

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Many aspects of human life, including education, have undergone significant change as a result of the quick advancement of technology. In education, technology is seen as both a tool and a method to support learning (Aang Solahudin Anwar, Bambang Mardisentosa, & Alexander Williams, 2021). By encouraging active participation, providing individualized learning opportunities, and assisting educators in presenting material in a more creative and approachable manner, technology can enhance learning. It's crucial to take into account how technology can aid in the acquisition of language skills like writing as education becomes more digitalized.

Writing skills is one of the four important skills in English language learning, that involves generating ideas, expressing them clearly, and organizing them into coherent sentences and paragraphs (Siregar, Sari, Sudjoko, & Yundayani, 2022). Students can use writing to communicate their ideas, feelings, and thoughts (Amalia, Abdullah, & Fatimah, 2021). Students should write because it supports their academic endeavors and gets them ready for the workforce (Bora, 2023). The recount text is one of the text genres that teachers teach their students to improve their writing abilities.

Recount text is a kind of text that present a series of historical events to inform or entertain readers (Fernando, Purnawingsih, & Yolanda, 2024). Writing a recount text requires having the ability and knowledge in generic structure, language features, idea organization, grammar, & vocabulary (Lail, 2022). Accordingly, by the end of the learning process, students should be able to write brief and straightforward recount texts about personal experiences by correctly applying the social function, text structure, and language features in an appropriate context, according to the Kurikulum Merdeka syllabus. However, learning writing recount text is difficult for students because of their lack of knowledge in these aspects.

One of the causes of students' lack of ability in writing recount texts in grade 8 students at SMP Negeri 37 Medan lies in the use of media. According to Kumar (2024), incorporating media into the classroom encourages critical thinking and better equips students to face an increasingly connected world. When used appropriately, media tools enhance students' understanding of the subject matter and increase their motivation, claim Azhura et. al (2024). However, teachers at SMP Negeri 37 Medan still use conventional media in the teaching-learning process. The absence of appropriate media can hinder effective communication of concepts, making it difficult for students to understand the material being taught (Utami et al., 2023).

Based on the observations in SMP Negeri 37 Medan, students in the eighth grade make mistakes in their writing. This preliminary data, taken from a student

recount text, shows that the researcher found that the students have difficulties in writing recount text:

Beautiful Evening

*Long time ago, I went with my friends for enjoyable beauty of sunrise. In the morning, we sport for healthy body. But, in the middle road, we saw people who **selled** many foods a long the road. Then, we not sports anymore and we bought a lot of cakes in there. When we ate cakes, I met my friends and ask him to eat together. After that, we walked together to Putra Phong Park. In there we saw the dog. One of my friend **beat** the dog. The dog was angry with him. We **run** together for freed ourself. Come to realize we run so far and finally we **are** tired. That moment **is** the best experience for me because we can **run, laught, and eat** together. I still remember that one of my friend **hidden** himself on the tree. The another **is** behind rubbish box. Finally we went home and laugh together.*

(Data 1/MS/SMP Negeri 37 Medan)

From the data above, it can be seen that students having difficulties in writing recount text. Students struggling in maintaining the language features and generic structure. Students not consistent in using past tense in the text. The orientation is unclear and students use limited time connectives that make the events in the text are unorganized. Therefore, there is a need to make an effort to improve students' writing skills in recount text. One way that can be used is by utilizing digital technology. Digital learning helps teachers to optimize digital media technology as learning media to teach material for students (Kirani & Nuroh, 2025).

Implementing digital media for learning English is considered more practical, flexible, and not limited by space and time (Susanty, Hartati, Sholihin, Syahid, 2021). One of the digital technologies that can be implemented to teach writing skills on recount text is Baamboozle.

Baamboozle includes aspects of teamwork, competition, and instant feedback, that can improve students' engagement and promote deeper material retention. By incorporating activities like vocabulary, grammar, and reading, Baamboozle creates a collaborative and enjoyable learning environment that supports student participation and understanding (Ningsih & Sujarwati, 2025). It is beneficial for improving grammar skills in secondary school students, as it allows customized tasks and provides instant feedback to support learning (Melnyska & Kudelska, 2024).

Previous studies had shown that Baamboozle was an efficient digital game-based media for improving many facets of English language learning. According to Nabila (2023), Baamboozle helped pupils increase their grammar, reading comprehension, and critical thinking skills while also increasing their vocabulary. Sakdiyah et al. (2024) found that the game increased students' confidence and participation in class while strengthening their grasp of grammar, particularly in identifying parts of speech and creating present-tense sentences. According to Aina (2024), Baamboozle successfully improved students' recall text writing skills by fostering a more participatory and interesting writing environment. Following the implementation of Baamboozle, Wulandari et al. (2024) also observed a considerable vocabulary improvement in narrative text comprehension. Finally,

Aeni et al. (2024) came to the conclusion that Baamboozle's competitive and interactive elements improved student engagement and offered worthwhile language practice in an enjoyable setting.

Based on this background, researchers are interested in conducting research on the implementation of Baamboozle as media to teaching writing recount text to the 8th-grade students at SMP Negeri 37 Medan?

1.2 The Problem of the Study

Based on the background of the study above, it is concluded that the problem of the study is how does the teacher implement Baamboozle as media to teaching writing recount text for the 8th-grade students at SMP Negeri 37 Medan?

1.3 The Objective of the Study

Based on the problem of the study above, the objective of the study is to describe the implementation of Baamboozle to teach writing recount text for the 8th-grade students at SMP Negeri 37 Medan.

1.4 The Scope of the Study

The scope of the study is limited to implementing Baamboozle as teaching media to teach writing skills in the context of recount text for 8th-grade students at SMP Negeri 37 Medan. The study will be applied to the eighth grade of the SMP Negeri 37 Medan and will focus on writing skills of recount text.

1.5 The Significance of the Study

The results of this study are expected to give a theoretical and practical contribution. Theoretically, the finding of this study will contribute to the implementation of media in teaching writing recount text. Practically, this research will lead to various parties as follows:

a. Teachers

This study is expected to provide valuable insight for teachers regarding implementing Baamboozle as media to teach writing recount text for the 8th-grade students at SMP Negeri 37 Medan.

b. Students

This study is expected to contribute to improving students' writing skills in the context of recount text through Baamboozle.

c. Other Researcher

This study may provide a reference for another researcher who wants to conduct a study on a similar topic.