Research Article

Analysis of Applying the Read Answer Discussion Explain and Create (RADEC) Model in Learning to Write Narrative Essays at the Grade V Students of Osi Island State Elementary School

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Abstract.
The learning model and learning materials are one unit that is implemented together at the same time. Choosing the suitable learning model that suits the material for writing narrative essays can help students improve their writing skills. The RADEC learning model (read, answer, discuss, explain, and create) is a learning model that helps teachers in the learning process. This model not only improves students' writing skills in elementary school but also increases writing creativity and encourages students to be able to produce narrative essays. This research aims to describe the application of the RADEC model in learning and students' ability to write narrative essays. The study employs a descriptive qualitative research method. The research results show that applying the RADEC model in teaching writing in the classroom can help students write narrative essays and improve students writing skills. This result was achieved by implementing the RADEC model steps: the teacher provides a reading text containing several questions for students to read and answer; after that, students discuss; next, they present the results of the discussion; and students write narrative essays. The results of applying the RADEC model in learning to write narrative essays show that the ability to write narrative essays of 20 5th-grade students at SD Negeri Pulau Osi was in a good category.

Keywords: RADEC model, writing, narrative essay

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1. INTRODUCTION

Learning is a process that occurs between teachers and students that takes place within a predetermined time to achieve learning objectives. The learning objectives set by the teacher in the learning design are to improve the quality of students. According to [1], learning is a process that consists of a combination of two aspects, namely learning and teaching. Learning is oriented towards what students should do and teaching is oriented towards what teachers should do. These two aspects are carried out in the same conditions and learning environment to improve the quality of learners. It is

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conveyed [2] that learning is an activity carried out to increase the intensity and quality of learner learning.

To improve the quality of learners in learning, Indonesian language learning in schools has an important role because it is the mainstay of the educational process in primary schools. In learning Indonesian, students will learn speaking, reading, writing, and listening skills. In addition, learning in Indonesian has a role to form habits, attitudes, and abilities of students for the next stage of development. This is conveyed by [3] Indonesian language learning in primary schools requires students to express thoughts, ideas, attitudes and values.

Writing skills are a skill that must be possessed by students at the elementary school level because through the writing process it can train cognitive children to continue thinking and convey the results of thoughts to others. According to [4] Writing skills should be given to children since elementary school so that children are able to reason, understand writing, have ideas, and can develop ideas. According to Mulyati [5] writing is a process of thinking and expressing those thoughts in the form of discourse or essays. Writing activities are a major process carried out by elementary school students. Because in the writing process children will be involved to organize and convey thoughts equipped with opportunities to reflect on experiences [6].

Mundziroh said that narrative essay writing is a writing competency that must exist and begin at the primary school level so that students can express their feelings, ideas, and ideas to others through narrative essay writing activities [7]. The ability to write narrative essays cannot be automatically mastered by students, but must go through a lot of practice and practice regularly so that students will more easily express themselves in writing activities. In connection with this, writing skills must be trained since childhood or starting from elementary school education. According to [8] by writing a narrative essay, one can try to create, tell, and frame the behaviour of human actions in an event chronologically or that takes place in a certain unit of time. Writing skills in the learning process cannot be separated from the use of learning models.

The learning model is a conceptual framework that describes systematic procedures in organizing students' learning experiences to achieve certain learning objectives, and serves as a guide for learning designers, namely teachers in planning and implementing teaching and learning activities. [9] a learning model describes a designed learning procedure that is adapted to the learning environment along with the use of learning tools that are arranged systematically so that it can describe a step-by-step learning activity. To improve the writing skills of elementary school students, a suitable learning model is needed in order to help students improve their writing skills.

RADEC (Read, Answer, Discuss, Explain, and, create) learning model is a learning model that can help teachers in the learning process to improve students' writing skills. In accordance with the steps of the RADEC learning model, the RADEC learning model is not only to improve students' writing skills at the primary school level, but also to encourage students to be able to master competencies and improve writing creativity.

