



THE EFFECT OF THE RADEC MODEL ON STUDENTS' READING COMPREHENSION

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ABSTRACT

This research was motivated by students' lack of understanding in understanding the meaning of reading texts so that during the learning process students were not able to answer questions correctly, this is the cause of the lack of reading comprehension skills in students in class III. This research aims to find out how the RADEC model influences students' reading comprehension abilities in class III of SD Negeri 5 Palembang. The sample for this research was all class III students consisting of two classes using a saturated sampling technique, namely, class III A and III B students at SD Negeri 5 Palembang. This research uses Quasi Experimental research methods. The method for collecting data on student activities is through observation and documentation, while data on students' reading comprehension abilities is collected using essay tests. With a Nonequivalent Control Group Design. The research data analysis method uses quantitative analysis using the Independent Sample T-test. The results showed that the posttest average for the experimental class was 82.69 and the control class was 68.38. The calculation results obtained = 7.321 and = 1.680 with a significance level = 0.05. Meaning, it can be concluded that it is rejected and accepted. Shows that there is an influence of the RADEC model on the reading comprehension abilities of students in class III of SD Negeri 5 Palembang. $t_{hitung} > t_{tabel} H_0 H_a$.

Keywords: RADEC Model, Reading Comprehension Ability

1. INTRODUCTION

The process through which people learn something from one another or from themselves is called education. A person gains and develops information and skills through the teaching and learning process. Formal education is frequently referred to by the term education. "Education" means "education" in English. The Latin term educare, which meaning to raise, care for, train, or maintain, is where the word education itself originates (Aziez, Suryaman, & Suwatno, 2020, p. 199). Law No. 20 of 2003 governing the National Education System (UU Sisdiknas) is cited in the Indonesian educational system. In order to accomplish national education goals, the

national education system consists of all educational components that are integrated and interrelated. Generally speaking, the quality of the learning process determines the quality of education, and the quality of the learning process is controlled by a number of interrelated components. The national education system incorporates these educational elements (Triwiyanto, 2017, p. 113).

The first fundamental component of education is elementary school, which should serve as a solid basis for pursuing further education. The ability to speak Indonesian is therefore one of the fundamental talents and abilities that elementary school education must impart to its graduates. The reason

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Indonesian is a crucial topic in the basic education curriculum is that it helps pupils succeed in other subjects. Thematic learning materials incorporate Indonesian language instruction. Thematic learning is a teaching approach that stresses the use of carefully chosen, unique themes to teach a variety of curriculum topics and the idea of combining many courses for instruction in schools, according to Setiawan AR (2020, p. 51). Themes, each of which has a sub-theme and lessons that will be covered in class during learning activities, make up thematic learning. The theme book's learning section contains topic matter that the instructor will cover throughout instructional activities. It includes Indonesian language courses as one of its subjects.

One of the disciplines that can be utilized to create student activities in primary school is Indonesian language instruction (Ali, 2020, p. 35). Language serves as a tool for communication. Acquiring a language entails developing communication skills. Acquiring information, skills, creativity, and attitudes are the learning objectives of learning Indonesian. The four components of language proficiency that are included in the school curriculum are speaking, listening, reading, and writing.

Reading proficiency is one of the abilities that pupils need to acquire. Reading abilities, specifically the capacity to read, are crucial for learning through reading activities. Reading ability is a cognitive activity skill in creating the content of written texts so that the reader may understand the meaning the writer wishes to express (Oktrifianty, 2021, p. 77). To put it another way, reading aptitude is the capacity to create meaning in order to understand the author's message by incorporating the reader's prior knowledge and experiences.

According to UNESCO, Indonesia ranked second from the bottom in terms of poor literacy levels, indicating that the country's citizens' interest in reading was

extremely concerning at just 0.001% (Rahmawati, 2020, p. 159). This indicates that only one Indonesian out of every 1000 is a keen reader. (Page 109 of Jafar, Sudarto, & Alkalbi, 2023) According to the results of the 2021 PISA assessment, Indonesia is rated 74th out of 79 nations, or sixth from the bottom, in the reading ability category. Specifically, Indonesia received an average score of 371 in the reading ability category. This indicates a high level of popular interest in reading culture. low, particularly the children' poor reading comprehension abilities, which are an issue for the students themselves. Therefore, efforts must be made in schools to help kids improve their reading comprehension abilities.

