

ABSTRACT

Desy Angryani. 2221121040. *Developing a Roblox-Based Learning Module for Grade VIII Students in Writing Recount Text at SMP N 35 Medan*. Thesis. English and Literature Department, Faculty of Languages and Arts, State University of Medan. 2026.

The growing presence of digital technology in education has reshaped how students engage with learning materials, particularly among Generation Z learners who are inherently tech-oriented. Nevertheless, many EFL classrooms in Indonesia continue to depend on conventional, print-based modules that fail to resonate with students' digital lifestyles. This research was conducted in response to that gap, with the primary aim of developing a Roblox-based learning module to support Grade VIII students at SMP Negeri 35 Medan in producing personal recount texts. The study employed a research and development design guided by the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). Data were gathered through a needs analysis involving 29 students and an English teacher, alongside a structured expert validation process using a Likert-scale instrument. The module was constructed around the Genre-Based Approach (GBA), incorporating four sequential learning stages — Building Knowledge of the Field, Modelling of Text, Joint Construction of Text, and Independent Construction of Text — across four instructional meetings. Roblox served as an experiential stimulus by providing students with virtual gameplay scenarios from which they drew ideas for their writing. Validation by two subject-matter experts confirmed that the module met the established criteria for validity and feasibility. The findings demonstrate that integrating a game-based platform such as Roblox into writing instruction offers a contextual, motivating, and student-centered alternative to conventional teaching materials.

Keywords: *Roblox, learning module, recount text, Genre-Based Approach, ADDIE, game-based learning, writing skills*