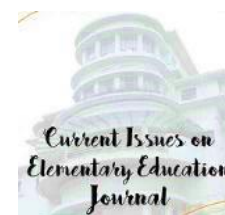




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Improving reading comprehension of explanatory texts in Indonesian language subject, fifth grade students through RADEC learning model

Nopiyanti¹, Deden Herdiana Altaftazani^{2*}, Uus Kuswendi³

¹Gemala Ananda Elementary School, Indonesia, ²IKIP Siliwangi, Indonesia

*deden@ikipsiliwangi.ac.id

ABSTRACT

This study aims to improve the reading comprehension of explanatory texts in Indonesian subjects, fifth grade elementary school students through a problem based learning model based on RADEC. The subjects of this study were the fifth grade students of SD Gemala Ananda as many as 16 people. The method of data collection was done through test techniques in the form of multiple choice test questions and non-tests in the form of observation sheets and interviews. This classroom action research was conducted in two cycles, each cycle having systematic steps consisting of action planning, implementation, and observation and reflection. The results of this study indicate that the use of the RADEC-based problem-based learning model can improve the reading comprehension of the fifth grade elementary school explanatory text. In addition, student activities in learning are increasing and more interactive. Students are also more critical and dare to express their ideas, and can find answers to the problems presented by the teacher.

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1. INTRODUCTION

Indonesian language learning in the 2013 curriculum is one way to use the text learning model. In this research, using the fifth grade KD, which is about summarizing explanatory texts from print or electronic media. Fifth grade students of Gemala Ananda Elementary School as a research project are expected to have the ability to understand explanatory text reading. Reading activities need to be carried out as one of the efforts in understanding explanatory texts. Reading is a process to obtain knowledge and information from reading sources. By reading, one's thinking power increases so that they can understand something easily. This needs to be done frequently so that reading comprehension increases. The type used is reading comprehension so that reading can understand a text of reading content. Explanation text is the material to test students' understanding. Explanation text is a text that contains the process of 'why' and 'how' natural, social, scientific, cultural, and other events can occur.

Through initial observations seen during the learning process, Gemala Ananda Elementary School class V students showed unsatisfactory results, this can be seen in the lack of student interest in reading in class, especially coupled with the pandemic. Where students interact a lot with their gadgets and the habit of physically reading books is decreasing. When in class, students often ask questions related to the reading and instructions on the worksheet, without reading it first.

The above facts are reinforced by the results of interviews with teachers, including: first, in learning Indonesian, teachers usually use the lecture method. Second, teachers' lack of knowledge about models/approaches/strategies/methods that can be applied in learning activities, and Third, textbooks or question exercise books are sufficient as media used for learning activities.

When looking at the conditions in the field that PBL also has weaknesses, that PBL is very effective with a long enough time (Masek and Yamin, 2011) and optimizing the stages of the PBL model. Sonmi Jo and Ja Ok Ku (2011) stated that designing problems well is a key factor that distinguishes PBL from other learning models. This means that PBL begins when students encounter problems. The quality of PBL problems is essential for the stimulation and elaboration of prior knowledge, the development of curiosity and relevant frameworks. These are the motivators that inspire effective PBL learning (Abbey, 2016). While in the field, the determination of problems still comes from the teacher himself, so that the skills of finding problems are still not optimal, it needs an initial stage to activate students to find problems.

This condition inspired the researchers to collaborate PBL with the RADEC model (Read, Answer, Discuss, Explain, Create). This is one way to encourage students to participate more actively in the learning process and think critically in solving the problems faced (Kelana, et al, 2022). In addition, in practice the teacher only acts as a facilitator. Students are required to be active in the learning process. Learning that encourages students to be actively involved will make learning more meaningful (Navehebrahim, 2011).

1.1 Explanatory Text

Explanation text is part of narrative text that is factual in nature (Razak, 2013:9; Kosasih, 2014:31). This text has this structure of general statements and specific statements. The general statement is a description of a fact that contains the rules of synopsis. That is, the content of the general statement is relatively complete, but it is a generalization that does not yet have a relatively detailed explanation (Razak, 2013:45).

