

# IMPROVING STUDENTS VOCABULARY MASTERY BY USING TRAVIAN LEGENDS AT SMK N 1 TEMAYANG IN ACADEMIC YEAR 2020-2021

Diky Ahmad Firmansyah<sup>1)</sup>, Meiga Ratih Tirtanawati<sup>2)</sup>, Yuniarta ita Purnama<sup>3)</sup>.

<sup>1</sup>Faculty Of Languages And Art Education, IKIP PGRI Bojonegoro (penulis 1)  
email: dikya75@gmail.com

<sup>2</sup>Faculty Of Languages And Art Education, IKIP PGRI Bojonegoro(penulis 2)  
email: meigaratihirtanawati@gmail.com

<sup>3</sup>Faculty Of Languages And Art Education, IKIP PGRI Bojonegoro(penulis3)  
email: yuniarta\_ita@ikippgribojonegoro.ac.id

## *Abstrak*

The statement of the problem: How effective is Travian Legends to reinforce students vocabulary at SMK N 1 Temayang? And the Objective of the Study: To get an easy way to reinforce students vocabulary by using Travian Legends in the twelve grade of SMK N 1 Temayang. A Classroom Action Research (CAR) used as the research method in this study in overcoming students' problem of learning English especially in vocabulary. Kemmis and Mc Taggart design is used in this research, in which consist of four phases; planning, acting, observing, and reflecting each cycle. The students responses showed that they were interesting. Moreover, the students achievement in pre-test and post-test which are analyzed that showed a significant improvement. The students average score in pre-test was 51 and the average score in post-test was 70 while the improvement of students average score in pre-test and post-test was 37,25. From this result, the researcher cooncluded that teaching vocabulary using Travian Legends game activities at twelve grade of SMK N 1 Temayang can improve students' vocabulary.

*Keyword: Vocabulary Mastery and Travian Legends.*

## *Abstrakberbahasa Indonesia*

Pernyataan masalah: Seberapa efektif Travian Legends untuk memperkuat kosakata siswa di SMK N 1 Temayang? Dan Tujuan Penelitian: Untuk mendapatkan cara mudah untuk memperkuat kosakata siswa dengan menggunakan Travian Legends di kelas duabelas SMK N 1 Temayang. Penelitian Tindakan Kelas (PTK) digunakan sebagai metode penelitian dalam penelitian ini dalam mengatasi masalah siswa dalam belajar bahasa Inggris terutama dalam kosa kata. Desain Kemmis dan Mc Taggart digunakan dalam penelitian ini, yang terdiri dari empat fase; merencanakan, bertindak, mengamati, dan mencerminkan setiap siklus. Respon siswa menunjukkan bahwa mereka menarik. Selain itu, prestasi belajar siswa pada pre-test dan post-test yang dianalisis menunjukkan peningkatan yang signifikan. Nilai rata-rata siswa pada pre-test adalah 51 dan skor rata-rata pada post-test adalah 70 sedangkan peningkatan nilai rata-rata siswa pada pre-test dan post-test adalah 37,25. Dari hasil ini, peneliti menyimpulkan bahwa pengajaran kosakata menggunakan aktivitas permainan Travian Legends di kelas duabelas SMK N 1 Temayang dapat meningkatkan kosakata siswa.

*Kata kunci: Penguasaan Kosakata dan Travian Legends.*

## INTRODUCTION

The globalization and technology advances has caused no

distance between countries in this world. People decide in international language to overcome the communication problem when people from different countries with different language meet

in some occasion. Today, the first international language is English.

English was the first foreign language in Indonesia. As the first foreign language, English has been given a special attention and role especially in education. This is why the Indonesian government choose English as the foreign language to be taught at the formal schools.

Therefore, the research choose Travian Legends as the teaching media to improve student's vocabulary mastery for it is easy to do and to make. Indded, a Travian Legends is an interesting game, wich is full of any challenge to play. Based on the research problem, the purpose of this study is to implement Travian Legends to improve student's vocabulary mastery of the twelve grade of SMK N 1 Temayang.

## RESEARCH METHODOLOGY

### Research Design

The objective of the study is to know about vocabulary mastery of the twelve grade students of SMK N 1 Temayang in academinc year 2020/2021 can be improved though Travian Legends, then in the study, the researcher used the Classroom Actin Reseach (CAR) design.

