Chapter I
Introduction

In this chapter I contains introduction which explains about research background, identification of the problems, limitation of the problems, research problems, objective of the study, and significances of the study.

1.1 Research Background

Merdeka curriculum aligns with the Ministry of Education and Culture's 2020-2024 Strategic Plan (Permendikbud Number 22 of 2020), promoting a transformation in curriculum and learning paradigms. The proposed paradigm shift aims to increase instructor independence, eliminate too strict standards, and promote a consistent learning experience across all divisions. To promote student agency, Indonesian education institutions should set learning goals, reflect on their abilities, and take proactive steps for their own success, rather than imposing rigid standards across all units. Take proactive and responsible efforts toward their own success. As a result of this work, "the curriculum that formed by Merdeka Belajar Policy will be characterized as flexible, based on competencies, focusing on the development of character and soft skills, and accommodating to world needs". The Merdeka Belajar ideology, founded by Ki Hajar Dewantara, serves as a framework for curriculum creation. Dewantara claims that independence is both the aim of education and that the idea that guides the plan of action to accomplish this. Independence as a learning objective, Ki Hajar Dewantara asserts that character

development is the means by which learning is attained. The merger of thinking, feeling, and volition is known as manners or character. Every human person is now considered to be autonomous due to the existence of "ethics". Every human being is a free individual with the ability to govern or control themselves. In summary, education should aim to develop this kind of civilized human being.

Moreover, In the 21st century, which has the potential to degrade character values, education needs to develop character (Elias, 2014; Fink & Geller, 2013; Johnson, 1999). Therefore, students need to be facilitated with intentional learning to develop their character qualities and academic abilities. Students need strong mentoring to meet the 21st century skills with good character to be successful in school, college, society, and their future careers (Zubaidah, 2019). There are at least four competencies that must be possessed by students or people in the 21st century in order to be able to play an active and competitive role (Abidin et al., 2015) . The four competencies are high reading comprehension skills, good writing skills to build and express meaning, the ability to speak accountably and the ability to master various influential digital media. In line with the above, Binkley (2012) more fully explains what competencies are needed in the 21st century, which include creative thinking skills, critical thinking, cognitive thinking, communication, collaboration, information literacy, Information Communication Technology (ICT) literacy, citizenship, work and career, and individual and social responsibility skills. Furthermore, Trilling and Fadel (2009), known as the initiator of the concept of the rainbow of 21st century knowledge and skills, suggested that 21st century skills include (1) critical thinking and problem-solving skills, (2)

communication and collaboration, and (3) creative thinking skills. These skills are the essential basis for a person to be able to maintain their existence in the 21st century and must be an integral part of education. Especially, in English subject. Because, Lilis (2022) said that English is one of the subjects taught to students from elementary level to university. English learning in Indonesia is focused on four skills, including listening, speaking, reading, and writing. English learning is directed to improve students' ability to communicate with good and correct English, both orally and in writing, and to foster appreciation for the work of human literature throughout the world (Syahputra, 2015; Aryanika, 2016; Maru'ao, 2020).

Mastering skills for reading comprehension is considered a key English ability for learners. In this skill, students must extract implicit and stated information from the text by interpreting or analyzing the words in order to obtain accurate responses to the questions. According to Laily (2018) found that students struggle with mastering vocabulary. These issues stem from their bad reading habits and the less enjoyable reading comprehension course students are taking in the school. To engage students and alleviate anxiety during lectures, teachers should incorporate interactive learning activities such as games and audiovisual material. Regarding to Masyudi (2022) This inquiry, which serves as a sample research, is being undertaken on second-year students at SMP NW Mataram during the 2019-2020 academic year. The number of participants for this study was 19 students. The writer gathered the data by having pupils read an exam and answer questions about it. The test included five passages, each with five multiple-choice

questions. The findings of the research showed the results that 5.27% very good, 15.81% good, 5.27% fairly good, 15.81% fair, 26.35% poor, and 31.59% extremely poor. Finally, the second year students of SMP NW Mataram have problems in reading comprehension and need a certain solution. Then, based on Mumary (2017) said that challenges in teaching english faced by English teachers at MTsN Taliwang, Indonesia were short-age of teachers' training that the teachers all were in agreement English teaching training in dire need as Copland, Garton, & Burns in 2014 if most of teachers in poor or rural area find themselves teaching English without sufficient English training. Then, there was dissatisfaction of one of teacher in teaching qualification and language proficiency issue cause both of them can cause the teachers' confidence. Limited mastery of teaching methods because her teaching methods is monotonous and related with Ansari (2012) said that implementing various teaching methods and techniques are difficult because the teachers do not merely think of how to transfer four language skills, but also how to remain students' motivation and enthusiasm in learning and practicing English. Moreover, the unfamiliarity to IT because the teacher did not involve electronic devices and it can cause a struggle in use it. The lack of professional development that caused by the teacher's motivation.

