DEVELOPMENT READING TEXTBOOK MODEL BASED ON READING PROCESS APPROACH FOR ELEMENTARY SCHOOL GRADE IV

Dedy Irawan¹, Dhi Bramasta², Kharisma Wardani³

¹,²,³*Universitas Muhammadiyah Purwokerto, Indonesia
Email: dedy.pgsd@gmail.com*

Abstract
The instruction for the preparation of the full manuscript is detailed in this template file. The template is intended as a tool to assist you in the layout of your manuscript. It is encouraged that this template can be used for submission of manuscripts. Use of the template will save time during production and expedite publication. The aim of this research and development were to deliver textbook model of reading lessons based on a process approach, which was expected feasible and could be used to improve the students’ reading ability of grade IV. This research and development referred to research and development steps of 4D model (Define, Design, Develop, and Disseminate). To collect the data used interview, document analysis, rating scale, and questionnaire. The result of the research and development was textbook model of reading lessons of theme 8 “My Residence Area” which is arranged in five steps of reading skill activities, that are (1) planning, (2) reading, (3) responding, (4)understanding, (5) expanding understanding. This research and development had success arranged book model with the contents of the book that were: (1) Picture of Opening Theme contains illustration about theme material which you are going to study, (2) Basic Competence describes scope of material which will be discussed in the subtheme, (3) The title of subtheme describe the subtheme of the material which you are going to study, (4) Picture of Opening Theme contains illustration about subtheme material which you are going to study, (5) The learning process contains reading material which you are going to study for one lesson. The lesson presented in this book adjust Integrated Thematic Book Curriculum 2013 which only contains Basic Competence of Indonesian reading skill aspect, because of that this book only presents certain lessons, (6) Planning contains activities that invite you to prepare before reading that are question and answer activities about material and consider the material which you are going to study, (7) Reading contains reading material which you are going to study. This activities were to train your skill in reading use model of read aloud, reading together, reading in pairs, guided reading, reading freely, (8) Responding contains activities to provide responses after reading the text of the reading material and discussing the results of your responses with friends and teachers, (9) Understanding contains activities to more understand reading material. Through re-reading activity, the students can find and learn new vocabularies. Contains activities to answer question about reading material, (10) Expanding understanding contain activities to expand understanding of reading material. Among them, it contains activities re-writing the reading material or re-telling with their own language or sentences. In addition, it also contains activities to perform role-playing based on reading material, and (11) Let Summarize contains a chart to write the summary from learning material. Textbook lesson was declared feasible according material expert and media with category “very good”, according book design experts with category “very good”, and according teachers’ response with category “very good”. Therefore the text book was declared feasible to be used improve students’ reading skill grade IV SD/MI.

Keywords: Reading, Reading Process Approach, Textbook
INTRODUCTION

Indonesia implementing education curriculum is curriculum 2013. In appendix of Permendikbud Number 67 year 2013 about basis framework and curriculum structure of SD/MI is mentioned this new curriculum intend to prepare Indonesian citizens have life skills as personal and citizens who devout, productive, creative, innovative, and effective and able to contribute to the life of society, nation, patriotic and world civilization (Kemendikbud, 2013b: 4) [1].

The differences of Curriculum 2013 lesson with curriculum before or Education Unit Level Curriculum (KTSP) to elementary school that is use scientific approach with thematic-integrative lesson which no longer use subject term but change to theme, subtheme and learning which presented in one teaching material in text book that are teacher book and students book to each theme. In Indonesian subject which consist of four language skills aspects that are listening, speaking, reading, and writing are not taught separately again but integrated with others subjects based on theme and subtheme in lesson. Budiarti & Haryanto (2016: 235) language learning especially reading skill from past until now is still considered important to elementary school, teaching reading skill in elementary school is aim to develop basic reading skill [2]. Ahmad Rofi’uddin & Darmiyati Zuhdi, 2002: 30 given education in elementary school aims to develop skill (reading-writing-counting), knowledge and basic skill which helpful for students according level of development and prepare them to follow education to the next level [3].

