

Chapter II

Theoretical Foundation

In this chapter II contains the theoretical foundation which explains about learning model, RADEC learning model, English skills, reading skills, recount text, and previous research.

2.1 Learning Model

According to Sagala (in Tibahary and Muliana, 2018), a learning model is a conceptual framework that describes how teachers and learning designers plan and implement instructional activities to achieve specific learning objectives. A learning model is an instructional plan that shows a pattern of learning that consists of a series or phases of teacher-learner actions and activities that are called syntax. Behind each of these stages lie other features of a model and the reasons that distinguish one model from another.

Based on Joyce, Weil, and Calboun (in Octavia, 2020) learning model is a description from educational environment, including a teacher's behaviour applying in teaching. The beneficial learning model starting from lesson planning and curriculum planning until the planning of teaching equipments.

Learning model has many beneficial things. Regarding to Mulyono (in Octavia 2020) said that learning model is a guidance in planning and applying a teaching. Because of that, in choosing the model is so influenced by the characteristic of

material which will be studied, the standard of (competition) which can be reached in that teaching process and the level of student's capability.

2.2 RADEC Learning Model

The Read, Answer, Discuss, Explain, and Create (commonly called RADEC) learning model is a model created by considering the learning conditions in Indonesia, as well as on the basis of the lack of effectiveness of learning models adopted from abroad. The RADEC learning model is an alternative choice of learning model that is a solution to the problems of education in Indonesia (Sopandi, 2017). Sopandi introduced this model in 2017 during an international seminar in Kuala Lumpur, Malaysia.

The syntax of the RADEC model is easy for teachers in primary and secondary education to remember. Sopandi, the initiator of RADEC emphasized that the creation of the learning method RADEC is based on the National Education goals listed in Law no.20 Year 2003 on the National Education System. In the Law it states that National Education has the goal of making students to become human beings who believe in God, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. To achieve this noble goal, the learning process carried out at school must be able to achieve the following at school must be able to achieve good attitudes, knowledge, and skills. In addition, in the 21st century, technology has developed like crazy. Many aspects of life have been replaced by technology, for example the ease of paying with electronic money and booking tickets online. Unfortunately, these two changes will affect the need for labor. With electronic money and online

reservation, toll guards and cashiers will no longer be needed. Today's students must be able to adapt to the times. It is important for students to master the competencies and skills needed in the 21st century, such as analytical and critical thinking skills, mastery of the 21st century competencies and skills, such as analytical and critical thinking skills, the ability to master digital media, good communication skills, and the ability to generate creative ideas. These skills, of course, cannot be It takes time to prepare them. This preparation can be done from school.

For this reason, RADEC was created to meet the demands of National Education Goals and the times. This is evident from research which were 97.2% of teachers who participated in the training were interested in implementing the learning model who participated in the training were interested in implementing the RADEC learning model at school because it is easy to understand and the results of the implementation at implementation in their schools can help students to build character, improve conceptual understanding and encourage students to develop 21st century competencies.

According to Anugerah et al (2021) said that students' reading comprehension ability will also improve with Read syntax. The more often students get used to reading before starting learning can improve students' reading comprehension skills. This is in line with Sopandi's (2017) opinion that students' reading comprehension skills will improve with frequent reading practice. These reading skills will develop in the implementation of literacy-based learning such as the RADEC learning model.

Students' critical thinking skills can be trained when discussing with other students and by answering pre-learning questions. Students' speaking skills can be trained when making presentations in class or when giving responses or rebuttals to the material presented by other groups. Students' writing skills can also be trained when doing the activities of proposing ideas or composing certain texts, writing research reports, and problem solving for projects that have been carried out.

2.2.1 Supporting and Inhibiting Factors for the Implementation of the RADEC Learning Model

a. Supporting factors

Some of the factors that support the implementation of learning RADEC are as follows:

First, the current curriculum calls for a learning process that enables learning process that allows the development of all the potential in learners that are necessary for their lives and livelihoods (spiritual and social attitudes, knowledge and skills). The learning process should be seen in the learning process standards. The problem is how these standards can be implemented in every classroom or other learning place such as laboratories or workshops.

Secondly, information sources are widely available in the form of textbooks, supplementary textbooks and other written sources from the internet. Thus, it is not therefore it is not reasonable to state that the teacher is the only source of information for learners. Then, For students, what is needed

is for textbooks or other written sources of textbooks or other written sources of information can be the main source of information in addition to the teachers is the need for teachers to believe that learners can understand material from other sources if they are given the opportunity and understand material from other sources if they are given the opportunity and trained continuously.

Third, the demands of the 2013 curriculum as well as the new curriculum (the school operational curriculum) which requires that learning is directed to directed to help learners have spiritual competence, social, cognitive, and skills.

