

**AN UNDERGRADUATE THESIS**

**USING ‘FOLLOW THE FOOTPRINTS GAMES’**

**TO INCREASE THE VOCABULARY MASTERY**

**AMONG THE SEVENTH GRADERS**

**AT SMP NEGERI 3 METRO**

**By:**

**RAHMAT ILHAM**

**STUDENT.ID. 2001051031**



**TARBIYAH AND TEACHER TRAINING FACULTY**

**ENGLISH EDUCATION DEPARTMENT**

**STATE ISLAMIC INSTITUTE OF METRO**

**1445 H/ 2024 M**

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**USING 'FOLLOW THE FOOTPRINTS GAMES'  
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AT SMP NEGERI 3 METRO**

Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd.)  
in English Education Department

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**STATE ISLAMIC INSTITUTE OF METRO  
1445 H / 2024 M**



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**APPROVAL PAGE**

Title : USING 'FOLLOW THE FOOTPRINTS GAMES' TO  
INCREASE THE VOCABULARY MASTERY AMONG  
THE SEVENTH GRADERS AT SMP NEGERI 3 METRO  
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Student Number : 2001051031  
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**APPROVED**

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*Assalamu'alaikum, Wr. Wb*

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METRO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

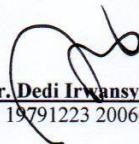
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*Assalamu'alaikumWr. Wb.*

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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INCREASE THE VOCABULARY MASTERY AMONG  
THE SEVENTH GRADERS AT SMP NEGERI 3 METRO

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikumWr. Wb.*

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RATIFICATION PAGE

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An Undergraduate Thesis entitled: USING 'FOLLOW THE FOOTPRINTS' GAMES TO INCREASE THE VOCABULARY MASTERY AMONG THE SEVENTH GRADERS AT SMP NEGERI 3 METRO, written by: Rahmat Ilham, Student Number: 2001051031, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, June 27<sup>th</sup> 2024 at 08.00 - 10.00 WIB.

**BOARD OF EXAMINERS**

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Examiner I : Dr. Umi Yawisah, M.Hum

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**USING ‘FOLLOW THE FOOTPRINTS GAMES’  
TO INCREASE THE VOCABULARY MASTERY  
AMONG THE SEVENTH GRADERS  
AT SMP NEGERI 3 METRO**

**ABSTRACT  
BY**

**RAHMAT ILHAM**

The objectives of this study is to investigate the potential efficacy of incorporating games into the teaching and learning process to increase vocabulary mastery. The study focused on 27 students of seventh-grade students of VII-D class enrolled at Junior High School 3 Metro during the Academic Year of 2023/2024. This research was conducted over two cycles, with each cycle comprising five sessions structured around the phases of plan, action, observation, and reflection.

Researcher carried out classroom action research and data collection methods employed in this study included pre-test and post-test assessments, documentation, observation, and interviews. The primary objectives of the pre-test and post-test were to gauge students' vocabulary mastery levels both before and after the treatment interventions were administered. In cycle 1, the average percentages of actively engaged students was recorded at 69%, which increased slightly to 78% in cycle 2. Analysis of the average scores from both the pre-test and post-test revealed a notable improvement. Specifically, the average post-test score surpassed that of the pre-test, indicating a positive progression in vocabulary mastery. The average pre-test score was 79.77, while the post-test average rose to 88.33, reflecting a progress of 8.56 points. These findings suggest a beneficial impact of the game on enhancing vocabulary learning, as evidenced by the positive increase observed in both pre-test and post-test results.

Utilizing the 'Follow the Footprints Games' as a teaching tool has notably sparked student interest and motivation within the classroom, thereby fostering an enjoyable learning environment. This interactive approach facilitates easier comprehension of the material and encourages active engagement among students. The observed increase in student scores further corroborates the positive impact of the game on enhancing vocabulary mastery.

**Keywords:** Classroom action research, follow the footprints games, vocabulary mastery

**USING ‘FOLLOW THE FOOTPRINTS GAMES’  
TO INCREASE THE VOCABULARY MASTERY  
AMONG THE SEVENTH GRADERS  
AT SMP NEGERI 3 METRO**

**ABSTRAK  
OLEH**

**RAHMAT ILHAM**

Tujuan dari penelitian ini adalah untuk menyelidiki potensi keberhasilan dari penggabungan permainan ke dalam proses belajar mengajar untuk meningkatkan penguasaan kosakata. Penelitian ini difokuskan pada 27 siswa kelas tujuh yang terdaftar di SMP Negeri 3 Metro pada tahun ajaran 2023/2024. Penelitian ini dilakukan dalam dua siklus, dengan setiap siklus terdiri dari lima sesi yang terstruktur di sekitar fase perencanaan, aksi, observasi, dan refleksi.

Peneliti menggunakan penelitian tindakan kelas dan metode pengumpulan data yang digunakan dalam penelitian ini meliputi penilaian pre-test dan post-test, dokumentasi, observasi, dan wawancara. Tujuan utama dari pre-test dan post-test adalah untuk mengukur tingkat penguasaan kosakata siswa baik sebelum dan sesudah intervensi perlakuan diberikan. Pada Siklus 1, persentase rata-rata siswa yang terlibat aktif tercatat sebesar 69%, yang sedikit meningkat menjadi 78% pada Siklus 2. Analisis nilai rata-rata dari pre-test dan post-test menunjukkan peningkatan yang signifikan. Secara khusus, nilai rata-rata post-test melampaui nilai pre-test, yang menunjukkan perkembangan positif dalam penguasaan kosakata. Skor rata-rata pre-test adalah 79,77, sedangkan rata-rata post-test naik menjadi 88,33, yang mencerminkan kemajuan sebesar 8,56 poin. Temuan ini menunjukkan dampak yang menguntungkan dari permainan ini dalam meningkatkan pembelajaran kosakata, yang dibuktikan dengan peningkatan positif yang terlihat pada hasil pre-test dan post-test.

Memanfaatkan permainan sebagai alat bantu mengajar telah memicu minat dan motivasi siswa di dalam kelas, sehingga menumbuhkan lingkungan belajar yang menyenangkan. Pendekatan interaktif ini memfasilitasi pemahaman materi yang lebih mudah dan mendorong keterlibatan aktif di antara para siswa. Peningkatan nilai siswa yang teramati semakin menguatkan dampak positif dari permainan ini dalam meningkatkan penguasaan kosakata.

***Kata kunci:*** Follow the footprints games, penelitian tindakan kelas, penguasaan kosakata



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : RAHMAT ILHAM  
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States that this undergraduate thesis is originally the result of the writer's research, in exception of the certain parts which are excerpted from the bibliographies mentioned.

Metro, June 19<sup>th</sup> 2024  
The researcher,



Rahmat Ilham  
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 19 Juni 2024  
Yang membuat pernyataan,



Rahmat Ilham  
NPM: 2001051031

MOTTO  
وَاعْبُدْ رَبَّكَ حَتَّىٰ يَأْتِيَكَ الْيَقِينُ

And worship your lord until there comes to you the certainty (death).

(QS: Al-Hijr: 99)

## **DEDICATION PAGE**

The writer proudly dedication this thesis to:

1. My beloved father Ridwan M.S., B.A. and my mother Sunawati who always pray me, give me support and guidance to be success in my study.  
I love you and you are my spirit in my life.
2. My beloved brothers Rizki Doni, M. Hadri, and Jihad Muharramsyah who support me.
3. My sponsor, Prof. Dr. Dedi Irwansyah, M.Hum. It will not be real without your assistance.
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6. My Alma mater IAIN Metro Lampung is the best.

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This thesis entitled "Using 'Follow the Footprints Games' to Increase the Vocabulary Mastery among the Seventh Graders at SMP Negeri 3 Metro" is presented to the English education study program of IAIN Metro Lampung. The primary aim of writing this thesis is to fulfil students' partial fulfilment of the requirement to obtain S1-degree. Then, the researcher would like to thank the following people for their ideas, time, and guidance for this thesis:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag, PIA, the rector of the State Islamic Institute of Metro.
2. Dr. Zuhairi, M.Pd, the dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deiniatur, M.Pd.B.I, the head of English Education Department of FTIK IAIN Metro.
4. Prof. Dr. Dedi Irwansyah, M.Hum, as my sponsor for guiding my undergraduate thesis.

Metro, December 22<sup>th</sup>, 2023  
The Researcher



**Rahmat Ilham**

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

English is seen to be a challenging course for EFL students especially on Indonesian students due to the significant differences in vocabulary, pronunciation, and structure between English and Indonesian. The four language skills that are taught in English classes are speaking, writing, listening, and reading. Pronunciation, grammar, and vocabulary are further language components. Vocabulary is one of the essential part of language components.

Vocabulary known as an essential part of learning English; this is how students start to meet their language learning objectives. Learning vocabulary comes first in language learning since it is an integral aspect of the language. Either in writing or speech, it is considered basic. Children are exposed to and taught English at school as one of the other necessary subjects. Nevertheless many students still view English as a complicated subject and a difficult language for learners to learn.

Mastering vocabulary is one of the most essential things for our seamless conversation. Choosing the correct and appropriate words will be very helpful in good language communication. One of the factors that connects listening, speaking and reading is vocabulary. Inadequate vocabulary among the students indicates that they will struggle to comprehend English.

The researcher was conducted Pre-survey test to gain information about vocabulary mastery skills at seventh D class by giving 10 questions.

