

Examining the Transformative Effect of the RADEC Learning Model on Student's Fictional Writing Ability

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ABSTRACT

This study originated from the observation of teachers employing traditional teaching methods, leading to a notable deficiency in students' proficiency in crafting fiction texts. The aim of this research is to investigate the impact of the RADEC (Read, Answer, Discuss, Explain, Create) learning model on the development of fiction writing skills among fifth-grade elementary students. Employing a quasi-quantitative experimental approach, this study utilizes a non-equivalent control group design, incorporating experimental and control classes. Data collection methods include observation, pretest and posttest assessments, and documentation. Data analysis involves normality testing, homogeneity of variance testing, and independent sample testing using SPSS IBM26. The findings reveal a statistically significant disparity in the average fiction writing ability between groups utilizing the RADEC model and conventional methods, with a significance value of $0.047 < 0.05$. The noteworthy average improvement of 17.5 in students' fiction writing skills subsequent to the implementation of the RADEC learning model underscores its effectiveness, advocating for its adoption by educators, particularly for enhancing the writing proficiency of fifth-grade students.

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1. INTRODUCTION

At the elementary school (SD) level, Indonesian language teaching plays a central role in developing students' language skills. (Ahwi, 2021; Nengsih, 2023; Nura, 2020; Perdana, 2023). Teaching Indonesian has a big impact on forming a generation that is proficient in the language, able to think critically, and ready to face future challenges. According to (Suhendi, 2017) language is useful in increasing a person's creativity in creative thinking and improving a person's skills in dealing with any problems through critical thinking. Current language learning is expected to accommodate both and teach students to be better at language. One of the important aspects of teaching Indonesian is the ability to write fictional texts. The process of writing fictional texts is a creative journey where a writer expresses their ideas and

imagination in the form of fictional writing. Students learn to stimulate creative thinking and explore their imagination more freely (Sukmana, 2022). They can describe experiences and convey messages in a way that readers can understand (Hartati, 2021). The purpose of writing fictional texts is to encourage creative brain activity and train fine motor skills (Dewi et al., 2019). Apart from that, by writing fictional texts, students' self-confidence can be increased while improving their literacy skills.

In fictional texts, there are important elements, such as character, plot, message, setting, and theme (Ikhwanta, 2022; Komalasari et al., 2022). When writing fiction texts, students learn to recognize how these elements interact with each other to form a story. They also need to understand how to use words correctly and according to the rules, express them well, and organize sentence structures effectively (Ahwi, 2021). Writing fiction stimulates students' sensitivity in expressing their feelings, trains imagination, and increases students' creativity. This fiction writing learning activity needs to receive attention from the teacher so that learning becomes meaningful and enjoyable for students.

In learning to write fictional texts, teachers are expected to encourage students to analyze fictional stories and practice making simple stories. In this learning process, constructive feedback from the teacher will help students improve and develop their writing. Apart from that, students are also encouraged to collaborate, discuss, and share their ideas and experiences to inspire each other (Muammar & Susilawati, 2020). With an appropriate approach, students can develop their imagination and language skills to the maximum, helping them become more creative and talented storytellers in the future (Mulyati, 2017).

From the results of observations made by researchers in class V Elementary School, it appears that Indonesian language learning has not been optimal. Learning still tends to use the lecture method, where the teacher records material on the blackboard, and students copy it into notebooks. A teacher should have the ability to design more varied media and learning models (Adukaite et al., 2017; Amini & Saniyah, 2021). As a result, teachers present information monotonously and less interestingly. Students also tend to be less interested and become passive recipients of information, with little opportunity to interact and participate actively. Discussions between students also did not occur because they only answered questions asked by the teacher together.

Based on unstructured interviews with class teachers, it was revealed that students had difficulty writing creative and substantial fiction texts due to their lack of interest. They even have difficulty constructing sentences correctly, so their ability to write fictional texts is still very limited. In line with this problem, Vegyta (2022) and Puji Rahayu, et al., (2021) stated that one type of writing learning that is less popular is teaching writing fiction essays or fictional texts. Students often feel less interested in exploring their imagination or creating stories based on imagination. This is caused by conventional teaching which is still used by some teachers. Aprelia, et al., (2019) and Nurul (2020) in their research found that students' writing skills were not good and needed to be improved. Teachers need to apply learning models that stimulate students' imagination and enthusiasm. Rifandi (2023) stated that the implementation of learning models from outside the educational environment in Indonesia does not always suit the conditions and dynamics of learning in Indonesia. As a result, this can have an impact on student achievement and learning motivation.

