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Readability of Narrative Texts in Theme 8: *Dalam Lipatan Kenangan* in the Textbook *Bahasa Melayu Tingkatan 4*: An Analysis Using a Modified Fog Index

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ABSTRACT
Theme 8: *Dalam Liptan Kenangan* section of the Bahasa Melayu Tingkatan 4 textbook—published by the Dewan Bahasa dan Pustaka under the Ministry of Education, Malaysia (4th printing, 2023)—there are several narrative texts. Among these, two texts are particularly interesting for an analysis of their readability: the narrative 'Singapura Diserang Todak' on page 105, and the narrative titled 'Sejarah Mendewasakan Kita' on page 107. This study aims to describe: 1) the readability of the narrative text 'Singapore Diserang Todak' using a modified Fog Index; 2) the readability of the narrative text 'Sejarah Mendewasakan Kita' using a modified Fog Index.. The research was conducted in early 2026. The study population consists of three paragraphs from the narrative 'Singapura Diserang Todak'. Paragraph 1 consists of 8 sentences, 120 words; paragraph 2 consists of 9 sentences, 113 words, and paragraph 3 consists of 5 sentences, 70 words) and five paragraphs from the text 'Sejarah Mendewasakan Kita'. A total sampling method was employed. Data were collected using a non-test instrument—specifically, an observation guide—developed through objective and systematic procedures to ensure validity and reliability. Readability data were analyzed using descriptive statistics, namely frequency and percentage measures. A checklist was also utilized to validate the data and the results of the analysis. The findings indicate that: 1) the narrative text 'Singapura Diserang Todak' falls into the 'easy to read' category; and 2) the narrative text 'Sejarah Mendewasakan Kita' also falls into the 'easy to read' category.

Keywords: readability, narrative text, theme 8, textbook, Fog Index modification

Keterbacaan Teks Naratif Tema-8: *Dalam Lipatan Kenangan* di Buku Pelajaran 'Bahasa Melayu Tingkatan 4': Analisis Menggunakan Modifikasi Indeks Fog

ABSTRAK
Tema-8: *Dalam Liptan Kenangan* di buku pelajaran Bahasa Melayu Tingkatan 4 yang diterbitkan oleh Dewan Pustaka dan Bahasa, Kementerian Pendidikan, Malaysia, cetakan ke-4 tahun 2023 terdapat beberapa teks naratif. Di antara banyak teks naratif, ada 2 teks menarik untuk dikaji aspek keterbacaan. Pertama, teks naratif 'Singapura Diserang Todak' di halaman 105. Kedua, teks naratif berjudul 'Sejarah Mendewasakan Kita'di halaman 107. Penelitian ini bertujuan untuk mendeskripsikan: 1) keterbacaan teks naratif 'Singapura Diserang Todak' menggunakan modifikasi Indeks Fog; 2) teks naratif 'Sejarah Mendewasakan Kita' menggunakan modifikasi Indeks Fog. Penelitian berlangsung pada awal tahun 2026. Populasi penelitian ini adalah 3 paragraf teks naratif 'Singapura Diserang Todak'. Paragaf-1 melibatkan 8 kalimat dalam 120 kata, paragraf-2 melibatkan 9 kalimat dalam 113 kata, dan teks 'Sejarah Mendewasakan Kita' yakni paragraf-1 melibatkan 4 kalimat, paragraf-2 melibatkan 6 kalimat, paragraf-3 melibatkan 5 kalimat, paragraf-4 melibatkan 5 kalimat, dan paragraf 5 melibatkan 5 kalimat. Penelitian keterbacaan ini menggunakan sampel total. Data dikumpulkan menggunakan instrumen nontes yakni pedoman observasi. Instrumen disusun mengikuti prosedur objektif dan sistematis sehingga memenuhi syarat instrumen yang sahih dan andal. Data keterbacaan dianalisis menggunakan statistik deskriptif yakni ukuran frekuensi dan persen. Daftar cek-ricek digunakan juga untuk memvalidasi data dan memvalidasi hasil analisis data. Hasil penelitian: 1) keterbacaan teks naratif 'Singapura Diserang Todak' berkategori mudah dibaca; 2) keterbacaan teks naratif 'Sejarah Mendewasakan Kita' juga berkategori mudah dibaca.