**Table I**  
**The Pre-survey Result**  
**The Students' vocabulary mastery of the Seventh Grade**  
**at SMP Negeri 3 Metro, Metro Pusat**

No.	Name	Score	Interpretation	No.	Name	Score	Interpretation
1	AP	30	Incomplete	15	MFRR	70	Incomplete
2	AFM	60	Incomplete	16	MBS	20	Incomplete
3	APD	10	Incomplete	17	MD	60	Incomplete
4	AW	40	Incomplete	18	NCD	70	Incomplete
5	AA	70	Incomplete	19	NSA	70	Incomplete
6	AC	50	Incomplete	20	NA	70	Incomplete
7	AS	80	Complete	21	OG	50	Incomplete
8	CZH	60	Incomplete	22	RAP	90	Complete
9	CAA	90	Complete	23	SBA	50	Incomplete
10	DP	90	Complete	24	SAP	60	Incomplete
11	EL	60	Incomplete	25	SQPW	50	Incomplete
12	ECE	30	Incomplete	26	SAR	60	Incomplete
13	LP	70	Incomplete	27	VM	50	Incomplete
14	MRJP	30	Incomplete				
<b>Total</b>		1.540					
<b>Average</b>		57.03					

Source: Taken on 'The Pre-survey at September, 14<sup>th</sup> 2023

**Table II**  
**The Criteria of Learning Result**

No.	Grade	Frequency	Percentage	Criteria
1.	<KKM	23 students	85.18	Incomplete
2.	≥KKM	4 students	14.81	Complete
<b>Total</b>		27 students		

Source: Taken from the students' assignment on the Pre-survey at September, 14<sup>th</sup> 2023.

Based on the Pre-survey result data above, the researcher hopes to address the issues students face in learning language by providing the complete explanation above, in order to solve these problems, the researcher plans to do action research in the classroom. In this case, the researcher will conduct educational therapy by applying the using follow the footprints games

technique. The researcher hopes that through the application of such methods, students' ability to master vocabulary will improve. Nevertheless, the researcher intends to compile a research proposal entitled "Using 'Follow the Footprints Games' to increase the Vocabulary Mastery among the Seventh Graders at SMP Negeri 3 Metro."

### **B. Identification of the Problem**

The researcher had identified four problems in this study, including:

1. The students had difficulty in mastering English vocabulary.
2. The students were unable to comprehend the fundamental concepts of English vocabulary.
3. The students were less rehearsing to state English words.
4. The students were unable to distinguish the vocabulary mastery of Indonesian and English.

### **C. Problem Limitation**

The researcher addresses the issues previously noted by emphasizing just on student's weak vocabulary mastery. To solve this problem, the researcher plans to conduct classroom action research through the application Using Follow the Footprints Games. Therefore, the researcher compiled a research proposal titled "Using Follow the Footprints Games to increase the Vocabulary Mastery among the Seventh Graders at SMP N 3 Metro."

#### **D. Problem Formulation**

The problem formulation of this research is constructed as: “Can ‘Follow the Footprints Game’ increase the students' vocabulary mastery and their learning activity of the Seventh Graders of SMP Negeri 3 Metro?”

#### **E. Objective and Benefits of Study**

##### **1. For the Students**

As the way to involve the student in learning using one of the variations of games technique so that they will get new experiences in the vocabulary mastery learning process. Through this research, the students are expected to have better mastering of vocabulary because this method is supposed to assist students in vocabulary mastery learning.

##### **2. For the Teachers**

As the way to provide information related to students' vocabulary mastery skill. In addition, teachers will also get information about the application of the games technique so that teachers can develop the learning process using these strategy in the hope that students' vocabulary mastery skill will be better.

##### **3. For the Other Researchers**

As the way to provide information related to theories about the use of games technique in vocabulary mastery learning. In addition, this study not only provides information related to these theories but also provides important information related to the procedures for applying vocabulary

mastery skill research using Games Technique, therefore, it is expected that this study will serve as a reference for future academics who wish to carry on this research issue into other fields of study.

#### **F. Prior Research**

Three relevant prior studies carried out by various researchers will be reviewed in order to undertake this investigation. The first relevant research is conducted by Ningsih.<sup>1</sup> The research was conducted in 2018 at SMPN 3 Lembang, the research method used is a quantitative research method by examining eighth grade students of SMPN 3 Lembang. The relevant research aims to find out the effectiveness of vocabulary mastery teaching through games technique and how students respond to the application of the games technique in vocabulary mastery teaching. The results of the relevant study showed that the use of the games technique is very effective to improve students' vocabulary mastery. In addition, students' response to the games technique in vocabulary mastery teaching is also very positive, students look very enthusiastic, they are very happy and enjoy the learning process.

The research of the relevant with the researcher's study has similarities and differences that can be taken wisdom. The similarity of this research lies in the similarity of the research topic of games technique on the skill of vocabulary mastery. While the difference lies in the research method, it is because the research method that the researcher uses is classroom action

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<sup>1</sup> Ratna Juwita Ningsih, *The Use of Spelling Bee Game to Improve Students' Vocabulary Mastery*, (Bandung, UPI Bandung, 2013).

research while the relevant research method is a quantitative research method. The aim of the relevant research, which is to determine the efficiency of teaching vocabulary mastery through games and the reaction of students to the use of games in vocabulary mastery instruction, accounts for another distinction. However, the goal of the researcher's work is to enhance vocabulary mastery abilities using game techniques..

The second prior research was carried out by Teryzzeta.<sup>2</sup> The study is carried out in 2017 at MTs Darul A'mal Metro. Classroom action research is the research technique employed by researching eighth grade students of MTs Darul A'mal Metro. The research aims to find out how games techniques can help students develop their skill of vocabulary mastery. The findings of relevant research demonstrated that eighth-grade students at MTs Darul A'mal Metro may improve their vocabulary mastering skills by using games, and that student participation consistently grew at each meeting as cycle I progressed into cycle II.

The relevant research with the researcher's study has an equation that lies in the similarity of the research topic games technique on the skill of vocabulary mastery. An additional factor is the research methodology employed, which is the classroom action research approach. Additionally, the

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<sup>2</sup> Novi Teryzzeta, *The Use of Pictionary Game To Increase The Students' Vocabulary Mastery At The Eighth Graders of MTs Darul A'mal Metro in The Academic Year Of 2017/ 2018*, (Metro, IAIN Metro, 2018).

research's objective is identically, namely to increase students' vocabulary mastery through game techniques.

The last relevant research was conducted by Sari.<sup>3</sup> The research is conducted in 2018 at SMPN 8 Metro, The classroom action research approach is the research technique employed by researching the seventh grade of Junior High School 8 Metro. The relevant research aims to share the experience of the researcher in dealing with the problem of English learners in mastering vocabulary through the games technique. The relevant research's findings demonstrated that students' acquisition of vocabulary mastery skills has been improved by the usage of games.

The relevant research with the researcher's study has an equation that lies in the similarity of the research topic games technique on the skill of vocabulary mastery. The research methodology, which is the classroom action research method, is another area of similarity. In addition, the purpose of the research conducted is also the same which is to increase the students' vocabulary mastery skill through a games.

Based on the explanation above, the researcher has conducted the research about 'Follow the Footprints Games' to increase the vocabulary mastery among the seventh graders at SMP Negeri 3 Metro. There are new games technique will apply to increase the students' vocabulary mastery skill.

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<sup>3</sup> Siti Mayang Sari, *Increasing The Students Vocabulary Mastery by Using Pictionary Game Among The Seventh Grade Of Junior High School 8 Metro In The Academic Year of 2018/2019*, (Metro, IAIN Metro, 2019).

## CHAPTER II

### THEORETICAL REVIEW

#### A. Vocabulary

##### 1. Concept of Vocabulary

There are four components of language namely phonology, vocabulary, grammar and spelling. In this study will specifically discuss about vocabulary. Vocabulary is an essential element for students to master. Thornbury states that “Every language has a vocabulary”. He also claims that “a person with an extensive vocabulary can communicate with others and make his points in a simple manner”.<sup>4</sup> It means that vocabulary is an essential element of language, it is made up of words.

Thornbury holds, ‘If you dedicate all the time to learn grammar, you rarely ever notice any improvement in your English. Learning additional words and ways to express yourself will yield the greatest results. With words, you can express practically anything, but with grammar, you can say very little’.<sup>5</sup> If you want to improve your language skills, you must first master vocabulary. Because if you have words, you can say anything. Therefore, knowledge of vocabulary allows you to establish communication.

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<sup>4</sup> Scott Thornbury, *How to Teach Vocabulary*. (England. Pearson Education Limited, 2002).p.1- 5.

<sup>5</sup> *Ibid.* p.13.



From the explanation, mastering vocabulary matters. It is important for teachers to develop specific methods and techniques for teaching and vocabulary. Make it easy for students to absorb and understand the material. In addition, by learning a large number of vocabulary, it is expected that learning and communicating in foreign languages will become easier.

From this explanation, as a result that vocabulary needs to be acquired in language learning, specifically in improving English vocabulary acquisition, because comprehending vocabulary extends to various activities. The acquisition of vocabulary involves gaining familiarity with the specific words employed by individuals, social groups, or occupations within a language occupation.

## **2. Types of Vocabulary**

There are several kinds of vocabulary that need to be learned. The following are some types of vocabulary explained by experts. Thornbury is one of the experts who discussed that there are a minimum of four kinds of vocabulary.<sup>6</sup> There are Noun, Adjective, Verb and Adverb. They can be elaborated as follows:

### **a. Adverb**

Experts have given a few definitions for the word "adverb". Hatch and Brown claim adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, to clauses, or to entire sentences rather

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<sup>6</sup> Scott Thornbury, *How to Teach Vocabulary*. (England. Pearson Education Limited, 2002),p.4.

than to nouns.<sup>7</sup> It can be said that adverb can be used to explained or modify verbs, adjectives, and other adverbs. While Sjah and Enong states that an adverb describes the where, how, and when of something.<sup>8</sup> It means that adverb connected to the timing, location, and manner of the event. Examples are: right now, tomorrow, without a doubt, possibly, and more. Based on the preceding facts, an adverb is a word that can explain how, when, and where something happens in addition to modifying verbs, adjectives, and other adverbs. Now, tomorrow, definitely, maybe, and other examples.

#### **b. Adjective**

Experts have given a few definitions for adjective. Frank states that An adjective is a modifier with the comparative grammatical feature.<sup>9</sup> It is frequently recognized by unique adverbial modifiers that come before it or by unique derivational endings. Although it can occupy other positions as well, its most common placement is before the word it modifies. While Syah and Enong claim that adjectives can be used to extend and restrict the meaning of nouns.<sup>10</sup> It can be said that a noun is described by the adjective. For examples: gorgeous, kind, tiny and handsome.

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<sup>7</sup> Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education*, (Cambridge University Press: 1995), p.230.

<sup>8</sup> Djalinus Syah and Azimar Enong, *Modern English Grammar*, (Jakarta : Cv Simplex, 2002), p.72.