Implementing the right learning model will guarantee the achievement of learning objectives by the plans that have been prepared (Fitria, 2019). Hence, to enhance students' proficiency in crafting fiction narratives, it is imperative to employ a learning framework such as the RADEC model. RADEC stands for Read, Answer, Discuss, Explain, and Create, offering a structured approach to bolstering writing skills in storytelling (Wijaya et al., 2023). The RADEC model presents an innovative and interactive approach to learning, increasing student involvement and making it easier to understand the concept of fictional stories. Apart from that, this model also develops critical thinking skills, effective communication, collaboration, and creativity (Satria & Sopandi, 2019; Utsman et al., 2022). Engaging with the RADEC model fosters the development of contemporary skills essential for today's context, while also guaranteeing a thorough comprehension of the subject matter's underlying concepts (Andini & Fitria, 2021).

Several previous studies support the use of the RADEC model in improving the learning of fictional texts. Based on research conducted by Vegyta (2022), the RADEC model demonstrates a superior influence on enhancing students' creative writing abilities in comparison to conventional learning approaches. This underscores the effectiveness and superiority of the RADEC model in fostering students' development of creative writing skills. According to research by Nura and Hartati (2022) and Pratama, et al. (2020), the RADEC learning model fosters heightened student involvement, resulting in improved critical thinking skills. This approach urges students to actively engage in learning by participating in discussions. This allows them to hone critical thinking skills while actively engaging in the course material. Meanwhile, research by Komalasari et al. (2022) concluded that the RADEC learning model has an influence on fiction story text writing skills.

The researchers aim to investigate the transformative impact of implementing the RADEC learning model on fifth-grade students' fiction writing proficiency. The central question revolves around whether adopting the RADEC learning model leads to a significant enhancement in writing fiction narratives among elementary school students compared to traditional learning methods.

2. METHODS

This research is included in the type of quasi-experimental or quasi-experimental quantitative research, where it is difficult for the researcher to control the research variables fully and uses a pre-existing sample group. This research comprised two distinct groups: the experimental group comprised 14 students, with an equal split of 7 male and 7 female students, whereas the control group comprised 20 students, equally divided with 10 male and 10 female students. The design used was a non-equivalent control group design to compare the average ability to write fiction texts between the RADEC and conventional learning models in the VSD class. The sample is chosen using a method called simple random sampling, wherein every individual within the population has an equal opportunity to be included in the sample. This ensures that every student in class V of SD Negeri Gugus Kecamatan Pangkalan Koto Baru has an equal opportunity to be included in the experimental or control group, thereby increasing sample representation and reducing potential bias.

The data collection instrument was a final ability test question given to students in both groups at the end of the learning session to measure their ability to write fiction texts. The validation process for the ability to write fiction texts and the RADEC learning module involved several expert lecturers, consisting of material experts, language experts, and structure experts. Normality and homogeneity of variance tests were carried out for the pretest and posttest results regarding students' ability to write fiction texts between the experimental and control groups.

The analysis of data was conducted utilizing an independent sample t-test through SPSS IBM 26. A significant distinction in the average proficiency in crafting fiction texts between groups instructed with the RADEC model and those following conventional methods is deemed present when the results of the independent sample t-test indicate a significance level below 0.05. Additionally, an N-Gain test was performed to assess the efficacy of both learning models in enhancing students' capability to compose fiction texts.

3. FINDINGS AND DISCUSSION

3.1 Result

This study examined how the implementation of the RADEC learning model affected students' proficiency in crafting fiction narratives by analyzing their learning results. It assessed the average variance in writing skills between students utilizing the RADEC model and those following a traditional approach to gauge the influence on their fiction writing abilities. The presence of a noteworthy variance in learning outcomes suggests that the RADEC model plays a role in shaping

students' proficiency in composing fiction texts. Conversely, the absence of a substantial difference indicates that the RADEC model lacks a significant impact on students' capacity to produce fiction texts.