Fourth, there is a demand to equip students with 21st century skills, which include communication, critical thinking or problem solving, collaboration and creativity.

b. Barrier Factors

Some possible barriers to the implementation of RADEC learning model in the classroom are as follows:

First, there is a possibility that teachers are accustomed to using the lecture method, teachers feel that they have not taught if they have not explained all the material. They are confused about what to teach if the participants come to class and already understand the material that he usually lectures. This kind of thing actually does not need to be worried because there are many other things that have been neglected in the classroom due to class time being time is used up for lectures. What is meant by neglected here is

learning to discuss, dissent, present and what is very important is learning to be creative using the material that has been learned. To learn to creatively use the material they have learned to come up with research ideas, creative in finding problems to solve, and creative in planning work. To solve, and creative in planning works/projects that can be made or created and created or invented.

Second, there is a possibility that teachers think that by learners find it difficult to understand the material, especially if the learners have to learn it independently. So, in this case the teacher assume that students' self-learning ability is low. In fact, it is very possible that students have not mastered the material to be learned in class because they are lazy not because it is difficult. Thus, the activity of lecturing all material can cause lazy learners to remain lazy forever.

Third, students get used to the routine in class, from listening to explanations, asking questions if they don't understand, working on practice tasks and then reading notes or books ahead of the exam. The existence of this routine can cause resistance when learners have to reading (R) and answering (A) tasks before the teacher teaches them in class. Learners may think that it is the teacher's job to explain and it is their job to understand the teacher's explanation, do the assignment well and then later prepare well for the test or test. In this case, learners do not yet know what is best for themselves, society and the nation both for the present and for the future. Facing this possibility, the teacher as an adult in the classroom is obligated to make them have what they should have. The possibility of resistance should be anticipated by

explicitly explaining the good intentions of this implementation model. In addition, it can also be supported by always conducting a pretest every time you start the discussion stage. The results of a study in a school in Bandung district showed that this pretest activity can motivate learners to read textbooks.

Fourth, there is a possibility that the teacher's perspective still narrowing the meaning of education. Education is only seen as activities to make students master the material and be able to pass the final examination with good grades. This may be because the teacher does not understand the purpose of education, does not have the skills to organize learning in accordance with the objectives of education and do not have the idealism to carry out their duties well. To overcoming this fourth obstacle requires improvement efforts starting from the education stage of prospective teachers, teacher recruitment, and teacher development in the field. Fifth, the perspective of the teacher who still thinks that learning as an activity of transferring knowledge from teacher to learner, teachers often feel that if the teacher does not deliver the material then he/she will not be able to deliver the material. This is because there is a tendency for teachers to imitate the ways of their previous teachers in carrying out their functions. There are also teachers who think that students will have difficulty mastering the subject matter without direct explanation from the teacher.

2.2.2 The Syntax of RADEC Learning Model

There are five syntax of RADEC learning model such as Read (R), Answer (A), Discuss (D), Explain (E), and Create (C). Those are explained as follows:

1) Reading or Read (R) Stage

At this stage, learners seek information from various sources, including books, various printed sources, or other sources of information such as the internet. For information guidance, learners are asked to answer pre-learning questions relevant to the topic to be studied. These pre-learning questions are asked before the in-class meeting. The search for information to answer these questions is done independently by learners outside of class, such as in the library or even while studying at home. This is based on the idea that some information can be sought by learners themselves without the help of others. Information that learners cannot master through independent reading can be requested from other students (peer tutors) or explained by the teacher during in-class meetings. In this way, classroom learning can focus on developing other aspects (especially social character) whose development requires interaction with others. By giving learners independent learning tasks before class, it also encourages in-class learning to focus more on material that learners find in difficult.

2) Answer (A) Stage

At this stage, learners answer pre-learning questions based on the knowledge gained at the Read (R) stage. The pre-learning questions are

organized in the worksheet. In this way, learners can independently see where they have difficulty learning a subject. In addition, learners can self-assess whether they are lazy or diligent readers, understand the content of the text easily or difficult, like or dislike reading the lesson text, and so on. The teacher also by looking at the results of the learners' work on the worksheet and some questions from each learner can find out all the circumstances of these learners. Based on this data, the teacher can provide the right support for each learner. It is likely that teachers will find different learners' needs.