<sup>9</sup> Marcella Frank, *Modern English a Practical Reference Guide*, (New York University : 1972), p.109.

<sup>10</sup> Djalinus Syah and Azimar Enong, *Modern English Grammar.*, p.2.

It is clear from the previous statements that adjectives have the grammatical function of describing nouns and expressing comparison. Gorgeous, kind, tiny and handsome are a few examples.

### **c. Noun**

There are several meanings of nouns that experts have suggested. Frank defines that noun is one of the most essential word classes.<sup>11</sup> The way it is arranged in relation to the verb forms the sentence core, which is necessary for any phrase to make sense. While Syah and Enong claim that noun is a term that refer to persons, places, plants, things, animals, attributes, and ideas that are abstract.<sup>12</sup> It can be said that noun is associated with a name of a location, flora, person, or other entity. For examples: Peter, child, house, book, bear, computer and kindness.

The previous statements lead to the conclusion that nouns, which are used to name persons, places, plants, objects, animals, qualities, and abstract concepts, are among the most significant aspects of speech.

### **d. Verb**

There are several definition of verb that experts have suggested. Frank claims verb is the most tangled component in word classes, since nouns define the various sentences forms the statements, inquiries, demands, and exclamations. Similar to the noun, the verb also includes person and number

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<sup>11</sup> Marcella Frank, *Modern English a Practical Reference Guide*, (New York University : 1972), p.6.

<sup>12</sup> Djalinus Syah and Azimar Enong, *Modern English Grammar*, (Jakarta : Cv Simplex, 2002), p.15.

grammatical qualities, which call for deal with subject.<sup>13</sup> While Sjah and Enong its varying hold that verb is a part of speech which is explained to scale the situation of a thing.<sup>14</sup> It implies that verb is used to explain the scale and condition of thing. As an examples: Learn, walk, analyse and count.

It is clear from the previous statement that a verb represents the measure and condition of an object and is the most complex word in speech. Person and number are grammatical features of the verb that demand approval from the subject.

The goal of vocabulary instruction is to help students comprehend word meanings. In addition to trying to memorize, they are also attempting to pronounce words correctly and utilize them in phrases. It is obvious that teaching vocabulary involves more than merely learning new terms.

When covering vocabulary, the teacher has to explain both the meaning and the forms of the terms. The emphasis of the teacher's instruction on word form is spelling and pronunciation. Additionally, the teacher provides synonyms in Indonesian when teaching meaning because some students find it difficult to understand what a word means. It is necessary to do these steps in order to facilitate the students' ability to learn the meaning of the term.

#### 1) Selection of word

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<sup>13</sup> Marcella Frank, *Modern English a Practical Reference Guide.*, p.47.

<sup>14</sup> Djalinus Syah and Azimar Enong, *Modern English Grammar*, (Jakarta : Cv Simplex, 2002), p.30.

It is one thing to know a word, but how does a child apply that knowledge while learning their first language? Generally, words are mapped onto concepts, such as "dog has a name," "dog," or "doggie." Not all four-legged animals are dogs, though; some might be cats instead. In order to exclude cats, other people's dogs, toy dogs, and even images of dogs are included. Put differently, learning to label things also means learning to categorize them.

While there is agreement on what grammatical structures should be discussed at what levels, the same is rarely true when it comes to vocabulary instruction. This is one of the issues with teaching vocabulary. Historically, the general rule has been to start concretely vocabulary at lower levels and work your way up to more abstract vocabulary. Terms such as "chair," "table," "chalk," etc.

Lastly, the students must understand that superlative terms like "fruit" and "animal" can be used in place of common terms like "dog" and "apple." Additionally, that animal can accept other truncated nouns like elephant, horse, and cat.

When instructing vocabulary mastery, two factors need to be considered:

**a) The form of the words**

When covering vocabulary mastery, students need to understand word forms. The way a word is written, for example, determines its form, for example "table" the word "table" consists of letter t-a-b-l-e.

**b) The meaning of the words**

When providing vocabulary mastery, students need to understand the meaning of the terms in addition to their form. They are unable to communicate through language if they are unable to comprehend the definition of the words.

The previous statement suggests that teaching students the word's meaning as well as its form is crucial. According to the nation, word meanings must be taught in their context.<sup>15</sup> One of the responsibilities of an English teacher is to teach vocabulary, and selecting a successful teaching strategy to implement in the classroom is one approach to ensure that the vocabulary-learning activity proceeds well. Kasihani states that “Children will typically pick up language more quickly or effectively if it is reinforced with audio-visual materials, like as pictures or realia.”<sup>16</sup> It means that with audio-visual aids, children will acquire vocabulary more quickly because the words directly relate to their meanings.

## **B. Game**

### **1. Concept of Game**

Students can have fun while studying and teaching in the classroom with the help of games. Hadfield defines a game as an activity that has objectives, rules, and a sense of enjoyment. There are two different kinds of games: competitive games, in which players or teams compete to be the first to

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<sup>15</sup> Paul Nation, *Technique for Teaching Vocabulary*, (USE: English Teaching forum, 1977), p.18.

<sup>16</sup> Kasihani K.E Suyanto, *English for Young Learners*, (PT. Bumi Aksara: 2001), p.47.

reach the goal, and cooperative games, in which players or teams work together to accomplish a common aim.<sup>17</sup>

Based on that statement, in conclusion, a game might be defined as a pleasurable activity with rules and objectives. There are two different types of games: cooperative and competitive. Furthermore, According to Agoestyowaty, incorporating games into the classroom can improve student engagement and learning outcomes by renewing the kids and stimulating their minds.<sup>18</sup> It can be said that student performance will increase when games are incorporated into the learning process, especially when it comes to vocabulary development.

According to Chen, playing games while learning a language can help students have fun and create a relaxed, enjoyable learning environment. Additionally motivating are games. Games add a competitive element to language-learning exercises. This gives meaningful momentum to intentional language use. Put differently, these kinds of activities provide language use a purposeful context.<sup>19</sup> It can be said that playing games can encourage students to learn more creatively and help them feel more at ease during the process.

The previous theory leads to the conclusion that a game is an activity having a joyful component, an objective, and rules. There are two different types of games: cooperative and competitive. Because there is a fun element

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<sup>17</sup> Jill Hadfield, *Intermediate Vocabulary Games*, (England, Longman: 1999), p.4.

<sup>18</sup> Redjeki Agoestyowati, *102 English Game (from A to Z)*, (Jakarta: Pt Gramedia Pustaka Utama, 2007), p.xiii.

<sup>19</sup> Chen, *Using Games to Promote Communicative Skills in Language Learning*, (published, vol.xI, on 2 februari 2005). p.1.

in games, they can increase student comfort and improve the effectiveness of teaching and learning.

## **2. Concept of 'Follow the Footprints Games'**

Follow the footprints game designed by Novelli.<sup>20</sup> Follow the footprints is game in which you draw footprints and write the words families in it. 'Follow the Footprints Game' is only one of the many tools a teacher can use to increase student achievement and include them in the learning process.

### **Strength and Weakness of 'Follow the Footprints Games'**

The following footprints game is not an exception to the rule that all tactics and strategies have benefits and drawbacks. Some advantages and disadvantages of the 'Follow the Footprints Games' to take into account are as follows:

#### a. The Strength of the Technique

- 1) Plenty vocabulary terms will covering.
- 2) The students are engaged in the game, particularly the English game.
- 3) It creates a happy and pleasant experience.
- 4) It establishes a cooperative and competitive environment.
- 5) The students can explain a thing related to vocabulary.

#### b. The Weakness of the Technique

1. This game is only for creative students to play.
2. There will be a noise class.

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<sup>20</sup> Joan Novelli, *30 Wonderful Word Family Game*, (U.S.A: Scholastic Inc., 2002), p.13.



It is clear from the previous explanation that there are many more benefits than drawbacks. Therefore, the game of "follow the footprints" would make learning fun and simple for the children. There will be a crowded classroom when using the "follow the footprints" game to increase vocabulary mastery; only imaginative children may participate in this activity. This means that when using the Footprints game in the process of instructing and learning, teachers must be careful.

### **3. Concept of Increasing Vocabulary Mastery by Using 'Follow the Footprints Games'**

It is obvious that teaching vocabulary involves more than merely learning new terms. Instructors should exercise caution while choosing the words they will teach. It is important for teachers and students to understand how language is discussed at different stages of the learning and teaching process.<sup>21</sup> It indicates that the teacher knows the grammatical and vocabulary points that will transfer to the learning and teaching process more than students do, therefore in order to educate, the teacher must possess this vocabulary mastery.

Memorization is the primary purpose of acquiring vocabulary; most of the time, students need to see, say, and write newly learned words multiple times before they are deemed proficient. Learning requires repetition, and actively retrieving a word is a more efficient method of learning than simply seeing it

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<sup>21</sup> Jeremy Harmer, *How to Teach English*, (England: Longman, 2002), p.34.

repeatedly or being exposed to it repeatedly.<sup>22</sup> A possible theory is that children retain words more effectively when they repeat them than when they see them.

In order to keep students engaged during the vocabulary-building process, teachers must include enjoyable activities into the lesson, such as games or engaging teaching strategies. One of the game is using follow the footprints game. This game introduces new vocabulary to students. They guess the next move by guessing word families. Pay attention to the important aspects of the word. From the statement above, it can be said that using follow the footprints game is a game that pushes kids to predict words more quickly.

#### **4. Procedures of Increasing Vocabulary Mastery by using ‘Follow the Footprints Games’**

##### **Apperception**

- a. Opening with greeting and praying together to start the lesson.
- b. Read students rules in the class.

##### **While Teaching**

Teacher give some explanations about games technique

There are certain guidelines for playing follow the footprints game in the Class are as follows<sup>23</sup>:

- a. Cut out a large foot form. Utilize it to draw and cut out enough material to extend the entire length of the space.
- b. Securely tie the footprints to the ground with tape, leaving space between

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<sup>22</sup> Jeanne McCarten, *Teaching Vocabulary, Lesson from the Corpus, Lesson for the Classroom*, (New York: Cambridge University Press, 2007), p.21.

<sup>23</sup> Joan Novelli, *30 Wonderful Word Family Game*, (U.S.A: Scholastic Inc., 2002), p.13.

them so that kids can hop from one to the other.