A suitable learning model that takes into account the objectives and learning characteristics of the students is required in order to help them succeed in their reading comprehension abilities. A learning model is a conceptual framework that outlines methodical (frequent) processes for planning learning experiences (activities) in order to accomplish learning objectives (learning competencies). To put it another way, a learning model is a plan for learning activities that ensures that teaching and learning activities are executed smoothly, engagingly, and in a logical order (Octavia, 2020, p. 13).

The RADEC learning approach is one that can be applied to address issues with pupils' reading proficiency. Through a variety of activities, students can comprehend concepts, work together, solve issues, and generate ideas and projects. This approach is known as the RADEC learning model. One approach to the learning activity process is the RADEC Learning Model, which helps students grow as individuals and work together to solve problems by exchanging information (Pohan, Abidin, & Sastromiharjo, 2021, p. 251).

According to earlier research that is pertinent to this study, "The Influence of the RADEC Learning Model (Read, Answer,

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Discuss, Explain, and Create) on Science Learning Outcomes" (Khairiyah & Rohmah, 2023, p. 848), the findings According to his research, the average scientific learning outcomes for SDN Dlanggu's class IV students increased by 39. With the aid of SPSS version 25, the data analysis in this study employed a non-parametric test, specifically the Wilcoxon Signed Rank Test. The data used in this study was collected at a significance threshold of $0.000 < 0.05$, which indicates that $Asymp\ Sig. < 0.05$, rejecting H_0 and accepting H_a . Thus, it can be said that RADEC (Read, Answer, Discuss, Explain, and Create) has a major impact on the learning outcomes of SDN Dlanggu Lamongan's class IV pupils.

According to the findings of a study conducted on January 23, 2024, in class III at SD Negeri 5 Palembang, data collected by researchers from class III teachers indicates that students typically struggle to comprehend the material they have read. The class III homeroom instructor claims that during the learning process in the classroom, children were unable to correctly answer questions because they were unable to comprehend the meaning of the reading text. According to Mrs. Naafiah, class III kids' motivation to read is still deficient. This is also the reason why third-grade pupils struggle with reading comprehension. Class III's homeroom instructor continues to employ traditional teaching approaches, including lectures, Q&A sessions, and homework assignments. Because the RADEC learning model has a less varied use in the classroom, researchers are interested in employing it in learning.

The researcher is interested in carrying out a study named The Influence of the RADEC Model on Students' Reading Comprehension Ability in Class III of SD Negeri 5 Palembang because of the issues mentioned above.

2. LITERATURE REVIEW**Understanding Learning Models.**

A learning model is defined as a planning procedure that serves as a guide for the learning process (Ponidi et al., 2020, p. 10). Another method for influencing behavioral changes in students to boost motivation during the learning process is the learning model.

According to Krisandi, Widharyanto, and Dewi (2017), on page 31, the learning model can be understood in terms of the method or approach a teacher employs to carry out the learning process. In order to accomplish learning objectives, teachers employ a presentation approach or method called a learning model in their teaching and learning activities. A learning model is a methodical approach to planning learning activities in order to accomplish learning objectives.

According to Santosa, Sampaleng, and Amtiran (2020, p. 18), a learning model is a pattern of learning activities that teachers select and employ contextually, taking into account the unique learning objectives developed as well as the characteristics of the students, the school environment, and the surrounding environment. Then, according to Siregar (2021, p. 66), a learning model is a type of learning activity that is modeled and executed by the teacher throughout the learning process, showcasing his unique teaching style. Additionally, this learning technique is implemented methodically to make it engaging for pupils.

Therefore, it can be said that a learning model is a way to put an activity utilized in the learning process into practice in order to produce the learning outcomes that the instructor wants to see in order to maximize the achievement of the specified educational goals.