### The Setting, Subject and Object of The Research

- **Setting**

The study was conducted at SMK N Temayang in academic year 2020/2021 as the place of research. This school is located on Temayang this research start on July 18<sup>th</sup> 2020

- **Subject of The Research**

The subject of the study is students at tenth grade of SMK N 1

Temayang in academic year 2020/2021. The number of the students consist of tenth (10). It is chosen based on the unstructured interview result with the English that they have the lowest achievement of vocabulary scores.

- **Object of the Research**

The object of study is using Travian Legends to improve student's vocabulary, and Iso identify problems faced by English teacher and students in using Travian Legends at twelve grade students of SMK N 1 Temayang.

### A. Research Istrument

The research instruments in this research are pre-test and post-test. Were conducted in order to know how the students scores after they are taught using Travian Game. To complete and as support the data, the researcher did the observation, documents of teaching learning process and test.

### B. Techniques of Data Collecting

There are three technique of data collecting applied in this study, there are observation, test:

#### 1. Observation

Observation technique is the main technique in collecting data about the teacher's performance, condition of class, student's response concerning the use of games. It deals with activities of the English teacher in presenting English material to the students. The observation conducted to observe teaching learning vocabulary in the real classroom activities at SMK N 1 Temayang in academis year 2020/2021.

In this research, the writer acted as an active observer. The writer interacted with the students well as the teacher in vocabulary lesson, the researcher observed their vocabulary. The writer observed how far the student could remember the vocabulary that has taught by their teacher.

**2. Test**

The test is used compare students vocabulary achievement before conducting the research. The form of the test is the written test. Pre-test and post-test are kind of the best that will measure the student's scores in reinforcing their vocabulary. Both of pre-test and post-test are presented in translating the text and essay form. From this test the writer will know the students progress in remembering the vocabulary before and after playing Travian game.

**3. The Position of Researcher and Participant in The Research**

This research, the researcher was an instructor and a teacher was a collaborator during the teaching process go on. The aim was to assess the teaching method that have given by researcher as a reference for the next cycle.

The participant of research was students as object of research, where the research hoped after researching the students could increase their vocabulary to improve their skills in English.

**4. Techniques of Data Analyzing**

In order to be easy in analyzing the data, writer tends to use technique as follow:

- a. Qualitative data are about the information which gives a description of student's expression about comprehension level toward the subject (cognitive), student's response toward new method (active), and student's activity toward learning a subject, their attention, their enthusiastic in learning, the response; their motivation of learning that can be analyzed qualitatively. The writer uses descriptive analysis to analyze this qualitative data, which consist of the observation of student's activities.
- b. Quantitative data comprises student's score of learning outcome. This research can be considered success when they have achieved the criteria of action success of this CAR. The increasing of their achievement can be shown with increasing score which is gotten by students from pre-test. The writer used techniques in analyzing the numerical data as follow:
  - 1) The writer seeks the average of students vocabulary score within pre-test and post-test of every cycle by using the formula:

$$X = \frac{\sum x}{n}$$

X = mean  
 x = individual score  
 n = number of students

- 2) The writer seeks the class percentage which passes KKM score by using formula:

$$P = \frac{F}{N} \times 100\%$$

P = the class percentage  
F = total percentage score  
N = number of students

- 3) To know the improvement of student's vocabulary pre-test and post-test, the writer used the standart of six by Grounlund and presented the data of the comparison between student's score inpre-test and post-test.

### 5. Action Research Procedure

This research is Classroom Action Research (CAR), which is done to solve the instructional problems. Kunandar (2008:45) Classroom Action Research (CAR) is from of self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of: (a) their own social or educational practices; (b) their understanding practices; and (c) the situation in which practices are carried out

Based on Kemmis and Mc Taggart design above, the writer would describe further concerning in implementation of Classroom Action Research (CAR) in the cycle to as following:

- a. Plan

In this step, the researcher prepared what that would teach. The researcher prepared materials that based by the usage of Travian game in teaching vocabulary. After formulating the material that would present, the activities of the next stage prepared lesson plans included: the creation of lesson plan (RPP), then prepared data collection tools included: student worksheets (test), observation sheet.