3) Discuss (D) Stage

At this stage, learners form groups to discuss answers to questions or the results of work they have done outside school or at home independently before the meeting in the classroom. The teacher motivates learners who have successfully done certain tasks from the worksheet to provide guidance to their friends who have not mastered it. Learners who have not mastered it are encouraged by the teacher to ask their friends. This stage can also be filled with activities to discuss the results of their work with the work of other learners in the group. So at this stage, it is the teacher's responsibility to ensure communication between learners to get the correct answer or task. By observing the activities of all groups, the teacher can determine which groups or who has mastered the concepts being studied. In this way, the teacher can also find out which groups or who have come up with creative ideas as a form of applying the concepts they have mastered. From the results of this observation, the teacher can determine approximately who can be selected as a

resource person at the next stage, namely Explain (E). In addition to ensuring communication between students in each group and identifying sources from students for the next stage, at this stage the teacher can also determine where students or groups are having difficulty. The difficulty will then be explained by the teacher classically for all groups at the Explain (E) stage. The Discuss (D) stage will end when the learners have finished discussing the task, or the learners are no longer able to continue the task because they experience difficulties.

4) Explain Stage (E)

At this stage, students will present classically. The material presented includes all cognitive aspect learning indicators that have been formulated in the learning objectives. The order of display can be adjusted to the order of the formulation of these indicators in the learning plan. At this stage, learners' representatives are also asked to explain the essential concepts they have mastered in front of the class. At this stage, the teacher can ensure that what the learners explain is scientifically correct and all learners can understand the explanation. Furthermore, the teacher motivates other learners to ask questions, argue, or add to what has been presented by their friends from other groups. This stage can be used as an opportunity for the teacher to explain essential concepts that may not be mastered by all students based on the observations at the Discuss (D) stage. When explaining, the teacher may provide explanations in the form of lectures, demonstrations, or so on that can overcome the difficulties of the learners.

5) Create (C) Stage

At this stage, teachers can inspire learners to learn to use the knowledge they have mastered to create ideas or thoughts that are creative in nature. Creative thinking can be in the form of formulating productive questions, problems that require solving, or thoughts for creating other works/projects. As explained earlier, the task of creating creative ideas or thoughts is already included in the lesson. So at this stage, it is only necessary to discuss it classically, because students have previously been assigned to work independently and have also discussed it at the Discuss (D) stage. If the teacher finds that all learners have difficulty coming up with creative ideas, the teacher needs to inspire the learners. The inspiration given by the teacher can be in the form of examples of productive questions or research, problem solving or other works/projects that have been done by others. Then, classically, learners discuss other creative ideas that can be created as well as plan and realize them independently or collaboratively (preferably in collaboration). For inspiration, teachers can give examples of creative plans that have never been realized. If learners do not have their own ideas, then they can work on the teacher's idea. The realization of this idea can be done independently or in groups, depending on the character orientation to be developed in learners. This task is theoretically more challenging for learners because the idea is truly original and may or may not work. In addition, the work can be done in the classroom or outside the classroom. The prominent thing at this stage is to train learners to think, democracy, cooperation, communication from finding creative ideas,

deciding which ideas to realize, planning, implementing, reporting and presenting the results of the realization of these creative ideas in various forms.

The steps of the RADEC learning model can be seen in the following table:

Table 2.2 RADEC Steps

The Steps of teaching	Explanation	Activity	
		Teacher	Student
Read	In this step, the teacher instructs students to read in advance related to what material is discussed, whether it comes from print media such as books, or electronic media such as the internet.	Instruct students to read related to the material to be discussed, both in class and outside the classroom.	Read sources of information related to the material to be discussed.
Answer	In this step, the teacher provides pre-learning questions for students to answer. (For example, on explanatory text material).	Provide pre-learning questions from low-level thinking skills (LOTS) to high-level thinking skills (HOTS). "Have you ever heard of an explanatory text?" "What do you know about an explanatory text?" "What is the structure of an explanatory text?" "What are the grammatical rules of an explanatory text?" "How is an explanatory text	Answering pre-learning questions in the form of a worksheet

		different from a descriptive text?"	
Discuss	In this step, students discuss the answers to the pre-learning question worksheet. The teacher can also appoint representatives of each group to be the performers in the next step (Explain).	Instruct students to form discussion groups. The teacher motivates students who already understand the material to be discussed to provide guidance to students who do not understand. Conversely, the teacher motivates students who do not understand to ask their friends.	Discuss with peers.
Explain	In this step, invite students to present the results of their discussion. Other groups may provide comments, responses, or rebuttals. In addition, the teacher can provide explanations of important concepts that students cannot master.	Instructs to do group presentations. If there are concepts that students cannot master, the teacher can provide explanations.	Make a presentation. Students may provide feedback, criticism, and input.
Create	After the learners do the presentation activity, the teacher gives them the opportunity to develop the concepts they have mastered in the form of creative ideas that can be in the form of products, creative works, and so on.	Motivate students to come up with creative ideas. Teachers can also inspire students about something they want to create in the form of products, creative works, and so on.	Come up with creative ideas.