2. METHOD

The research used a qualitative research design. According to Sugiyono [10] qualitative research is research that intends to examine natural or natural social life. The type of research used descriptive research. Descriptive research is research that reports the state of the object or subject under study related to the circumstances and events in accordance with what it is in learning to write narrative essays and the application of the RADEC learning model. This research was conducted at SD Negeri Pulau Osi. The subjects of the research were students and teachers. The Research was for students to know the ability to write narrative essays and teachers in the learning process in the classroom as well as the application of learning models to improve students' writing creativity in the classroom. The instrument of this research was the researcher as the main instrument. In addition, researchers used supporting instruments, namely observation, open-ended questionnaires, and tests. In analyzing data coming from various kinds of data collection tools, the researcher conducted data coding. The presence of the researcher was the main instrument by preparing an observation sheet that has contained aspects needed to be observed in the implementation of the learning process of writing narrative essays in the classroom. The researcher ticked the aspects that had been done by the teacher and even those that were not appear in the observation table.

In addition to the observation sheet, the researcher provided a closed questionnaire containing statements and answer options to be selected by students to determine the extent to which the implementation of the RADEC model HAS been implemented in the learning of writing in the classroom.

In analyzing data that came from various data collection tools, the researcher coded the data. Data coding could be seen in the table below.

Description:

OB = Observation

TM = Essay Writing Test

AT = Open-ended Questionnaire

TABLE 1: Observation sheet of Student Learning Activity in Writing Learning.

Number.	Aspects observed	Visible	NonVisible
1	Interest and motivation during the writing learning process		
2	Students read the reading text/narrative text given by the teacher		
3	The teacher asks questions and answers with the students about the reading passage		
4	The teacher provides opportunities for students to express their opinions regarding the topic to be written about		
5	The teacher encourages students to convey creative ideas as the topic to be written about		
6	The teacher asks questions with the students according to the topic to be written about		
7	Students dare to convey ideas in the learning process		
8	Students collaborate with friends and exchange ideas		
9	The teacher inspires students to write a narrative essay		
10	Students create essay titles according to the topic		
11	Students determine the purpose of writing		
12	Students look for writing materials		
13	Students create a writing outline		
14.	Students write / compose through the stages of writing a narrative essay (choosing a topic source, creating a title, determining the purpose of writing, determining writing materials, creating an essay outline)		
15.	There is positive interaction that allows students to build each other's learning process so that all group members can share and improve their writing.		
16.	The teacher models how the writing process is done, and students use the modelling to improve the quality of their writing.		
17.	Students share what they have written with other students, at least one of their friends to be able to provide feedback in the form of suggestions and constructive criticism. Students also independently self-evaluate their work.		
18.	Students are always invited to reflect on every stage of writing/writing that they do.		
19	Learning model for writing narrative essay applied by the teacher		
20	Students are able to write narrative essays (creating)		

S = Student

G = Teacher

TG = Research Date

TABLE 2: Narrative Writing Questionnaire with RADEC Model.

No	Statement	Answer Options			
		SS	S	TS	STS
1	I enjoy reading the text/story				
2	I like to answer the questions in the text after I read it.				
3	Have I ever read a story book in class?				
4	The teacher provides a reading text that contains questions				
5	The teacher gives me the opportunity to read the text and answer the questions.				
6	After reading the story, I answer the questions in the storybook				
7	The teacher forms discussion groups to discuss answering the questions on the worksheet				
8	I enjoy telling stories in class when given the opportunity by the teacher				
9	I enjoy writing stories/narrative stories				
10	During the learning process, the teacher asks questions and I always raise my hand to answer them.				
11	The teacher provides a learning model that helps me to write an essay.				
12	The teacher formed discussion groups and gave us the opportunity to create essay titles according to the topic given by the teacher				
13	In the discussion group, we were excited and exchanged ideas on the steps to create a narrative essay.				
14	I was eager to make an essay according to the title that we had determined in the discussion group				
15	After discussing with my friends and understanding the steps of writing a narrative essay, I found it easier to write a narrative essay.				
16	Writing a narrative essay is fun for me because I can express what is on my mind.				
17	I can write my experiences with my family into a beautiful essay.				
18	I am very happy because my teacher can help me when I have difficulty in writing.				
19	The teacher's presence in class to guide me in writing makes me brave enough to write my story.				
20	I am very happy because the teacher gave me the opportunity to read my story in front of the class.				
21	Writing narrative essays with teacher guidance and discussion with friends makes me very happy.				
22	Writing an essay is something I look forward to and I continue to write even if I am not given homework by the teacher.				
23	The learning model used by the teacher really helps me in writing an essay				
24	My essay writing is assessed by the teacher by giving notes on the parts that I have to change for the better				
25	My teacher and friends are the ones who help me become a writer who dares to express my ideas				
26	By writing at school with my teacher and friends, I believe I will become a great writer in the future.				

