

Enhancing Narrative Writing Skills with The RADEC Model and Picture Media

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Abstract

Narrative texts can enhance students critical thinking skills, but many teachers rely solely on textbooks, limiting this development. This research aims to improve narrative writing skills using the RADEC (Read, Answer, Discuss, Explain, and Create) model, supplemented by serial image media, for fourth-grade students at Sunan Drajat SDI Teladan Suci. Conducted as Classroom Action Research (CAR) based on the Kemmis and Taggart model, the study includes three cycles, each consisting of planning, implementation, observation, and reflection. The subjects were 32 students, and data collection methods included writing tests, interviews, observations, and documentation. Data analysis utilized the Miles and Huberman model, with triangulation techniques ensuring validity. Results indicate significant improvement in narrative writing skills: student completion rates increased from 65.63% (average score 78.13) in Cycle I to 84.38% (average score 82.66) in Cycle II and reached 93.75% (average score 92.50) in Cycle III. Thus, the RADEC model, supported by serial image media, effectively enhances narrative writing skills among fourth-grade students at Sunan Drajat SDI Teladan Suci.

Keywords: Critical Thinking Skills, Narrative Texts, RADEC model, Serial Image Media.

1 INTRODUCTION

Every human being is endowed by God with the ability to speak. Where human language skills are used to communicate. In communicating, humans use verbal and written language. The use of verbal and written language is to show human existence in society. Spoken language and written language in their use are two different things. Spoken language is a type of communication spoken by a person through speech organs. Meanwhile, written language is language produced by using writing (Syahputra, Fadlan, Salmanda, & Purba, 2022). To be able to develop human language skills, there are subjects created by the government. The subjects in question are Indonesian language subjects. Indonesian language subjects have a goal, namely, to acquire knowledge, skills, creativity and attitudes in the language (Ali, 2020).

Initial Indonesian language learning is taught in elementary schools. With the aim of improving students' Indonesian language communication skills, both oral and written (Maritim.E, 2023). Learning Indonesian is not just about teaching students a concept. But it must provide students with meaningful communication skills. To equip students with communication skills, good writing skills are needed. Writing is necessary in life because it makes it possible to develop different ideas or connect and compare facts that would not be possible without writing. Writing means expressing thoughts in structured sentences so that it can help in communicating with other people through writing (Nurjani, 2018).

Writing skills can also improve students' literacy skills. Because the low literacy skills in Indonesia result in an increasingly lazy generation in Indonesia. As for the results of literacy skills in Indonesia based on the Program for International Student Assessment (PISA) in

2022, Indonesia only has a mathematics score of 366, reading 359, and science 383 and this means that Indonesia still has a young generation whose literacy is lacking, so Indonesia is ranked 67 out of 88 countries (OECD, 2023).

To increase literacy skills, you can learn to write. Where writing lessons in elementary schools are taught first. Learning to write in elementary school is divided into learning to write beginning and advanced writing learning (Astuti, 2016). In the initial writing lesson, students are taught the initial stages of writing, starting from how to hold a pencil to writing sentences. Meanwhile, in advanced writing learning, students are taught to write paragraphs, letters, essays and poetry.

One of the advanced writing lessons that students must master is narrative text. Narrative text is a type of writing that aims to tell a main issue. Problems or events in narratives are usually presented chronologically, in which there are characters who are told, both human and non-human, containing a plot or series of events (Khairunnisa, 2019). In writing narratives, students must adapt the theme to the content of the writing, describe characterization, have a story line, have a setting, and in accordance with the writing.

Learning narrative texts is important for elementary school students. Because students must understand narrative texts. sufanto (Clasen, 2021). Learning to write in elementary school is not as easy as imagined. The proof is in observations made by researchers at SDI Teladan Suci, Ciracas, East Jakarta. Researchers found that learning in the Indonesian language subject of writing narrative texts in class IV Sunan Drajat was not going well. The threshold for criteria for achievement of learning objectives for class IV Indonesian language subjects at SDI Teladan Suci, Ciracas, East Jakarta is 72. The pre-cycle for writing narrative texts result ia the ability to write narrative texts for class IV students is known. Sunan Drajat said that of the 32 students, only 59.37% had not reached the score minimum. Meanwhile, 40.63% had just reached the score minimum. This means that learning the narrative text material taught by the teacher has not been successful.