Irawan, D. (2017:140) the importance of reading for students has not been fully realized by teachers or others educators so the students’ reading skill in Indonesia still low [4]. Abidin, (2012: 9) reading learning in elementary school cannot create students love reading. The low students’ effectively reading ability in school is main factor failure of reading learning which done in school [5]. Apprehensive result proved from the research of Progres in International Reading Literacy Study (PIRLS) 2011 that is international study in reading in children in the world (Mullis, Martin, Foy, et al., 2012: 38) [6]. The result of the research the students' reading ability in elementary school level in Indonesia still low that is occupied the 42th position from 45 countries which studied with the average score 428. It has already increase from the score average of 405 obtained in the 2006 study, but these results should certainly be used as material for evaluating educational programs in Indonesia. It is confirmed by Suryaman (2015: 170) who conveyed through his research results that the average reading ability of students in Indonesia is at a low level below the international median [7]. According to the discussion, it is rightly for teachers and education personnel to strive to improve the quality of reading learning in schools. Budiarti & Haryanto (2016: 235) Reading teaching in Elementary School aims to develop basic reading skill [8]. In the same line, Efendi & Suhardi (2015: 98) stated that learning to read in elementary schools plays an important role in helping students to become skilled at reading [9]. Purnanto & Mustadi (2016: 111) various efforts can be made to improve the quality of reading learning , for example provide learning material in textbook. Students will fully assisted in developing their knowledge through the existence of learning text books [10]. Textbook has important position and function in learning activity in school. Widyahahening Sitoresmi, & Al Hakim (2015: 89) also mention “A textbook represents the information source which is compiled with structures and sequential based on a certain science area”, textbook is information center which arrange with structure and sequentially based on a particular field of science [11]. Other than that, Using appropriate learning approach and method need to be done. Teaching materials that are appropriate and taught through appropriate approaches and methods will result in quality learning.
One of efforts to improve quality of reading learning is innovating learning models through the application of a process approach. Process approach in reading learning still rarely applied especially in learning in elementary schools. The process approach is deemed necessary to be applied to reading activities because it is very important to support students' reading skills. Nurfalah (2013: 29) the process approach is an approach that uses the reading process activity through three stages, that are (1) the pre-reading stage, (2) the reading stage, and (3) the post-reading stage. The three stages of the reading process are carried out to train students' beginning reading skills [12]. Syamsi, dkk (2013: 84) learning to read with a process approach includes steps; preparation for reading, reading, responding, exploring text, and broadening interpretation. If it is understood the steps of the process approach are an elaboration or extension of three reading learning activities, namely: pre-reading activities, reading activities, and post-reading activities [13]. The unavailability of teaching materials that support the process approach to reading learning in the form of elementary school textbooks in which they are developed according to the process approach. Sitepu, (2012: 14) textbooks are chosen because textbooks contain information which is dominated by text [14].

From the problems about these teaching materials and the importance of reading learning, it is very interesting to conduct research on the development of teaching materials. The teachings material is textbook is needed to complete the student's book and teacher's book so that it can be used to deepen materials, especially the basic competence materials of learning Indonesian. The depth of learning material in teaching materials is important to pay attention to because it will prevent teachers from teaching too little or too much. Pranowo (2014: 245) the development of reading material also needs to be directed at reading process activities [15]. This certainly will not be contradicting the learning approach in the 2013 Curriculum, namely the scientific approach even this reading process activity can strengthen learning because it is only used in reading activities and if students like to read it makes it easier for them to learn other knowledge.

Based on these considerations, it is necessary to develop reading textbooks based on a process approach. It is hoped that the development of this textbook can be used to improve the reading learning process. This also made a consideration for conducting research entitled "Development of Reading Lesson Textbooks Based on the Process Approach of grade IV of MI / SD".

METHOD

Methods
This research used type of Research and Development (R&D) research and use development model of 4D which includes 4 steps that were (1) define; (2) Design; (3) Develop; (4) Disseminate. This research and development would deliver product a teaching materials in a reading textbook based a process approach for grade IV Theme 8 for My Residence Area for grade IV MI Muhammadiyah.

Time and Place of Research
Research and development of reading textbooks based on this process approach was carried out in the second semester of the 2019/2020 school year. The place was in grade IV of MI Muhammadiyah Singasari, Karanglewas District, Banyumas Regency.