Kata kunci: keterbacaan, teks naratif, tema-8, buku pelajaran, modifikasi Indeks Fog

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INTRODUCTION

The Malay language textbook for level 4 is entitled Bahasa Melayu Level 4. This book was published by the Library and Language Council, Ministry of Education, Malaysia, 4th printing in 2023. This textbook contains 16 themes, namely (Abdol et al., 2023):

1) *Merealisasikan Impian*
2) *Insan Terdidik, Negara Sejahtera*
3) *Memetik Bintang*
4) *Mendulang Harapan di Bumi Bertuah*
5) M*emacu Produktiviti*
6) *Dunia Pelancongan*
7) *Demi Kedamaian*
8) *Dalam Lipiatan Kenangan*
9) *Sayangi Malaysiaku*
10) *Bahasa Bugar, Sastera Kekar*
11) *Ekonomi Dinamik, Negara Berwibawa*
12) *Asli dan Kontemporari*
13) *Segalanya Bermula dari Sini*
14) *Sihat dan Bersih Pilihanku*
15) *Angin Perubahan Membadai*
16) *Dipimpin untuk Memimpin*

As a textbook required by level 4 students, it is urgent to know the readability level of the narrative text in the book above. The results of readability analysis are useful for decision makers to plan and carry out revisions for further publication.

This textbook readability study is limited to one theme. The theme chosen is theme-8: In the Folds of Memories. Apart from that, among the many narrative texts in this theme, only two narrative texts were selected, namely:

1) 'Singapura Diserang Todak' on page 105.
2) 'Sejarah Mendewasakan Kita' on page 107.

According to Index Fog, the number of words and sentences in a paragraph is part of the readability analysis (Mathew, 2002; Alexander, 2000; Hargis, 2000; Razak, 2000; Wegner & Girasek, 2003). The more sentences with a relatively small number of words in a paragraph, the easier the paragraph in question is to read; or vice versa. The Fog Index was developed for English narrative texts, which contain a relatively higher number of words compared to an equivalent number of sentences in Malay or Indonesian.

Razak (2000) modified the Fog Index formula to make it relevant to the characteristics of sentence counts in the Malay or Indonesian language. It to become KIFMAR. The readability of the narrative texts in Theme 8 was analyzed using this modified Fog Index. For this reason, this article is titled Readability of Narrative Texts in Theme 8: *Dalam Lipatan Kenangan* in the Textbook *Bahasa Melayu Tingkatan 4*: An Analysis Using a Modified Fog Index.

This article addresses two research questions. First, what is the readability category of the narrative text 'Singapura Diserang Todak' when assessed using a modified Fog Index? Second, what is the readability category of the narrative text titled 'Sejarah Mendewasakan Kita' when assessed using a KIFMAR?

In line with the problem formulation, this article pursues two research objectives. First, it aims to describe the readability category of the narrative text 'Singapura Diserang Todak' using a modified Fog Index. Second, it aims to describe the readability category of the narrative text titled 'Sejarah Mendewasakan Kita' using a KIFMAR.

This research has several benefits. First, this article is useful for Malay teachers who teach in the 4th grade of Sekolah Menengah Kebangsaan. The benefit lies in the availability of objective information about the readability of the narrative text 'Singapura Diserang Todak' dan teks naratif 'Sejarah Mendewasakan Kita'. Kedua, artikel ini dipastikan bermanfaat bagi siswa tingkatan 4 yang belajar tema-8 dalam buku pelajaran Bahasa Melayu. Ketiga, artikel ini juga bermafaat bagi dunia akademisi karena berpotensi menjadi bahan kajian tentang keterbacaan.

Readability refers to the ease with whichwith which narrative text cancan be understood by readers, taking into account the reader's level of

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education. According to the Fog index, the lower the value produced in a formula, the easier the narrative text is to read for readers with the lowest level of education. On the other hand, a text with a high value of a formula is only easy to read for groups with the highest level of education,, such as university students. Therefore, for the lowest level, the narrative text is complex to read (Harvey & Fleming, 2003; Paasche-Orlow et al., 2003; Redish, 2000).

Relevant articles can be found in electronic journals. Some relevant articles is described below.