TABLE 3: Data Coding.

No	Data Collection Technique	Code	Data collected
1	Observation	OB/G/ S/TG	Information data about the learning process of writing narrative essays by teachers and students in the classroom.
2	Narrative essay writing test	TM/S/TG	Information data about students' narrative essay writing ability.
3	Open-ended Questionnaire	AT/S/G/TG	To strengthen the data about the learning process of narrative essay writing and the application of RADEC model in the classroom.

The data analysis techniques used were data collection, data reduction, data presentation, and conclusion drawing (Miles and Huberman, 1992). It could be explained as follows.

1) Data collection. Researchers conducted data collection in the form of rough data at the time of the research. In this case the data in question are observation results, test results and open questionnaires.

2) Data reduction (data Reduction). Researchers selected, focused, and simplified the data. The data was selected according to the focus of the research. Data reduction takes place continuously during the research. The reduced data includes all the results of data related to the learning process of writing narrative essays, the application of the RADEC model by teachers and students' narrative essay writing skills.

3) Data presentation (data display). After the data has been reduced, the next step is for researchers to present the data (data display) in the form of descriptions, narratives, and arguments. Through the presentation of the data, the data is organised, arranged in a relationship pattern, so that it will be easier to understand.

4) Conclusion Drawing/Verification. The results of qualitative data analysis were used to draw conclusions and verification about the learning process of writing narrative essays and applying of the RADEC model by teachers, and students' narrative essay writing skills. Conclusions were drawn by comparing, making connections between, grouping, and reviewing the data obtained. Re-analysing the data that has been collected, then making conclusions is done in the verification process. Researchers look for meaning from the data collected to a conclusion in the research conducted. Data validity checking used in this research is triangulation.

3. RESULTS

3.1. Analysis of applying Read, Answer, Discusion, Explain, and Create (RADEC) Model

Based on the observation during the learning process, applying of the Read, Answer, Discussions, Explain, and Create (RADEC) model had been directly implemented by the teacher in learning, except that the term RADEC was a foreign language term. As the Read, Answer, Discusion, Explain, and Create (RADEC) learning model, it appeared that the first was done reading. Reading was the first step done by learners directly. The teacher provided it in the form of stories given to each learner. The purpose of giving reading to children in which the reading was related to the material, directly learners would find their own information in the reading before explaining by the teacher or even conveyed by their own friends. (OB/Gr.S/06.10.2023).

Figure 1: Students Reading the Reading.

The second step was answering. Reading was given by the teacher. It contained questions with the aim that students could learn independently. Analyze the questions and provide student answers. The questions given by the teacher start from questions with low-level skills (LOTS) to questions with high-level thinking skills (HOTS).

Figure 2: Students answer the question.

In the third step, the teacher provided opportunities for students to discuss. The teacher formed a group of students consisting of four discussion groups with the aim that

students discuss related material and also students share with each other by checking back on each other's individual work.

Figure 3: Students in Group Discussion.

After students shared w each other in the discussion group. The next step was explain. Learners were given the opportunity to explain or present their work in front of the class. Before the teacher invited the presentation group to convey the results of the discussion, the teacher provides direction and motivation to other discussion groups to listen, and may ask questions, refute or may also suggestion what had been conveyed by friends from different groups.

Figure 4: Students Presentation of Discussion Results.

After all groups explained the results of the discussion to their friends. The last step of the RADEC model was Create. At this stage the teacher fully explained the steps of writing a narrative essay and also explained the aspects that would be assessed in writing a narrative essay, namely aspects of essay content, organization of essay content, language use, and mechanics (word choice). The teacher also provides opportunities for students to express their experiences in the form of narrative essays through the guidance of the teacher. All students were very enthusiastic in writing narrative essays.