The failure of learning carried out by teachers in class IV Sunan Drajat, SDI Teladan Suci, Ciracas, East Jakarta on the material of writing narrative texts is not without reason. After researchers deepened their observations and interviews, it was discovered that there were two causes for the low score of students' narrative text writing abilities. The first factor is students, when the teacher asked students to write narrative text, 93.75% of students chatted. After the teacher admonished all the students to write narrative text and not chat, the students started working. The second factor is the class teacher himself. When teaching narrative text, the teacher asks students to read the text displayed through a projector. After that, the teacher provides a quizz link which contains questions related to the content of the text that the students have read. Next, the teacher gives assignments to students to write narrative texts. This means that the material taught by the teacher and the assignments given to students are not relevant. Students are still confused about the meaning of the assignment given by the teacher. Makes the teacher have to explain more than once for students to understand how to write narrative text so that the class becomes noisy.

After the teacher finished teaching, the researcher conducted interviews regarding the learning that had been carried out. The teacher believes that the large number of students chatting and the low score on their ability to write narrative texts is a result of students not wanting to re-read the assignments given by the teacher. So, students write narrative texts carelessly. After conducting an interview with the teacher, the researcher conducted an interview with one of the students. It is known that students do not understand the assignments given by the teacher. Because when teaching, the teacher gives exercises on quizz that are different from the task requested, namely writing narrative text.

The use of technology, information and communication-based learning media as used by class IV teacher Sunan Drajat SDI Teladan Suci, Ciracas, East Jakarta apparently does not always make students' scores high or above the score minimum. This means that in carrying out learning, teachers must be able to combine materials, media and learning

methods wisely according to their portions (Panduwinata & Az-Zahro, 2024; Ardhi et.al, 2024; Utami et.al., 2024).

To make students skilled in writing, especially writing narrative texts, they can use a learning model based on reading experience first. The learning model that can be used is the RADEC learning model. The RADEC learning model is an innovative learning model that can develop student potential. Where the syntax of the RADEC learning model corresponds to the abbreviation of the name of this learning model, namely Read, Answer, Discuss, Explain, and Create (Ulfa, Oktaviana, & Hasanah, 2024).

The advantage of the RADEC learning model is that each stage is able to provide students with the development of abilities such as collaboration, critical thinking, communication and creative thinking which are in accordance with learning abilities in the 21st century (Setiawan, Destrinelli, & Wulandari, 2022). In addition, at the learning stages the RADEC model can indirectly help students to understand the meaning of narrative text and how to create it. Because it is read, understood and discussed well together with friends.

This makes writing narrative text easier apart from understanding the syntax of narrative text, namely with the help of a series of images. Apart from that, using a series of pictures for elementary school age children will also make it easier for students to understand and think about each chronology or series of events in writing narrative texts. Because chronology is represented by supporting images in accordance.

Research related to the ability to write narratives using the RADEC learning model has been carried out previously. The RADEC learning model has been proven to be effective in improving the ability to write narrative texts for class V students (Rahmawati, 2022). In addition, the use of serial image media has also been proven to improve the ability to write narrative texts for class III students (Pakuan & Ardiani, 2021). The series is expected to be able to improve the ability to write narrative texts for class IV students at Sunan Drajat, SDI Teladan Suci, Ciracas, East Jakarta.