- b. Action

In general the procedure of the action in each cycle were :

In this step, firstly, the researcher started with explained what was Travian game. Afterwards, the reseracher showed how to play Travian game. The researcher invited students to play Travian game to measure how many vocabulary that students' have until invited students said the word aloud.

Then, the researcher let the students play for tenth minute. Then gave chance to students to write their vocabulary on paper.

- c. Observation

The researcher observed what happend in the classroom, from problem of students until teaching and learning process. The researcher gave observation sheet some of the students.

The researcher did it to obtaine information about students' opinion about visual media in learning vocabulary and learning process.

- d. Evaluation and Reflection

This step, the researcher analyzed the weakness that the researcher obtained in observing. After the researcher analyzing the weakness, the researcher looked for the problems solving for the weakness. In the step also, she thought what the researcher have did in the next step.

## RESEARCH FINDING

### 1. Cycle I

#### a. Planing

To find the students vocabulary ability, the writer did a pre-test in cycle one. The writer planed a lesson plan and selected the appropriate material. There is one lesson plan in the cycle the topic is collecting new words from Travian game.

This cycle is begun with the planning process, actuating the learning process, observing and evaluating or reflecting.

- 1) Based on the first condition, the problems can be identified in the English teaching-learning processes that must be solved by the writer are: students low motivation and low in remembering the vocabulary that they have learned. The writer tries to improve their motivation in learning vocabulary and to reinforce their vocabulary trough Travian Legends game activities.
- 2) Planning to make the students understand, that

learning vocab is about practicing the words. In this case, the writer pushes the students to understand vocabulary from the Travian Legends and practice it in the game.

#### b. Action

After knowing the result of the pre-test, the writer decide to ask the studens to play Travian Legends.

- 1) The writer and the students made a group by Watsapp
- 2) Send the students a link to play Travian Legends.
- 3) Introduce to students about Travian Legends. The writer send them a message by the Watsapp group.
- 4) Guide the students on how to play Travian Legends.
- 5) Give the students tips and tricks to play Travian Legends as beginner.

#### c. Observation

In this phase, the writer observed the students response, participation, achievement and everythin which is found during the online in game. The writer also ask some students opinion about the game to be implementation of teaching process and learning playing Travian Legends.

Lin this cycle field note during one meeting by online, the writer found:

- 1) The students confuse when they play the game, because there is no animation and only 2D picture.
- 2) The students doesn't enjoy the game
- 3) The students begin to be caught by the gameit self
- 4) The students play the game smoothly following task overview on the game.

#### **d. Reflection**

After conducting observation about the learning process, the researcher conducted the analysis and reflection over all activities that have been done. The result of learning activities reflection in this cycle is as follows:

At the begining, the students were very anthusiastic to play the Travian Legends and to know how to take advantage of playing game as learning. They have alot of question, and keep asking when the researcher ask them to play the game and find difficult word in the game.

In the end of meeting, the students run the game smoothly and effectively by follows game taks overview. Commonly, the students felt pleased in the teachin-learning process through travian legends. There are few students that felt bored, especially student who love to play online game for now like, Mobile Legends;

PUBGM and others, they felt bored because there is no animation on Travian Legends.

From the reflecting phase above, there must be more efforts to develop students ability in reinforcing the vocabulary that they have learnt by using Travian Legends. It need to improved again in the next cycle. This effort was done in the next lesson plan in the cycle two.

## **2. Cycle II**

### **a. Planning**

- 1) Based on the result on the first cycle, then could be identified the problems and to formulate it. Problem that found in the first cycle are as follows: students still not enjoy to play Travian Legends, students still confused to build village in game.
- 2) The writer re-explained the role tips to play Travian Legends to students once again, and help them to make plan list to build up their village.

### **b. Action**

- 1) The writer repeated the result of first cycle meeting brifely, re-explained the goal of teaching-learning process and re-shared the students sheet activities.
- 2) The writer and students teaching learning process with the game topic about how to join alliance.

- 3) Students are told to ask if there are difficulties.
- 4) Followed-up of teaching-learning process with group discussion, and writer gave chances to the students to ask.
- 5) Learning is determinate, the writer and students created a summary for knowing the students understanding of concepts that have been taught, the writer gave an evaluation with the form of translating discourse.