Fritst, Jalil, H. A., & Amin, H. Z. binti M. (2025). The Readability of the Textbook 'Bahasa Melayu Tingkatan 4' Using Modified Fog Index. 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.

Second, Ayup, A., Deya, Y. V., & Razak, N. H. A. (2026). The Theme of Subur Bahasa, Segar Sastera in the Form 3 Malay Language Textbook: A Readability Analysis Using the Modified Fog Index. This research aims to describe: 1) the readability level of the Malay Language Dignity text in theme 8: Fertile Language, Blooming Literature in the Level 3 Malay Language textbook; 2) the readability level of the text The Benefits of Reading Literary Works in theme 8: Fertile Language, Blooming Literature in the Level 3 Malay Language textbook; 3) the readability level of the Akhbar text in theme 8: Fertile Language, Blooming Literature in Level 3 Malay Language textbooks. This research uses a quantitative descriptive method based on descriptive statistics in the context of calculating readability using numerical formulas. This research uses two types of instruments, namely an observation guide to collect narrative text data and a checklist instrument which is useful for validating the results of calculating the number of words and number of text sentences and validating data from analysis of the readability of narrative texts. Narrative text readability data was analyzed using the modified Fog Index readability formula, namely the Abdul Razak Modified Fog Index Criteria (KIFMAR). Research results: 1) readability of the text Dignity of the Malay Language in theme 8: Fertile Language, Blooming Literature in the Level 3 Malay Language textbook at low school level, which means the text is easy to read by level 3 students; 2) readability of the text Dignity of the Malay Language in theme 8: Fertile Language, Blooming Literature in the Level 3 Malay Language textbook at low school level, which means the text is easy to read by level 3 students; 3) the readability of the Akhbar text in theme 8: Fertile Language, Blooming Literature in the Level 3 Malay language textbook at low school level, which means the text is easy to read by level 3 students.

Third, Kasim, M. R., & Achmad, Z. (2025). Readability of the Narrative Text 'Singapura Diserang Todak' According to Students' Assessment at Sekolah Menengah Kebangsaan Ideal Height. The narrative text entitled 'Singapura Diserang Todak' is contained on page 105 of the Malay Language textbook for Grade 4 published by the Library and Language Council, Ministry of Education, Malaysia. This study aims to describe the readability category of the narrative text entitled 'Singapura Diserang Todak' according to the assessment of grade 4 students of Sekolah Menengah Kebangsaan Ideal Height. The study took place in mid-2025. The population of this study consisted of 113 grade 4 students from Sekolah Menengah Kebangsaan Ideal Heights,

Batu Cavers, Selangor, Malaysia, who completed a questionnaire on Google Forms after completing the learning activity. The study used a total sample. Data were collected using a non-test instrument, namely a Google Form-based questionnaire. Data were analyzed using descriptive statistics, namely frequency and percentage measures. A checklist instrument was also used to validate the data and the results of the data analysis. The results of the study: 1) the readability category of the narrative text entitled 'Singapura Diserang Todak' according to the assessment of grade 4 students of Sekolah Menengah Kebangsaan Ideal Height is 'straightforward'; 2) the readability category of the narrative text entitled 'Singapore Diserang Todak' according to the assessment of grade 4 students of Sekolah Menengah Kebangsaan Ideal Height does not differ per sample group.

Fourth, Paasche-Orlow, M. K., Taylor, H. A., & Brancati, F. L. (2003). Readability Standards for Informed-consent Forms as Compared with Actual Readability. Institutional review boards (IRBs) are charged with safeguarding potential research subjects with limited literacy but may have an inadvertent role in promulgating unreadable consent forms. We hypothesized that text provided by IRBs in informed-consent forms falls short of the IRBs' own readability standards and that readability is influenced by the level of research activity, local literacy rates, and federal oversight.