2.3 English Skills

In English skills, there are two types of skills in general such as receptive skills and productive skills. Based on Masduqi (2023) said that receptive skills or sometimes called passive skills are skills that learners only receive and understand without producing them. They are listening and reading. When learners are studying a new language, they usually start with a receptive understanding of the new elements and then move on to productive use of the language. Productive skills, known as active skills, include speaking and writing. They are called active skills because learners produce the target language after receiving and understanding it. For example, in a poetry course, learners acquire receptive skills by listening to and reading a poem. To acquire productive skills, learners can be asked to write down their own poems as a group project. Hue Tong (2019) said that listening plays an important role in the success of English language learning. The ability to listen well and effectively contributes to the success of the learners and teachers. To follow these steps in teaching listening is not easy for some English teachers. Related to Blue in Cambridge.com (2018) reading skills are focussed on the text itself, strategies are focussed on the reader. They are conscious procedures carried out in order to solve a problem (Williams & Moran 1989). But we should not assume that strategies learners apply in reading in their first language are automatically being applied in a second language learning context. Instead, these types of strategies can be taught or modelled by the teacher, and discussed in lessons. Gautam (2019) said that writing skill is a product of ingenuity carved through knowledge, learning, creativity and intellectual uprightness. An individual with sound writing skills is regarded high in dignity and receives

elevated opportunities everywhere in competitive examinations, job opportunities, promotions and social services. Sriniv (2019) said that speaking is the most important skill among all the four language skills in order to communicate well in this global world. As English is widely used all over the world, there is a need for learners to acquire the communication skills of it to get success in their respective fields. Thus, the classroom is the ideal platform to acquire good communication skills, especially, speaking skills. The teachers have to understand the problems of the ELLs (English language learners) and try to implement various teaching strategies in their classrooms in order to develop their learners' speaking skills in English classrooms.

2.4 Reading Skills

2.4.1 Definition of Reading

According to Hodgson in Tarigan (2013) reading is a process carried out and used by readers to obtain messages, which the author wants to convey through the media words or written language. A process that requires that groups of words that constitute a whole will be seen in a glance and the meaning of individual words will be known. If this is not fulfilled, the expressed and implied messages will not be captured or understood, and the reading process is not carried out properly. Shortly, reading is bringing meaning to and getting meaning from printed or written material, picking up and understanding the meaning or meaning contained in written material (Finochiaro and Bonomo 1973). Then, Lado (1976) said that reading is understanding the language patterns from a written picture.

According to Nurhadi (2016) said that everyone is required around the world, presenting knowledge in various fields. Newspapers, magazines, journals, chats, professional assignments, for the most part, are presented in the form of text. Various types of texts containing knowledge information are increasing rapidly in line with the development of science today, which was unimaginable before. High reading power comes from knowledge of how to read well and continuous development. Each reading text demands a special reading strategy because of its specific purpose and motive. For this reason, a good reader must be familiar with the technique of reading various texts, step by step. According to Nurhadi (2016), reading is the activity of understanding the meaning contained in writing. While in a broad sense, reading is a critical-creative reading processing process carried out by readers to obtain a comprehensive understanding of the reading, followed by an assessment of the circumstances, value, function, and impact of the reading.

According to Brown and Abeywickrama (2018) said that in foreign language learning, reading is also a skill that learners are expected to have. Elementary and entry-level textbooks in foreign languages presuppose students' reading ability simply because books are the medium. Many formal tests use the written word as a stimulus for test takers' responses; even oral interviews may require reading performance for certain tasks. Reading, the most important skill for success in all educational contexts - remains very important in the assessment of language ability in general.

Regarding to Abeywickrama and Brown (2018) said that English language learners must clear two major hurdles to become efficient readers. First, they must

master the basics for discrete letters, words, and phrases as well as the conceptually-driven, top-down process for comprehension. Secondly, as part of the top-down approach, second language readers must develop appropriate content and formal schemata - background information and cultural experiences to perform such interpretations effectively. The assessment of reading ability does not end with the measurement of comprehension. It is also important, especially in formative classroom assessment, to assess the strategies that readers use—or fail to use—to achieve ultimate comprehension of a text. For example, an academic technical report may be comprehensible to a student at the sentence level, but if the learner has not utilized certain strategies to note the discourse conventions of that genre, misunderstanding may occur.