Subject of Research
The subjects of this research were grade IV students of MI Muhammadiyah in Singasari,
Karanglewas District, Banyumas Regency. There were four schools chosen randomly, namely MI Muhammadiyah Singasari, MI Muhammadiyah Sunyalangu, MI Muhammadiyah Karanglewas Kudul, and MI

Procedures
This research and development procedure was in accordance with the steps of the research and development model according to 4D Thiagarajan 1974. The procedure was as follows: (1) Definition Steps. This definition step aimed to gather relevant information about the need to develop reading textbooks based on a process approach which included in this step was literature studies related to the problem being studied, needs measurement, small scale research, and preparation to formulate a framework research. The information used was relevant information about the need to develop reading textbooks based on a process approach. This information would be used as a guide in product development planning. Arrange a research plan that includes formulating qualification and skill related to the problem, determining objectives to be achieved at each steps, design or research steps. The researcher formulated the objectives to be achieved from research and development that would produce a product in the form of a reading textbook based on the process approach grade IV in four MI Muhammadiyah Singasari. Researchers conducted literature to study concepts or theories regarding the reading process approach and reading textbooks that would be developed and continued by reviewing the syllabus and reading material in the 2013 Curriculum. Researchers also estimated the cost, energy and time required in conducting development research. (2) The design step, the initial product format development step developed the initial form of the product to be produced. Included in this step was the preparation of supporting components, preparing guidelines and manuals, and evaluating supporting tools. It aimed to develop learning designs to produce designs as a basis for developing reading textbooks based on a process approach. This step began with preparing reading material. The next activity was designing and collecting pictures to support learning materials. The next step was to compile teaching materials equipped with supporting pictures according to the process approach. The last step was designing the textbook according to the anatomy rules of the textbook. (3) The development step. At this stage validation was carried out. The product a textbook that had been designed, then assessed/validated by experts. The aim was to determine the feasibility of the product in terms of material, media, and book design. Validation was carried out by media experts, material experts and book design experts prior to the trial. Furthermore, the validation results were used as the basis for evaluating and revising the textbook before the trial. (4) The disseminate step. Products that had been assessed/validated, revised and declared to be further strengthened with suggestions from grade IV teachers of MI Muhammadiyah Singasari, MI Muhammadiyah Sunyalangu, MI Muhammadiyah Pasirlor, MI Muhammadiyah Karanglewas Kidul. The implementation was done repeatedly so that a feasible design was obtained, both in terms of substance and methodology so that the main product was produced.

Data Analysis
The data collection techniques used in this research were interviews, document analysis, and product assessment by experts using a rating scale. Product validation was carried out by one material expert and media expert, and a book design expert and advice from the teacher obtained from a questionnaire on the responses of grade IV teachers at four MI Muhammadiyah Singasari, Karanglewas District, Banyumas Regency. The data collection instruments used were: (1) interview guidelines, (2) documentation analysis guidelines, (3) product rating scales.

The data analysis technique used included data analysis before the implementation of research,
product development process data, and data after product development. The data before the implementation of the research in the form of pre-survey interview and the results of interviews were analyzed using descriptive techniques. Product development process data was used for requirements analysis and product feasibility testing, which includes: perception questionnaire data analyzed using the percentages of agreements test; document analysis data were analyzed using descriptive techniques; and product appraisal data using a Likert scale and analyzed using the conversion of quantitative data to qualitative data. Data after product development was used to determine the effectiveness of the product being developed and to determine teacher responses. The score conversion refers to the formula adapted from Azwar Saifuddin (2013: 163) [16], as in the following table.

Table 1. The Conversion of Quantitative Data to Qualitative data

<table>
<thead>
<tr>
<th>Score Interval</th>
<th>Value</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>X &gt; Xi + 1,5 SBi</td>
<td>A</td>
<td>Very Good</td>
</tr>
<tr>
<td>Xi + SBi &lt; X ≤ Xi + 1,5 SBi</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>Xi - 0,5 SBi &lt; X ≤ Xi + SBi</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>Xi - 1,5 SBi &lt; X ≤ Xi - 0,5 SBi</td>
<td>D</td>
<td>Poor</td>
</tr>
<tr>
<td>X ≤ Xi - 1,5 SBi</td>
<td>E</td>
<td>Very Poor</td>
</tr>
</tbody>
</table>

