

# RADEC (Read-Answer-Discuss-Explain And Create): The Learning Model for Improving EFL Writing Skills in Indonesian Context

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**Abstract.** This study explores the RADEC (Read-Answer-Discuss-Explain-Create) learning model to improve English writing skills among Indonesian primary school students. As English is a foreign language in Indonesia, teaching English writing presents distinct challenges, including limited exposure to the language and the struggle to engage students in meaningful, motivating learning experiences. The RADEC model, designed to fit the Indonesian educational context, aims to address these challenges by promoting student engagement, critical thinking, and creativity. The purpose of this study was to describe the RADEC learning model for improving writing skills in English learning at primary school. Through a literature review, this study analyzes the effectiveness of RADEC in promoting critical thinking, creativity, and collaborative skills in English writing. The findings suggest that the model's ease of use and compatibility with Indonesian educational practices make it a practical choice for primary teachers seeking innovative learning to boost writing proficiency. RADEC is not only supports English language acquisition but also prepares students with essential 21st-century skills, making it an effective framework for achieving educational objectives in Indonesia.

**Keywords:** writing skills, RADEC learning, English language teaching.

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## INTRODUCTION

In today's interconnected world and to prepare for future opportunities, primary school teachers must equip their students with strong English language skills. Since English is a foreign language in Indonesia, its native speakers are not as prevalent as in countries where it is the second language. English as a foreign language in Indonesia has limited use in social interactions, posing a challenge for teachers to motivate students to learn (Musthafa, 2010). Unlike Bahasa Indonesia and regional languages, which young learners encounter naturally in their social environment, English as a foreign language presents significant challenges for Indonesian elementary students due to its limited presence in daily life, making it harder for them to perceive its practical relevance. In Southeast Asia, English is viewed as a tool to embrace globalization and a medium to access international political, economic, educational, and trade opportunities. The national decision to adopt English as the language of international interaction can also be considered politically motivated as English is increasingly seen as a general skill (Enever et al., 2009). According to Diyanti and Madya (2021), the international status of English has prompted ASEAN member countries to accelerate their citizens' English proficiency by introducing English early in the curriculum of elementary schools.

Based on Minister of Education and Culture Regulation No. 12 of 2024, English will be an elective subject in elementary schools or equivalent institutions based on school readiness until the 2026/2027 school year and will become a compulsory subject in the 2027/2028 school year starting from grade III. Since the Merdeka Curriculum was launched in 2022, some

schools have already started teaching English. The Merdeka curriculum emphasizes on strengthening the skills of using English in six language skills including listening, speaking, reading, viewing, writing, and presenting or presenting inclusively, in a variety of text types (Kemdikbud, 2022). Writing is considered a challenging skill due to its demand for transforming thoughts and emotions into a structured written format, engaging cognitive processes (Koswara et al., 2021).

Writing skills is very important for English as a Foreign Language (EFL) learners, enabling them to express and communicate their ideas effectively through written language (Fahmi & Rachmijati, 2021). In EFL contexts, writing is considered a challenging skill due to the higher level of cognitive demand compared to other language skills (Alwasilah, 2019). In line with these findings, Febriyanto (2018) suggests that English writing lessons are often perceived as dull and uninteresting by students, indicating a lack of meaningful learning experiences in this subject. Meanwhile, Ariyanti (2016) found that language barriers, stemming from cultural differences between English and students' native languages, hinder their ability to grasp English grammar and produce grammatically correct written work. Furthermore, large class sizes may prevent teachers from providing individualized writing instruction to all students

To address the challenges faced by students in English language learning, teachers should enhance their English writing skills through the implementation of innovative learning models during the learning process. Innovative learning models are the solution to cultivate creative, interactive, innovative, and inspirational student character (Tibahary, 2018). Inconsistent educational quality results highlight the need for Indonesian-specific learning models to address the achievement gap and prevent future harm to students and society (Sopandi, 2017). Directly adopting Western learning models in Indonesia may seem convenient, but differences in student backgrounds (literacy, environment) and the time needed to implement innovative approaches necessitate the development of models specifically tailored to the Indonesian context (Pratama, 2019). To address the evolving educational needs and prepare students for the future, the RADEC (Read, Answer, Discuss, Explain, and Create) learning model was developed as an innovative solution tailored to the characteristics and requirements of Indonesian learners in the digital age (Sopandi, 2017).