2.4.2 The Purposes of Reading

According to Tarigan (2013) reading has the main purpose of seeking and obtaining information, covering the content, understanding the meaning of reading. The meaning is closely related to the purpose, or our intensive in reading. In the following, we put forward some important ones:

a) Reading for details or facts

Reading to discover or find out what discoveries a character has made; what a character has done; what has happened to a particular character, or to solve problems created by a character. This kind of reading is called reading to obtain details or facts.

b) Reading for main ideas

Reading to find out why it is a good and interesting topic, the problems contained in the story, what the characters learn or experience, and summarising the things the characters do to achieve their goals. This kind of reading is called reading for main ideas.

c) Reading for sequence or organization

Reading to find or know what happens in each part of the story, what happens first, second, and third/so on - each stage is made to solve a problem, scenes and events, events for dramatisation. This is called reading for order or sequence, the organisation of the story.

d) Reading for inference

Reading to find out why the characters feel the way they do, what the author is trying to show the readers, why the characters change, the qualities the characters have that make them succeed or fail. This is called reading to infer, inference reading.

e) Reading to classify

Reading to find out what is unusual, unusual about a character, what is funny in the story, or whether the story is true or untrue. This is called reading to categorise, reading to classify.

f) Reading to evaluate

Reading to discover whether a character succeeds or lives up to certain standards, whether we want to do as the character does, or work the way the character works in the story. This is called judgement reading, reading to evaluate.

g) Reading to compare or contrast

Reading to discover how the characters change, how their lives differ from the lives we know, how the two stories have similarities, and how the characters resemble the reader. This is called reading to compare or contrast. (Anderson, 1972)

2.4.3 Types of Skill in Reading

Regarding to Tarigan (2013) said that there are two important ways of reading, namely:

a) Mechanical skills

Mechanical skills can be considered to be of a lower order. This aspect includes:

- 1) letter shape recognition;
- 2) recognition of linguistic elements (phonemes/graphemes, words, phrases, clause patterns, sentences, etc.);
- 3) recognition of the relationship/correspondence of spelling and sound patterns (the ability to vocalise written material or "to bark at print").
- 4) reading speed to a slow level.

b) Comprehension skills

Comprehension skills which can be considered to be of a higher order. These include:

- 1) understanding meaning (lexical, grammatical, rhetorical);
- 2) understanding significance or value (e.g. author's purpose, cultural relevance/circumstances, and reader's reaction);
- 3) evaluation or judgement (content, form);

4) lexible reading speed, which is easily adjusted to the situation. (Broughton (et al) 1978)

To achieve the goals contained in mechanical skills, the most suitable activity is reading aloud; oral reading. For comprehension skills, silent reading is most appropriate, which can be divided into:

- a) extensive reading, including:
 - 1) survey reading
 - 2) skimming
 - 3) superficial reading
- b) intensive reading can also be divided into content study which includes:
 - 1) close reading
 - 2) comprehensive reading
 - 3) critical reading
 - 4) reading for ideas

In addition, there is language study reading which also includes:

- a) foreign language reading
- b) literary reading

In the extensive reading has the main goal is to get information. Mainly, silent reading is divided into extensive reading and intensive reading. The extensive reading is reading widely. Its object is to cover as much text as possible in the shortest possible time. The demand of extensive reading is to grasp the important content quickly so that efficient reading can be carried out. It can also be utilised by foreigners who want to learn something without travelling to the country where the

language originates. Extensive reading is included with survey reading, skimming and superficial reading.

1. Survey reading

Before doing research, it is used to do research what it is looked for. It is done a survey of the source of reading that will be learnt, will be done a research. There are some ways to do survey reading:

- b. Checking, examining indexes, lists of words contained in books;
- c. Looking through, examining, scrutinising the chapter titles contained in the books concerned;
- d. Checking, examining charts, schemes, outlines of the books concerned.

The speed and accuracy of surveying reading material is very important; it determines whether or not a person succeeds in his or her studies. A person's worldview and knowledge background also determine whether or not it is appropriate, fast or slow to survey the desired reading material. There is truth in the old saying that a good start is half the battle.

2. Skimming

Skimming is a type of reading that makes our eyes move quickly, looking at written material to find and get information, information. There are three main purposes in skimming, namely:

- a. To get a general impression of a book or article, short writing;
- b. To find a particular thing from a reading material;
- c. To find / place the necessary materials in the library. (Albert (et al) 1961a : 30)

When getting a general impression of a nonfiction book (History, biography, science, art, etc.) quickly, it can be done by examining the title page, preface, table of contents, and index.

