ENHANCING ENGLISH LEARNING MOTIVATION: THE IMPACT OF THE RADEC LEARNING MODEL ON HIGH SCHOOL STUDENTS AT DARUL ULUM LAMONGAN

ABSTRAK

The aim of this investigation is to evaluate the effectiveness of the RADEC (Read-Answer-Discuss-Explain-Create) learning model in improving the performance of students in English and their engagement at Darul Ulum Lamongan High School. The selection of the appropriate learning model can have a substantial impact on the learning outcomes, and a quality learning process is essential for the achievement of educational objectives. The quasi-experimental design employed in this research is a quantitative method that entails two groups: the experimental class, which is provided with the RADEC learning model, and the control class, which is provided with the conventional learning model. Data was collected through observation and documentation, and it was subsequently analyzed using descriptive statistics and hypothesis testing. The research results indicate that the RADEC learning model has a significant impact on student learning outcomes, as evidenced by its high T-Statistics value and exceptionally low P value. This serves as evidence of the RADEC model's effectiveness in cultivating students' enthusiasm for learning. However, the pretest results conducted prior to the intervention did not indicate a significant distinction between the experimental and control groups, indicating that the student's initial level of knowledge was consistent. In conclusion, the RADEC learning model is a viable approach to improving one's proficiency in the English language. However, it is essential to perform a more comprehensive assessment of the initial factors that influence learning. These findings emphasize the importance of evaluating the reliability and validity of educational research and selecting learning models that are appropriate for the current educational environment.

Keywords: RADEC Learning Model, Learning Outcomes, Interest in Learning, Quasi Experiments, English Language Education.