Before carrying out data analysis, normality and homogeneity of variance tests were carried out to ensure that the data was normally and homogeneously distributed. Subsequent to this, data analysis was conducted to fulfill the research objectives. During the pretest phase, a t-test was performed to confirm the absence of variance in the average fiction writing proficiency among students in the experimental and control groups prior to administering the treatment. This provided an equivalent starting point for both groups, ensuring that differences that emerged after the intervention could be attributed to the use of the RADEC learning model, rather than pre-existing differences.

Following the completion of the final test or posttest, information concerning students' proficiency in crafting fiction texts is gathered. The experimental group comprised 14 students exposed to the RADEC model during instruction, while the control group comprised 20 students who underwent conventional learning methods. Information about the posttest results of students' ability to write fiction texts in both groups can be seen in Table 1.

Table 1. Data on the ability to write fiction texts for the experimental class and control class

Statistics	Experimental Class	Control Class
Number of Values	1065	1235
Average	76.07	61.75
Highest Score	95	95
Lowest Score	40	25
Standard Deviation	17,993	21,106

The histogram of the post-test data on students' ability to write fiction texts in the experimental class using the RADEC model can be seen in Figure 1.

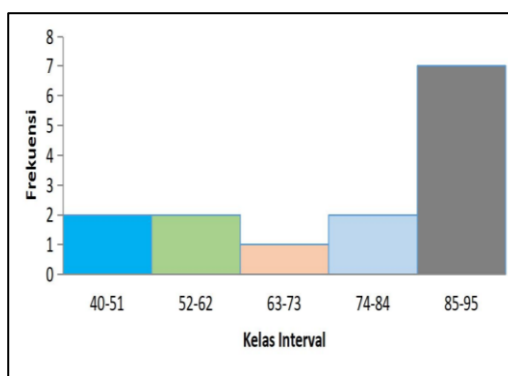


Figure 1. Histogram of Experimental Class Fiction Text Writing Ability

The histogram of post-test data on students' ability to write fiction texts in the control class using the conventional model can be seen in Figure 2.

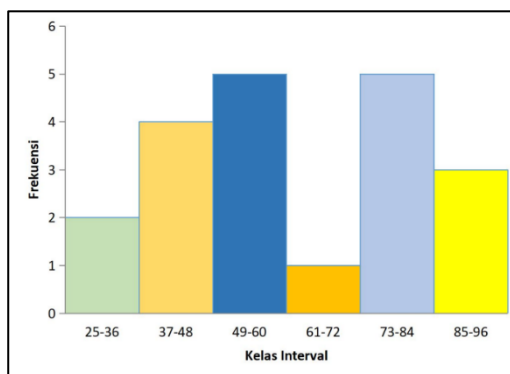


Figure 2. Histogram of Control Class Fiction Text Writing Ability

According to the findings of the study, the minimum score attained by students in the experimental group for fiction writing ability was 40, compared to 25 in the control group. Conversely, both the experimental and control groups achieved their highest fiction writing scores, with a maximum of 95. The experimental class exhibits a lower standard deviation (17.993) in contrast to the control class's standard deviation (21.106). This suggests that the data in the control class displays a higher degree of variability compared to the experimental class.

The results of the normality test conducted on the pretest scores concerning fiction writing skills in both classes indicated a significance value of 0.310. Likewise, for the posttest, the significance value was noted as 0.054. These findings suggest that all datasets lean towards demonstrating a normal distribution, as the significance values surpass the 0.05 threshold.

The homogeneity of variance test for the pretest data yielded a significance value of 0.836, and for the posttest, the value was 0.301. Given the significance values surpassing 0.05, it can be deduced that all data indicates homogeneity, signifying an absence of substantial variance difference between the experimental and control classes during both testing phases.

Through the SPSS IBM26 analysis using the independent sample t-test, it was found that the mean proficiency in crafting fiction texts for the experimental class stood at 76.07, while the control class recorded a mean of 61.75. The observed difference in the average fiction writing ability between the two classes yields a significance level of 0.047 at $\alpha=0.05$. Consequently, there exists a substantial disparity in the average fiction writing ability among students instructed with the RADEC model and those under the conventional model, as the significance value of 0.047 is less than the threshold of 0.05. A summary of the results of writing ability calculations can be seen in Table 2.