Explanation:
X     : Empirical Score (actual score)
Xi    : Ideal Average = (maximal score + minimal score)
Sbi   : ideal standard deviation = (maximal score – minimal score)

RESULTS AND DISCUSSION

Developing and Validating
In broad outline initial product research and development was divided into three steps, namely research and data collection, planning, and product draft development. Each steps produced research data which become a part of the preparation of research and development products in the form of textbooks. The complete results of each steps were as follows: The initial product research and development process was divided into three stages, namely research and data collection, planning, and developing a product draft. Each steps produced research data that was part of the composing of research and development products.

At this step aimed to collect information on needs analysis. The information was relevant information about the need to develop reading textbooks based on a process approach. The activity began with conducting interviews with teachers and school principals. To strengthen the results of the interview, a document analysis was carried out in the form of a study of textbooks and a study of the Learning Implementation Plan / RPP prepared by grade IV teachers related to the reading learning approach and reviewing various grade IV Indonesian textbooks to determine the approach used in presenting the material of reading learning.

From the results of the interview it was concluded that it was necessary to develop reading textbooks based on a process approach that could improve students’ reading skills. The textbook was expected to help reading learning activities. Reinforced from the results of document analysis in the form of a study of textbooks and lesson plans (RPP), it was concluded that in the
presentation of reading learning, the author has not used a special approach to reading in accordance with the reading process steps and the lesson plans prepared by the teacher had not used the reading process approach.

From the results of research and data collection through needs analysis by interviews, document analysis, and distribution of teacher response questionnaires, it could be concluded that teachers and students need reading textbooks to improve the reading skills of grade IV students of MI Muhammadiyah. The reading textbook was a reading lesson textbook based on a process approach. Textbooks for reading lessons based on a process approach for grade IV MI Muhammadiyah had not been found after analyzing grade IV textbooks at MI Muhammadiyah. At the planning stage, a development plan was formulated based on the results of the needs analysis. The product plan that was developed was in the form of reading textbooks based on the grade IV process approach of MI Muhammadiyah. To strengthen planning, a literature study was carried out namely conducting a study of concepts or theories relating to the reading process approach and the preparation of textbooks. The library research activity was also complemented by reviewing the reading learning material for grade IV MI Muhammadiyah in the 2013 curriculum. The development of textbooks was carried out on Theme 8 of My Residence Area.

After planning the initial product was compiled. The Basic Competence (KD) which determined was in accordance with the 8th Theme of My Residence Area. Basic Competencies taken was Basic Competencies in Indonesian language learning material aspects of reading skills namely KD 4.1 and KD 4.2. The material subject was selected according the theme, basic competency and learning indicators. The material was taken from various sources including student books, the internet (with changes) and from development results. Eighteen materials that had been determined then arranged based on the reading process approach. The reading process approach consisted of five steps, namely the preparation step, the reading step, the responding step, the understanding step, and the step of expanding understanding. The composition of the content of the development product is as follows: (1) Picture of Opening Theme contains illustration about theme material which you are going to study, (2) Basic Competence describes scope of material which will be discussed in the subtheme, (3) The title of subtheme describe the subtheme of the material which you are going to study, (4) Picture of Opening theme contains illustration about subtheme material which you are going to study, (5) The learning process contains reading material which you are going to study for one lesson, The lesson presented in this book adjust Integrated Thematic Book Curriculum 2013 which only contains Basic Competence of Indonesian reading skill aspect, because of that this book only presents certain lessons, (6) Planning contains activities that invite you to prepare before reading that are question and answer activities about material and consider the material which you are going to study, (7) Reading contains reading material which you are going to study. This activities were to train your skill in reading use model of read aloud, reading together, reading in pairs, guided reading, reading freely, (8) Responding contains activities to provide responses after reading the text of the reading material and discussing the results of your responses with friends and teachers, (9) Understanding contains activities to more understand reading material. Through re-reading activity, the students can find and learn new vocabularies. Contains activities to answer question about reading material, (10) Expanding understanding contain activities to expand understanding of reading material. Among them, it contains activities re-writing the reading material or re-telling with their own language or sentences. In addition, it also contains activities to perform role-playing based on reading material, and (11) Let Summarize contains a chart to write the summary from learning material.
Before the product of reading textbooks based on the process approach was tried out, the product was first assessed or validated by material experts, media experts, and book design experts. From each of expert assessments, it had different aspects of the assessment. This assessment was carried out to determine the feasibility of the textbooks being developed. Textbooks could be tried out if they are declared feasible by material experts, media experts, and book design experts. The complete results are as follows