Understanding the RADEC Learning Model

According to Nengsih, Hamsiah, and Muhammadiyah (2023), the RADEC learning paradigm is considered innovative (p. 147). Among the many benefits of the

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RADEC model are its ability to foster teamwork, communication, and conceptual comprehension among pupils.

The RADEC learning approach has the ability to help students grasp concepts and hone their oral and written scientific explanation abilities, according to (Setiawan, Sopandi, & Hartati, 2019, p. 131). Students can be encouraged to grasp the learning ideas and build 21st century abilities by using the RADEC (Read, Answer, Discuss, Explain and Create) learning paradigm.

One alternate learning model that teachers can utilize is the RADEC model, which was developed by Setiawan, Destrinelli, and Wulandari (2022, p. 139). The Read, Answer, Discuss, Explain, and Create (RADEC) model name is the same as the syntax used in RADEC learning. The RADEC model is a learning process model that prioritizes student needs and focuses on the growth and enhancement of students' thinking, according to Hernita & Dharma (2023, p. 5922).

The RADEC model is a learning approach that can help students enhance their comprehension of the course material, foster collaborative relationships among students, and foster student creativity by allowing students to create a piece based on their ideas and the outcomes of their discussions, according to the opinions of the experts mentioned above.

RADEC Learning Model Steps.

According to (Sopandi, et al., 2021, pp. 14-16) explains the steps of the RADEC learning model as follows:

a) Read (R) or Reading Stage

At this stage students explore information from various sources, books, other print media and other information sources such as the internet. So that students remain guided in exploring information, students have previously been provided with pre-learning questions that are appropriate to the material being studied. This activity of digging up information based on pre-learning questions is carried out by

students independently before carrying out the reading stage during the learning process.

b) Answer (A) or Answering Stage

At this stage students answer pre-learning questions based on knowledge from exploring information obtained by students in the Read stage. Based on the data obtained from the results of students answering pre-learning questions, teachers can find out about the state of students' abilities and can provide appropriate assistance in finding the needs of students who are different from each other.

c) Discuss Stage (D) or Discussion

At this stage students have been divided into groups to discuss the results of answers to questions they have worked on previously. At this stage, the teacher observes the communication that occurs between students in each discussion group. Through this stage the teacher can identify questions that are difficult to answer and find out students who have difficulty answering the questions given.

d) Explain (E) or Explain stage

At this stage, presentation activities were carried out from each group representative in turn to explain the material that had been presented by the teacher previously. In this activity the teacher asks other groups to provide suggestions, opinions or questions to students who are making presentations in front of the class.

e) Create Stage (C) or Create

At this stage the teacher motivates students to convey their ideas or thoughts in the form of questions about a problem in the surrounding environment. Next, based on the ideas or thoughts that have been conveyed, the teacher and students discuss these ideas to plan and develop them in a form of work, whether written, oral or in other forms of work that are independent or in the

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form of collaboration or cooperation between students.

Advantages and Disadvantages of Learning Models RADEC

The advantages and disadvantages of the RADEC learning model explained by (Ramadhani, 2023, p. 29) are as follows:

The advantages of the RADEC learning model are:

1. The RADEC learning model has a positive impact on students because the learning steps require students to gain an understanding of the learning material.
2. This step in the RADEC learning model encourages students to improve cognitive abilities through pre-learning tasks.
3. The discussion activities contained in the RADEC learning model can help students to understand more deeply the material being studied.
4. Explaining activities in RADEC syntax can expand students' knowledge regarding the subject matter and improve students' thinking and communication skills.
5. Can improve critical and creative thinking skills because students are required to produce work from the learning outcomes.

The disadvantages of the RADEC learning model are:

1. In the learning habit of students who only listen to explanations from the teacher when assigned to read and answer learning questions, there are some students who are less enthusiastic about following it..
2. Many students are less active in learning, even though this learning model requires students to be active and creative in all their learning.

Understanding the Nature of Mread

According to Muhsyanur (2019, p. 16), the process of identifying letter shapes and grammar, along with the capacity to learn and comprehend the ideas that are conveyed, indicated, or even highlighted in

a reading, constitute the essence of reading. Aside from that, reading is the process of deciphering the meaning of language symbols that are grouped together in words in order to comprehend the thoughts, information, messages, and discourse that an author or authors in a reading have written.