- c. Set a term onto every footprint. Incorporate terms from many word families. Swap words around so that terms from one word family are combined with terms from other word family.
- d. Fill in the smaller footprint shapes with more words from the same word families. Put them in a box or basket.
- e. As a game, have kids choose a word from the basket and hop on each footprint that corresponds with it in turn.

### **Evaluation**

The Evaluation was carried out in the form of observations, namely: whether student know how to Say English vocabulary with the correct Pronunciation or not, whether the student confident using English vocabulary in their speaking to tell their activity or not. To check student understanding about those all we give time for them to come forward and show abilities.

### **Closing**

- a. The teacher and students reflect on their learning activity.
- b. Teacher re-ask student about their vocabulary mastery learning.
- c. The teacher closes the learning activity by greeting.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Setting of the Study**

This research had conducted at seventh graders of SMP Negeri 3 Metro in the academic year of 2023/ 2024. There are 256 students of eight class at seventh graders and the researcher chose students at the VII D class.

#### **B. Subject of the Study**

There are 256 students of eight class at seventh graders of SMP Negeri 3 Metro in the academic year of 2023/ 2024 and the researcher chose students at the VII D Class to be a subject of this study. There are 27 students at VII D class and the object is the use of 'Follow the Footprints Games' to increase students' vocabulary mastery.

#### **C. Procedure of The Study**

In this research, the researcher used classroom action research design. The reason is that researcher hopes to stimulate students to actively participate in the activities of the learning process and improve students' vocabulary skills through the use of follow the footprints games. Ferrance states that classroom action research is a procedure where participants use research techniques to thoroughly and methodically analyse their own teaching practices.<sup>24</sup> It can be concluded that action research useful method for examining your own practice to determine whether it is appropriate.

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<sup>24</sup> Eileen Ferrance, *Themes in Education: Action Research*, (New York: Northeast and Islands Regional Educational Laboratory At Brown University, 2000), p.1

Classroom action research aimed to create living ideas about how practice informs new practices and how learning enhances existing practices. The following are some of the primary social objectives of action research:

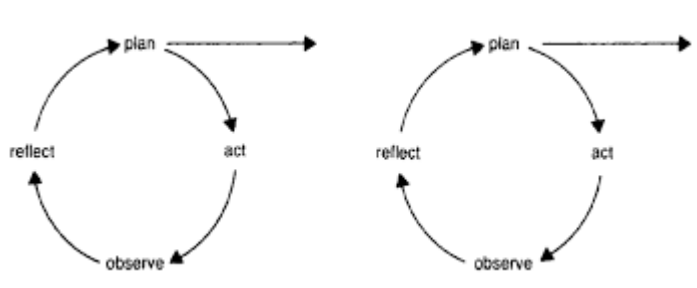
1. It seeks to enhance learning in order to enhance working practices.
2. Its goal is to encourage ongoing democratic assessment of practices and learning.
3. By influencing social formation education, it seeks to establish just social orders.<sup>25</sup>

Action research is concerned with social activities and entails direct student-teacher engagement in groups. It is explained as a planning, acting, observing, and reflecting process that is cyclical and spiral. In an interactive process, it is typical for a project to go through multiple cycles. Improvements in research are observed in cycles, where each cycle builds on the knowledge gained from the preceding cycles.

The Pre- and Post-Test results will serve as the starting point for the research. This action research will be carried out in two cycles in the classroom, according to the researcher. A cycle consists of the following four steps: planning, acting, observing, and reflecting. If a cycle breaks down, it is fixed in the next cycle, and so on. The steps involved in conducting action research in the classroom are as follows:

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<sup>25</sup> Eileen Ferrance, *Themes in Education: Action Research*, (New York: Northeast and Islands Regional Educational Laboratory At Brown University, 2000), p.2.



**Figure 1.**  
**McNiff's Model of Classroom Action Research.<sup>26</sup>**

The four steps of the action research technique were explained in each cycle, as seen in the illustration above:

### **Cycle 1**

#### **1. Planning**

The researcher determines the issue by drawing on the teacher's experience with the classroom learning process. The researcher then selected a problem that needed to be resolved. With regard to how the issues were formulated, the researcher created a lesson plan for teaching vocabulary mastery through the use of footprints games. Five meetings (2 cycles) will be conducted for this project.

#### **2. Process of Learning (Acting)**

While my partner observed the teaching and learning process from the back of the room, the researcher used games to instruct the class. The partner makes use of an observation sheet. It will be used to take notes on the exercises involved in using the follow the footprints game to increase vocabulary acquisition.

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<sup>26</sup> Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (London and New York: Routledge Falmer, 2002), p.41.

### 3. Observation

Observation will take place while the teacher uses a game to teach the students. To put it another way, action was taken in addition to this insight.

### 4. Reflection

To identify the strengths and weaknesses in each cycle, reflection was done. Before administering the treatment, the students were given a pre-test to gauge their abilities, and after learning through games, they were given a post-test to gauge their continued progress. In this instance, I contrasted their score at the beginning and end of each cycle of the game. The goal was to determine whether or not the students' scores increased.

**Table III**  
**Elaborations of Cycle I and Cycle II**

Cycle 1	Planning	<ul style="list-style-type: none"> <li>→ The instructor decides the class investigation.</li> <li>→ The instructor sets up the learning concept.</li> <li>→ The instructor serve the relevant materials which are synchronized with the syllabus.</li> <li>→ The instructor serve the set of evaluation.</li> </ul>
	Acting	<ul style="list-style-type: none"> <li>→ The instructor greets the students.</li> <li>→ The instructor start to serve the Pre-Test to the learners, to measure the learning comprehension.</li> <li>→ The instructor provide some apperceptions. For example: I said, “What am I doing? “. I points to the students, when a student gets pointed out, they have to repeat, and I ask the other student to respond.</li> </ul>

		<ul style="list-style-type: none"> <li>→ As the primary task, the instructor demonstrates the game to the class.</li> <li>→ The instructor requests that students form groups.</li> <li>→ The instructor instructs the class to draw vocabulary terms on the white board and then calls on a student to pose a question or inquire about the drawing's outcome. Next, the teacher invites another student to respond to the drawing.</li> <li>→ The instructor provides reinforcement to the students by repeating the tasks until they understand them.</li> <li>→ The instructor provides students with the opportunity to rehearse among their mates.</li> </ul>
	Observing	→ The instructor provides the students with time to rehearse with their mates.
	Reflecting	→ The educator delivers assessments via written exams applying the 'Follow the Footprints Games'.
Cycle 2		→ The procedures in the second cycle are the same as those in the first, except there is no Pre-Test.

#### **D. Data Collection Methods**

The following methods are used to collect the data:

##### 1. Observation

Studies of observation, according to Gorman and Clayton, "include the methodical documentation of observable behaviours or happenings in a



natural environment ".<sup>27</sup> In this case, the investigation technique concentrated on the full process of utilizing 'Follow the Footprints Games' to help students become more proficient in language.

Additionally, the researcher will use observation as a means of gathering data to understand how to assist students become more proficient in vocabulary in the classroom, how the students react to various teaching strategies or media, and how much the game can help learners of English increase the vocabulary they know.

## 2. Test

The students in this study will take a pre-test and a post-test given by the researcher. Exam results will reveal information about students' performance before and after the course of study.

### a. Pre-test

Prior to treating the students, a pre-test will be given to measure their level of vocabulary mastery. An objective test is the kind of pre-test. The researcher provide a multiple-choice objective test, making it simpler to measure the forgetful response. There are 30 test items in total. Each multiple-choice item has a value of 1. The materials that were covered in class served as the basis for the goods.

### b. Post-test

A post-test using a 'Follow the Footprints Games' game will be given to

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<sup>27</sup> G.E. Gorman and Peter Clayton, *Qualitative Research for the Information Professional A Practical Handbook* (London: Facet Publishing, 2005), p.40.

see how well the students have mastered the language following the therapies.

An objective multiple-choice test with 30 items makes up this type of post-test. Each multiple-choice item has a value of 1. The items are predicated on the content covered in class.

### 3. Interview

The researcher interviews to understand about the founding headmaster of the school. In order to learn more about the state of the school and the students, the researcher also speaks with the officer.

### 4. The field note

These are field notes – the written account of what the researcher hears, sees, experiences, and thinks in the course of collecting and reflection on the data in a qualitative study.<sup>28</sup> The researcher uses field notes to collect data more correctly; this will simplify data analysis. Making "field notes" while actually participating in professional activities is considered good practice in many areas.<sup>29</sup> As our definition suggests, field-notes consists of two kinds of material. The first is description-the concern is to provide a word-picture of the setting, people, actions, and conversations as observed. The other is reflective-the part that captures more of the observer's frame of mind, ideas, and concerns.<sup>30</sup>

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<sup>28</sup> Robert C. Bogdan and Sari Knopp Biklen, *Qualitative for Research Education an Introduction to Theory and Methods*, (Pearson Education, Inc, 2007), p.118-119.

<sup>29</sup> Michael J. Wallace, *Action Research for Language Teachers*, (Cambridge: University Press, 1997), p.57.

<sup>30</sup> Robert C. Bogdan and Sari Knopp Biklen, *Qualitative for Research Education an Introduction to Theory and Methods*, (Pearson Education, Inc, 2007), p.120.

## E. The Data Analysis

### 1. The Analysis of Learning Result Data

Following the pre- and post-test data collection, the researcher will evaluate the data in light of the problem's limitations and the study's goal. To determine whether or not there has been an improvement in the students' vocabulary knowledge following treatment by employing a 'Follow the Footprints Games'. The researcher of this study compared the Pre- and Post-Test results using a fairly basic statistical method to determine the rise in the average score. Each subject's outcome was displayed in a table. The researcher examined the information and discussed the treatment's outcome. After the data was evaluated, the average score was determined using:

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

Explanation:

X = mean or average score

$\sum^N$  = the total number of respondents

$\sum^X$  = the number of students

Based on the target mastering vocabulary learning in SMP Negeri 3 Metro is 70% for English lessons, KKM is 77, and the following formula can be used to determine the range of class learning mastery percentages for the information learned:

$$\text{Learning mastery} = \frac{\text{Total of the students that are got score } \geq 77}{\text{Total of the students}} \times 100\%$$

According to the aforementioned criteria, if at least 70% of students receive a score of 77, the learning process is deemed mastery. The data is gathered by the researcher through observation of the students' actions and involvement in playing 'Follow the Footprints Game' during the teaching and learning process to increase the students' vocabulary mastery.