- a. If you find certain things with the aim of getting the right information quickly, including:
 - b. Clearly define the thing or fact to be sought or provide the question to be answered.
 - c. Prepare/remember the most appropriate word or words to be used to indicate the matter.
 - d. When looking for information in a book, it is best to see if the word or detail is listed in the index.
 - e. Look through each page quickly just to find the word or detail you want.
3. Superficial reading

Basically, superficial reading aims to obtain a superficial understanding that is external, which is not in-depth from the reading material. Superficial reading is usually done when you want to read for pleasure, reading light reading that brings happiness in your spare time; for example, short stories, light novels, and so on. In reading, as in reading scientific works, it can be done casually but pleasantly (Broughton (et al) 1978: 92).

While in Intensive reading is the careful study, scrutiny and detailed handling carried out in class of a short assignment of approximately two to four pages each day. Questionnaires, sentence pattern exercises, vocabulary exercises, word studies, dictation, and general discussion are all part of intensive reading

techniques. Intensive reading includes content study reading and linguistic study reading. Fluent inward reading is very useful for everyone who wants to achieve any level of higher education (Broughton 1978: 92-94).

Content study reading can be divided into:

1) Close reading

Careful reading requires a number of skills, including:

- a. A quick survey to look at organisation and general approach;
- b. Reading carefully and rereading paragraphs to find headline sentences and important details;
- c. Finding the relationship of each paragraph to the whole piece of writing or article.

2) Comprehension reading;

Reading for understanding is a type of reading that aims to understand literary standards, critical reviews, printed drama, and patterns of fiction.

3) Critical reading;

The ability to read comprehension is the basis of critical reading.

4) Reading for ideas.

According to Brown (2018) mentioned that there are some principal strategies for reading comprehension, namely:

1. Identify your purpose in reading a text
2. Apply spelling rules and conventions for bottom-up decoding
3. Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning
4. Guess at meaning (of words, idioms, etc.) when you aren't certain

5. Skim the text for the gist and for main ideas
6. Scan the text for specific information (names, dates, key words)
7. Use silent reading techniques for rapid processing
8. Use marginal notes, outlines, charts, or semantic maps to understand and retain information
9. Distinguish between literal and implied meanings
10. Use discourse markers (e.g., “in addition,” “however,” “nevertheless”) to process relations

2.4.4 Types of Assessment in Reading Comprehension

Regarding on Brown (2018), there are four types to assess of reading skills such as perceptive, selective, interactive and extensive reading. Mainly, in interactive reading. This assessing reading connects to silent reading especially reading comprehension skills in aspect of understanding the content of a text. Interactive reading is a type of reading in which the reader must interact with the text in a psycholinguistic sense, which means that reading is a process of negotiating meaning in which the reader brings a set of schemas for understanding the text and assimilates these schemas. Typical forms of interactive reading include anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, instructions, recipes, and so on. Interactive tasks focus on identifying relevant features (vocabulary, symbols, syntax, and discourse) in short, moderately long texts, although bottom-up

performance may be required in some cases. They are the types of the way to assess this as mentioned in below:

a) Cloze Tasks

Over the years, the cloze procedure has been a popular reading assessment task. The word cloze was coined by educational psychologists to capture the Gestalt psychological concept of “closure,” that is, the ability to fill in gaps in an incomplete image (visual, auditory, or cognitive) and supply (from background schemata) omitted details.

b) Impromptu Reading Plus Comprehension Questions

For several decades, cloze testing was a very popular procedure to assess reading, as its integrative nature ostensibly offered a practical means to test overall comprehension somewhat indirectly. However, the traditional “read and respond” technique is undoubtedly the oldest and the most common. Many standardized tests continue to use the technique of an impromptu reading followed by questions, which students around the world have come to expect.

On impromptu reading with comprehension questions and note that this set of questions, based on a 250-word passage, covers comprehension of the following features:

- a. main idea (topic)
- b. expression/idiom/phrase in context
- c. inference (implied details)
- d. grammatical features
- e. details (scanning for specifically stated details)

f. excluding unwritten facts (unstated details)

g. supporting ideas

h. vocabulary in context

This specification and the questions that exemplify it are not just a series of "straight" comprehension questions that follow the flow of the reading. They represent examples of skills that research suggests characterize efficient readers. Note that many of the questions are consistent with effective reading strategies: skimming for main ideas, scanning for details, guessing word meanings from context, making inferences, and using other discourse markers.

c) Short-Answer Tasks

Multiple-choice items are difficult to construct and validate, and classroom teachers rarely have time in their busy schedules to design such a test. A popular alternative to multiple-choice questions following reading passages is the age-old short-answer format. A reading passage is presented, and the test-taker reads questions that must be answered, usually in written form, in a sentence or two. Questions might assess the same abilities indicated above (in the reading comprehension passage), but be worded in open-ended question form and not multiple choice.

d) Editing (Longer Texts)