**c. Obsevation**

The implementation of the second cycle get significance obstacles. Alot of students had succes to join alliance and get significance improvement to build up their village in the game.

**d. Reflection**

As the implementation of aticities in first cycle, then after conducting to observation of teaching-learning process, further the analysis and reflection on the second cycle is as follows:

The games run smoothly and students played actively. The games more developed that the first cycle. The students found and joined alliance for the important stage to continue the game.

In general, the implementation of learnig in second cycle was quite good, and the achievement of learning has been reached and also the students have already more creative in learning.

**3. The Improvement of Students' Vocabulary Achievement**

To know wheather the teaching vocabulary using Travian Legends activities was successful or not and wheather the scores were significantly increased or not to students of twelve grade at SMK N 1 Temayang, the writer described the result of pre-test and post-test. By this result, the writer wanted to know the result of teaching action to the students in understanding of words, autonomy and success in playing Travian Legends and communicate with other player in the game. The writer used quantitative descriptive technique to analyze the data. The test was given to the students before the teaching learning process was conducted (pre-test) and inn the end of cycle (post-test). The students score of pre-test and post-test can be seen the table below:

**The Score of Vocabulary Pre-Test I**

No	Students	Score
1	Student 1	30
2	Student 2	50
3	Student 3	50
4	Student 4	40
5	Student 5	70
6	Student 6	40
7	Student 7	30
8	Student 8	60
9	Student 9	60
10	Student 10	50
11	Student 11	60

12	Student 12	60
13	Student 13	30
14	Student 14	50
15	Student 15	30
16	Student 16	70
17	Student 17	40
18	Student 18	40
19	Student 19	40
20	Student 20	20
21	Student 21	60
22	Student 22	60

Calculating the students mean score of the test. It is calculated by using this formula:

$$X = \frac{\sum X}{N}$$

Based from the table above, the writer concluded the lowest score of pre-test is 20 and the highest score of pre-test is 70. The average of students score pre-test is:

$$\begin{aligned} \sum \text{Pretest (y)} &= 1.050 \\ \text{Mean} &= \frac{\sum X}{N} \\ &= \frac{1.050}{22} \\ &= 47,72 \end{aligned}$$

From the mean of students vocabulary score before implementing Classroom Action Research (CAR). On the

othe case, to know the class percentage whose passed the KKM using formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{2}{22} \times 100\%$$

$$P = 9,09\%$$

**The Score of Vocabulary Post-test I**

No	Students	Score
1	Student 1	50
2	Student 2	50
3	Student 3	50
4	Student 4	40
5	Student 5	80
6	Student 6	40
7	Student 7	50
8	Student 8	80
9	Student 9	50
10	Student 10	50
11	Student 11	60
12	Student 12	60
13	Student 13	50
14	Student 14	50
15	Student 15	50
16	Student 16	70
17	Student 17	70
18	Student 18	60



19	Student 19	70
20	Student 20	60
21	Student 21	60
22	Student 22	60

Calculating the students mean score of the test. It is calculated by using this formula:

$$\Sigma \text{ Post-test 1 (Y1)} = 1.260$$

$$\begin{aligned} \text{Mean} &= \frac{\Sigma X}{N} \\ &= \frac{1.260}{22} \\ &= 57,27 \end{aligned}$$

It was known that the mean score of the class in post-test devired 57,27. It gained any improvement 9,55 from the pre-test or having 20,01% from pre-test to post-test result. To know tat improvement into precentage, the writer calculated as following:

$$P = \frac{y1-y}{y} \times 100\%$$

$$P = \frac{57,27-47,72}{47,72} \times 100\%$$

$$P = \frac{9,55}{47,72} \times 100\%$$

$$P = 20,01\%$$

In final cycle 1 with post-test, there were 5 students who passed the KKM.