#### **F. The Indicator of The Success**

The measure of effective learning from the action research method and outcome. If 70% of students complete the course and 70% participate actively, the students are considered successful.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND INTERPRETATION**

#### **A. RESULT OF THE RESEARCH**

##### **1. DESCRIPTION OF THE RESEARCH LOCATION**

###### **a. Vision and Mission of SMP Negeri 3 Metro**

###### **1) Vision**

The vision of SMP Negeri 3 Metro is to excel in achievement, be competitive, be religious, have character and care about the environment. In the school's vision, it is hoped that all members of SMP Negeri 3 Metro have superior and cultured personal qualities but still prioritize honesty based on faith and piety and care for the environment.

###### **2) Mission**

The school has six missions. They are (a) carrying out learning actively, innovatively, creatively, effectively and fun, (b) carrying out intensive guidance so that students have global competence, (c) developing students' potential and creativity optimally, (d) developing religious values and character in students, (e) creating a polite school culture filled with a sense of family, and (f) fostering a culture of preserving and preventing environmental pollution and damage.

## **2. Description of Data Research**

In this research, the researcher as an English teacher and Fadly Prayoga as the collaborator.

### **a. Action and Learning at Pre-test**

This learning was conducted Thursday, March 21, 2024 for 1X35 minutes. In this meeting, the collaborator was an observer and the researcher was a teacher. The collaborator initiated the class with greetings, prayer, attendance check, and inquiring about the students' well-being. The researcher informed the students about conducting research in their class to assess their abilities before implementing any actions. The first meeting served as the Pre-Test, involving a vocabulary test in multiple-choice format. Each student received a worksheet and worked individually on it. The researcher briefly elaborated on the topics that will be covered in the upcoming conference in about five minutes.

The pre-test, which took 35 minutes to complete, evaluated the students' level of mastery of the provided information. It revealed that the students had trouble answering the questions.

**Table V**  
**The Pre-Test Score of Vocabulary Test**

No.	Name	Score	No.	Name	Score	No.	Name	Score
1	AP	50	11	EL	57	21	OG	50
2	AFM	50	12	ECE	77	22	RAP	57
3	APD	50	13	LP	73	23	SBA	50
4	AW	57	14	MRJP	63	24	SAP	87
5	AA	77	15	MFRR	67	25	SQPW	70
6	AC	50	16	MBS	57	26	SAR	93
7	AS	100	17	MD	70	27	VM	57
8	CZH	90	18	NCD	97			
9	CAA	57	19	NSA	90			
10	DP	50	20	NA	63			
<b>Total score</b>				1809				
<b>Average</b>				67				

Source: Taken on 'The Pre-Test at March, 21<sup>th</sup> 2024.

Based on the result of pre-test scores in the table above, the researcher receive a total scores of pre-test with a score summarizes the questions to get the total score of the students. After that, to determine average value the researcher summarizes the total score of all students and divided by total students. In the pre-test, the total score was 1809 and divided by total member of class, so the average score was 67. The highest score was 100 and the lowest score was 50. Based on the standard KKM (Minimum Mastery Criteria), there are 9 students passed in the exam.

### 1) Cycle I

#### a) Planning

Before doing the implementation in cycle I, the researcher and the collaborator prepare several things related to teaching and learning process such as the English learning module, the material, student worksheet, and evaluation for the second meeting.

**b) Acting**

The first meeting was used as the implementation the action in the cycle

1. The first meeting was used conducted on Tuesday, March 26, 2024.

**a. Pre-teaching Activities**

1. The researcher greeted, prayed together, and checked the attendance list.
2. The teacher linked the material/theme/learning activities that will be carried out with the experience of students with the previous material/theme/activities and asking questions to remember and connect with the next material.
3. The teacher prepared students to enter into learning by asking questions related to the material: what do you know about English vocabulary?  
What is noun?

**b. While Teaching Activities**

1. Teacher made a list of word families (example: *boy*, *ahoy*, *coy*, *joy*, *annoy*, *soy*) that teacher wanted to review.
2. Teacher divided the class into teams with five or six students per team.
3. Teacher wrote a list of word onto every footprint. Incorporate terms from many word families. Teacher swapped words around so that terms from one word families are combined with terms from other word families.
4. Teacher securely tied the footprints to the ground with tape, leaving space between them so that students can hop from one to the other.
5. Teacher filled in the smaller footprint shapes with more words from the same word families. Teacher put them in a box or basket.



6. Teacher instructed students to choose a word from the basket and hop on each footprint that corresponds with it in turn.

At the beginning of teaching learning process, the researcher asked to student about the vocabulary test. Some of the students forgot and just a little of them have known the materials about vocabulary test. Then, the researcher explained about kinds of vocabulary, and the meanings of vocabulary. The students talked about verb and noun to the teacher. After that, the teacher explained about the method. The method is games method. The researcher wrote on the whiteboard, and asked to students about the 'Follow the Footprints Game'. In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the meeting with greeting.

After did a treatment, the researcher gave post-test to the students. The post-test was conducted on Thursday, March 28, 2024 to know how the students' vocabulary test after giving a treatment. Worksheets were provided by the researcher to complete a multiple-choice test. The following is what the table displays as the outcome of the post-test in cycle I:

**Table VI**  
**The Post-Test Score of Vocabulary Test**

No.	Name	Score	No.	Name	Score	No.	Name	Score
1	AP	50	11	EL	80	21	OG	83
2	AFM	87	12	ECE	87	22	RAP	83
3	APD	83	13	LP	70	23	SBA	87
4	AW	70	14	MRJP	70	24	SAP	87
5	AA	87	15	MFRR	77	25	SQPW	87
6	AC	83	16	MBS	70	26	SAR	83
7	AS	100	17	MD	67	27	VM	80
8	CZH	90	18	NCD	83			
9	CAA	87	19	NSA	90			
10	DP	83	20	NA	50			
<b>Total score</b>				2154				
<b>Average</b>				79.77				

Source: Taken on 'The Post-Test at March, 28<sup>th</sup> 2024.

Based on the result of Post-Test I scores in the table above, the researcher receive a total score of Post-Test I with a score summarizes the questions to get the total score of the students. After that, to determine average value, the researcher summarizes the total score of all students and divided by total students. In the Post-Test I, the total score was divided 2154, so the average score of 79.77. The highest score was 100 and the lowest score was 50.

Based on the standard KKM (Minimum Mastery Criteria), there are 20 students passed in the exam with the score 77 or more.

**c) Observing**

**Table VII**  
**Indicator of the students' activities**

Number of score	Percentage	Indicators of the students' activities
1	40%	- The students pay attention of the teacher explanation. - The students asks/answers questions/ - The students' actives in the class. - The students able to do the task.
2	60%	
3	80%	
4	100%	

**Table VIII**  
**The students' activity in cycle 1**

No.	Name	Score of the Students' Activity	Percentages
1	AP	2	60%
2	AFM	2	60%
3	APD	2	60%
4	AW	3	80%
5	AA	3	80%
6	AC	3	80%
7	AS	2	60%
8	CZH	2	60%
9	CAA	3	80%
10	DP	3	80%
11	EL	3	80%
12	ECE	4	100%
13	LP	3	80%
14	MRJP	2	60%
15	MFRR	2	60%
16	MBS	2	60%
17	MD	2	60%
18	NCD	4	100%
19	NSA	3	80%
20	NA	3	80%
21	OG	1	40%
22	RAP	3	80%
23	SBA	2	60%
24	SAP	2	60%
25	SQPW	3	80%
26	SAR	2	60%
27	VM	3	80%
Total score		69	

Based on the table above, it can be inferred that the learning process had not done well. Only 15 students could gain the 3 point or more with the

minimum percentages 80%.

**Table IX**  
**The Result of the Students' Score of Pre-Test and Post-Test Cycle I**

No.	Name	Score		No.	Name	Score	
		Pre-test I	Post-test I			Pre-test I	Post-test I
1	AP	50	50	16	MBS	57	70
2	AFM	50	87	17	MD	70	67
3	APD	50	83	18	NCD	97	83
4	AW	57	70	19	NSA	90	90
5	AA	77	87	20	NA	63	50
6	AC	50	83	21	OG	50	83
7	AS	100	100	22	RAP	57	83
8	CZH	90	90	23	SBA	50	87
9	CAA	57	87	24	SAP	87	87
10	DP	50	83	25	SQPW	70	87
11	EL	57	80	26	SAR	93	83
12	ECE	77	87	27	VM	57	80
13	LP	73	70	<b>Total score</b>		1809	2154
14	MRJP	63	70	<b>Average</b>		67	79.77
15	MFRR	67	77				

Source: Taken on pre-test (Thursday, March 21<sup>th</sup>, 2024) and post-test 1 (Tuesday, March 26<sup>th</sup>, 2024)

Based on the chart above, it is apparent that only 8 out of 27 students were able to score 77 or higher on the pre-test throughout the teaching and learning activities related to mastering vocabulary using the "Follow the Footprints Games." Only 20 students in cycle 1 received a score of 77 or above on the post-test 1. It may be concluded that using "Follow the Footprints Games" to help students learn vocabulary demonstrates insufficient qualification.

#### **d) Reflecting**

Based on the outcome of the initial session, it's evident that many students struggled during the learning process. This difficulty arose because the students were not familiar with the 'Follow the Footprints Games'.

In the second meeting, a notable difference was observed in the

students' understanding, particularly in their ability to express ideas and master vocabulary compared to the first meeting.

Despite the differences in learning outcomes between the first and second meetings, it is anticipated that the students will progressively improve in their ability to comprehend and internalize the delivered material. This expectation is supported by the observed increase in students' performance between the two meetings.