The RADEC learning model, which stands for Read, Answer, Discuss, Explain, and Create, was first introduced by Sopandi at an international conference in Kuala Lumpur, Malaysia. This model focuses on knowledge development and can encourage learners to develop 21st-century skills and master the learning concepts they are studying with the basic principle that all learners have the capacity to learn independently and delve deeper into knowledge and skills (Setiawan, et al, 2019). RADEC is a structured effort to implement learning stages to

instill a sense of confidence in learners at every stage of the teaching and learning process, hone their higher-order thinking skills, learn to communicate with peers and present their work, and train their creativity through their work (Sopandi, 2019). One of the main advantages of the RADEC learning model is its ease of application for teachers. Because the syntax of the learning activities is in accordance with the RADEC acronym, namely Read, Answer, Discuss, Explain, and Create (Sopandi, 2021), it makes it easier for teachers to remember and carry out the learning process. This is evidenced by the high interest of teachers in using the RADEC model in schools, as shown in Sopandi's research (2019) where 97.2% of teacher training participants expressed their interest.

The implementation of the RADEC learning model can be a solution for teachers in designing effective learning to develop life skills that are appropriate for current needs. Research results state that the RADEC learning model has a positive impact on student learning transformation by encouraging them to actively seek and learn information relevant to the learning topic (Imran, et al, 2021). RADEC learning has also been proven to be able to encourage student participation and collaboration, influenced by teacher motivation and student self-confidence, and can be an alternative for teachers to train these skills (Hanum, et al, 2023). In other studies, it is stated that the implementation of the student-centered, active, and engaging RADEC model has been proven to be effective in improving student learning outcomes and creativity in writing procedural texts, because the learning is (Nurwendah, et al, 2023). In addition, the RADEC learning model has been proven to be effective in improving the ability to write explanatory texts for students at SD Negeri 06 Payung (Ramadini, et al, 2023). Other studies also state that the study shows that the Read, Answer, Discuss, Explain and Create (RADEC) learning model assisted by digital media has been proven to significantly improve the creative writing skills of fifth graders, with an average score increase of 79.4 from 60.2.

The purposes of this study can be inferred from its context and emphasis on improving English writing skills in Indonesian primary school students through the RADEC learning model. This study aims to describe and propose the RADEC (Read-Answer-Discuss-Explain-Create) learning model to improve writing skills in English learning in Indonesian primary school students.

## **METHODOLOGY**

This study employed a literature review approach to explore the implementation of the RADEC learning model in improving students' writing skills. A literature review is a systematic method for gathering and analyzing relevant research on a specific topic or question. It involves identifying existing studies, examining their content, and synthesizing findings to provide a comprehensive understanding of the subject (Kitchenham, 2004).

As this research is a literature review, it does not involve human participants directly. Instead, the "participants" are the academic studies and research documents reviewed. These sources included national and international journal articles, research reports, books (both printed and digital), and other related documents focused on RADEC and its application in educational contexts.

The primary instrument in this study was the researcher's analytical framework for evaluating and synthesizing the selected literature. This framework included criteria for selecting relevant studies, identifying key themes, and assessing the validity and reliability of the findings from each source.

The procedure followed several key steps. First, identifying sources. It is a comprehensive search was conducted to gather literature from national and international databases, academic journals, books, and other relevant materials. Next, screening and selection, that is the gathered studies were screened based on their relevance to RADEC learning and its effectiveness in improving writing skills, especially in primary school contexts. Then content analysis, it is the content of the selected studies were analyzed to extract insights into the RADEC model's implementation, advantages, and challenges. The last one is synthesis, the findings from individual studies were synthesized to provide a cohesive understanding of how the RADEC model enhances students' writing skills.

The data analysis involved thematic analysis to identify recurring themes and insights across the reviewed literature. Key themes included the effectiveness of the RADEC model in fostering creativity, improving writing outcomes, and engaging students in active learning. Findings were compared and contrasted to ensure a balanced perspective and to highlight consistent patterns and discrepancies in the reviewed studies.