Table 2. Summary of Calculation Results of Students' Writing Ability

Ability to Write Fiction Texts	Group Statistics				
	Experiment and Control	N	Mean	Std. Deviation	Std. Error Mean
	Experiment	14	76.07	17,993	4,809
	Control	20	61.75	21,106	4,719

The N-Gain test was conducted with the aim of evaluating the effectiveness of the two instructional approaches. Results from the N-Gain score test indicated that the average N-Gain score for the experimental group was 44.6%, categorized as moderately effective, with scores ranging from -33.3% to 83.3%. In contrast, the average N-Gain score for the control group was 4.03%, falling within the ineffective range, with scores ranging from -175% to 90%. On average, the experimental group demonstrated greater progress compared to the control group, suggesting that the adoption of the RADEC model effectively enhanced students' fiction writing skills.

3.2 Discussion

This study aims to evaluate the effectiveness of implementing the RADEC learning model in improving the fiction narrative crafting skills of fifth-grade students. To gauge its efficacy, researchers conducted a comparison of learning outcomes between the experimental group, which employed the RADEC model, and the control group, which utilized a traditional learning method. The RADEC model, comprising Read, Answer, Discuss, Explain, and Create, facilitates the attainment of thorough comprehension and practical application of concepts within authentic situations. The learning process which starts with reading, followed by answering questions, discussing, explaining understanding, and then creating something based on that understanding, allows students to build and demonstrate their critical and creative thinking abilities (Chairunnisa, Prihantini, & Sukardi, 2022; Handayani, H., 2019; Pratama, Y., 2020; Setiawan, Dadan, Hartati, & Sopandi, 2020)

The RADEC learning model was chosen because it integrates conceptual understanding, collaboration, problem-solving, and creativity, in line with the skills needs of the 21st century (Pratama, Y., 2020). The syntax of the RADEC learning model is quite complete as a learning model that develops students' abilities, starting from the Read (reading), Answer (answering), Discuss (discussion), Explain (explaining), and Create (creating/making) stages. A series of activities in the RADEC model syntax leads to complete, comprehensive, independent learning and provides space for creativity. Apart from that, the RADEC learning model can accommodate various other skills that are essential for a student to have. Such as the ability to write fiction which is accommodated at the Read stage, mastery of concepts at the Answer stage, speaking at the Discuss and Explain stage, and critical and creative thinking at the Create stage. Utilizing a non-equivalent control group design, this study contrasts the impact of RADEC learning against conventional learning methods in both experimental and control settings. Data collected from the final assessment of fiction writing abilities indicated that the experimental class, employing RADEC learning, achieved a higher average score compared to the control class utilizing traditional teaching approaches.

The data analysis indicates a mean disparity in the proficiency of crafting fiction texts among students instructed with the RADEC model compared to those following the conventional model. These findings highlight significant differences in writing abilities between the two groups. The results show that classes that receive learning using the RADEC model tend to have better quality fiction texts and a higher level of creativity in writing their fiction texts. This is supported by the findings of Vegyta (2022) It is asserted that the Read, Answer, Discuss, Explain, Create (RADEC) learning model has been demonstrated to exert a favorable impact on enhancing students' creative writing abilities when compared to traditional learning approaches. By using the RADEC model, students more easily understand the elements of fictional texts, allowing them to integrate these elements into their writing when writing stories. This also increases students' learning motivation through entertaining creative discussions, as well as accelerating mastery of fictional text concepts. As a result, when learning to write fiction texts, students remain enthusiastic and able to work independently, thanks to previous practice in critical and creative thinking. Creative thinking skills are very important in composing fictional texts (Nurmalasari, 2022).

