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RADEC: INDONESIAN-BASED LEARNING MODEL IN IMPROVING STUDENTS' UNDERSTANDING OF NARRATIVE MATERIALS AT MAN 5 JOMBANG (BEST PRACTICE)

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Abstract

Grammar is one of the important components of English but many students find it difficult to understand it, including students of MAN 5 Jombang. The researcher conducted a study by implementing the RADEC learning model (Read, Answer, Discuss, Evaluate, Create) which aims to improve the understanding of "grammar" in the material of interactional transactional text. RADEC is a new learning model created by lecturers at UPI Bandung which is adjusted to the current era of education in Indonesia. This article is a best practice that proves that the RADEC learning model has succeeded in improving students' understanding of "grammar" with evidence that all student scores have increased.

Keywords: *RADEC, Grammar*

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Introduction

English is a very essential subject for education in Indonesia. This is because English is widely used by people from various tribes and nations, also from all fields such as trade, entertainment,



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diplomacy, mass media and technology (Rao, 2019). According to Smith (2017), English is a language used throughout the world. The world is connected by English as a medium of communication.

In Indonesia, English is needed to face the era of industry 4.0. The Indonesian government even has a slogan "prioritize Indonesian, preserve regional languages, and master foreign languages". Based on this, the goal of learning English in Indonesia is for students to be able to communicate using English in both formal and informal situations. However, communicating in English does not mean only mastering speaking skills, but also all language skills (listening, speaking, reading and writing) and language components (vocabulary and grammar) must also be mastered. This is because learning English cannot be separated. All skills and language components are taught in an integrated manner.

Narrative text material is one of the materials that must be mastered by students in grade XI. In learning this material, students are required to be able to understand the reading in the text, understand the grammar used in the narrative text and even write narrative texts. Students are also trained to hone their "listening" skills through narrative text learning. So that teachers can train two types of skills which according to Harmer (2007) are termed receptive skills and productive skills. Receptive skills consist of listening and reading, while productive skills consist of speaking and writing.

The pandemic period is the most challenging period for education practitioners. A period when the government enforces "social distancing" regulations and maintains distance between individuals to minimize the spread of Covid-19 (Ilmi et al. 2020). The situation during the pandemic forced all components of education to conduct virtual/online learning. Mastery of technology and the use of technology-based learning media immediately mushroomed everywhere. Educational platforms such as e-learning madrasah, google classroom, Edmodo, schoology which were previously foreign to many people, suddenly mushroomed in use. Teachers and students instantly became users of digital technology. The use of technology is widely used anywhere and at all stages of learning, from the initial stages such as brainstorming to the evaluation stage.

After the post-pandemic period like today, the online learning model that was previously used by teachers cannot be abandoned immediately. It is still very common for students to be invited to study using blended learning which combines online and face-to-face learning. This is largely due to the lack of face-to-face hours in class and the large amount of material that students must master. Flipped Classroom or the reverse learning model is one that is widely used by teachers. This learning model is a learning model that is considered effective in overcoming the limitations of space and time.

In this learning model, material is provided online outside of teaching hours and assignments are done in class during face-to-face meetings (Bergmann & Sams, 2012). Project Based Learning (PjBL) is also one of the learning models that must be carried out in schools in Indonesia that use the independent curriculum (Hoesny, 2022). PjBL is one of the four learning models that must be used by teachers, namely Problem Based Learning, Inquiry and Discovery Learning.

Education in Indonesia certainly has its own characteristics, both for teachers and students. Not all learning models used in the world are in accordance with the needs of education in Indonesia. Recently, education experts from UPI (Indonesian Education University) Bandung conducted a study that gave birth to a new learning model called RADEC. RADEC is an abbreviation of the learning syntax, namely Read, Answer, Discuss, Explain and Create (Sopandi et al., 2021). The five learning steps have been adjusted to the characteristics of students in Indonesia.

The significance of this research is that it is expected that the findings of this research can answer the problem of grammar teaching at MAN 5 Jombang. For teachers, RADEC can be an alternative to help improve grammar skills. While for students, this research is expected to help students understand grammar material more easily.

Research Methods

Steps of Problem Solving

This article is a report of best practices that have been carried out by researchers in class XI IIK where the author teaches. The steps taken by the researcher from before practicing the RADEC learning model until all research objectives are achieved. These steps include:

1. Preliminary Study

At this stage, the author conducted a preliminary study with the aim of finding the causes of learning problems that arise in the classroom. The author did 3 things, including; 1) observing the learning process in the classroom, 2) interviewing several students, and 3) collecting student grade data.