According to the observation of the learning process, the theme of family spirit and mutual cooperation in community activities was the theme for students to write a theme that all students directly had experience doing activities in the environment. Before choosing a title, each students began to recall the experiences they had done together. With enthusiasm, students wrote with the guidance of the teacher.

Figure 5: Students Answer Teacher's Questions and Students Write Narrative Essays.

3.2. Student Writing Ability Test Results

The test results of students' narrative essay writing skills were assessed based on the aspects and assessment scores described by the teacher, which could be seen in the table below.

TABLE 4: Results of Writing Narrative Wreaths of Grade V Students of SD Negeri Pulau Osi.

No	Name	Each Aspect				Total	Ket
		Content	Organi-sation	Language	Spelling		
1	NAP	30	25	24	19	98	Excellent
2	AAK	30	25	24	19	98	Excellent
3	HMK	30	25	23	19	97	Excellent
4	KRM	30	25	22	19	96	Excellent
5	DS	30	25	21	19	95	Excellent
6	WOM	30	25	21	19	95	Excellent
7	Z	30	25	21	19	95	Excellent
8	A	30	25	20	16	91	Excellent
9	ZZM	30	25	20	16	91	Excellent
10	YHM	30	25	18	15	88	Excellent
11	MAN	30	25	17	15	87	Excellent
12	JO	30	25	17	15	87	Excellent
13	MM	30	25	16	14	85	Excellent
14	SA	30	25	16	14	85	Excellent
15	VJ	30	25	16	14	85	Excellent
16	SL	30	25	16	14	85	Excellent
17	A	23	25	18	15	81	Good
18	A	23	25	18	15	81	Good
19	J	23	25	18	14	80	Good
20	SH	23	25	18	14	80	Good

Based on the score table of the ability to write narrative essays, it coul be seen that out of 20 students, 16 students managed to obtain a total score of 93-100, including NAP, AAK, HMK, KRM, DS, WOM, Z, AM, ZZM, YHM, MAN, JO, MM, SA, VJ, SL and 4 students in the good category, including AL, AS, J, and SH even one of these four students with the code AS is a student who could not speak since birth but has the ability to write.

4. DISCUSSION

In this study, the results of the analysis obtained on applying the Read, Answer, Discussions, Explain, and Create (RADEC) learning model in writing narrative essays were the RADEC model was important to be applied in learning to write narrative essays. According to Sopandi [11] the RADEC learning model (Read, Answer, Discusion, Explain, and, Create) is a learning model that can encourage students to develop 21st century skills and master the learning concepts learned. The steps of this RADEC learning model were also easy for teachers to understand. According to the results of the description during the learning process, applying the RADEC model was not only influential in improving students' writing skills, but it could directly affect reading, listening and speaking skills. The presence of researchers during the learning process in class V took place, students looked very active and enthusiastic in reading, answering questions, discussing, explaining the results of discussions and writing narrative essays. Based on the results of the narrative essay writing ability test carried out in class V SD Negeri Pulau Osi, out of 20 students, 16 students obtained scores of 88-94 in the very good category, and 4 students obtained scores of 81 in the good category. It could be seen that Applying the RADEC learning model had an effect on students' writing ability in class V SD Negeri Pulau Osi. According to Ramadini [12] the RADEC model is effective on students' writing ability and can be used as an alternative teacher's guide in improving the achievement of writing learning outcomes.

5. CONCLUSIONS AND RECOMMENDATIONS

1) The use of Read, Answer, Discuss, Explain, and, Create (RADED) learning model could motivate and encourage students' enthusiasm in the learning process. The use of the RADED model provided opportunities for students to be more active through teacher guidance to improve their ability to write narrative essays through the writing practice process.

2) Through applying RADEC model in learning to write, not only improve students' narrative essay writing ability, but also it could train and improve students' ability in speaking, reading, and listening.

3) Applying the RADEC learning model directly improves students' narrative essay writing ability, this could be seen from the results of the narrative essay writing test of SD Negeri Pulau Osi students, out of 20 students dominant is very good, 16 students scored 88-94 in the very good category, and 4 students scored 81 in the good category.

4) Teachers could use the RADEC model as a guide to improve students' narrative essay writing skills in primary school.

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