2 RESEARCH METHODS

The aim of this research is to improve the ability to write narrative texts using the RADEC learning model assisted by serial image media for class IV students at Sunan Drajat, SDI Teladan Suci, Ciracas, East Jakarta. The research method used in this research is Classroom Action Research. Classroom Action Research (CAR) is an effort made to improve or improve the quality of learning (Ulfa, 2022). PTK carried out by researchers is collaborative research. Collaborative PTK is research where several teachers conduct research synergistically in their class and other members visit the class to observe activities (Widayati, 2008). The PTK model used in this research is the Kurt Lewin PTK Model. By implementing 3 research cycles. The four steps of CAR research are planning, acting, observing and reflecting. The data source for this research is class IV students of Sunan Drajat SDI Teladan Suci with a total of 32 students consisting of 16 men and 16 women.

In the process of collecting data for research that researchers carry out, they must have a way or technique to obtain good, structured and accurate data or information from everything being researched. So that the correctness of the data obtained can be accounted for. Data collection techniques were carried out by means of observation, interviews, narrative writing tests, field notes and documentation. The assessment rubric used for the narrative writing test can be seen Tabel 1.

Table 1. Narrative Writing Test Assessment Rubrics

Name	Assessment Indicators					Total Score
	Conformity of Theme to Content	Figure	Plot	Setting	Grammar	
	0-20	0-20	0-20	0-20	0-20	

The data analysis used in this research is the Milles and Huberman model. The Milles and Huberman model is an ongoing or flowing data analysis model (flow model analysis). According to Mukhtar, in this Ulfa data analysis model, there are four activities carried out, namely: data reduction, data display, and verification or drawing conclusions (Ulfa, 2018). For the validity of the data in this study, triangulation techniques were used. Triangulation is a method used to eliminate doubts about the validity of research data (Alfansyur & Mariyani, 2020). Researchers use data triangulation techniques by matching observation data, interviews and documents to strengthen research data. The success criteria for this research are marked by an increase in the ability to write narrative texts using the RADEC learning model assisted by serial image media in class IV Sunan Drajat students at Teladan Suci Islamic Elementary School. This research is said to be successful if there is an increase in students' ability to write narrative texts reaching >90% with score minimum 72.

3 RESULT AND DISCUSSION

3.1 Result

3.1.1 Pre-Cycle

Before conducting the research, the researcher first carried out initial observations to determine the level of learning ability to write narrative texts in class IV students at SDI Teladan Suci. To determine the level of students' ability to write narrative texts, researchers collected data on students' learning outcomes. Pre-cycle learning will be held on Wednesday, January 3, 2024, with Indonesian language content. From the results of this data, it is known that out of 32 students, only 13 students achieved the target. Meanwhile, 19 other students did not understand the material or had not reached the target, so learning to write narrative texts was less successful.

Based on observations of the ability to write narrative texts of class IV SDI Teladan Suci students before carrying out research in the second semester of the 2023/2024 academic year. Many students are less active in learning to write narrative texts in Indonesian language learning, thus affecting students' grades in writing narrative texts. Every time an evaluation is carried out, many students get scores below the minimum score. The minimum score determined by the school is 72.

This pre-cycle learning does not use the RADEC learning model assisted by serial image media. Learning makes students feel bored and not interested in listening to the teacher's explanation, so many students prefer doing their own activities rather than listening to the teacher's explanation. As a result, many students do not understand the material.

Table 2. Recapitulation of Pre-Cycle Narrative Text Writing Ability

Information	Number of Students	Presentation
> 72	13	40,62%
< 72	19	59,38%
Amount	32	100%
Average	67,5	
The highest Score	90	
The Lowest Score	25	

Based on the table 2, the average number of pre-cycle student learning outcomes is 67.5 with the highest score being 90 and the lowest score being 25. The percentage of completeness is 40.62% and the percentage of incomplete is 59.38%. At the Pre-Cycle stage, it was found that both student activity in the learning process and student understanding of the material were very poor, this is possible because interesting learning media have not been used and researchers have not used a variety of methods. Based on the observation sheet table, it was found that the results of activities during the learning process only reached 40,62%. This result was certainly not satisfactory, therefore researchers had to start carrying out the process of improving learning.