Understanding language symbols and deciphering the meaning of written material through a variety of techniques is the interaction process of reading. To arrive at an interpretation, reading also entails visual, cognitive, psycholinguistic, and metacognitive activities (Kusumawati, 2020, p. 5). According to Aprilyiana (2020, p. 24), reading is the process by which readers get the message that the writer wishes to impart to them through the use of written language or words.

Reading is the process of learning words from printed materials and pronouncing them correctly. In this activity, a variety of complicated abilities are analyzed and organized, such as learning, thinking, contemplating, combining, and solving difficulties, which entails giving the reader explanations of the information (Harianto, 2020, p. 2).

According to a number of experts, reading is a cognitive process that involves comprehension, recounting, interpreting the meaning of written forms that have been seen and remembered, eye movements during reading, mental speech, and retaining the reading's contents in memory.

Understanding Reading Comprehension Ability

“Reading comprehension is basically an activity to obtain reading information both implicit and explicit in the form of understanding and a person's ability to construct the message contained in the text being read in order to understand the main idea, important details, and overall understanding as well as remember reading material that has been read previously,” according to Daulay and Nurmalina (2021, p. 27).

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Reading comprehension, according to Palayukan (2020, p. 55), is the ability to read material by more clearly and profoundly retaining the main ideas so that the reader feels satisfied after finishing it and has a better understanding of everything. data derived from the reading outcomes.

Additionally, the ability to read comprehension is defined as the process of reading to comprehend the meaning of the reading's content, both explicitly and implicitly, utilizing the reader's prior knowledge and experience to expand his understanding of a subject (Pratama A., 2022, p. 608). what you obtain after reading.

According to Sari, Wiarsih, and Bramasta (2021), p. 80 Reading a passage and being able to translate it such that it is easier to grasp and that the main concept is understood is the definition of reading comprehension. The steps involved in reading comprehension are figuring out why you are reading, skimming, reading the entire text attentively, and restating the reading's substance in your own words or sentences.

Reading comprehension is the process of comprehending the content of a reading, identifying relationships between things, cause and effect relationships, differences and similarities between things in a reading, finishing a reading, and reflecting on what has been read, according to the discussion of various experts above.

3. METHODS

This study employed a quasi-experimental design as its methodology. The researchers will employ the Nonequivalent Control Group Design as their research design. This approach was utilized by researchers to determine whether the RADEC learning model had an impact on class III students' reading comprehension skills. (Page 153 of Hikmawati, 2020). An experimental group and a control group are not selected at random as part of the Nonequivalent Control Group Design research design. Researchers from SD Negeri 5 Palembang, which is situated at Jl.

Darmapala RT. 48/RW. 15, Ex. Bukit Lama, District. Ilir Barat I, Palembang City, South Sumatra, conducted this study. The even semester of the school year 2023–2024 was the time frame for doing this study.

A population is a broad category made up of items or people with certain amounts and attributes that researchers use to conduct research and make inferences (Sugiyono, 2021, p. 126). All 46 pupils in class III of SD Negeri 5 Palembang during the 2023–2024 academic year make up the research population.

A sample is a subset of the population's size and characteristics, or a tiny subset of the population drawn using certain methods to represent the population (Elfrianto and Lesmana, 2022, p. 53). Saturated sampling, a nonprobability sampling technique, is used in the sample collection process. Because adding any amount won't alter the population's representativeness and hence won't impact the value of the information gathered, the saturation sampling strategy is one that has been optimized (Sugiyono, 2021, p. 153). Two classes III samples—one as an experimental class and one as a control class—will be used in this study. The class details are as follows:

Table 1. Research Sample

Class	Man	Woman	Amount	Treatment
III A	10	10	20	Control
III B	12	14	26	Experient
Amount	22	24	46	Amount

(Source: Administration of SD Negeri 5 Palembang)

Data collection is a process of procuring primary data for research purposes. Data collection is a very important step in the scientific method because in general the data collected is used to test the hypothesis formulated (Hasnunidah, 2017, p. 72). So in this research, the technique used in collecting data is by combining the results of observations, tests and documentation.