## **2) Cycle 2**

Cycle II and Cycle I were comparable. Planning, acting, observing, and reflecting were divided. It would be further clarified as follows:

### **a) Planning**

It was evident from cycle I's observation and reflection that cycle I still needed to complete it successfully. As a result, the researcher and collaborator tried to solve the many issues that surfaced in cycle I and set up the scheduling for cycle II. For post-test II, the researcher created the English learning module, materials, media, and student worksheet.

### **b) Acting**

The researcher made an effort to increase student activity in each session. The treatment and post-test sessions were used to carry out the execution of this stage. The researcher carried out the word families (example: *transfer*, *manager*, *officer*, *quarter*, *enter*, *answer*) to introduce the students of English vocabulary.

The treatment in cycle II was conducted on Tuesday, April 23, 2024. It began with greetings and inquiries about the students' well-being. The researcher, acting as a teacher, then explained the material on different types of vocabulary, such as nouns and verbs.

**a. Pre-Teaching Activities**

1. The researcher greeted, prayed together, and checked the attendance list.
2. The teacher linked the material/theme/learning activities that will be carried out with the experience of students with the previous material/theme/activities and asking questions to remember and connect with the next material.
3. The teacher prepared students to enter into learning by asking questions related to the material: what do you know about English vocabulary?  
What is noun?

**b. While Teaching Activities**

1. Teacher made a list of word families (example: *now*, *how*, *cow*, *crow*, *elbow*) that teacher wanted to review.
2. Teacher divided the class into teams with five or six students per team.
3. Teacher wrote a list of word families onto every footprint. Incorporate terms from many word families. Teacher swapped words around so that terms from one word families are combined with terms from other word families.
4. Teacher securely tied the footprints to the ground with tape, leaving space between them so that students can hop from one to the other.

5. Teacher filled in the smaller footprint shapes with more words from the same word families. Teacher put them in a box or basket.
6. Teacher instructed students to choose a word from the basket and hop on each footprint that corresponds with it in turn.

The teacher requested that students discuss the definitions of nouns and verbs and consider their vocabulary. Using "Follow the Footprints Games," the instructor encouraged student participation and inquired about their interest in playing a game to help teach and acquire vocabulary. After that the teacher informed the procedure of the game.

At the conclusion of the meeting, the teacher wrapped up by providing motivation to the students, encouraging them to study diligently and strive to remember more information, particularly for achieving good scores, especially in the English subject.

Following cycle 2 therapy administration, the researcher carried out post-test II on Tuesday, April 30, 2024. The test was a written test. After the students finished the test, they collected the student worksheet to the teacher. The result of post-test II can be seen on the table below:

**Table X****The Post-Test II Score of Vocabulary Test**

No.	Name	Score	No.	Name	Score	No.	Name	Score
1	AP	97	11	EL	87	21	OG	83
2	AFM	87	12	ECE	87	22	RAP	83
3	APD	87	13	LP	93	23	SBA	87
4	AW	90	14	MRJP	93	24	SAP	87
5	AA	83	15	MFRR	97	25	SQPW	90
6	AC	90	16	MBS	83	26	SAR	90
7	AS	87	17	MD	90	27	VM	87
8	CZH	87	18	NCD	90			
9	CAA	90	19	NSA	90			
10	DP	87	20	NA	83			
<b>Total score</b>				2385				
<b>Average</b>				88.33				

Source: Taken on 'The Post-Test II at April, 30th 2024.

After the treatment, the students could develop their vocabularies, it saw from the result score of Post-Test II, the highest score was 97, while the average score in VII D graders was 88.33. Based on the standard of KKM (Minimum Mastery Criteria), there were 27 students that passed the exam with score 77 or more. It means that cycle II was successful.

**Table XI****The Students' Activity in Cycle 2**

No.	Name	Score of The Students' Activity	Percentages
1	AP	3	80%
2	AFM	3	80%
3	APD	3	80%
4	AW	3	80%
5	AA	3	80%
6	AC	3	80%
7	AS	3	80%
8	CZH	3	80%
9	CAA	3	80%
10	DP	3	80%
11	EL	3	80%
12	ECE	4	100%
13	LP	3	80%
14	MRJP	2	60%



<b>15</b>	MFRR	2	60%
<b>16</b>	MBS	2	60%
<b>17</b>	MD	2	60%
<b>18</b>	NCD	4	100%
<b>19</b>	NSA	3	80%
<b>20</b>	NA	3	80%
<b>21</b>	OG	1	40%
<b>22</b>	RAP	3	80%
<b>23</b>	SBA	3	80%
<b>24</b>	SAP	3	80%
<b>25</b>	SQPW	3	80%
<b>26</b>	SAR	3	80%
<b>27</b>	VM	4	100%
Total score		78	

### c) Observing

In order to get information on the learning process, the researcher conducted observation in cycle II of learning to obtain information on the learning process. The "Follow the Footprints Games" were used to illustrate the content. Only 20 out of 27 students achieved a score higher than 77 on the Post-Test I. At the first meeting of cycle II, the students showed signs of activity and enthusiasm in the teaching and learning process. In cycle II's Post-Test II, 27 students scored 77 or above.

### d) Reflecting

From the observation of the learning process in cycle II, it is possible to conclude that the use of "Follow the Footprints Games" in the learning process for vocabulary mastering demonstrates an effective qualification. This success is due researcher have revised and improved teaching and learning process in cycle II.

In cycle II, the students more active, more eager to express their ideas

and interesting vocabulary with what has been instructed by the teacher, the students more motivated in learning English.

## B. Interpretation

### 1. Cycle 1

**Table XII**  
**The students score at cycle 1**

No.	Name	Pre-test	Post-test I	Increasing	explanation
1	AP	50	50	0	Constant
2	AFM	50	87	37	Increased
3	APD	50	83	33	Increased
4	AW	57	70	13	Increased
5	AA	77	87	10	Increased
6	AC	50	83	33	Increased
7	AS	100	100	0	Constant
8	CZH	90	90	0	Constant
9	CAA	57	87	30	Increased
10	DP	50	83	33	Increased
11	EL	57	80	23	Increased
12	ECE	77	87	10	Increased
13	LP	73	70	-3	Decreased
14	MRJP	63	70	7	Increased
15	MFRR	67	77	10	Increased
16	MBS	57	70	13	Increased
17	MD	70	67	-3	Decreased
18	NCD	97	83	-14	Decreased
19	NSA	90	90	0	Constant
20	NA	63	50	-13	Decreased
21	OG	50	83	33	Increased
22	RAP	57	83	26	Increased
23	SBA	50	87	37	Increased
24	SAP	87	87	0	Constant
25	SQPW	70	87	17	Increased
26	SAR	93	83	-10	Decreased
27	VM	57	80	23	Increased
<b>Total</b>		1809	2154		
<b>Average</b>		67	79.77		

Pre-test and post-test were conducted independently in this research.

The goal is to determine student proficiency both before and after treatment.

It is known that the student result score increased based on the Pre-Test and Post-Test results. It is evident from the average of 67 to 79.77.

## 2. Cycle 2

**Table XIII**

**The students score at cycle 2**

No.	Name	Post-test I	Post-test II	Increasing	Explanation
1	AP	50	97	47	Increased
2	AFM	87	87	0	Constant
3	APD	83	87	4	Increased
4	AW	70	90	20	Increased
5	AA	87	83	-4	Decreased
6	AC	83	90	7	Increased
7	AS	100	87	-13	Decreased
8	CZH	90	87	-3	Decreased
9	CAA	87	90	3	Increased
10	DP	83	87	4	Increased
11	EL	80	87	7	Increased
12	ECE	87	87	0	Constant
13	LP	70	93	23	Increased
14	MRJP	70	93	23	Increased
15	MFRR	77	97	20	Increased
16	MBS	70	83	13	Increased
17	MD	67	90	23	Increased
18	NCD	83	90	7	Increased
19	NSA	90	90	0	Constant
20	NA	50	83	33	Increased
21	OG	83	83	0	Constant
22	RAP	83	83	0	Constant
23	SBA	87	87	0	Constant
24	SAP	87	87	0	Constant
25	SQPW	87	90	3	Increased
26	SAR	83	90	7	Increased
27	VM	80	87	7	Increased
<b>Total</b>		2154	2385		
<b>Average</b>		79.77	88.33		

Based on the results from the post-test in cycle I and the post-test in cycle II, it can be concluded that the effectiveness of the 'Follow the Footprints Game' in enhancing students' vocabulary mastery is evident. Students find it easier to remember the vocabulary, and there is consistent attendance from all students throughout the duration of the treatments.

Students are comfortable in the classroom during learning. They have the capacity to comprehend and positively embrace new information. In cycle II, students' scores increased from becomes. It indicates that students are capable of reaching the target value determined by KKM (Minimum Mastery Criteria).

### 3. Cycle 1 and cycle 2

**Table XIV**

**Cycle 1 and Cycle 2**

No.	Name	Pre-test	Post-test I	Post-test II	Explanation
1	AP	50	50	97	Increased
2	AFM	50	87	87	Increased
3	APD	50	83	87	Increased
4	AW	57	70	90	Increased
5	AA	77	87	83	Increased
6	AC	50	83	90	Increased
7	AS	100	100	87	Decreased
8	CZH	90	90	87	Decreased
9	CAA	57	87	90	Increased
10	DP	50	83	87	Increased
11	EL	57	80	87	Increased
12	ECE	77	87	87	Increased
13	LP	73	70	93	Increased
14	MRJP	63	70	93	Increased
15	MFRR	67	77	97	Increased
16	MBS	57	70	83	Increased
17	MD	70	67	90	Increased
18	NCD	97	83	90	Decreased
19	NSA	90	90	90	Constant
20	NA	63	50	83	Increased
21	OG	50	83	83	Increased

22	RAP	57	83	83	Increased
23	SBA	50	87	87	Increased
24	SAP	87	87	87	Decreased
25	SQPW	70	87	90	Increased
26	SAR	93	83	90	Increased
27	VM	57	80	87	Increased
<b>Total</b>		1809	2154	2385	
<b>Average</b>		67	79.77	88.33	

It is evident from the rise in each cycle that employing "Follow the Footprints Games" to help students master vocabulary may help them become more proficient vocabulary masters. The students are motivated to apply the knowledge they have gained from cycle I to cycle II, and they comprehend the subject matter. For a clear explanation, the student's vocabulary has grown; the graph below shows that scores have improved every cycle:

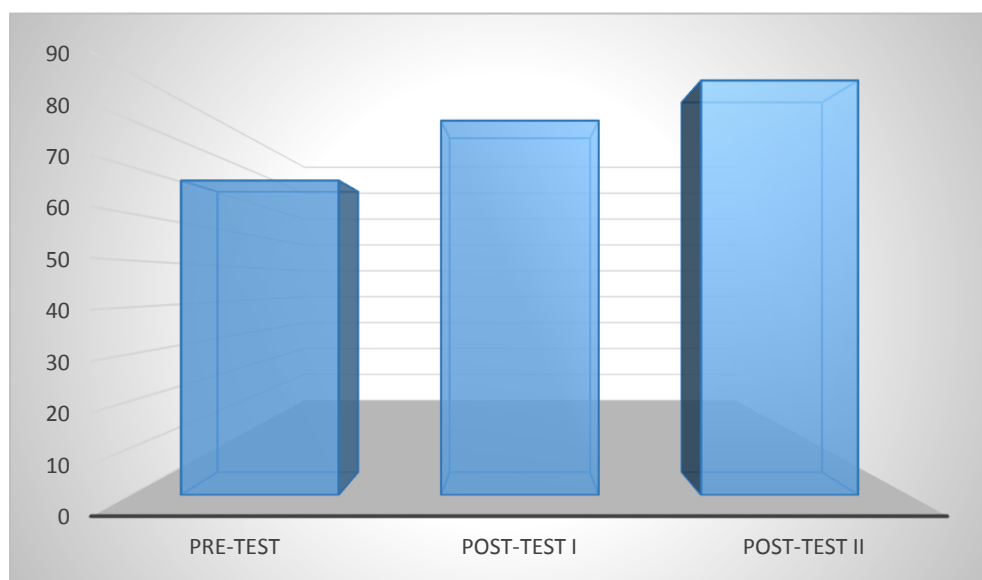


Figure 1: Graphic of increasing students' vocabulary mastery score.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After conducting the research and analyzing all of the data related to the seventh-grade students at SMP Negeri 3 Metro's acquiring English vocabulary through the use of the "Follow the Footprints Games", the researcher comes to the following conclusion:

1. A game is one of the resources that may be used to teach students English vocabulary. They can learn vocabulary through the game.
2. Students' interest in studying English was sparked by the engaging teaching method of teaching vocabulary in English through the "Follow the Footprints Games." The students enjoyed the lessons despite the challenges they faced. They demonstrated their curiosity by eagerly participating in every activity throughout the instruction and learning process.

#### C. Suggestion

From the result the research, the researcher would like to give some suggestion as follows:

1. The teacher should be capable of identifying and selecting effective teaching materials, one such tool is the 'Follow the Footprints Game,' which has been shown to be suitable for teaching vocabulary.

2. The teacher should prepare a lesson plan to ensure the teaching and learning process runs smoothly. For instance, the teacher can select appropriate media, such as footprints, relevant to the topic.
3. The teacher should serve as a good model for students when they forget how to pronounce a word or its meaning correctly.

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# APPENDICES



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Nomor : 381/I.12.3/SMP.3/12/2023  
Lampiran : -  
Perihal : Penelitian

Kepada  
Yth : Ketua Jurusan IAIN Metro  
Di -  
**Tempat**

Berdasarkan surat dari Institut Agama Islam Negeri Metro Nomor : B-4445/In.28/J/TL.01/09/2023 tanggal, 12 September 2023 tentang Izin Prasurvey, sebagai berikut :

No	Nama	NIM	Jurusan
1	Rahmat Ilham	2001051031	Tadris Bahasa Inggris

Telah melaksanakan Prasurey di SMP Negeri 3 Metro.

Demikian surat ini kami sampaikan agar dapat dipergunakan sebagaimana mestinya, atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Metro, 29 Desember 2023  
Kepala SMP Negeri 3 Metro  
  
Lusi Andriyani, S.E.M.Pd.I  
NIP. 19740829 200604 2 008



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Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	20/02/ 2024		1. Buat instrument blueprint 2. Instrument blue print harus didisaini pada Bab II 3. Ujikan: - Adverb - Adjective - Noun - Verb - Preposition - Pronoun 4. Menentukan Keperensi Ukuran setiap vocabulary Unit	

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No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	23/02 2014		<del>100/10</del> Research Inggument is okay you can go and collect your research data.	

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Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Selasa 4/6 2024		Chapter 10 - Mechanical aspects - Menyajikan jawaban terhadap pertanyaan tersebut. - Please revise soon - Tense → Past tense - Grammar stuff - Next meeting I will check your understanding.	

Mengetahui  
Ketua Jurusan TBI



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KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Rahmat Ilham  
NPM : 2001051031

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Jumat 7/6/2024		- Chapter IV has been revised accordingly - still Chapter IV	

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No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Selasa 11/6/2024		Chapter V Mechanical Change writer Into researcher  Reference Change Nation → City  I need to see the whole documents Cover - appendix —	

Mengetahui  
Ketua Jurusan TBI



Dr. Much Dedyatur M.Pd.B.I.  
NIP. 1985030820015031006

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Prof. Dr. Dedi Irwansyah, M.Hum.  
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Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu 12/6/ 2024		- Cover (IAIN) - Abstract - tenses → Appendix Picture Caption <hr/> all is good	
	Kamis 13/6/ 2024		- extend - Restrict - merely - approval - acquire Please come back next Tuesday	not ready yet for Munagorah

Mengetahui  
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NIP. 198803082015031006

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Nama : Rahmat Ilham  
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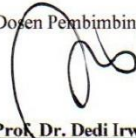
Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu 19/06/ 2024		Ace for Munayyeds  The student has mastered his own Undergraduate thesis.	

Mengetahui  
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Dosen Pembimbing

  
**Prof. Dr. Dedi Irwansyah, M.Hum.**  
NIP. 19791223 200604 1 001

**MODUL AJAR  
KURIKULUM MERDEKA  
BAHASA INGGRIS SMP KELAS 7**

<b>INFORMASI UMUM</b>	
<b>A. IDENTITAS MODUL</b>	
Penyusun	: Rahmat Ilham
Instansi	: SMPN 3 Metro
Tahun Penyusunan	: 2023
Jenjang Sekolah	: SMP
Mata Pelajaran	: Bahasa Inggris
Fase / Kelas	: D / 7
Tema	: Vocabulary
Alokasi Waktu	: 6 Pertemuan (8 JP)
<b>B. KOMPETENSI AWAL</b>	
<ul style="list-style-type: none"> <li>▪ Peserta didik dapat memahami mengenai kosakata bahasa Inggris yang mereka dapati.</li> <li>▪ Peserta didik dapat mengucapkan kosakata bahasa Inggris yang baru dikenali.</li> <li>▪ Peserta didik dapat membedakan di antara kosakata bahasa Inggris tersebut dan dapat menggunakannya.</li> </ul>	
<b>C. PROFIL PELAJAR PANCASILA</b>	
<ul style="list-style-type: none"> <li>▪ Mandiri;</li> <li>▪ Bernalar kritis;</li> <li>▪ Kreatif;</li> </ul>	
<b>D. SARANA DAN PRASARANA</b>	
<ul style="list-style-type: none"> <li>▪ Lembar kerja siswa</li> </ul>	
<b>E. TARGET PESERTA DIDIK</b>	
<ul style="list-style-type: none"> <li>▪ Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.</li> <li>▪ Peserta didik dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir tinggi (HOTS), dan memiliki keterampilan memimpin</li> </ul>	
<b>F. JUMLAH PESERTA DIDIK</b>	
<ul style="list-style-type: none"> <li>▪ 32 Peserta didik.</li> </ul>	
<b>G. MODEL PEMBELAJARAN</b>	
<ul style="list-style-type: none"> <li>▪ Model pembelajaran tatap muka.</li> </ul>	
<b>KOMPONEN INTI</b>	
<b>A. TUJUAN KEGIATAN PEMBELAJARAN</b>	

**Alur Konten Capaian Pembelajaran :**

- Mengadakan pembelajaran untuk siswa kelas 7.
- Memberikan soal bahasa inggris dengan jumlah 30.
- Menanyakan kepada peserta didik tentang soal yang telah diberikan.

**Tujuan Pembelajaran :**

- Melalui kegiatan pembelajaran ini, peserta didik dapat menemukan kosakata bahasa inggris dalam soal yang mereka kerjakan.
- Melalui kegiatan pembelajaran ini, peserta didik dapat menggunakan kosakata baru.

**B. PEMAHAMAN BERMAKNA**

- Meningkatkan rasa ingin tahu siswa tentang kosakata bahasa inggris baru yang mereka temui.
- Meningkatkan kemampuan siswa tentang membaca dan mengucapkan kosakata yang panjang (tiga suku kata atau lebih) menggunakan kosakata bahasa inggris baru yang mereka temui; dan
- Meningkatkan kemampuan siswa tentang menulis menggunakan kosakata bahasa inggris yang mereka temui.

**C. PERTANYAAN PEMANTIK**

- Apa yang kalian lakukan untuk berinteraksi dengan kosakata bahasa Inggris yang baru kalian temui?

**D. PERSIAPAN BELAJAR**

- Kegiatan pembelajaran dimulai dengan tanya jawab dan ice breaking.

**E. KEGIATAN PEMBELAJARAN****PERTEMUAN 1****Kegiatan pendahuluan :**

1. Berdo'a kepada Tuhan Yang Maha Esa bersama, lanjut salam semangat dan slogan kelas.
2. Guru menyapa siswa dan berbincang dengan mereka sebentar. Guru melakukan absensi dan menanyakan kabar siswa.
3. Memberikan motivasi tentang pembelajaran hari ini.
4. Guru menjelaskan pembelajaran yang akan dilakukan hari ini.

**Kegiatan inti :**

1. Guru memberikan lembar kerja siswa yang berisi 30 soal yang berkaitan dengan kosakata bahasa inggris.
2. Guru mengingatkan siswa agar dengan teliti mengisi identitas pada lembar kerja yang telah dibagikan.
3. Guru mengawasi siswa agar mereka mengerjakan soal dengan mandiri.
4. Tak lupa guru berkeliling sembari mengawasi tiap siswa.
5. Waktu pengerjaan soal selama satu jam pelajaran.
6. Setelah selesai, tiap siswa wajib mengumpulkan lembar kerja telah mereka kerjakan.