<table>
<thead>
<tr>
<th>Table 2. Conversion Quantitative Data to Qualitative Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspect</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>The content feasibility</td>
</tr>
<tr>
<td>Presentation</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Based on Table 2, it could be explained that the assessment of textbook products by material experts gets a total score of 140. This score when converted gets an A predicate with the very good category, so that the product developed could be said to be feasible. The score for each aspect, namely: the content feasibility aspect got a score of 80 in the very good category and the presentation aspect got a score of 60 in the very good category.

<table>
<thead>
<tr>
<th>Table 3. The Result Of The Assessment Of Textbook Feasibility By Media Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspect</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Language</td>
</tr>
<tr>
<td>Graphic</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Based on Table 3, it could be explained that the assessment of textbook products by media experts gets a total score of 83. This score when converted gets an A predicate with the very good category, so that the product developed can be said to be feasible. The score for each aspect, namely: the language aspect got a score of 32 in the very good category and the graphic aspect got a score of 51 in the very good category.

<table>
<thead>
<tr>
<th>Table 4. The Results of Textbook Feasibility Assessment by Book Design Experts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspect</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Book Design</td>
</tr>
<tr>
<td>Book Content</td>
</tr>
<tr>
<td>Book Cover</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Based on Table 4, it could be explained that the assessment of textbook products by book design experts gets a total score of 136. This score when converted gets the A predicate with the very good category, so that the product developed can be said to be feasible. The score for each aspect, namely: the book design aspect got a score of 43 in the very good category, the content aspect of the book got a score of 32 in the good category and the book cover aspect got a score
of 61 in the very good category.

The distribution of questionnaires was carried out to determine the teacher's response to reading textbooks based on the developed process approach. Based on the results of the questionnaire, it can be concluded that the teacher's response to reading textbooks based on the process approach was very good. The results obtained indicate that the total score obtained from the teacher response questionnaire was getting a score of 59 and the predicate obtained was A with the very good category, thus reading textbooks based on the process approach are effective.

Discussion
The final product of reading textbooks based on the process approach was the result of the revision of the initial draft. The final product was a reading textbook entitled "Reading Skills: Complementary to Reading Teaching Materials Based on a Process Approach, Theme 8 My Residence Area". This textbook was a complement to reading teaching materials in the 2013 Curriculum with the theme of my residence area. The purpose of the complement is that the book developed complements the reading learning process that is not presented in the book published by the Ministry of Education and Culture, namely the process approach steps. In addition, it is also to complement reading learning materials that have not been presented in the 2013 Curriculum book published by the Indonesian Ministry of Education and Culture, namely Theme 8 My Residence Area, Sub-theme 1, Sub-theme 2 and Sub-theme 3. As the end of the complement, the developed textbooks are presented with reading test questions.

This developed reading textbook has several advantages, namely that it can make it easier for teachers and students in reading learning as evidenced by the results of the teacher response questionnaire. This result is in accordance with the opinion of Purnanto & Mustadi (2016: 111) that students will be greatly helped to develop their knowledge by the existence of textbooks [17]. Students also found it easier to understand learning material and it was easier to get to know the area where I live in everyday life. This was as expressed by Syatriana, Husain, Haryanto, Jabu (2013: 16) "The material should meet the student 'need", that the material should meet the needs of students [18].