## **RESULTS AND DISCUSSION**

After analyzing the results and engaging in a thorough discussion, the researcher meticulously examined and evaluated the findings from the research. This in-depth examination allowed them to draw well-supported conclusions based on the data and analysis.

### **Read-Answer-Discuss-Explain-and Create (RADEC) Learning**

The learning model was developed considering the following factors. First, this model is built because education should develop students in multiple ways-teaching them to be good people with knowledge and skills, not just focusing on memorizing facts. Second, despite readily available learning resources and the success of some foreign models in improving learning, the current time constraints and mismatch between these models and the Indonesian context lead to low national achievement scores. However, Indonesian students' individual success

demonstrates potential, suggesting that improved learning processes can address this achievement gap. Third, Vygotsky's theory suggests that children learn best through social interaction. This theory identifies three key zones: a child's current abilities (actual development level), what they could achieve with help (potential development level), and the ideal zone for learning that lies between the two (Zone of Proximal Development). Therefore, effective learning should target this Zone of Proximal Development. Fourth, primary school students build reading fluency from grades 1-2 by practicing with letters, words, sentences, and paragraphs. This skill is then used in grade 3 to gain comprehension from texts. The RADEC model, which emphasizes reading, thinking, and writing, provides a strong foundation for this development. Students develop their thinking skills through answering questions, discussing with classmates, and their writing skills through proposing ideas, research reports, problem-solving exercises, and projects.

This passage cites Sopandi's work (2017) to introduce the structure, or syntax, of the RADEC learning model. The upcoming information will detail the specific steps involved in the RADEC approach.

The RADEC model involves five steps: 1) Students read materials and answer pre-reading questions, 2) they discuss their answers in groups, 3) a student representative explains key concepts, 4) the teacher clarifies any remaining difficulties, and 5) students brainstorm creative applications of the learned concepts. Further elaboration on these steps will be provided in the subsequent discussion.

a. Read (R)

In this phase of the lesson, students take charge of their own learning by independently reading information from various sources like books, printed materials, and even the internet. To guide them towards a deeper understanding, pre-learning questions are provided that cover a range of thinking skills, from basic recall to complex analysis. These questions are distributed before the teacher even begins the official lesson, and students answer them after completing their independent reading outside of class. The rationale behind this approach is that students can grasp certain information on their own, without immediate help from others. If a student encounters material they struggle with, they can seek clarification from classmates or the teacher during the class session itself. This allows class time to be used more effectively, focusing on developing social skills and other areas that benefit from interaction and collaboration. In essence, the teacher acts as a facilitator, ensuring students have the tools and guidance to navigate their independent learning journey, while reserving class time for activities that require social interaction and deeper exploration of challenging concepts.

Much literature has explored reading and writing as processes of understanding and producing language from a psycholinguistic perspective (Harl, 2013). Tonne and Pihl's study (2015) examines how reading and writing skills interact in Norwegian L2 learners, finding a connection between derivational morphology in both activities but not for compositional or inflectional morphology, while complex expressions are better understood in reading than used in writing. Within the concept-building phase of writing skill development, particular emphasis is placed on the reading stage, where students hone their analytical abilities to effectively deconstruct and understand the written word. This focus on analysis during reading equips them with the necessary skills to build strong concepts that will serve as the foundation for their writing. Writing, as defined by Tarigan (1986:15), encompasses the process of translating ideas or thoughts into written form, utilizing written language as the primary means of expression. This definition underscores the significance of written language in the act of conveying ideas and thoughts, emphasizing its centrality in the writing process.

b. Answer (A)

This phase focuses on students answering pre-teaching questions based on the knowledge they gained from the reading step (R). Design the question to challenge students' thinking and motivate them to explore ideas through writing. These questions are presented as worksheets that students complete independently outside of class, either at home or before classroom sessions begin. By working on these worksheets individually, students can identify which parts of the learning materials they find easy or difficult to understand. This self-assessment allows them to become aware of their own learning styles and habits. They can recognize if they tend to be diligent or reluctant readers, if they grasp written materials quickly or struggle with comprehension, and even if they enjoy or dislike reading textbooks. Additionally, by observing students' completed assignments and asking a few clarifying questions, the teacher can gain valuable insights into each student's learning situation. This observation process likely reveals that each student needs a different level or type of assistance from their teacher. By analyzing this data, teachers can tailor their support to address the specific needs of each student, ensuring a more personalized learning experience.

