

THE IMPLEMENTATION OF READ, ANSWER, DISCUSS, EXPLAIN, AND  
 CREATE (RADEC) LEARNING MODEL TO IMPROVE STUDENTS'  
 READING ABILITY AT THE ELEVENTH GRADE OF SMA PESANTREN

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b>                      Received: April 11, 2022                      Revised: April 18, 2022                      Accepted: April 26, 2022                      Published: August 30, 2022</p> <p><b>Keywords:</b>                      RADEC Learning Model                      Reading                      Pre-Experimental</p>	<p>The objective of the study was to find whether the application of RADEC learning model was effective to increase students' reading ability in understanding a text at the eleventh grade of SMA Pesantren Putri Yatama Mandiri. The instrument of this research was a reading test about an explanation text consisted of 15 questions of multiple choice. The researcher used pre-experimental design with one group pre-test and post-test. The population of this research was class XI A Regular that consisted of 20 students. The researcher used purposive sampling to select the sample. The findings of the study proved that the implementation of RADEC learning model was effective to improve students' reading ability. It could be seen from the students' mean score before using RADEC learning model was 43.55 and the students' mean score after using RADEC learning model was 66.80. From the results of data analysis, it indicated that the t-test value (8.906) was higher than the t-table value (2.093). Therefore, the study refused the null hypothesis (H0) and approved the alternative hypothesis (H1). After analyzing the data, it proved that the implementation of RADEC learning model was effective to improve students' reading ability.</p> <p style="text-align: right;"><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> <div style="text-align: right;">  </div>
<p>Anita, Umami Khaerati Syam, &amp; Sitti Maryam Hamid. (2022). The Implementation of Read, Answer, Discuss, Explain, and Create (RADEC) Learning Model to Improve Students' Reading Ability at the Eleventh Grade of SMA Pesantren Putri Yatama Mandiri. English Language Teaching Methodology, Vol 2(2), 87-91. Retrieved From <a href="https://jurnal.fkip.unismuh.ac.id/index.php/eltm/article/view/3">https://jurnal.fkip.unismuh.ac.id/index.php/eltm/article/view/3</a></p>	
<p><b>Corresponding Author:</b>                      Anita                      English Education Department,                      Universitas Muhammadiyah Makassar,                      259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia.                      Email: <a href="mailto:Nita105351109017@unismuhmakassar.ac.id">Nita105351109017@unismuhmakassar.ac.id</a></p>	

INTRODUCTION

Reading is one of the most important aspects in language learning besides writing, listening, and speaking. Reading is a process in which students can get information from various sources and they can develop their knowledge. As stated by Ailakiu and Unegbu (2017), reading is a thinking process in order to obtain comprehension of a text. Moreover,

Makhmudov (2021) stated that reading is an activity that has motive, purpose, condition, and result that can be differentiated clearly. The motive is communication delivered in written words. The purpose is to get information about a problem that attracts attention of the reader. The condition of reading activity is mastery of a language graphic system and method of excavating information. The result of the activity is comprehending and excavating information from the reading process with various levels of accuracy and deepness. It means that reading is a communication process to obtain information from written words.

Reading is essential in language learning especially for learners who use English as a second or foreign language. According to Springer, et al (2017), reading is essential because it is away for students to integrate their interactive ability. The interactive ability allows the students to read and think at the same time so that they can choose the appropriate information to act wisely in every situation. Despite the fact that reading is essential in language learning, it is impossible to tell the students to read as much as possible, especially in reading English texts. From Magang 1, 2, 3, and P2K, the researcher found that the students were not interested in reading and they were difficult to understand what they read. Moreover, they were too lazy to look for unfamiliar words in dictionary because they usually will be confused with lots of meanings provided. As a result, language learning especially in reading was not effective.

Therefore, to improve the students' reading ability, one of the models that used in teaching was Read, Answer, Discuss, Explain, and Create (RADEC) learning model. According to Sopandi (2017), Read, Answer, Discuss, Explain, and Create (RADEC) learning model is a learning model that trains students to do various activities in learning such as reading, discussing, explaining, exploring, solving problems, and working together. Moreover, Handayani, et.al (2020) conducted a research with the title *Implementation of Read-Answer-Discuss-Explain-and Create Learning Model in Learning Explantion Text in Elementary School*, found that the Read, Answer, Discuss, Explain, and Create (RADEC) learning model was effective in increasing students' ability to master the explanation text concepts. In another research, Setiawan, et al (2019) with the title *The Effects of Critical Multiliteracy Learning Models on Mastery of Explanatory Text Concepts*, found that the students can improve their understanding of the explanatory texts rapidly. Therefore, it can be concluded that Read, Answer, Discuss, Explain, and Create (RADEC) learning model was effective to improve students' reading ability.

Based on the facts above, the researcher was interested to do pre-experimental research about "The Implementation of Read, Answer, Discuss, Explain, and Create (RADEC) learning model to Increase Students' Reading Ability at the Eleventh Grade of SMA Pesantren Putri Yatama Mandiri."

## RESEARCH METHOD

In this research, the researcher used quantitative research (pre-experimental). The design of this research used one class or one group pre-test and post-test. The purpose of this research was to find out whether or not Read, Answer, Discuss, Explain, and Create (RADEC)

learning model was effective to increase students' reading ability in understanding a text after they were given a treatment.