The use of the RADEC model encourages students in the writing process because they are allowed to apply concepts in their writing (Imran, Sopandi, Mustafa, & Riyana, 2013; Pratiwi, Amumpuni, Fikria, & Budiastuti, 2023; Setiawan et al., 2020). Not only that, the RADEC model not only increases students' understanding of concepts, but also trains them in critical thinking, creativity, and developing collaborative attitudes and communication skills (Lestari, Ali, Sopandi, & Wulan, 2021). According to (Sukardi, Wahyu, Riandi Rahmawati, Y. Syifahayu, Melinda, Rohimah, & Helsa, 2022) the RADEC model is designed to expand understanding in depth and continuously, not just memorizing information. By focusing on the syntax steps of the RADEC model, students have the opportunity to apply their knowledge in real-life situations, interact with others, and create useful results. This approach is very dynamic and allows students to develop freedom and decisive thinking skills. Each phase in the RADEC model encourages students to participate actively, develop, and have skills in

collaboration, communication, and understanding (Azis & Asih, 2022; Hernita & Dharma, 2023; Kusumaningpuri & Fauziati, 2021). The RADEC learning model has been tested for its feasibility in dealing with instructive difficulties during the Super Smart Society 5.0 period, and the results show that this model is valid and effective in improving student skills (Maspiroh & Eddy Sartono, 2022).

Learning with the RADEC model is centered on expanding student learning inspiration. From the observation results, it can be seen that students who had low motivation to learn in the trial class who received learning through the RADEC model showed better writing skills than students in the control class. The findings (Nengsih, Hamsiah, & Muhammadiyah, 2023) confirm the effectiveness of the RADEC learning model in further developing student scholastic achievement. Moreover, employing the RADEC model in the experimental class is favored for enhancing students' learning capacity, leading to improved competency in crafting fiction texts among students with low motivation, in contrast to utilizing the conventional model in the control class. According to (Andini & Fitria, 2021; Suleman & Kiaymodjo, 2023) the RADEC learning model plays a role in increasing student learning motivation. This is by the existing syntax. On the other hand, in the control class, students with high motivation to learn did not receive stimulation from certain learning methods, so they were unable to achieve better achievements. As stated by (Blumenfeld et al., 2011; Guilloteaux & Dornyei, 2008; Zheng, Lu, & Li, 2023) students need encouragement when they lack encouragement, but when students already have high motivation, teachers only need to maintain and maintain that encouragement. by utilizing a variety of teaching methods. The teacher's choice to implement the RADEC learning model has shown progress in following and expanding student inspiration. Thus, the use of the RADEC model in experimental classes is superior to balancing students' learning inspiration (high learning drive), resulting in better skills in composing expository texts compared to students who have high learning inspiration as demonstrated by involving conventional models in the class. control. According to (Amna & Wahyuni, 2022; Ikhlasani, Ramadhan, & Johari, 2023; Prayoga, Suwignyo, & Mudiono, 2018) students' high motivation to learn influences their ability to learn, and learning results also show good grades and are better than students who have low motivation to learn.

Apart from that, this research also shows that the RADEC learning model has the potential to increase interaction between teachers and students, allowing for more intensive practice and making more efficient use of lesson time. In a learning context that focuses on writing, such as writing fictional texts, this plays an important role because writing is a process that not only involves conceptual understanding but also the ability to express ideas creatively and logically. When compared to conventional models which tend to be more passive and teacher-centered, the RADEC learning approach emphasizes the active involvement of students in the learning process, giving them greater opportunities to develop independent thinking and creativity. This is in line with constructivist learning theory which emphasizes the importance of students building their understanding through interaction and active exploration.

4. CONCLUSION

The analysis results demonstrate a notable distinction in the average fiction writing proficiency between students utilizing the RADEC learning model and those employing the conventional approach. This suggests a favorable influence of the RADEC model on enhancing students' fiction writing abilities. To foster a deeper grasp of concepts and competencies in fiction writing, particularly among fifth-grade students, educators are advised to consider integrating the RADEC learning model into their teaching practices. Beyond its efficacy in enhancing writing skills, this model fosters a more dynamic learning atmosphere, promoting active student engagement in the educational process. The implications of this study underscore the significance of embracing innovative instructional methodologies to nurture students' fiction writing capabilities. Recommendations for future research include further investigation of the specific mechanisms by which the RADEC model influences fiction

text writing abilities, as well as exploring its long-term impact on students' overall literacy development in a variety of educational contexts and demographics.

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