Fifth, Harvey, H. D. & Fleming, P. (2003). The Readability and Audience Acceptance of Printed Health Promotion Materials Used by Environmental Health Departments. A significant part of the work of an environmental health professional is the communication of information to clients, customers, and the public in the context of safety and health promotion or as an adjunct to enforcement activities. While a wide range of communication methods are available today, printed material still forms an important aspect of the communications methodology of environmental health departments. This paper raises a number of questions about the effectiveness of environmental health promotion brochures in common use in the United Kingdom and the problems that could arise from simply assuming that the brochures are conveying the intended message to the target audience. Through a series of case studies conducted in environmental health departments, evaluative data on a range of brochures were gathered in two interlinked stages: a readability test and a target-audience questionnaire survey. The sources of the brochures included the central government, charities, trade unions, and commercial enterprises; some brochures were produced "in house." Results indicated a common mismatch between the estimated reading age of the target audience and the reading age determined by the readability test; concern about the efficacy of using commercially sourced brochures carrying advertising that may conflict with advice on other environmental health issues; "in-house" brochures that appeared to optimize self-promotion rather than the conveyance of topic information; ineffective brochures used as an adjunct to enforcement activity; and the possibility that the latter could be introduced as defense evidence in related legal proceedings. Overall, the study showed that a well-structured method for brochure choice and ongoing evaluation are essential tools for environmental health departments seeking to maximize their resources and effectiveness.

METHOD

In the context of the research, this article employs the library method as its primary data source. Through this method, the text data, the object of the study, is collected from library sources. That is, the research data was collected from the Form 4 Bahasa Melayu textbook published by Dewan Bahasa dan Pustaka in 2023 (Abdol et al., 2023).

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From the perspective of data processing and presentation, this article uses a quantitative descriptive method. Through this method, research results are described quantitatively through descriptive statistics (Konting, 2005; Fah & Hoon, 2015; Clark et al., 2008; Darusalam & Hussin, 2016; Piaw, 2006; Adams et al., 2007; Yahya et al., 2007).

The research was carried out at the beginning of 2026. This timeframe was allocated for planning activities, which included the preparation of an instrument—specifically, an observation guide. This instrument was used to obtain narrative text data from the Bahasa Melayu Grade 4 textbook. The subsequent phase involved collecting readability data from the Bahasa Melayu Grade 4 textbook, published by Dewan Bahasa dan Pustaka, Kuala Lumpur, in 2023. The final stage consisted of reporting, which began with the analysis of the readability data and concluded with the drafting of a report in the form of a scholarly journal article.

The population for this study consists of three paragraphs of the narrative text "Singapura Diserang Todak"—with the first paragraph comprising 8 sentences (120 words) and the second comprising 9 sentences (113 words)—as well as the text "Sejarah Mendewasakan Kita", which consists of five paragraphs: the first containing 4 sentences, the second 6 sentences, the third 5 sentences, the fourth 5 sentences, and the fifth 5 sentences.

The research uses a total sample. In other words, all members of the population are included in the sample.

Abdul Razak's Modified Fog Index Criteria (KIFMAR) is used to determine the readability level of narrative texts. As the name implies (Razak, 2000) modifies the Fog index formula to measure the readability of Malay/Indonesian language texts.

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, 2000).

KIFMAR contains four criteria. First, the text is easy to read for students in grades 4 and 5 of high school if the score is <=13.00. It is very difficult to read for students in grades 4 and 5 of high school if the score is > 13,00 (Razak, 2000).

RESULT

1. Readability of 'Singapura Diserang Todak' Using KIFMAR

The readability of the narrative text 'Singapura Diserang Todak' according to KIFMAR isn ‘very easy to read' category. This is indicated by a KIFMAR value of 4.82. The KIFMAR values ??for each paragraph are as follows (Table 1):

1) Paragraph 1: 5.25 (very easy to read' category)
2) Paragraph 2: 4.39 (very easy to read' category)
3) Paragraph 3: 4.90 (very easy to read' category)

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Table 1
Readability of the Narrative Text 'Singapura Diserang Todak' according to KIFMAR

No.	Paragraph	KIFMAR Formula Element	Score	Readability Category for Level 4
1	Paragraph-1	Sum of words (w)	120	very easy to read
		Sum of sentences (s)	8	
		Complex words (c)	0	
		KIFMAR value	5,25	
2	Paragraph-2	Sum of words (w)	113	very easy to read
		Sum of sentences (s)	9	
		Complex words (c)	0	
		KIFMAR value	4,39	
3	Paragraph-3	Sum of words (w)	70	very easy to read
		Sum of sentences (s)	5	
		Complex words (c)	0	
		KIFMAR value	4,90	
	Singapura Diserang Todak	Sum of words (w)	303	very easy to read
		Sum of sentences (s)	22	
		Complex words (c)	0	
		KIFMAR value	4,82	