3.1.2 Cycle 1

In cycle I planning, the teacher plans learning improvement actions. In the learning improvement plan in this cycle, the researcher together with class IV teacher Sunan Drajat planned a good learning strategy so that it could improve students' understanding of Indonesian language subjects, writing material, Writing Narrative Texts using the RADEC learning model assisted by picture media, class IV SDI Teladan Suci, East Jakarta in accordance with the minimum score determined by the school is 72.

This cycle I learning uses the RADEC learning model. Researchers deliver lesson material using the RADEC model assisted by serial image media. After the learning process, the teacher gave an evaluation to the students, the student learning outcomes were obtained, namely from 32 students, 34,37% or 11 students got a score below the minimum score and 65,63% of students got a score above 75 or around 21 students. The results of learning improvements in cycle I can be seen table 3.

Table 3. Recapitulation of Cycle I Ability to Write Narrative Text

Information	Number of Students	Presentation
> 72	21	65,63%
< 72	11	34,37%
Amount	32	100%
Average	78,13	
The highest Score	95	
The Lowest Score	40	

There is a need to improve learning, pay attention to students intensively and provide opportunities for students to ask questions and teachers must act quickly in reflecting and thinking appropriately to provide contextual problems to students. Researchers think that improvements still need to be made to cycle 2.

3.1.3 Cycle 2

In this second cycle the teacher plans class improvement actions This is a continuation of the implementation of learning cycle I. In the lesson improvement plan for cycle II, the teacher plans to use the RADEC learning model assisted by serial graphic media so that it can improve understanding of the Indonesian language subject, Writing Narrative Text material for class IV students at SDI Teladan Suci, East Jakarta.

From the results of observations and analysis of efforts to improve the understanding of class IV (four) Sunan Drajat students in the Indonesian language subject of writing narrative texts, the implementation of the second cycle of learning improvements has not yet obtained the expected results. The results of learning improvements in cycle II can be seen in the following table:

Table 4. Recapitulation of Cycle II Ability to Write Narrative Text

Information	Number of Students	Presentation
> 72	27	84,38%
< 72	5	15,62%
Amount	32	100%
Average	82,66	
The highest Score	95	
The Lowest Score	45	

From the results of observations and analysis of efforts to improve the understanding of class IV Sunan Drajat students in the Indonesian language subject of writing narrative texts, results were obtained in the implementation of cycle II learning improvements the percentage of students' ability to write narrative text that was successful was 84,38% (27 students) and that of students who did not complete it was 15,62% (5 students).

Improvements in cycle II were not in accordance with the expected targets. To make improvements and increase students' understanding to a more mature level, the researcher believes that improvements in cycle III must be carried out.

3.1.4 Cycle 3

In cycle III, the teacher plans class improvement actions as a continuation of the implementation of cycle II in order to mature students' understanding of writing narrative texts. In this cycle III learning improvement plan, the teacher plans to use the RADEC learning model assisted by serial image media so that it can improve understanding of the Indonesian language subject, material for writing narrative texts in class IV students at Sunan Drajat, East Jakarta.

From the results of observations and analysis of efforts to increase the understanding of class IV (four) students in the Indonesian language subject, the material for writing narrative texts, in the implementation of cycle III learning improvements, the expected results have been achieved, the results of students' understanding have increased as expected. For this reason, this research is sufficient to reach cycle III. The results of improvements and maturation in learning in cycle III can be seen table 5.

Table 5. Recapitulation of Cycle II Ability to Write Narrative Text

Information	Number of Students	Presentation
> 72	30	93,75%
< 72	2	6,25%
Amount	32	100%
Average	92,5	
The highest Score	100	
The Lowest Score	55	

Based on the data in table 5. above, of the number of students in class IV Sunan Drajat, totaling 32 students the lowest score was 55 and the highest score was 100, with an average score of 92.5. In cycle 3 the research had reached the minimum success criteria. In cycle 3 there were 93.75% or 30 students who got a score above 72 and there were only 2 students or 6.25% who got a score below 72. This shows that the research is complete.