The data analysis technique used is the Normality Test, Homogeneity Test, and Hypothesis Test.

1) Normality test

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The normality test aims to test whether the data in the study is normally distributed or not. The test used in this research is the Shapiro-Wilk statistical test using the SPSS 25 application. The basis for decision making using the Shapiro-Wilk normality test (Khoirul, 2020, p. 38) is:

- a. If the significance value is > 0.05 then it is stated that the data is normally distributed.
- b. If the significance value is < 0.05 then it is stated that the data is not normally distributed.

2) Homogeneity Test.

The homogeneity test is a prerequisite test in statistical analysis which must be proven whether two or more groups of sample data come from a population with the same variance or not. Homogeneity testing is carried out to provide confidence that a group of data manipulated in a series of analyzes comes from a population that has homogeneous variance (Sihotang, 2023, p. 121).

In this research, the homogeneity of variance test used to determine samples that have the same or close variance is using the Levene test with the help of the SPSS 25 application.

The criteria for interpreting Levene's test that the variations are homogeneous are with the following conditions:

- a. If the probability or significant value is 0.05 then it can be said that the data variation is homogeneous. \geq
- b. If the probability or significant value is 0.05 then it can be said that the data variations are not homogeneous. $<$

3) Hypothesis testing.

The t test is a statistical test to compare two average scores obtained from the real differences between two groups (Maisaroh & Danuri, 2019, p. 142). The t test used in this research is the Independent Samples Test using the SPSS 25 application.

According to (Hanief and Himawanto, 2017, p. 112) the Independent Samples t test is research statistics where the data in the problem is on an interval/ratio scale from

independent samples or from two different sample groups.

(Mustafa, 2022, p. 76) The comparison of the significance value with the real level is as follows:

- a. If the significance value (2-tailed) > 0.05 then H_0 is rejected and H_a is accepted, meaning that there is a significant influence between the independent variable and the dependent variable.

If the significance value (2-tailed) < 0.05 then H_0 is accepted and H_a is rejected, meaning there is no significant influence between the independent variable and the dependent variable.

4. RESULT AND DISCUSSION

The use of the RADEC model shows a significant influence on students' reading comprehension abilities in transportation technology material. This is proven by the control class as seen from the results of the average posttest score of all 68,375 students in the control class. The researcher carried out teaching and learning activities without applying the RADEC model, in this case the researcher used conventional learning or lectures, namely only explaining the material in thematic books. . Meanwhile, in the experimental class, seen from the average posttest score after being given treatment using the RADEC model, it obtained a score of 82.69. For this reason, from the results of research conducted by researchers, it was found that the posttest score for the experimental class was greater than the posttest score for the control class.

Based on the posttest scores obtained from the experimental class and control class, at the hypothesis testing stage of the t-test calculation the value obtained = $7.321 = 1.680$, so based on the hypothesis testing criteria it was rejected and accepted. So it can be concluded that there is an influence of the RADEC model on the reading comprehension ability of students in class III of SD Negeri 5 Palembang.

$$t_{hitung} > t_{tabel} H_0 H_a$$

Instrument Validity Data

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To carry out tests on students, testing the validity of the question instrument was carried out with 15 question instrument questions with experts.

Table 2. Validity Test of Question Instruments

No	r count	r table	Category
1	0.653	0.444	Valid
2	0.446	0.444	Valid
3	0.509	0.444	Valid
4	0.723	0.444	Valid
5	0.724	0.444	Valid
6	0.470	0.444	Valid
7	0.718	0.444	Valid
8	0.594	0.444	Valid
9	0.359	0.444	Invalid
10	0.356	0.444	Invalid
11	0.747	0.444	Valid
12	0.412	0.444	Invalid
13	0.652	0.444	Valid
14	0.207	0.444	Invalid
15	0.295	0.444	Invalid

Based on the table of test results for the validity of the questions above, of the 15 questions whose validity has been tested, it shows that 10 question items were declared valid and 5 question items were declared invalid. So, the number of questions that will be used in the research data collection instrument is 10 questions.