From the results of observations and interviews, it was found that students felt they did not have a high interest in learning English because teachers used boring teaching methods because they tended to use teacher-centered lecture methods, teachers also tended to only use one-way communication. From the student's side, there were also obstacles related to the study time provided by the madrasah. The teaching schedule in class XI IIK was 2 hours of lessons and was located after Friday prayers. This hour had an impact on the state of students who had difficulty understanding the

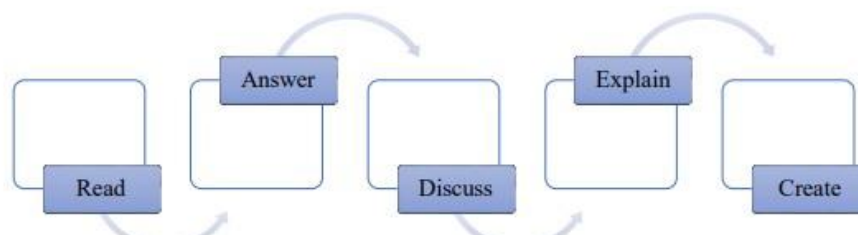
material because the lesson schedule was in the afternoon when students were no longer too focused on the material because they were tired. This is in line with the theory put forward by Wafi (2019) which states that classes will experience chaos if held after midday or even in the afternoon. In addition, the time provided is also reduced because the hours after Friday prayers are reduced by five minutes each for each lesson hour.

The quiz score data for narrative material taken by the research teacher when conducting the initial study is summarized in the following table.

Table 1. Score at Preliminary Study

NO	RANGE	NUMBER	NOTE
1	0 – 25	3	Didn't pass the minimum passing grade
2	26 – 50	9	Didn't pass the minimum passing grade
3	51 – 75	15	Didn't pass the minimum passing grade
4	75 – 100	2	Passed the minimum passing grade
TOTAL		29	

Based on the narrative text quiz score data, which only two students passed the KKM, the researcher then tried to find a solution to solve the problem of low understanding of narrative material in students. Based on the analysis of student needs in the class, the researcher tried to solve the problem of low understanding and motivation of students in learning narrative material in English class by applying the RADEC learning model. The RADEC learning model, which is an abbreviation of the learning steps in it, namely Read, Answer, Discuss, Explain and Create, is believed to be a learning model that is in accordance with the needs and characteristics of students in Indonesia.



Picture 1. Syntax of RADEC adopted from Tuljanah & Amini (2021)

2. Planning

After determining the learning model to be used, the researcher then makes plans. At this stage, the researcher prepares several things, namely lesson plans, tests to assess learning outcomes, observations to see the success or failure of the learning process in motivating students and

questionnaires to collect additional data on student perceptions of the RADEC learning model used in their class. Lesson plans, test questions and observation sheets are attached.

3. Implementing

At this stage, the researcher invites a collaborator to assist in the observation process during the learning process. In this case, the author invites students who are conducting research that takes PTK as their research design. He coincidentally took the same learning model in a different class with different materials at MAN 5 Jombang at that time. In addition to using the observation sheet that has been prepared, the observer also prepares a note sheet to record things that are found that may appear but are not yet in the observation indicators. Documentation of the implementation is attached.

4. Evaluation

At this stage, the author conducted an evaluation after implementing the RADEC learning model. This was done to determine whether the RADEC learning model was effective in improving students' understanding of narrative material and was also able to increase students' learning motivation. The student learning outcome scores are attached.

Results and Discussion

Result

The implementation of English learning using the RADEC learning model on narrative material is scheduled and explained in the following table.

Table 2. The Agenda of RADEC

NO	TIME	ACTIVITY	MATERIAL
1	1 Sept. 2024	Read (Online)	Narrative text
		Answer (Online)	
		Discuss (Offline)	
2	8 Sept. 2024	Explain	Reading comprehension
3	15 Sept. 2024	Create	Story ma
4	22 Sept. 2024	Evaluation	Writing and speaking

From the table above, it can be described that there are four meetings needed to conduct narrative material learning using the RADEC learning model. Narrative material is given to students online through the WA group.

After providing the material, the teacher also explains and provides one model text along with reading comprehension questions. Online learning is carried out one day before face-to-face learning in class. When the teacher and students meet in class, the teacher invites students to discuss the reading questions that they have answered online.

In the second meeting, the teacher explained in detail about the material and tasks that must be done by students related to narrative material. The teacher used story map media to make it easier for students to understand the narrative text material. Students then worked with their deskmates to submit narrative texts that they had found from various sources as the first task.

In the third meeting, students made a project by summarizing their understanding of narrative text reading into a story map that they made. The making of this story map was guided by the teacher regarding what was included in their story map.

In the last meeting, the teacher took the grades from the presentation of the story map results made by the students. In class XI IIK, the presentation was done directly in front of the class. However, there were several classes that were forced to do presentations online by sending videos because the class meeting schedule was not enough time.