The previous section of this chapter (on selective reading) described editing tasks, but there the discussion was limited to a list of unrelated sentences, each presented with an error to be detected by the test-taker. The same technique has been applied successfully to longer passages of 200 to 300 words. Several

advantages are gained in the longer format. First, authenticity is increased. The likelihood that students in English classrooms will read connected prose of a page or two is greater than the likelihood that they will encounter the contrived format of unconnected sentences. Second, the task simulates proofreading one's own essay, where it is imperative to find and correct errors. Third, if the test is connected to a specific curriculum (such as placement into one of several writing courses), the test designer can draw up specifications for a number of grammatical and rhetorical categories that match the content of the courses. Content validity is thereby supported, and along with it the face validity of a task in which students are willing to invest. Imao (2001) created a grammar editing test that introduced one error in each numbered sentence. Test-takers were instructed to identify the letter in each sentence that corresponded to an error. Instructions to the student included a sample of the kind of connected prose that test-takers would encounter: within all of the specified categories of the test. For a total of 32 to 56 items in his editing test, Imao (p. 185) was able to offer teachers a computer-generated breakdown of performance in the following categories:

- * sentence structure
- * verb tense
- * noun/article features
- * modal auxiliaries
- * verb complements
- * noun clauses
- ∅ adverb clauses

- * conditionals
- * logical connectors
- * adjective clauses (including relative clauses)
- * passives

These categories were selected for inclusion from a survey of instructors , syllabuses in writing courses and proofreading workshops.

a) Scanning

Scanning is a strategy used by all readers to find relevant information in a text. Assessment of scanning is carried out by presenting test-takers with a text (prose or something in a chart or graph format) and requiring rapid identification of relevant bits of information. Possible stimuli include a(n):

- * one- to two-page news article
- * essay
- ∅ chapter in a textbook
- * technical report
- ∅ table or chart depicting some research findings
- * menu
- * application form

Among the variety of scanning objectives (for each of the genres named above),

the test-taker must locate:

- ∅ date, name, or place in an article
- * setting for a narrative or story

- * principal divisions of a chapter
- * principal research finding in a technical report
- * result reported in a specified cell in a table
- * cost of an item on a menu
- * specified data needed to fill out an application

b) Sequencing

Instructors can use many creative ways to teach students various written conventions for indicating logical and/or chronological sequencing. One way is to ask them to create a story using what's often referred to as the "strip story" technique. With this technique, students receive strips of paper, each with a sentence on it, and then assemble them to create the story. Variations on this technique can serve as an assessment of overall global understanding of a story and the cohesive devices that signal the sequence of events or ideas.

2.5 Recount Text

Recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose is to give the audience a description of what occurred and when it occurred. Recount is reconstruction of something happened in the past. According to Davies (2000) a recount recalls and reconstructs events, experiences, and achievements from the past in a logical sequence. Some recounts will be purely informative, while others will aim to both inform and entertain. Recount texts are usually use to tell about the experiences of someone or it talks about something happened in the past. Recount text has three elements: orientation or setting,

events, and re-orientation or concluding statement of the story. Regarding on Ruangguru.com, There are three types of recount text such as personal recount text, imaginative recount text, and factual recount text. In junior high school (phase D), it will learn personal recount text and imaginative recount text.

Generic structure of recount text, the first is orientation. The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that orientation is detailed and thorough, use the 5 x w formula (who, what, when, where, why). And the second is event. Events are usually sequenced chronologically, but students should be encouraged to experiment with flashbacks or arranging events in order of importance. And the last is re-orientation. This final section concludes the recount by summarising outcomes and results, evaluating the topic's importance or offering personal comment or opinion. (According to Davies, 2000). Language Features in recount text. The main language features used in recounts are: nouns, action verbs, conjunctions and time connectives, adverbs and adjectives. According to Keir (2009) the language features of recount text are as follow:

- Use word such as “I” or “we”
- Use of passive voice
- Use of abstract words.
- Use conjunctions, time connectives and adverbial phrases to connect events and build topic information.
- Descriptive language.
- Use past tense.

The example of recount text is below:

1. Personal recount text

A Trip to the Zoo

Yesterday my family went to the zoo to see the elephant and other animal. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope. During lunch we fed some birds in the park. In the afternoon we saw the animals being fed.

When we returned home we were tired but happy because we had so much fun.

<https://www.sederet.com/tutorial/recount-text-a-trip-to-the-zoo/>

2. Imaginative recount text

A Princess

At the first break, Arin went to the school library. As usual, she walked towards she fiction section, her favourite one. She took an interesting storybook from the shelf, then sat at the corner.