The use of guided questions in Lestari's study (2023) proved to be effective in assisting students to organize their ideas and express them in the form of a recount text. Guiding questions also can help the writing process as evidenced in Asmara's research (2015)



which proved that using Question and Answer Controller Composition (QACC) techniques significantly improved students' writing compared to traditional methods. To stimulate students' engagement and understanding, a variety of pre-learning questions or thought-provoking prompts should be introduced, ranging from low-order thinking skills (LOTS) to high-order thinking skills (HOTS). These questions should encourage students to analyze, synthesize, and evaluate information. For instance, instead of simply asking "What is the food made of?", a more HOTS-oriented question might be "What are the key components of this food that contribute to its nutritional value and flavor profile?" or "How does the composition of this food influence its preparation methods and consumption patterns?"

c. Discuss (D)

In this phase, students work in groups to tackle the answers from the pre-teaching questions. The teacher plays a key role in facilitating this discussion. They encourage successful students to guide their peers who might be struggling by explaining specific tasks from the worksheets. The teacher also motivates those who haven't mastered the concepts to actively seek help from their group members. This collaborative approach allows students to not only solidify their understanding through discussion but also assess their individual progress. By observing group dynamics, the teacher can identify which groups or students have grasped the material and who might have already come up with creative applications of the learned concepts. This information helps the teacher select potential tutors for the next step ("Explain") and pinpoint areas where the whole class might require further clarification. The discussion concludes when students have finished the tasks or encounter insurmountable difficulties that necessitate teacher intervention.

To facilitate effective learning among students with varying levels of understanding, teachers employ motivational strategies. For students who have grasped the subject matter, teachers encourage them to serve as mentors to their peers who are still struggling. Conversely, teachers motivate students who are encountering difficulties to seek clarification from their classmates. This collaborative approach fosters a supportive learning environment where students can learn from and assist one another. Research demonstrates that group discussions are highly effective in enhancing English writing skills among EFL learners. Abuhabil and Aswese (2018) noted that collaborative strategies like group discussions expose students to diverse perspectives, enriching their writing. Shinta and Filia (2020) similarly found that such interactions enable students to build stronger, more coherent arguments by critically evaluating

ideas together. Additionally, Darani, et al (2023) highlighted the value of small-group discussions as pre-writing activities, showing that these sessions help students organize thoughts and develop well-structured texts. Collectively, these findings suggest that group discussion fosters critical thinking, creative brainstorming, and effective language use, all of which are crucial for writing development in EFL contexts.

d. Explain (E)

In this phase, the class gathers for a formal presentation. The presentation systematically covers all the key learning objectives (cognitive aspects) outlined in the lesson plan. The order of the presentation mirrors the order these objectives are listed in the plan. A key aspect of this phase is student participation. Students who have demonstrated mastery of the learning objectives are selected to present the core concepts to the entire class. The teacher acts as a facilitator, ensuring the accuracy of the presented information and the comprehension of their classmates. This phase also encourages active learning. The teacher prompts other students to engage with the presentation by asking questions, challenging presented ideas, or offering additional insights. This exchange allows students to solidify their understanding and different perspectives are brought to light.

Furthermore, the "Explain" phase provides an opportunity for the teacher to address any remaining difficulties students may have encountered during the discussion stage ("Discuss"). These could be concepts that were not fully grasped by the entire group. The teacher can tailor their explanation using various methods, such as demonstrations, videos, or presentations, to effectively address these challenges.