In preparing the text, it must be supported by facts or real evidence. Characteristics of explanatory text 1) The structure consists of a General Statement is an initial description of what is conveyed with a general statement. The series of explanations (explanations) is the

core of the explanation of what is conveyed and the interpretation that contains the author's views or conclusions is optional, 2) contains information based on facts, 3) the factual contains scientific / scientific information ([http: Indahnya Bahasa Indon cerpennesia](http://IndahnyaBahasaIndon.cerpennesia), Wednesday, March 12, 2014). Thus, explanatory text can be one way to measure reading comprehension for students.

1.2 RADEC learning model

The RADEC model is being developed by Sopandi (2017). The RADEC model has its initial stages. 682 Rahayu, Sopandi, Anggraeni, Tursinawati, Septinaningrum, PGSD students' critical thinking skills are reading which is carried out before the learning takes place by being provided with pre-learning questions. This condition is expected to optimize students in formulating their problems. This also stimulates students to find their own problems to be solved. The next stage is to confirm and ensure students master the concept through the stages of answering discussing and explaining. The final stage is to bring up new problems that must be solved by students.

So it can be concluded that RADEC is one way to improve students' reading comprehension skills on grade V explanatory text. Because elementary schools are thematic-based, the reading material that will be given to students is adjusted to the discussion of other subject matter, in this case the author tries to connect Indonesian Language and natural science lessons.

2. METHODS

A relevant way to solve learning problems is through classroom action research. Mulyana (2013) explains that classroom action research (CAR) can be interpreted as an effort to improve the learning process faced by each learning that is carried out. What are the problems faced in education and teaching? These problems can be in the planning, implementation, and results stages of education and teaching. This research was conducted at Gemala Ananda Elementary School with 15 fifth grade students. This research consisted of 2 cycles with each cycle consisting of planning, action, observation and reflection stages, and each cycle was conducted in 2 meetings, namely cycle 1 and cycle 2.

The instruments used in this research are test and non-test instruments. Test instruments are carried out to assess the extent of student learning outcomes regarding the learning that has been taught. The instrument is a multiple choice question test and is given at the end (post test). While non-test instruments to assess aspects of students that cannot be measured by numbers. Non tests use observation sheets and interviews.

PTK researchers use the Kurt Lewin Model which is presented in detail and detail. An outline can be seen in the figure 1 below.

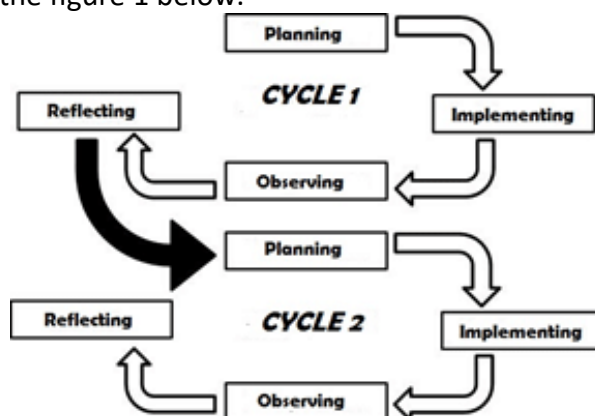


Figure 1. Classroom Action Research

Data collection instruments used include pre-cycle tests, evaluations/tests, observation sheets and documentation. The data taken to determine the success of PTK looks at the value of knowledge, skills, and attitudes. From these values, students are declared to have passed by looking at the KKM of the subjects that have been determined, in this case the author assesses the reading comprehension of explanatory texts in grade V Indonesian language subjects.

3. RESULTS AND DISCUSSION

3.1 Results

After analyzing the problems that arise, the steps taken to improve student learning outcomes are to carry out class action research in cycle I. The action planning stage, at this stage the researcher draws up an initial action plan, discusses the action plan with the teacher, makes lesson plans, prepares test questions and observation guidelines. The implementation and observation stage, related to informing about the learning objectives to be achieved, apperception, core activities and end of learning activities.

The results obtained during classroom action research on reading comprehension of explanatory texts in Indonesian language subjects carried out at Gemala Ananda Elementary School with a total sample size of 16 people with KKM for Indonesian language subjects, among others:

Table 1. Minimum Completeness Criteria (KKM) Indonesian Language Subject at Gemala Ananda Elementary School

Value	Completed/not completed category
≥ 71	Completed
≤ 71	Not complete

Table 2. Teacher performance criteria

Value	Completed/not completed category
$\geq 80 \%$	Completed
$\leq 80 \%$	Not complete

Table 3. summary of the results of the analysis of teacher work and student learning outcomes test in cycle 1 offline.