The book was about a handsome and brave prince who tried to free a princess from a giant. Arin way very sleepy. She didn't realise that she fell asleep while reading. On her dream, she was the princess who was saved by the prince. The giant didn't let Arin go. He held her strongly and she struggled to get loose. Consequently she fell down to the ground.

Suddenly, Arin heard people laughing. She opened her eyes and saw several students looking and laughing at her. Arin was confused, but she finely realised what

had happened. She dreamt about the story in the book she read. For matters worse, she fell down from the chair due to her dream.

<https://nekopencil.com/pendidikan/bahasa-inggris/contoh-soal-recount-text-bahasa-inggris-dan-kunci-jawaban/>

2.6 Previous Research

1) A journal by the title “The Implementation of Read, Answer, Discuss, Explain, and Create (RADEC) Learning Model To Improve Students’ Reading Ability At The Eleventh Grade Of SMA Pesantren Putri Yatama Mandiri written by Anita, Ummi Khaerati Syam, Sitti Maryam Hamid (2022). The writer used pre-experimental design with one group pre-test and post-test. The population of this research was class XI A Regular that consisted of 20 students. The writer used purposive sampling to select the sample. The findings of the study proved that the implementation of RADEC learning model was effective to improve students’ reading ability. It could be seen from the students’ mean score before using RADEC learning model was 43.55 and the students’ mean score after using RADEC learning model was 66.80. From the results of data analysis, it indicated that the t-test value (8.906) was higher than the t-table value (2.093). Therefore, the study refused the null hypothesis (H₀) and approved the alternative hypothesis (H₁). After analyzing the data, it proved that the implementation of RADEC learning model was effective to improve students’ reading ability.

This research has similarities and differences with the previous research. The similarities are the use of the same learning model, the use of the purposive sampling and to see the improvement of students’ reading ability in understanding of a text.

The differences between of this research and the previous research are the subject and the location of the research, the material, the type of research method, and the technique of collecting data. The previous research used subject the students of eleventh grade in SMA Pesantren Putri Yatama Mandiri. Then, this research uses students of eighth grade in SMPN 29 Bandung. The material was explanation text and this research uses recount text. The previous research used pre-experimental research and this research uses descriptive qualitative method. The technique of collecting data was using test including pre test and post test while this research uses observation, pre test and post test, and questioners.

2) A journal by title Model Pembelajaran RADEC Dalam Pembelajaran Membaca Pemahaman Siswa that has been written by Anugerah Agung Pohan, Yunus Abidin, Andoyo Sastromiharjo (2020). This article aims to explain the role of RADEC (Read-Answer-Discuss-Explain-Create) learning model on students' reading comprehension ability. The research method in this article used the literature study method. Data collection was carried out through literature search results and the results of relevant studies followed by content analysis. The results of this study show that in general the RADEC learning model increases student learning activities. With Read's syntax, students' reading comprehension skills will be trained and expand students' information or insights before receiving subject matter.

This research has similarity and differences with the previous research. The similarity is in the topic of learning model that is RADEC learning model.

The differences with the previous research are the goal of the research, the method that used, the technique of data collection. The goal of this research is to describe the use

of RADEC learning model in the school and to explain the students' comprehension after learning by RADEC learning model. Then, the previous research had an aim to explain the role of RADEC (Read-Answer-Discuss-Explain-Create) learning model on students' reading comprehension ability. This research uses descriptive qualitative and the previous research used literature review. Then, this research used data collection is through observation, tests, and questioner. The previous study used literature reference to see the information and data.

3) A journal by the title RADEC Learning Model (Read-Answer-Discuss-Explain And Create): The Importance of Building Critical Thinking Skills In Indonesian Context is written by Yoga Adi Pratama, Wahyu Sopandi, and Yayuk Hidayah (2019). The purpose of writing this article was to describe RADEC learning model in building critical thinking skills. This study was conducted because of the need for a learning model that fits the Indonesian context to build critical thinking skills that can be used at elementary school level. This study used the literature review. This study produced one solution to be able to build critical thinking skills using RADEC learning model (read-answer-discuss-explain and create). The approach in learning done by the teacher plays a role in improving critical thinking skills. The teacher needs to use a learning model that can stimulate students' critical thinking skills.

The research has similarities and differences from the previous research. The similarity is in the topic of learning model that is RADEC learning model. The differences with the previous research are the goal of the research, the method that used, the technique of data collection. The goal of this research is to describe the use of RADEC learning model in the school and to explain the students' comprehension

after learning by RADEC learning model. Then, the previous research had an aim to describe RADEC learning model in building critical thinking skills. This research uses descriptive qualitative and the previous research used literature review. Then, this research used data collection is through observation, tests, and questioner. The previous study used identifying, analyzing, and synthesizing relevant research for specific research questions or topics.