Table 3. Instrument Reliability Test questions

Number of Questions	r_{hitung}	r_{tabel}	Category
15	0.819	0.444	Reliable

Based on the results of the table above, 0.819 is obtained at a significance level = 0.05 and $n = 15$, 0.444 is obtained, so $0.819 > 0.444$ so that the instrument is declared reliable,

$$r_{hitung} > r_{tabel}$$

Descriptive Statistics Test Results

Based on the calculations, the data obtained shows an increase in students' reading comprehension skills, which is described in the following table:

Table 4. Experimental Class Pretest-Posttest Results

No	Student's name	Gender	Pretest scores	Posttest value
1	MR	L	42.5	80
2	ZA	P	52.5	82.5
3	THERE IS	P	57.5	87.5
4	US	P	55	87.5
5	air conditioning	P	35	77.5
6	ABH	P	42.5	85
7	ANR	P	45	82.5
8	AAA	P	32.5	72.5
9	US	P	75	82.5
10	BKA	P	17.5	70
11	DZ	P	25	87.5
12	HM	P	42.5	67.5
13	HCS	P	30	82.5
14	MAFS	L	32.5	77.5
15	MAN	L	22.5	80
16	EXCUSE ME	L	55	82.5
17	MAB	L	42.5	92.5
18	MI	L	80	100
19	MZR	L	52.5	82.5
20	NPA's	P	42.5	85
21	RAI	L	55	85
22	RPJ	P	55	85
23	RDS	L	22.5	82.5
24	S.N	P	55	82.5
25	T.F	P	30	82.5
26	CDA	P	60	87.5
Amount			1,157.5	2,150
Average			44.51	82.69
The highest score			80	100
Lowest Value			17.5	67.5

Based on the table above, it can be seen that the pretest and posttest results in the experimental class have increased after being given treatment using the RADEC learning model. The lowest score for the experimental class on the pretest results was 17.5 and the highest score was 80, while the lowest score for the experimental class on the posttest results was 67.5 and the highest score was 100.

Table 5. Control Class Pretest and Posttest Results

No	Student's name	Gender	Pretest scores	Posttest value
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1	MANF	L	57.5	67.5
2	RD	L	12.5	60
3	APB	P	50	80
4	watershed	P	40	65
5	HDNM	P	22.5	67.5
6	K.S	P	40	72.5
7	KRRW	L	52.5	75
8	KNA	P	42.5	77.5
9	MRA	L	25	60
10	MDV	L	72.5	75
11	MVB	L	25	60
12	M.F.A	L	50	77.5
13	MFE	L	15	70
14	NO	P	40	67.5
15	NK	P	12.5	70
16	RAA	L	52.5	67.5
17	ZTZ	P	35	60
18	BPR	P	40	72.5
19	TA	P	47.5	62.5
20	MKS	L	32.5	60
Amount			765	1,862
Average			38.25	72
The highest score			72.5	79
Lowest Value			12.5	62

Based on the table above, it can be seen that the pretest and posttest results in the control class used the conventional learning model. The lowest score for the control class in the pretest results was 12.5 and the highest score was 72.5, while the lowest score in the control class in the posttest results was 60 and the highest score was 80.

Normality test

The criteria for testing data normality using Shapiro-Wilk are that the data is

normally distributed, if the significance value is 0.05 then the data is normally distributed and vice versa the data is not normally distributed, if the significance is 0.05 then the data is not normally distributed. The results of the normality test calculation of students' reading comprehension ability data can be seen in the table below:><

Table 6. Normality Test calculation results

	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Experimental Pretest	.137	20	.200*	.954	20	.436
Experimental Posttest	.164	20	.168	.952	20	.393
Control Pretest	.136	20	.200*	.974	20	.828
Control Posttest	.148	20	.200*	.920	20	.099

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table of normality test data results above, the sig value is obtained. the results of the pretest calculation for the experimental class were $0.436 > 0.05$ and the posttest calculation for the experimental class was $0.393 > 0.05$. Then the sig value is obtained. The pretest calculation in the control class was $0.828 > 0.05$ and the posttest calculation in the control class was $0.099 > 0.05$. Based on the data testing criteria, the data can be said to be normally distributed.