Aspects	Facts	Target	Description
Teacher performance	Overall teacher performance reached 82.5%	Expected target 80%	has reached the target
Learning outcomes	Students who completed 87.5 percent	Expected target 71%	has reached the target

From the analysis it can be seen from cycle 1 that the results obtained all reached the learning target.

Table 4. Summary of the results of the analysis of teacher work and student learning outcomes test in cycle 2 online.

Aspects	Facts	Target	Description
Teacher performance	All teachers' performance reached 80	Expected target 80%	has reached the target
Learning outcomes	Students who completed 60 percent	Expected target 71%	did not reach the target

To see the comparison between cycle I and II, more details can be seen in the diagram below.

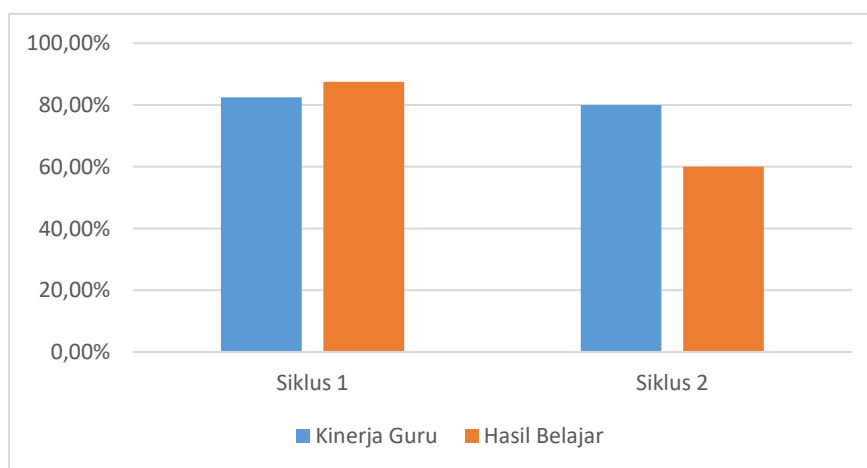


Figure 2. Bar Diagram of Teacher Performance Comparison and Learning Outcomes in Cycle 1 and Cycle 2

After seeing the comparison between cycle 1 and cycle 2, it can be seen that there are decreasing results related to learning outcomes. There are several factors that affect learning outcomes, this can be seen from interviews conducted by researchers to observers during learning activities. Some things are caused by the division of students who are not heterogeneous and the teacher lacks in-depth learning material. So that a 3rd cycle is needed for future improvement steps with the same learning material.

3.2 Discussion

Based on the results of the initial data and final data, there is a decrease in learning outcomes in the second cyclulus. For this reason, a change is needed to improve student learning outcomes. Learning outcomes are the abilities that children acquire after going through learning activities (Abdurrahman, 1999: 24). Learning itself is a process of a person trying to obtain a relatively permanent form of behavior change.

The decline in student learning outcomes is due to several factors. Both internal factors, namely factors that come from within the student himself and external factors, namely factors that come from outside the student (the student's environment itself). As for the factors that come from students, so that student learning outcomes have recently decreased. As for external factors, namely factors that are outside the student or individual (the student's environment itself), among others: a) Family or parent environment, b) School Environment, c) Community Environment. From the description above, it can be concluded that what is

meant by student learning outcomes is the changes that occur in students after participating in a learning process, learning outcomes are feedback provided by students. Originating from students (internal) are: a) Attitude factor, b) Lazy factor, c) Time factor, d) Making Tasks easy, e) How students learn at home, f) Too relaxed, That is the factor that comes from self.

5. CONCLUSION

From these results, there are many factors that influence student learning outcomes related to reading comprehension of explanatory texts. For this reason, improvement steps are still needed in the future, the teacher will carry out the third cycle activities using the same learning material in order to see maximum results, as well as the use of learning models.

During the field activities of the RADEC-based PBL learning model, all students play an active role in the activities and students can also convey the results of their discussions with confidence. These things have indeed been done in class so that students are not awkward to do this. Lesson planning is very necessary before teaching, this can help in the learning process in the classroom. Teaching needs planning, not something instantaneous.

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