	
		Complex Word (c)	0	
		KIFMAR value	6,53	

4. Language Feasibility of the Text 'Mengintai Habitat Udang Harimau'

This is the language feasibility of the Malay Language textbook for Grade 4 of Secondary School, focusing on Theme one text 'Mengintai Habitat Udang Harimau'. The lowest KIFMAR value is in paragraph 7, which is 5.25 (easy to read for primary school students). The highest KIFMAR value occurs in paragraph 5, which is 8.58 (readable by junior high school students). Overall, the text of theme 4 has a KIFMAR value of 6.86, indicating that it is easy to read for primary school students. The complete KIFMAR value data is contained in the table below.

Table-4

Collection of Readability Values of Malay Language Books for Grade 4 of Secondary School Theme 4 for the Text 'Mengintai Habitat Udang Harimau' through the KIFMAR Formula

No.	Theme-4	KIFMAR Formula Elements	Score	Level
1	Paragraph-1	Sum of word (w)	84	primary school
		Sum of sentence (s)	5	
		Complex Word (c)	0	
		KIFMAR value	5,88	

Table-4
Collection of Readability Values of Malay Language Books for Grade 4 of Secondary School Theme 4 for the Text ‘Mengintai Habitat Udang Harimau’ through the KIFMAR Formula

2	Paragraph-2	Sum of word (w)	71	junior high school
		Sum of sentence (s)	3	
		Complex Word (c)	0	
		KIFMAR value	8,28	
3	Paragraph-3	Sum of word (w)	78	primary school
		Sum of sentence (s)	4	
		Complex Word (c)	0	
		KIFMAR value	6,83	
4	Paragraph-4	Sum of word (w)	72	junior high school
		Sum of sentence (s)	3	
		Complex Word (c)	0	
		KIFMAR value	8,40	
5	Paragraph-5	Sum of word (w)	49	primary school
		Sum of sentence (s)	2	
		Complex Word (c)	0	
		KIFMAR value	8,58	
6	Paragraph-6	Sum of word (w)	37	primary school
		Sum of sentence (s)	2	
		Complex Word (c)	0	
		KIFMAR value	6,48	
7	Paragraph-7	Sum of word (w)	60	primary school
		Sum of sentence (s)	4	
		Complex Word (c)	0	
		KIFMAR value	5,25	
Theme-4	Theme-4	Sum of word (w)	451	primary school
		Sum of sentence (s)	23	
		Complex Word (c)	0	
		KIFMAR value	6,86	

DISCUSSION

The readability study using the Fog index modification assumes that the text content is objective and unbiased. This is because this readability study does not involve aspects of language content but rather the number of sentences per paragraph and the number of words

per sentence. The more words per sentence, the more complex the sentence is to understand. Conversely, if the sentences in a paragraph are short, the paragraph is easier to read. From a perspective, the large number of sentences in a paragraph indicates that the paragraph is easy to read compared to sentences that are very limited in one long paragraph.



The results of this study provide certainty to Malay language teachers who teach Malay using Malay language textbooks for Level 4. This certainty is that the text used as the object of the readability research is easy to read by level 4 students for theme 2. For themes 1, 3, and 4, it has a readability level suitable for primary school students, which means it is even easier to read for level 4 students. Therefore, if students are found to be unable to understand the contents of the book during a learning activity, it is certain that they have not read the text in question. This problem can be overcome by assigning the students concerned to copy in a notebook. If the text has been copied with physical evidence of a copy, then it is certain that the student has read the text. Razak (2020) stated that the technique of copying assignments involves expecting students to read the subject matter presented in writing, either manually or in electronic form. Various scientific articles that use the technique of copying assignments in language or literature learning include those in the name of (Ansit & Norli, 2025; Rani, & Hashim, 2025; Zohomi, & Nadarajah, 2025).

Language textbooks, such as those in Malay, which have a high level of readability, can motivate students' reading enthusiasm. This is because paragraph units contain short sentences. Increasing learning motivation is crucial to achieving learning goals (Aping & Rahim, 2022; Peng & Jamaludin, 2022; Ngumbang & Mahamod, 2017).