3.2 DISCUSSION

The application of the RADEC learning model assisted by serial image media is able to improve the ability to write narrative texts for Class IV students at SDI Teladan Suci for the 2023-2024 academic year. This is based on the results of improvements in cycles I, II and III. The following is a recapitulation grafic for improving the ability to write Narrative texts for class IV students at SDI Teladan Suci, it can be seen Figure 1.

Before carrying out the first cycle of research, the researcher first looked for the Indonesian language scores of class IV students at Sunan Drajat SDI Teladan Suci East Jakarta for the 2023-2024 academic year, to find out whether there was an increase in Indonesian language learning outcomes for class IV students. The researcher first carried out initial actions, namely observations and initial interviews with the class teacher.

From the results of observations, it can be seen that the teacher is more dominant because the students are passive. It can be seen that teachers rarely use learning media to convey Indonesian language learning. Writing ability is the most difficult ability to master. Writing is a way to express ideas, ideas, thoughts and feelings in written form (Anggriani, W., & Indihadi, D. (2018)). In writing narratives students have difficulty expressing ideas, ideas, thoughts and feelings in written form. If students are not stimulated they will not be able to write words to create narrative text.

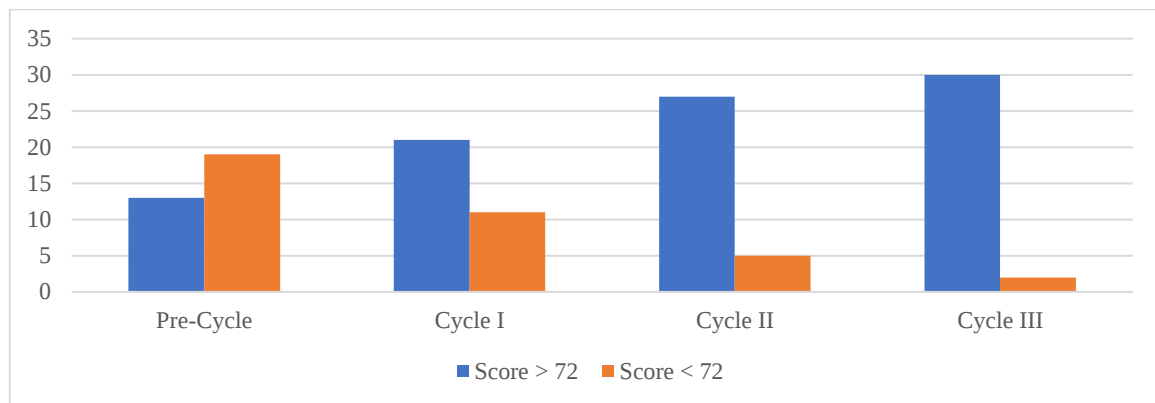


Figure 1. Recapitulation Grafik for Improving The Ability To Write Narrative Texts For Class IV Students At SDI Teladan Suci

In the implementation of learning improvements in cycle I. The focus of research in cycle I is efforts to improve student understanding. This is focused on the Indonesian language subject, the material for Writing Narrative Texts in class IV Sunan Drajat SDI Teladan Suci, East Jakarta. Learning has been carried out in accordance with the stages of the teaching module of cycle I, and expects student activity in the learning process, but in the learning activities there are still several shortcomings found, namely: student activity in group discussions is still low, students are less active in asking questions, the learning model used is not yet interesting and teachers are still dominant because students are passive. In fact, teachers have tried to use learning models, but they are not optimal in their use.

The RADEC model is not yet familiar to class IV Sunan Drajat SDI Teladan Suci East Jakarta. Students are not used to actively participating in the learning process. The RADEC model is a group-based model. In cycle I there were weaknesses in organizing the stages of the RADEC model in the classroom. Teachers should prepare more energy and plan good learning. The teacher will stimulate discussion through presenting problems, giving assignments, and student practice sheets (Rahayu S. S., 2022). However, in group discussions, students often have semi-formal or informal conversations between group members.