The reading textbook based on process approach which produced in this study had excellent quality in terms of material, excellent quality in terms of media, and excellent quality aspects of book design. This good quality was because reading textbooks based on a process approach have been systematically compiled in accordance with the standards of writing textbooks, namely having the elements of material feasibility, media feasibility, and book design feasibility according to Muslich (2010: 291) [19] and Sitepu (2012: 127) [20]. The specifications of this product include: 1) Textbook in the form of color printed media with a book length of 29.7 cm and a book width of 21 cm; 2) The paper size used is HVS 80 gr with A4 size, namely 29.7 x 21 cm; The type of letter used is Baar Metanoia with a size of 12 pt in accordance with the letters in the teacher's book and student books published by the Ministry of Education and Culture of the Republic of Indonesia. As for the composition of the product content, namely: (1) Picture of Opening Theme contains illustration about theme material which you are going to study, (2) Basic Competence describes scope of material which will be discussed in the subtheme, (3) The title of subtheme describe the subtheme of the material which you are going to study, (4) Picture of Opening theme contains illustration about subtheme material which you are going to study, (5) The learning process contains reading material which you are going to study for one lesson. The lesson presented in this book adjust Integrated Thematic Book Curriculum 2013 which only contains Basic Competence of Indonesian reading skill.
aspect, because of that this book only presents certain lessons, (6) Planning contains activities that invite you to prepare before reading that are question and answer activities about material and consider the material which you are going to study, (7) Reading contains reading material which you are going to study. This activities were to train your skill in reading use model of read aloud, reading together, reading in pairs, guided reading, reading freely, (8) Responding contains activities to provide responses after reading the text of the reading material and discussing the results of your responses with friends and teachers, (9) Understanding contains activities to more understand reading material. Through re-reading activity, the students can find and learn new vocabularies. Contains activities to answer question about reading material, (10) Expanding understanding contain activities to expand understanding of reading material. Among them, it contains activities re-writing the reading material or re-telling with their own language or sentences. In addition, it also contains activities to perform role-playing based on reading material, and (11) Let Summarize contains a chart to write the summary from learning material. Presentation of Indonesian language learning materials for reading skills in Theme 8 My Residence Area from sub-theme 1, sub-theme 2, and sub-theme 3 was presented in a process approach steps according to Tompkins & Hoskisson (1995: 200-206) [21] and Tompkins (2010: 42-50) [22] which includes steps; preparation, reading, responding, understanding, and broadening understanding. In the preparation step of learning activities, it invited students to prepare themselves before reading. The reading step contains reading material that will be studied and trains students' ability to read using a predetermined reading model. The responding stage is the activity of students giving responses after reading the text of the reading material and being able to discuss with friends and teachers about the results of the responses. The understanding step contains activities of students to better understand reading material through re-reading and learning new vocabulary and answering questions about reading material. The step of expanding understanding contains activities of students to expand understanding of reading material, including rewriting the reading material or retelling it using their own language or sentences and performing role-playing scenes according to the material.

CONCLUSION
Based on the results of research and development, it can be concluded that reading learning textbooks based on a process approach for grade IV MI Muhammadiyah Singasari was arranged according to the feasibility components of the material, media, and book design. Presentation of Indonesian language learning materials for reading skills Theme 8 My Residence Area which contains Sub-theme 1, Sub-theme 2, and Sub-theme 3 was presented in a process approach steps. The steps for this process approach include; preparation, reading, responding, understanding, and expanding understanding. The composition of the contents of the book is as follows: (1) Picture of Opening Theme, (2) Basic Competence, (3) Title of Sub-theme, (4) Drawing of Opening Theme, (5) Learning, (6) Preparation, (7) Reading, (8) Responding, (9) Understanding, (10) Expanding Understanding, and (11) Let's Summarize.

The reading learning textbook based process approach which produced is feasible used for grade IV students of MI Muhammadiyah Singasari. According to the material expert, the process approach-based reading textbook got a score of 140, with an A predicate and included in the "very good" category. The resulting process approach-based reading textbook is suitable for use for fourth grade students of MI Muhammadiyah Singasari. According to media experts, the process approach-based reading textbook got a score of 83, with an A predicate and included in the "very good" category. The resulting process approach-based reading textbook was suitable for use for fourth grade students of MI Muhammadiyah Singasari. According to book design experts, reading textbooks based on a process approach scored 136, with an A predicate.
and included in the "very good" category.

The reading learning textbook based process approach received a very good response from the teacher. This was evidenced by the results of the teacher response questionnaire which got a total score of 59 in the "Very Good" category, thus the textbook was declared effective.

REFERENCES