Determining readability using formulas like the Fog index formula has its drawbacks. This is because the formula assumes that narrative texts contain words that form communicative sentences and that the sentences within the text are cohesive, with clear main sentences and supporting sentences (Anderson, 1996; McCrimmon, 1984; Chaplen, 1974).

The readability of narrative texts can also be measured using field data. This means that the readability of narrative texts can be determined

using fifth-grade students. This method is commonly referred to as the cloze technique. Several procedures must be followed to determine readability using the cloze technique, as outlined below.

First, convert the narrative text into a readable cloze text. Cloze text (Hairstone, 1982; Ruggiero, 1981; Morales, 2019) is narrative text that has sections omitted individually. The results of the word omissions are shown at the end of the discussion structure of this article. Second, administer a cloze text test in grade 4 because the texts studied are intended for grade 4 students. Ideally, this test activity should be part of the teaching and learning process.

Third, correct each student's answer in the cloze test. If the answer is appropriate to the context, a score of 3 is given for nouns, verbs, and/or adjectives, but a score of 1 for function words. If the answer is incorrect, a score of 0 is given.

Fourth, calculate the reading ability of the cloze text. The calculation involves calculating the mean. If the mean reaches a standard score of 70.00 percent, the text tested using the cloze technique is considered easy to read.

Inilah teks kloz paragraf pertama yang bersumber dari dari teks yang berjudul 'Menyusuri Pulau Inspirasi. Jumlah pengklozan sebanyak 3 kali.

Impian untuk menjelajah Pulau Tasmania, sebuah negeri di Australia, akhirnya tercapai. Tasmania menjadi pilihan (1) _____ alam semula jadi nya yang indah dan masih dipertahankan oleh (2) _____ setempat. (3) _____ dikenal sebagai 'Negeri Semula Jadi' (4) _____ 'Pulau Inspirasi' karena mempunyai banyak taman serta Tapak Warisan Dunia yang mesti dilewati. Setiap satunya menawarkan (5) _____ dan keistimewaan (6) _____ tersendiri termasuk peluang untuk bertemu dengan mergasatua Australia seperti (7) _____, wombat, dan walabi di habitat (8) _____ jadinya (Abdol et al., 2023).

Answer key: 1) kerana; 2) penduduk; 3) Tasmania; 4) dan; 5) keindahan; 6) yang; 7) kanggaru; 8) semula

Articles containing studies of cloze texts and/or using cloze texts to measure readability are widely found in online journals. Among them are (Indariawan et al., 2022; Lipa & Karang, 2024; Zazuli & Hermandara, 2023; Gyasi & Slippe, 2019).

CONCLUSION

Here are four conclusions of the study. First, the text "Menyusuri Pulau Inspirasi," contained in Theme 1 of the Bahasa Melayu Tingkatan 4 text book, on pages 12-13, has a readability level suitable for primary school students. This means that this text is straightforward for students in grade 4 of secondary school to read. Second, the text "Berguru dengan Aria Putera" contained in Theme 1 of the Bahasa Melayu Tingkat 4 text book on page 20 has a readability level suitable for secondary school students. This means that this textbook for grade 4 of secondary school is easy to read by students in grade 4 themselves. Third, the text "Faedah Sukan kepada Remaja" contained in Theme 1 of the Bahasa Melayu Tingkatan 4 text book, on pages 39-40, has a readability level suitable for primary school students. This means that this text is straightforward for students in grade 4 of secondary school to read. Fourth, the text "Mengintai Habitat Udang Harimau," contained in Theme 1 of the Bahasa Melayu Tingkat 4 text book, on pages 46-47, has a readability level suitable for primary school students. This means that this text is straightforward for students in grade 4 of secondary school to read. Thus, the four sample texts in the Bahasa Melayu Tingkat 4 text book have high readability because they are very easy to read for primary school students, let alone for students in Grade 4 of secondary school.

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