

ABSTRAK

Dewi, Silmi Ahsanti (2026). *Pengaruh Model Pembelajaran RADEC (Read, Answer, Discuss, Explain, and Create) terhadap Kemampuan Menulis Teks Resensi (Eksperimen pada Peserta Didik Kelas VIII SMPN 14 Tasikmalaya Tahun Ajaran 2025/2026)*. Jurusan Pendidikan Bahasa Indonesia, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.

Rendahnya minat membaca buku berimplikasi pada keterbatasan kosakata dan hambatan peserta didik dalam merangkai kata secara sistematis, sehingga kemampuan menulis teks resensi menjadi kurang optimal. Penelitian ini bertujuan untuk menguji pengaruh model pembelajaran RADEC terhadap kemampuan menulis teks resensi pada peserta didik kelas VIII SMPN 14 Tasikmalaya tahun ajaran 2025/2026. Metode penelitian yang digunakan adalah eksperimen dengan desain *quasi-experimental design*. Populasi penelitian mencakup seluruh peserta didik kelas VIII SMPN 14 Tasikmalaya, dengan sampel kelas eksperimen yang menggunakan model pembelajaran RADEC dan kelas kontrol yang menggunakan model pembelajaran Problem Based Learning (PBL). Data dikumpulkan melalui tes tertulis kemampuan menulis teks resensi dan dianalisis secara kuantitatif menggunakan uji prasyarat, uji hipotesis *Independent Samples T-Test* dengan SPSS versi 26, serta uji *N-Gain*. Hasil penelitian menunjukkan nilai rata-rata *posttest* kelas eksperimen sebesar 86, lebih tinggi daripada kelas kontrol yang memperoleh 72. Hasil uji hipotesis menunjukkan nilai signifikansi sebesar $0,000 < 0,05$ dan $t \text{ hitung } 12,24 > t \text{ tabel } 1,668$, sehingga H_a diterima. Uji *N-Gain* menunjukkan peningkatan sebesar 72% pada kelas eksperimen dan 43% pada kelas kontrol. Dengan demikian, model pembelajaran RADEC berpengaruh positif dan signifikan terhadap kemampuan menulis teks resensi peserta didik kelas VIII SMPN 14 Tasikmalaya tahun ajaran 2025/2026.

ABSTRACT

Dewi, Silmi Ahsanti (2026). *The Effect of the RADEC (Read, Answer, Discuss, Explain, and Create) Learning Model on Review Text Writing Skills (An Experimental Study on Eighth-Grade Students of SMPN 14 Tasikmalaya in the 2025/2026 Academic Year)*. Department of Indonesian Language Education, Faculty of Teacher Training and Education, Siliwangi University, Tasikmalaya.

The low interest in reading books has implications for limited vocabulary and students' obstacles in systematically arranging words, resulting in less-than-optimal review text writing skills. This study aims to examine the effect of the RADEC learning model on review text writing skills among eighth-grade students of SMPN 14 Tasikmalaya in the 2025/2026 academic year. The research method used is an experiment with a quasi-experimental design. The research population encompasses all eighth-grade students of SMPN 14 Tasikmalaya, with samples consisting of an experimental class using the RADEC learning model and a control class using the Problem Based Learning (PBL) model. Data were collected through a written test on review text writing skills and analyzed quantitatively using prerequisite tests, hypothesis testing via Independent Samples T-Test using SPSS version 26, and the N-Gain test. The results showed that the experimental class had a higher average posttest score of 86 compared to the control class, which obtained 72. The hypothesis test results showed a significance value of $0.000 < 0.05$ and a t-count of $12.24 > t\text{-table } 1.668$, thus accepting H_a . The N-Gain test showed an increase of 72% in the experimental class and 43% in the control class. Accordingly, the RADEC learning model has a positive and significant effect on the review text writing skills of eighth-grade students at SMPN 14 Tasikmalaya for the 2025/2026 academic year.