**The Score of Vocabulary Pre-Test II**

No	Students	Score
1	Student 1	50

2	Student 2	60
3	Student 3	50
4	Student 4	40
5	Student 5	80
6	Student 6	40
7	Student 7	50
8	Student 8	80
9	Student 9	60
10	Student 10	50
11	Student 11	60
12	Student 12	60
13	Student 13	50
14	Student 14	60
15	Student 15	50
16	Student 16	70
17	Student 17	70
18	Student 18	60
19	Student 19	70
20	Student 20	60
21	Student 21	60
22	Student 22	60

Calculating the students mean score of the test. It is calculated by using this formula:

$$X = \frac{\sum X}{N}$$

Based from the table above, the writer concluded the lowest score of pre-test is 40 and the highest score of pre-test is 80. The average of students score pre-test is:

$$\begin{aligned} \sum \text{Pretest (x)} &= 1.290 \\ \text{Mean} &= \frac{\sum X}{N} \\ &= \frac{1.290}{22} \\ &= 58,63 \end{aligned}$$

From the mean of students vocabulary score before implementing Classroom Action Research (CAR). On the other case, to know the class percentage whose passed the KKM using formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{5}{22} \times 100\%$$

$$P = 22,72\%$$

4	Student 4	50
5	Student 5	80
6	Student 6	60
7	Student 7	50
8	Student 8	80
9	Student 9	60
10	Student 10	60
11	Student 11	70
12	Student 12	70
13	Student 13	50
14	Student 14	60
15	Student 15	50
16	Student 16	80
17	Student 17	80
18	Student 18	60
19	Student 19	80
20	Student 20	70
21	Student 21	60
22	Student 22	70

**The Score of Vocabulary Post-test II**

No	Students	Score
1	Student 1	60
2	Student 2	60
3	Student 3	70

Calculating the students mean score of the test. It is calculated by using this formula:

$$\sum \text{Post-test 2 (Y1)} = 1.430$$

$$\text{Mean} = \frac{\sum X}{N}$$

$$= \frac{1.430}{22}$$

$$= 65$$

It was known that the mean score of the class in post-test II devired 65. It gained any improvement 17,28 from the pre-test I or having 13,49% from post-test I to post-test II result. To know tat improvement into precentage, the writer calculated as following:

$$P = \frac{y1-y}{y} \times 100\%$$

$$P = \frac{65-47,72}{47,72} \times 100\%$$

$$P = \frac{17,28}{47,72} \times 100\%$$

$$P = 36,21\%$$

In final cycle 2 with post-test, there were 10 students who passed the KKM.

#### A. Interpretation of Test Research

As a whole the interpretation of the data result among Pre-test, the pre-tes of cycle 1 and pre-test of cycle 2 as following.

In the pre-test, the mean score of students on vocabulary test before carrying out CAR is 47,72.

#### Conclusion

After conducting Classroom Action Research (CAR) at the twelve grade of SMK N 1 Temayang in the academic year 2020/2021, it can be conclude tha Travian Legends can improve students English Vocabulary mastery.

Based on the result of this CAR conducted in one cycle with the

Meanwhile, the class percentage which passed KKM is 9,09% it means that there are two students who are able to pass the KKM, and there are twenty people who are not able to pass the KKM.

Moreover, the mean score in the post-test of cycle 1 is 57,27. It means that the improvement result of the implementation between pre-test and post-test is 9,55 (57,27-47,72). It is enough to reach the research target. Meanwhile the class percentage which passed the KKM in the post test 1 is 22,27%. That means that there are only 5 person who paass the KKM, and there are 17 students whose score still under the KKM. It means that still needed improvement, because it could not achieve the target. Thus the writer continous to cycle 2.

After words, the mean score in post-test of cycle 2 is 65. It showed that the improvement result of the implementation between post-test 2 is 17,28 (65-47,72). So there is a significant improvement. There are 10 students whose pass the KKM, and there are 12 students whose score still under the KKM. This class percentage showed some improvement 45,45% from pre test 9,09%. It proved that the post-test II has fulfilled the target CAR success.

game topics. The writer concluded thar students activity for the learning process in cycle one, has improved that involved understanding of words, autonomy, and success in playing Travian Legends. Students' response with the Travian Legends, and their vocabulary is better than before they are taught with Travian Legends.

Students learning result improved from the first cycle. It is

proved by students' pre-test and post-test. The average of pre-test is 51. And the average in the post-test is 70. The improvement result of the implementation is 37,25%. It shows that teaching vocabulary using Travian Legends can improve students vocabulary mastery. And the percentage of students who achieved the KKM in pre-test 30%, and pre-test is 70%. The percentage of students who achieve the KKM shows that this CAR categorized successful.

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