2. Readability of 'Sejarah Mendewasakan Kita' Using KIFMAR

The readability of the narrative text 'Sejarah Mendewasakan Kita' according to KIFMAR isn 'very easy to read' category. This is indicated by a KIFMAR value of 4.21. The KIFMAR values for each paragraph are as follows (Table 2):

1) Paragraph 1: 3,30 (very easy to read' category)
2) Paragraph 2: 3.70 (very easy to read' category)
3) Paragraph 3: 5,18 (very easy to read' category)
4) Paragraph 4: 4.97 (very easy to read' category)
5) Paragraph 5: 4.48 (very easy to read' category)

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Table 2
Readability of the Narrative Text 'Sejarah Mendewasakan Kita' according to KIFMAR

No.	Paragraph	KIFMAR Formula Element	Score	Readability Category for Level 4
1	Paragraph-1	Sum of words (w)	66	very easy to read
		Sum of sentences (s)	7	
		Complex words (c)	0	
		KIFMAR value	3,30	
2	Paragraph-2	Sum of words (w)	74	very easy to read
		Sum of sentences (s)	7	
		Complex words (c)	0	
		KIFMAR value	3,70	
3	Paragraph-3	Sum of words (w)	74	very easy to read
		Sum of sentences (s)	5	
		Complex words (c)	0	
		KIFMAR value	5,18	
4	Paragraf-4	Sum of words (w)	71	very easy to read
		Sum of sentences (s)	5	
		Complex words (c)	0	
		KIFMAR value	4,97	
5	Paragraf-5	Sum of words (w)	64	very easy to read
		Sum of sentences (s)	5	
		Complex words (c)	0	
		KIFMAR value	4,48	
	Sejarah Mendewasakan Kita	Jumlah Kata (k)	349	very easy to read
		Jumlah Kalimat (K)	29	
		Kata Kompleks (KK)	0	
		Nilai KIFMAR	4,21	

DISCUSSION

Keterbacaan teks naratif untuk tema 8 dalam buku pelajaran Bahasa Melayu Tingkatan 4 berkategori sangat mudah untuk dibaca. Hal ini ditrandai pada skor keterbacaan < 13,00. Hal ini menanda bahwa

tidak terjadi problema bagi siswa tingkatan 4 untuk memahami isi teks naratif itu. Bagusnya skor KIFMAR disebabkan oleh setiap paragraf yang nberukuran 60-80 kata melibatkan sampai dengan 6 kalimat. Dengan kata lain, kalimat-kalimat dalam pargaraf itu berukuran yang relatif pendeek sehingga sangat mudah dipahami. Kondisi ini sejalan dengan uraian dalam beberapa artikel ilmiah jurnal online misalnya yang ditulis oleh (Redish, 2000; Padaameen et al., 2022).

Teaching materials with a high level of readability offer many advantages. First, teachers who use materials that are easy for students to read can reasonably expect that learning objectives will be more readily achieved by their students. (Dafit & Mustika, 2021; Asrianti et al., 2026; Alfalah et al., 2024; Morales, 2019).

Singapura Diserang Todak (Abdol et al., 2023)

Hatta tidak berapa lama antaranya, maka datanglah todak menyerang Singapura, berlompatan lalu ke parit. Maka segala orang yang di pantai itu banyak mati dilompati todak itu; barang yang kena terus-menerus olehnya. Maka tiadalah dapat orang berdiri di pantai itu lagi. Maka gemparlah orang berlari-larian ke sana ke mari, semuanya menatakan, "Todak datang menyerang kita; banyak sudah mati ditikamnya'. Maka Paduka Serimaharaja pun segera naik gajah, lalu bagianda keluar diiringkan segala menteri hulubalang sida-sida bentara sekalian. Setelah datang ke pantai, maka bagianda pun hairanlah melihat perihal todak itu. Maka baginpun menitahkan orang berkotakan betis, maka dilompati oleh todak itu terus berkancing ke sebelah. Adapun todak itu seperti hujan, usahkan kurang, makin banyak orang mati.