By implementing the RADEC learning model assisted by serial image media, there has been an increase in learning outcomes, but it has still not reached the expected success criteria. Based on observations made during cycle I, it was discovered that there were too many pictures presented, so students had difficulty developing paragraph ideas which were arranged into complete sentences. They also have difficulty with written grammar, namely writing capital letters and using punctuation marks incorrectly.

Writing narrative texts relies on creative abilities, while grammar is related to rational understanding. It's not just IV Sunan Drajat students at SDI Teladan Suci, East Jakarta who have difficulty writing by applying grammar. Class IV students still have difficulties in terms of writing sentences, students are not yet able to write well and correctly. Most students still don't understand how to use punctuation marks, write capital letters, and use language styles. Writing is often a difficulty for students to implement (Nani & Hendriana, 2019). Every student has the same ability to write, but not every student has the same writing skills.

From the results of observations from cycle I, the researcher plans to continue the research to the next cycle, namely cycle II, by implementing learning using a projector screen to display excerpts of narrative text along with a series of images. In order to obtain success criteria according to the target you want to achieve, namely exceeding score minimum 72.

In the implementation of cycle II learning improvements, the focus of the research was efforts to improve the ability to write narrative texts using the RADEC learning model assisted by serial image media. This is focused on the Indonesian language subject, writing narrative text material for class IV students at Sunan Drajat SDI Teladan Suci, East Jakarta. Learning in cycle II is carried out by displaying serial images using a projector screen in order to increase the success criteria.

The second cycle of learning has been carried out according to the learning stages, and in its implementation we can see some progress in the learning process, namely: students are more enthusiastic in learning because the series of pictures provided are more interesting and more exciting, student activity has been seen to increase and students are more enthusiastic about asking more than two or three times, the use of the RADEC learning model assisted by serial picture media is appropriate which can stimulate students in learning Indonesian, material for writing narrative essays, and students easily understand and remember the material given by the teacher because the teacher always provides feedback returning questions to students during learning, even though there is one student who needs special assistance when learning, this does not interfere with the learning activities of other students.

Students who have not received a score above the score minimum in cycle II are due to a lack of focus because the Indonesian language subject comes after the first break. This has an impact on students who become less focused on studying again. During breaks, students tend to eat, snack and play, causing students to often yawn, fall asleep and be lazy in class. Students are tired from playing and exercising during break time, which makes it difficult for them to focus on academic tasks. 73 There needs to be a motivational trigger provided by the teacher to raise students' motivation to learn again when they finish the break.

After the learning process was completed, 32 students showed an increase, namely 84.38% (27 students) who were declared to have completed the score minimum (72) and 15.62% (5 students) who had not completed the score minimum in the Indonesian language subject, Writing Narrative Text. The average acquisition value is already quite high. Which one the highest value is 95 and the lowest is 45. Because the target has not been achieved, improvements are needed for class IV Sunan Drajat students writing narrative texts and the students' ability level has not reached the criteria for success in learning objectives, so researchers need to follow up in cycle III, so that students can truly understand and be able to write narrative texts in accordance with each other's creativity.

In the implementation of cycle III to finalize students' understanding of the material writing narrative texts was in cycle III, it was seen that the value of writing narrative texts had increased, namely an average score of 92.50 was obtained. Of the 32 students, there were 30 students who achieved the score minimum and 2 students who had not completed it or had not achieved success. In cycle III, student responses increased more than in cycle II. This cycle III action is considered the best action carried out by researchers, even though it is not 100% perfect. However, according to researchers, this is enough, because students' conditions cannot be forced to be better than this.

In the research, there were 2 students who did not complete the Indonesian language learning material for writing narrative texts. Factors causing the two students' incompleteness were problems with neatness of writing, use of spelling words, sentence structure, difficulty developing the main idea of a paragraph. From the author's observations, the two students were less active in teaching and learning activities and one of the students was a child with special needs (ABK), where if the child was doing assignments, he really needed special assistance, because the student could not focus on learning but only play alone.