From the implementation of learning in class XI IIK on narrative text material using the RADEC learning model, learning outcomes were obtained which included students' reading comprehension scores and evaluation of students' learning motivation while using the RADEC learning model. The following is the report data on the results achieved by students after learning using the RADEC learning model.

1. Learning Outcomes

Based on the student test scores taken before using the post joyful learning method and after using the post joyful learning method, they are presented in the table below.

Table 3. The Score of Pre Test and Post Test

NO	RANGE	PRE TEST	POST TEST
1	10 - 25	3	0
2	26 - 50	9	0
3	51 - 75	15	0
4	76 - 100	2	29
AVERAGE SCORE		33.8	90.2

Based on the data in the table above, it is obtained that there is a very rapid increase in student scores before and after learning using the RADEC learning model. Judging from the average student score, the average student score from 53.28 before learning using the RADEC learning model to 87.55 after learning using the RADEC learning model. Before learning using the RADEC learning model, there were 3 students with scores between 10 - 25, 9 students got scores between 26 - 50, 15 students got scores between 51 - 75, and 2 students got scores between 76 - 100. After learning using the RADEC learning model, data was obtained that almost the entire class got scores between 76 - 100 and were declared to have passed the KKM.

2. Learning Motivation

During the learning of English subject narrative text material using the RADEC learning model, the author also observed the learning atmosphere that indicated students' learning motivation. By using an observation sheet consisting of 5 indicators, the data were obtained which are summarized in the table below.

Table 4. The Learning Motivation of Students

NO	INDICATOR	RESPONSE	
		YES	NO
1	Positive gesture	24	5
2	Focus and consistence	25	4
3	Verbal participation	20	9
4	Self confidence	22	7
5	Happy and interested	24	5

From the table above, it can be concluded that out of a total of 29 students, there were 24 students who showed positive body language. The other 5 people who did not show positive body language were boarding school children who mostly slept in class because of the busy boarding school activities at night so that during the day they became sleepy. A total

of 25 students managed to focus consistently. It was observed that there were still 4 students who could not focus. 20 students actively participated verbally, both asking, answering and giving opinions. The questions they gave were mostly about presentation preparation and the contents of the story map they made. There were 22 students who looked very confident during the learning process. This can be seen from their appearance when giving presentations. Almost all students looked very happy and interested in the activities taking place in class. This is because the activities they do are varied and not boring. Students also feel that the teacher's assignments are not too heavy because the language of instruction used is not always the target language.

Discussion

The RADEC learning model—comprising Read, Answer, Discuss, Explain, and Create—has demonstrated substantial effectiveness in enhancing students' understanding of narrative texts. Prior research in elementary school contexts has consistently reported improved comprehension scores and critical engagement following RADEC implementation. It supports the research result conducted by Nura & Hartati (2022) who found statistically significant gains in reading comprehension (Wilcoxon $p < 0.05$) among fifth graders after using RADEC.

RADEC supports comprehension through a structured, interactive learning cycle that scaffolds higher-order thinking. The "Discuss" and "Explain" stages, in particular, foster self-regulated learning and analytical reflection within small groups, as highlighted by Hervianti et al. (2024). Moreover, the "Create" stage encourages students to reconstruct or produce narratives, reinforcing comprehension through generative output. This research also confirms the study done by Alerbitu et al. (2024) at SD Negeri Pulau Osi, which showed that implementing RADEC in narrative writing resulted in a "good" level of student writing ability, which supports the notion that producing creative outputs cements understanding. In the context of MAN 5 Jombang, these interactional processes likely foster peer learning, metacognition, and active engagement with narrative content.

Given the positive evidence from elementary and middle school environments, deploying RADEC at MAN 5 Jombang offers a promising avenue for enhancing narrative comprehension in secondary education. By integrating RADEC into existing Bahasa Indonesia curricula, teachers can promote higher-order literacy skills, critical thinking, and creative expression. The structured steps of RADEC particularly align with curriculum standards emphasizing interpretative and expressive competencies.

Implementation as a best practice at MAN 5 Jombang should include teacher training in facilitative questioning and monitoring of discourse, as well as use of assessment tools like pre- and post-tests to measure comprehension gains. Adapting RADEC beyond elementary levels not only extends its applicability but also responds to adolescents' developmental needs for interactive and constructive learning strategies.

Conclusion

Based on the data taken from the aspects of students' learning values and motivations above, it is proven that the RADEC learning model is effective in improving students' understanding of narrative text material in class XI IIK. It is also expected that the findings of researchers in class XI IIK can be generalized to other classes. This is because there have been several researchers who have applied this RADEC learning model and proven that this learning model is a good learning model and is in accordance with the needs and characteristics of students in Indonesia.

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