Hatta did not take long, and then the sword came to attack Singapore, jumping into the ditch. So many people on the beach died because of the sword, which hit them continuously. So no one could stand on the beach anymore. So the people were in a panic, running here and there, all saying, "The sword came to attack us; many have died from it." So, Paduka Seri Maharaja immediately mounted an elephant; then Bagianda went out, accompanied by all the ministers, eunuchs, heralds, and everyone else. After arriving at the beach, Bagianda was also surprised to see the sword. So Bagianda ordered people to wear shin guards. Then the sword jumped and buttoned itself to the side. As for the sword, it was like rain; the less it fell, the more people died.

Syahadan pada antara itu, datanglah seorang budak berkata, "Apa kata kita berkotakan betis ini? Mendayakan diri kita. Jika berkotakan batang pisang alangkah baiknya?" Setelah didengar Paduka Seri Maharaja kata budak itu, maka titah baginda. "Benar seperti kata budak itu". Maka dikerahkan baginda rakyat mengambil batang pisang diperbuat kota. Maka dikerjakan oranglah berkotakan batang pisang. Maka segala todak yang melompat iyu leaktlah jongornya, tercacak kepala batang pisang itu, dibunuh oranglah bertimbun-timbun di pantai itu, hingga tiadalah termakan lagi oleh segaka rakyat. Maka todak itu tiadalah melompat lagi. Pada suatu ceitera todak itu melompat, datang ke atas gajah Paduka Seri Maharaja, kena baju baginda, maka dibuat orang seloka:

Carek baju dilompati todak,
Baharu menurut kata budak.

During the creed, a boy came and said, "What do you say we make this calf into a fortress? To empower ourselves. If we make it into a fortress with banana trunks, how good would it be?" After His Majesty heard what the boy said, he said. "It is true as the boy said." So His Majesty mobilized the people to take banana trunks and make a fortress. Then, the people built a fortress using banana trunks. Then all the swords that jumped out of the fortress leaked, the heads of the banana trunks were chopped off, and the people killed them and piled them up on the beach, until the people's greed could no longer eat them. Then the swords did not jump anymore. At one point, the sword jumped, came to the King's elephant, and hit his clothes, so the people said:

Carek baju dilompati todak,

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Baharu menurut kata budak.

Setelah itu maka Paduka Seri Maharaja kembalilah ke istana baginda. Maka sembah orang-orang besar, "Tuanku akan budak itu terlalu sekali besar akalnya, sedang ia lagi budak sekian ada akalnya, jikalah sudah ia besar betapa lagi? Baiklah kita bunuh, tuanku." Maka titah raja, "Benarlah bagai kata tuan hamba sekalian itu, bunuhlah ia!" Maka adalah budak itu, tatkala ia dibunuh, maka ia menanggungkan haknya atas negeri itu; lalu ia pun dibunuh oranglah.

After that, the King returned to his palace. The nobles said, "My lord, the boy is too clever, and while he is still a boy, he is clever, how much more so when he is already a man? Let us kill him, my lord." Then the king said, "It is true as your lord and all his servants say, kill him!" So the boy, when he was killed, bore his right to the country, and the people also killed him.

Sejarah Mendewasakan Kita (Abdol et al., 2023)

Pada masa ini, pelajaran Sejarah bukan lagi suatu mata pelajaran yang asing kepada murid-murid. Sejak sekolah rendah, mereka sudah memperlajari mata pelajari ini. Tambahan pula mata pelajaran Sejarah telah diwajibkan lulus semua Calon Sijil Pelajaran Malasysia (SPM) mulai tahun 2013. Walau bagaimanapun banyak murid yang beranggapan bahawa Sejarah merupakan suatu mata pelajaran yang susah dan membosankan sedangkan banyak faedah yang dapat diperoleh melalui mata pelajaran ini.

At this time, studying history is no longer an unfamiliar subject to students. Since elementary school, they have studied this subject. In addition, the History subject has been mandatory for all Malaysian Diploma Candidates (SPM) to pass starting in 2013. However, many students think that History is a difficult and boring subject, whereas there are many benefits that can be obtained through this subject.