The population of this research was students of SMA Pesantren Putri Yatama Mandiri, which consisted of six classes and 177 students. The researcher used a purposive sampling to select the sample. The researcher selected class XI A Regular that consisted of 20 students as the sample of this research because the English teacher suggested to choose the sample. In addition, based on the researcher's experience in P2K, the students were not interested in reading and difficult to understand an English text so that their learning was not effective and needed to be improved.

In this study, the researcher used a reading test about an explanation text. The instrument was intended to know the score of the students. The reading test contained 15 questions of multiple choice. The tests were offered to the students twice in pre-test and post-test. Pre-test aimed to find the students' ability in understanding a text before giving treatment and post-test aimed to find the students' ability in understanding a text after giving treatment.

## RESULT AND DISCUSSION

### Result

The results of data findings found that teaching reading ability through Read, Answer, Discuss, Explain, and Create (RADEC) learning model was effective to improve students' reading ability in terms of interpretive comprehension at the eleventh grade of SMA Pesantren Putri Yatama Mandiri. The results were described as follows:

Table1. The students' mean score of interpretive comprehension in pre-test and post-test

Number of Students	Goal	The Students' Mean Score		Improvement
		Pre-Test	Post-Test	
20	Interpretive comprehension	43.55	66.80	53.39%

Table 1 shows the mean score of the students in interpretive comprehension. The students' mean scores in pre-test were 43.55 and students' mean scores in post-test were 66.80. The improvement of pre-test and post-test was 53.39%. It can be seen in the figure below:

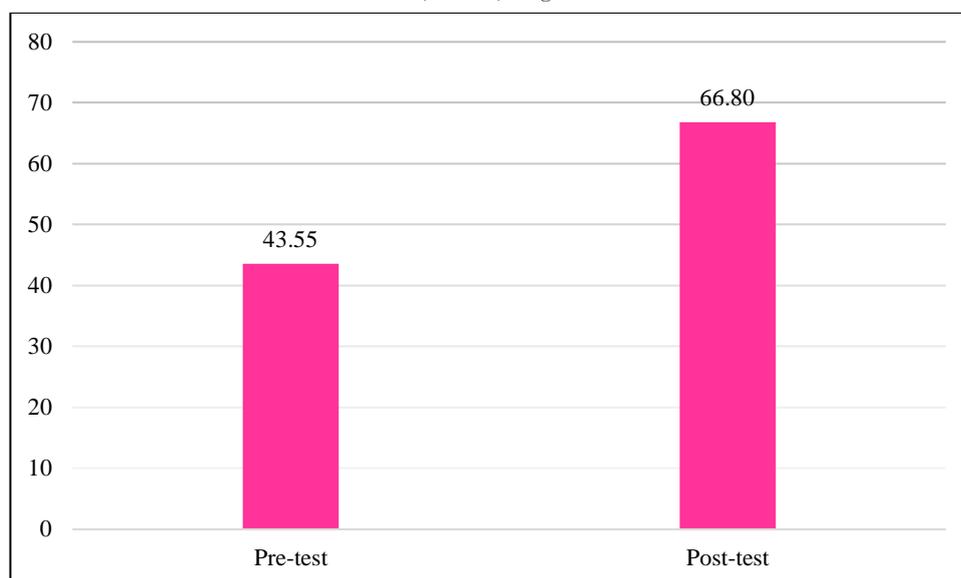


Figure 1. The students' mean score of interpretive comprehension in pre-test and post-test

Based on the results, it can be concluded that the Read, Answer, Discuss, Explain, and Create (RADEC) learning model had improved students' reading ability in terms of interpretive comprehension.

### Discussion

From the results of this research, in implementation of Read, Answer, Discuss, Explain, and Create (RADEC) learning model had improved students' reading ability in terms of interpretive comprehension at the eleventh grade of SMA Pesantren Putri Yatama Mandiri.

From teaching and learning process, where the researcher gave a post-test to know the effectiveness of Read, Answer, Discuss, Explain, and Create (RADEC) learning model to improve students' reading ability, the researcher found that the students understood the texts in terms of interpretive comprehension were better than before they were given the treatment. It means that Read, Answer, Discuss, Explain, and Create (RADEC) learning model was effective to increase students' reading ability. Furthermore, the researcher found that most of the students were active in learning process. This is because there were several stages of learning process that must be followed by the students in groups and independently.

### CONCLUSIONS

Based on the results of this research at the eleventh grade of SMA Pesantren Putri Yatama Mandiri, it can be concluded that Read, Answer, Discuss, Explain, and Create (RADEC) learning model was effective to improve students' reading ability in terms of interpretive comprehension. It referred to the mean score of pre-test (43.55) and post-test (66.80). It showed that the results of post-test was higher than the pre-test. In addition, the *t*-test value was higher (8.906) than *t*-table (2.093). It means that there was a significance difference between the students' reading ability before and after using Read, Answer, Discuss, Explain, and Create (RADEC) learning model. Therefore, the null hypothesis ( $H_0$ ) was

rejected and the alternative hypothesis (H1) was accepted. Read, Answer, Discuss, Explain, and Create (RADEC) learning model also made the students were active in the learning process. Furthermore, it could develop students' characteristics, namely responsible and independent; and their abilities in critical thinking, problem solving, collaboration, and communication.

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