According to those problems, there is a RADEC (Read, Answer, Discuss, Explain, Create) learning model. As Sopandi (2019) said that some preliminary research has shown the suitability of the RADEC learning model to improve the quality of learning processes and outcomes in Indonesian situations and conditions. Related to language learning, Sopandi (2021) said that RADEC model is

improving learners' skills in communicating both oral and written for students. However, the successful implementation of this learning model is still in a limited scope, testing is still needed in a wider scope and in various levels of education. Based on the previous study that has been done by Anita, Ummi Khaerati Syam, Sitti Maryam Hamid (2022) said that at the eleventh grade level of SMA Pesantren Putri Yatama Mandiri, it can be concluded that the Read, Answer, Discuss, Explain, and Create (RADEC) learning model was effective in improving students' reading ability in terms of interpretive comprehension. It indicates that there was a significant difference in students' reading abilities before and after adopting the Read, Answer, Discuss, Explain, and Create (RADEC) learning approach. The Read, Answer, Discuss, Explain, and Create (RADEC) learning paradigm also encouraged pupils to actively participate in the learning process. Furthermore, it may help students to develop characteristics such as responsibility and independence, as well as skills in critical thinking, problem solving, cooperation, and communication.

Hence, the goal of the research is the writer wants to share information about how the implementation of RADEC (Read, Answer, Discuss, Explain, Create) learning model by English teacher. The writer wants to conduct research by the title " The Implementation of *RADEC* in Teaching Recount Text to Enhance Student's Reading Skills (A Study towards the Eighth Grade Students of SMPN 29 Bandung Academic Year 2024-2025.

1.2 Identification of the Problems

Based on background of the study above, there are some problems that have been identified.

The first problem, that students struggle with mastering vocabulary. These issues stem from their bad reading habits and the less enjoyable reading comprehension course students are taking in the school. The second problem, the students of junior high school have poor performance in reading comprehension. The third problem, there are challenges in teaching English faced by English Teachers at MTsN Taliwang, Indonesia namely short-age of teachers' training, language proficiency issue, limited mastery of teaching methods, unfamiliarity to IT, and lack of professional development. The fourth problem, The RADEC (Read, Answer, Discuss, Explain, Create) learning model is still in a limited scope, testing is still needed in a wider scope and in various levels of education.

1.3 Limitation of the Problems

Regarding on the identification of the problems, the writer would like to limit the study to describe the implementation the RADEC learning model by English teacher using topic recount text with reading skills as a first semester English material at SMPN 29 Bandung of Eighth Grade students Academic year 2024-2025.

1.4 Research Questions

In this research, there are four research questions, namely:

1. How does the procedure in implementing RADEC learning model in teaching reading skills of recount text by the English teacher of eighth grade students at the SMPN 29 Bandung academic year 2024-2025?

2. How teaching equipments are used the english teacher of eighth grade students at the SMPN 29 Bandung academic year 2024-2025 in implementing RADEC learning model?

   a) Teaching materials

   b) Student worksheet

   c) Teaching media

   d) Teaching Evaluation

3. How does the learning result of the eighth grade students at the SMPN 29 Bandung academic year 2024-2025 after implemented RADEC learning model?

4. How do the responden's opinion on learning reading recount text by using RADEC learning model?

1.5 Objectives of the Study

Rearding on the research question, they are the objectives of the study as belows:

1. To explain the procedure in implementing RADEC learning model in teaching reading skills of recount text by the English teacher of eighth grade students at the SMPN 29 Bandung academic year 2024-2025.

2. To describe how the teaching equipments are used the English teacher of eighth grade students at the SMPN 29 Bandung academic year 2024-2025 in implementing RADEC learning model.

3. To find out the learning result of the eighth grade students at the SMPN 29 Bandung academic year 2023-2024 after implemented RADEC learning model.

4. To describe the responden opinion in learning recount text using RADEC learning model.

1.6 Significances of the Study

This research has two significances namely in the theoretical side and in the practical side.

1. **Theoretical Significance**

   This research would increase and enrich the theory of RADEC (Read, Answer, Discuss, Explain, Create) learning model.

2. **Practical Significance**

   a. For Teachers

The result of this research could be useful for teacher especially English   teacher to get more knowledge and information about how to use RADEC learning model.

b. For the Next Researchers

As a reference to other researhers who want to know and take a research about implementing RADEC learning model. This research also can be a reference for people who want to conduct the same research about implementing of RADEC learning model.