The RADEC model is a learning model that was only discovered by class IV teacher Sunan Drajat, SDI Teladan Suci. By implementing a new learning model, such as the RADEC model, innovation in the learning model is very crucial and can influence student learning achievement. Class IV teacher Sunan Drajat, SDI Teladan Suci does not use a different learning model than usual because it is difficult to memorize the syntax or steps

of the various existing learning models. However, it is different from the RADEC model whose syntax is easy for teachers to understand and apply because the steps of this model are as the name suggests, namely Read-Answer-Discuss- Explain-Create.

Learning using the RADEC model can also improve students' writing skills, one of which is the ability to write narrative texts. Because the RADEC model can stimulate students to increase their conceptual understanding of the narrative text itself, as well as encourage students' literacy skills so they are able to write narrative texts (Yanti & Surian, 2024). After students are able to go through the Read-Answer-Discuss-Explain-Create stages, they will increase their capacity to learn more about knowledge and skills. This principle can help in the process of learning the ability to write narrative texts, by using knowledge as a basis and reference in writing and skills as a result of the knowledge gained in writing (Komalasari, Apriliana, & Eka, 2022).

Applying the RADEC model alone is not enough to improve narrative writing skills. Because students still have to be stimulated to be able to create a text from the results of their thoughts. One of the appropriate stimuli is through the media of serial images. Narrative text is a form of literature that expresses the author's thoughts and feelings imaginatively and is composed by concentrating all the power of language (Oktaviana, Yudha, & Ulfa, 2019). Therefore, when writing each sentence, it is necessary to be assisted by pictures that form a unified story to make it easier for students to develop ideas in writing narrative texts.

Teachers and researchers use serial image media to collaborate with the RADEC model. Using serial image media is very important to clarify understanding. Through pictures, students learn about things they have never seen and express each sentence based on the picture. So, by using the RADEC learning model assisted by serial image media, it can improve the ability to write narrative texts for class IV students at Sunan Drajat, SDI Teladan Suci, Ciracas, East Jakarta for the 2023/2024 academic year.

4 CONCLUSION

Based on the results of the discussion, the classroom action research that has been carried out in an effort to improve the ability to write narrative texts using the RADEC learning model assisted by serial image media can be concluded as follows: Efforts to Improve the Ability to Write Narrative Texts Using the RADEC Learning Model Assisted by Serial Image Media in class IV (four) students at SDI Teladan Suci East Jakarta can make students better at mastering the material for writing narrative texts. In the first cycle, there were 32 students in class IV of Sunan Drajat SDI Teladan Suci, East Jakarta, who got the lowest score of 40 and the highest score of 95, with an average score of 78.13. In cycle II, the lowest score was 45 and the highest score was 95, with an average score of 82.66. In cycle III, the lowest score was 55 and the highest score was 100, with an average score of 92.50. The application of the RADEC learning model assisted by serial image media is able to improve the narrative text writing ability of class IV students at SDI Teladan Suci for the 2023-2024 academic year. This is based on the results of improvements in cycles I, II and III.

From the results of interviews with teachers, it can be synthesized that in the pre-cycle students were not able to write narrative texts well because of the lack of learning models/methods used by teachers, besides that students' focus only lasted a few hours. In the first cycle, there was a slight improvement using the RADEC learning model with serial image media as a stimulus, although there were still some students who could not focus on writing narrative text. Then in cycle II students have begun to experience good improvement and students have begun to adapt to the RADEC learning model assisted by this series of image media. In cycle III, students have experienced an increase in accordance with the target that has been set, namely 90%, and in cycle III students have experienced an increase of 93,75% or 30 out of 32 students who have reached the score minimum and 2 students who have not reached the score minimum.

From the results of student interviews, it can be synthesized that not all students like writing narrative texts and this does not mean that all students don't like writing narrative texts, there are some students who think writing narrative texts is difficult because they have to write and read a lot. Apart from that, there are those who think writing narrative text is fun because it creates a story based on the student's experience.

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