Sejarah dapat mengelakkan diri kita daripada mengulangi suatu kesilapan. Banyak kesilapan manusia berlaku karena tidak mengambil iktibar dari sejarah. Kesalahan yang kita lakukan dahulu sepatutnya menjadi pengajaran, manakala kebaikan yang dicapai kita teruskan. Bak kata pepatah Melayu, yang baik dijadikan teladan, yang buruk dijadikan sempadan. Sebagai contoh, negera kita pernah dijajah asing sejak tahun 1511 hingga 1957. Kesilapan yang dilakukan ini tidak harus diulangi oleh generasi kini. Sebailknya kita mesti mempertahankan dan membangun negara.

History can prevent us from repeating a mistake. Many human mistakes occur because they do not take lessons from history. The mistakes we made in the past should be a lesson, while we will continue the good things we have achieved. As the Malay saying goes, the good ones are used as role models, the bad ones are used as borders. For example, our country was colonized by foreigners from 1511 to 1957. This mistake must not be repeated by the current generation. We should defend and develop the country.

Selain itu, sejarah menjadi mekanisme utama dalam pembinaan negara bangsa. Martabat sejarah perlu diangkat untuk membentuk keperibadian rakyat. Mata pelajaran Sejarah berperanan sebagai alat untuk keperibadian rakyat. Mata pelajaran Sejarah berperanan untuk mendidik rakyat agar menyayangi negera yang tercinta ini. Dalam hal ini, pengetahuan sejarah khususnya sejarah kebangsaan akan membolehkan sesuatu bangsa , terutamanya generasi muda menjadi lebih prihatin terhadap bangsa dan pembangunan negaranya. Rakyat yang mengenali sejarah akan bersikap lebih menghargai tanah airnya.

Apart from that, history is the main mechanism in developing the nation state. Historical dignity needs to be raised to shape people's personalities. History subjects act as a tool for people's personality. History subjects play a role in educating people to love this beloved country. In this case, knowledge of history, especially national history, will enable a nation, especially the younger generation, to become more concerned about the nation and the development

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of their country. People who recognize history will be more respectful of their homeland.

Melalui sejarah, rakyat akan lebih memahami bahawa terdapat perlembangaan dan undang-undang dalam pembentukan negara ini. Oleh yang demikian, mereka tidak akan bertindak sesuka hati dalam melakukan sesuatu perkara. Mereka tidak akan bertindak sesuka hati dalam melakukan sesuatu yang boleh mencemarkan nama baik negara Malaysia. Mereka akan menjauhi perbuatan jenayah dan rasuah kerana tindakan akan diambil terhadap mereka mengikuti lunas undang-undang. Mereka juga tidak akan melakukan sesuatu yang bertentangan dengan perlembagaan negara.

Through history, the people will better understand that there were developments and laws in the formation of this country. Therefore, they will not act as they please in doing something. They will not act as they please in doing something that could tarnish the good name of Malaysia. They will stay away from crimes and crimes because action will be taken against them in accordance with the law. They also will not do anything that is contrary to state institutions.

Penghayatan terhadap sejarah juga dapat membentuk semangat patriotisme. Hal ini dikatakan demikian kerana pengetahuan tentang sejarah dapat melahirkan rasa bangga terhadap negara. Mata pelajaran Sejarah mendedahkan tokoh-tokoh pejuang tanah air kepada murid. Mereka akan mengenal perjuangan tokoh yang menentang penjajah yang menindas rakyat di negara ini suatu ketika dahulu. Melalui sejarah, pengalaman masa lampau merupakan suatu rujukan untuk dijadikan teladan dalam merencanakan masa depan.

Understanding history can also form a spirit of patriotism. This is said because knowledge of history can give rise to a sense of pride in the country. History subjects reveal the figures of homeland warriors to students. They will get to know the struggles of figures who opposed the colonialists who oppressed the people of this country once upon a time. Through history, past experience is a reference to be used as an example in planning the future.

CONCLUSION

First, the readability of the narrative text 'Singapura Diserang Todak' according to KIFMAR categorized as 'easy to read'. Second, the readability of the narrative text 'Sejarah Mendewasakan Kita' according to KIFMAR categorized as 'easy to read'. Two concluding terms regarding the readability of narrative text in Theme 8 of the Level 4 Malay Language Textbook.

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