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ABSTRAK

Penelitian ini dilatarbelakangi oleh terbatasnya penggunaan media pembelajaran dalam pembelajaran menulis resensi karya fiksi sehingga keterlibatan siswa dalam proses pembelajaran belum berjalan secara optimal. Penelitian ini bertujuan untuk mengetahui pengaruh *wordwall* terhadap keterampilan menulis resensi karya fiksi siswa kelas VIII SMPN 2 Kamal. Penelitian menggunakan pendekatan kuantitatif dengan jenis *quasi experimental* dan desain *non-equivalent control group design*. Populasi penelitian berjumlah 114 siswa kelas VIII SMPN 2 Kamal, sedangkan sampel penelitian yang digunakan adalah kelas VIII C sebagai kelas eksperimen dan kelas VIII D sebagai kelas kontrol dengan jumlah 54 siswa. Pengumpulan data dilakukan melalui tes *pretest* dan *posttest*. Analisis data menggunakan uji validitas, uji reliabilitas, uji normalitas, uji homogenitas, dan uji hipotesis (*Independent Sample t-Test*). Hasil penelitian menunjukkan nilai signifikansi sebesar $0,000 < 0,05$, sehingga H_0 ditolak dan H_1 diterima. Dengan demikian, *wordwall* berpengaruh terhadap keterampilan menulis resensi karya fiksi siswa kelas VIII SMPN 2 Kamal dan dapat digunakan sebagai alternatif media pembelajaran dalam pembelajaran Bahasa Indonesia.

Kata-kata kunci: *Wordwall*, media pembelajaran, keterampilan menulis, menulis resensi karya fiksi

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ABSTRACT

This study was motivated by the limited use of instructional media in teaching students how to write reviews of fictional works, resulting in suboptimal student engagement during the learning process. The study aimed to determine the effect of Wordwall on the fiction review writing skills of eighth-grade students at SMPN 2 Kamal. A quantitative approach was employed using a quasi-experimental design—specifically, a non-equivalent control group design. The study population consisted of 114 eighth-grade students at SMPN 2 Kamal; the sample comprised 54 students, with Class VIII-C serving as the experimental group and Class VIII-D as the control group. Data were collected through pre-tests and post-tests. Data analysis involved validity, reliability, normality, and homogeneity tests, as well as hypothesis testing (Independent Sample t-Test). The results showed a significance value of 0.000 ($p < 0.05$); thus, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Consequently, Wordwall influences the fiction review writing skills of eighth-grade students at SMPN 2 Kamal and can serve as an alternative instructional medium for Indonesian language lessons.

Keywords: *Wordwall, instructional media, writing skills, writing reviews of fictional works*