Research shows that having students explain or present ideas from group discussions actively engages them in learning. Setiawan, et al (2020) found that when students articulate and share their thoughts during group discussions, it enhances their ability to organize and communicate complex ideas, which is particularly effective for explanatory writing. Rahmadona et al. (2024) observed similar benefits in their study on the RADEC model, where students' fictional writing abilities improved as they actively discussed and presented creative ideas, boosting engagement and critical thinking. Darani, et al (2023) also emphasize that student-led small-group discussions as pre-writing tasks lead to more meaningful learning, as students take an active role in constructing knowledge collaboratively. These studies collectively highlight that presenting group discussion outcomes fosters an interactive environment that strengthens students' language skills and encourages active participation in learning.



e. Create

The RADEC model's "Create" phase aims to stimulate students to independently generate creative ideas or solutions. These creative thoughts can take the form of insightful questions, challenging problems, or original concepts for new projects. This emphasis on creative thinking builds upon the pre-teaching questions introduced earlier (R). Ideally, students will have already brainstormed some ideas during the group discussion stage (D). Therefore, the "Create" phase focuses on a class-wide discussion where students share their independent creations and collaboratively refine them. The teacher plays a crucial role here, providing inspiration if students struggle. This inspiration can come from real-world examples of research, problem-solving, or creative works by others. With renewed motivation, students then engage in a class discussion to explore additional creative applications of the learned concepts, ultimately aiming to translate their ideas into actionable plans.

Research shows that creative writing lessons, especially in English as a Foreign Language (EFL), can help students develop original ideas and solutions. The RADEC (Read-Answer-Discuss-Explain-Create) model has proven effective in fostering these skills. Rahmadona et al. (2024) found that RADEC helped students improve their fictional writing by encouraging free and creative expression. The structured steps of RADEC enabled students to consider different perspectives in their writing, boosting their imagination. Similarly, Munawir et al. (2023) showed that RADEC enhanced students' ability to write procedural texts by allowing them to creatively approach the structure and detail of their writing, leading to deeper engagement. Hsieh (2024) also found that creative writing instruction, aligned with curriculum changes, promotes innovative thinking in primary students. This aligns with RADEC's aim to encourage reflection and idea generation, which are essential for creativity. Overall, these studies confirm RADEC's effectiveness in nurturing creativity by promoting brainstorming, diverse perspectives, and expressive language, helping EFL students in primary schools come up with original ideas and solutions.

English lessons for writing skills through RADEC learning allows students to write collaboratively. By involving learners in various tasks like comprehension, manipulation, and decision-making within a collaborative writing environment, learners gain more opportunities to work together in pairs or small groups, fostering mutual learning through immediate feedback exchange (Pardede, 2024). But collaborative writing might require additional adjustments to function effectively in foreign language

classrooms. For successful collaborative writing in foreign language classes, teachers must provide students with thorough, upfront guidelines for the entire process. In EFL classrooms, collaborative writing is highly recommended as an effective teaching strategy as expressed by Mutiningsih (2016), collaborative writing can actively engage students in language learning, promoting better language acquisition through peer interaction.

The findings underscore the RADEC learning model's potential in enhancing students' writing skills by fostering active participation, collaboration, and creativity, which align with the objectives of 21st-century education. This model effectively addresses challenges in teaching English as a foreign language in Indonesia, emphasizing critical thinking and independent learning. However, as a literature review, the study is limited by its reliance on secondary data, lacking direct classroom observations or empirical evidence to evaluate practical challenges during implementation. Future research should include classroom-based studies to assess real-world applicability and explore the integration of digital tools to enhance the model's effectiveness. To optimize RADEC's benefits, teacher training and resources tailored to local contexts are essential, along with further investigation into its impact on other language skills and its scalability across diverse educational settings.

## **CONCLUSION**

The RADEC (Read-Answer-Discuss-Explain-Create) model is an effective way to improve English writing skills among Indonesian primary students. It addresses specific challenges, such as limited English exposure and large class sizes, by creating an active, student-centered environment that encourages critical thinking, creativity, and teamwork. The RADEC model's five steps—reading, answering, discussing, explaining, and creating—help students actively engage with learning materials, analyze information, and apply their knowledge in practical ways. Research shows that RADEC boosts students' ability to generate ideas, form clear arguments, and express themselves creatively in writing. This approach aligns well with Indonesia's educational goals and curriculum, offering a flexible and easy-to-follow method that supports individual learning and enhances classroom interaction. Overall, RADEC is a valuable, context-appropriate tool to equip students with essential 21st-century skills for their future success.

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