Homogeneity Test

The homogeneity test used by researchers in this study uses Levene Statistics, where the test criteria are said to be homogeneous if they meet the assumptions if the Sig. 0.05 is declared homogeneous, whereas if the Sig. 0.05

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means the sample variance is declared not homogeneous. The results of calculating homogeneity test data can be seen in the table below: $\geq \leq$

Table 7. Homogeneity Test Calculation Results

Test of Homogeneity of Variance					
		Levene Statistics	df1	df2	Sig.
Results of Students' Reading Comprehension Ability	Based on Mean	,844	1	44	,363
	Based on Median	,744	1	44	,393
	Based on Median and with adjusted df	,744	1	41,242	,393
	Based on trimmed mean	,829	1	44	,368

Based on the homogeneity test data table above, the significant value is 0.363. And the significance level used is > 0.05 , so the significance value obtained is $0.363 > 0.05$. So it can be concluded that the data on the reading comprehension abilities of students in class III A and class III B are declared homogeneous.

Hypothesis testing

After the data obtained was declared to be normally distributed and homogeneous, the next step was for the researcher to analyze the data using the Independent Sample T-Test to test the difference in the averages of the two independent groups. The

classification of hypothesis testing is if the sig value is > 0.05 , then H_0 is accepted H_a is rejected, conversely if the sig value is < 0.05 then H_a is accepted H_0 is rejected. The results of the hypothesis test calculation can be seen as follows:

$$t_{hitung} \geq t_{tabel} \quad t_{hitung} < t_{tabel}$$

Table 8. Average Posttest Score for Experimental Class and Control Class

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Reading Comprehension Ability Results	Experimental posttest	26	82.69	6,555	1,285
	Control Posttest	20	68.38	6,603	1,477

The table above shows descriptive posttest results for experimental class students and posttest results for control class students using SPSS. Based on the table above, the average score for the experimental class posttest is 82.69 and the average score for the control class posttest is 68.38. This means that the average value for the experimental class is higher than the average value for the control class. To test whether the difference is significant or not, it can be seen in the table below:

Table 8. Hypothesis Test Calculation Results

Independent Samples Test								
Levene's Test for Equality of Variances				t-test for Equality of Means				
F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper

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Reading Comprehension Ability Results	Equal variances assumed	,844	,363	7,321	44	,000	14,317	1,956	10,376	18,259
	Equal variances not assumed			7,313	40,872	,000	14,317	1,958	10,363	18,271

Based on the table of hypothesis test results above, a significant (2-tailed) value of 0.000 was obtained. Because the significant value is 0.000 0.05 and the obtained value is = 7.321 where = 1.680 with df = N-2 where N = 46 (number of samples). So it can be concluded that = 7.321 > = 1.680, then based on hypothesis testing it is rejected and accepted. So it can be concluded that there is an influence of the RADEC model on the reading comprehension ability of students in class III of SD Negeri 5 Palembang.

$$t_{hitung} < t_{tabel} \quad H_0 \text{ is accepted}$$

5. CONCLUSION

Based on the results of research conducted by researchers, it can be concluded that the research was conducted at SD Negeri 5 Palembang, with the title "The Influence of the RADEC Model on Students' Reading Comprehension Ability in Class III of SD Negeri 5 Palembang". A conclusion can be drawn that there is an influence of the RADEC model on the reading comprehension ability of students in class III of SD Negeri 5 Palembang. It can be seen based on the calculated results of the t-test (Independent Sample T-test) which obtained a value of = 7.321 > = 1.680, with a degree of magnitude of 44 (df 44). By paying attention to the hypothesis testing criteria, this was rejected and accepted due to the influence of the RADEC model on students' reading comprehension abilities in class III of SD Negeri 5 Palembang.

$$t_{hitung} > t_{tabel} \quad H_0 \text{ is rejected}$$

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