**Kegiatan penutup :**

1. Guru merefleksikan kegiatan pembelajaran hari ini.
2. Do'a penutup.

**PERTEMUAN 2**

**Kegiatan pendahuluan :**

1. Berdo'a kepada Tuhan Yang Maha Esa bersama, lanjut salam semangat dan slogan kelas.
2. Guru menyapa siswa dan berbincang dengan mereka sebentar. Guru melakukan absensi dan menanyakan kabar siswa.
3. Memberikan motivasi tentang pembelajaran hari ini.
4. Guru menjelaskan pembelajaran yang akan dilakukan hari ini.

**Kegiatan inti :**

7. Guru menjelaskan permainan bahasa Inggris yang akan dilakukan.
8. Guru membagi para siswa menjadi beberapa orang yang akan mengikuti permainan bahasa Inggris yang telah dijelaskan.
9. Guru mengawasi siswa agar mereka bermain sesuai dengan peraturan yang telah dijelaskan.
10. Tak lupa guru berkeliling sembari mengawasi tiap siswa.
11. Waktu permainan ditentukan dengan kecepatan setiap lima orang dalam satu kali permainan, apabila kelompok bermain pertama selesai dengan cepat maka akan segera digantikan kelompok bermain berikutnya.
12. Setelah selesai kelompok bermain dengan satu orang pemenang, maka setiap orang pemenang tersebut akan disatukan kembali dalam permainan untuk mencari tiga orang juara.

**Kegiatan penutup :**

1. Guru merefleksikan kegiatan pembelajaran hari ini.
2. Do'a penutup.

**PERTEMUAN 3****Kegiatan pendahuluan :**

1. Berdo'a kepada Tuhan Yang Maha Esa bersama, lanjut salam semangat dan slogan kelas.
2. Guru menyapa siswa dan berbincang dengan mereka sebentar. Guru melakukan absensi dan menanyakan kabar siswa.
3. Memberikan motivasi tentang pembelajaran hari ini.
4. Guru menjelaskan pembelajaran yang akan dilakukan hari ini.

**Kegiatan inti :**

1. Guru memberikan lembar kerja siswa yang berisi 30 soal yang berkaitan dengan kosakata bahasa Inggris.
2. Guru mengingatkan siswa agar dengan teliti mengisi identitas pada lembar kerja yang telah dibagikan.
3. Guru mengawasi siswa agar mereka mengerjakan soal dengan mandiri.
4. Tak lupa guru berkeliling sembari mengawasi tiap siswa.
5. Waktu pengerjaan soal selama satu jam pelajaran.
6. Setelah selesai, tiap siswa wajib mengumpulkan lembar kerja telah mereka kerjakan.

**Kegiatan penutup :**

1. Guru merefleksikan kegiatan pembelajaran hari ini.
2. Do'a penutup.

**PERTEMUAN 4****Kegiatan pendahuluan :**

1. Berdo'a kepada Tuhan Yang Maha Esa bersama, lanjut salam semangat dan slogan kelas.
2. Guru menyapa siswa dan berbincang dengan mereka sebentar.

- Guru melakukan absensi dan menanyakan kabar siswa.
3. Memberikan motivasi tentang pembelajaran hari ini.
  4. Guru menjelaskan pembelajaran yang akan dilakukan hari ini.

**Kegiatan inti :**

1. Guru memberikan lembar kerja siswa yang berisi 30 soal yang berkaitan dengan kosakata bahasa Inggris.
2. Guru mengingatkan siswa agar dengan teliti mengisi identitas pada lembar kerja yang telah dibagikan.
3. Guru mengawasi siswa agar mereka mengerjakan soal dengan mandiri.
4. Tak lupa guru berkeliling sembari mengawasi tiap siswa.
5. Waktu pengerjaan soal selama satu jam pelajaran.
6. Setelah selesai, tiap siswa wajib mengumpulkan lembar kerja telah mereka kerjakan.

**Kegiatan penutup :**

1. Guru merefleksikan kegiatan pembelajaran hari ini.
2. Do'a penutup.

**PERTEMUAN 5**

**Kegiatan pendahuluan :**

1. Berdo'a kepada Tuhan Yang Maha Esa bersama, lanjut salam semangat dan slogan kelas.
2. Guru menyapa siswa dan berbincang dengan mereka sebentar. Guru melakukan absensi dan menanyakan kabar siswa.
3. Memberikan motivasi tentang pembelajaran hari ini.
4. Guru menjelaskan pembelajaran yang akan dilakukan hari ini.

**Kegiatan inti :**

1. Guru menjelaskan permainan bahasa Inggris yang akan dilakukan.
2. Guru membagi para siswa menjadi beberapa orang yang akan mengikuti permainan bahasa Inggris yang telah dijelaskan.
3. Guru mengawasi siswa agar mereka bermain sesuai dengan peraturan yang telah dijelaskan.
4. Tak lupa guru berkeliling sembari mengawasi tiap siswa.
5. Waktu permainan ditentukan dengan kecepatan setiap lima orang dalam satu kali permainan, apabila kelompok bermain pertama selesai dengan cepat maka akan segera digantikan kelompok bermain berikutnya.
6. Setelah selesai kelompok bermain dengan satu orang pemenang, maka setiap orang pemenang tersebut akan disatukan kembali dalam permainan untuk mencari tiga orang juara.

**Kegiatan penutup :**

1. Guru merefleksikan kegiatan pembelajaran hari ini.
2. Do'a penutup.

**F. ASESMEN / PENILAIAN**

Jumlah soal	Jumlah benar	Nilai	Huruf
30	24-30	80-100	A
	20-23	66,66-79	B
	15-19	50-65	C
	0-10	0-50	D

**LAMPIRAN**

**LEMBAR KERJA SISWA**

**Student Worksheet (Pre-Test)****Name** :**Date** :**Number** :**Class** :

**You have to choose the best answer for each question from the alternatives given.**

1. Erika is smart student. She does the English test so ....
  - a. wrongly
  - b. easily
  - c. hardly
  - d. finally
2. Diana lives in Indonesia ... a year ago.
  - a. since
  - b. for
  - c. from
  - d. how
3. My grandma is sick, she stand ...
  - a. slowly
  - b. differently
  - c. quickly
  - d. definitely
4. Lukas is late for school, he runs ... to the school gate.
  - a. quickly
  - b. wrongly
  - c. fully
  - d. slowly
5. How ... do you go there?
  - a. once
  - b. never
  - c. often
  - d. always
6. Rudi is very ... even though he got the top mark on the test.
  - a. humble
  - b. rude
  - c. funny
  - d. brave
7. He looks bad tempered, but he is ... at heart.
  - a. kind
  - b. angry
  - c. cruel
  - d. rude
8. This device will through GPS and will be ... in detecting a person at any location.
  - a. helpful
  - b. diligent
  - c. stupid

- d. slow
9. My mother always make us ... food for our breakfast.
- salty
  - sour
  - tasteless
  - delicious
10. Mom : Don't read a book in the ... room, dear. It is not good for your eyes.  
Mira : Alright Mom.
- light
  - bright
  - dark
  - narrow
11. We need ... to bring our school books.
- uniform
  - bag
  - pencil case
  - wallet
12. Before entering someone's house, we must ... on the door.
- cry
  - scream
  - hit
  - knock
13. Will you go with me to the ... to watch a movie?
- stadium
  - cinema
  - hospital
  - theater
14. We buy a book in a ....
- supermarket
  - fruit stall
  - bookstore
  - music studio
15. ...is the place for students to study.
- Library
  - Classroom
  - Teacher's office
  - School canteen
16. ...you speak English?
- Can
  - Is
  - Have
  - Had
17. I usually ... a shower in the morning.
- had
  - put



- c. have
  - d. give
18. She ... at school today.
- a. do not be
  - b. are not
  - c. is not
  - d. have not
19. I did not ... the answer to the last test question yesterday.
- a. know
  - b. knew
  - c. knows
  - d. known
20. A : Is your father sitting down ?  
B : No, ...
- a. Not
  - b. He Does Not
  - c. He Is Not
  - d. I Do Not
21. This animal has four legs, we often drink their milk. This animal is ...
- a. crocodile
  - b. donkey
  - c. cow
  - d. kangaroo
22. This animal usually lives in the savanna or meadow and has a black and white pattern on its body. This animal is ...
- a. giraffe
  - b. zebra
  - c. deer
  - d. camel
23. These animals are considered amphibians because they are live on land and in water. They like to eat insects. This animal is ....
- a. frog
  - b. grasshopper
  - c. mosquito
  - d. snake
24. Lions and eagles love to eat ....
- a. fruit
  - b. grass
  - c. meat
  - d. egg
25. The animals which have long neck are ....
- a. crocodile
  - b. snake
  - c. tiger
  - d. giraffe

26. Which of the following is a fruit?
  - a. Carrot
  - b. Tomato
  - c. Broccoli
  - d. Lettuce
27. Which fruit is yellow and has a curved shape?
  - a. Apple
  - b. Banana
  - c. Grapes
  - d. Coconut
28. Which fruit is small, orange and can be peeled?
  - a. Kiwi
  - b. Orange
  - c. Lemon
  - d. Snake fruit
29. Which fruit is green and can be sliced into small pieces?
  - a. Pineapple
  - b. Mango
  - c. Kiwi
  - d. Jackfruit
30. Which fruit is red and round and grows on a vine?
  - a. Watermelon
  - b. Strawberry
  - c. Orange
  - d. Apple

**Student Worksheet (Post-Test)**

**Name** :

**Date:**

**Number** :

**Class** :

**Cross out the word. Then add one more.**

1. wrongly - easily - hardly- me - ....
2. since - for – from – jealous - ....
3. slowly – kiwi - quickly - definitely - ....
4. quickly - wrongly - monkey - slowly - ....
5. notebook - never - often - always - ....
6. table - rude - funny – brave - ....
7. kind - angry – cruel – miguel - ....
8. bring – diligent – stupid – slow - ....
9. salty - sour – foot - delicious - ....
10. light - ball - dark - narrow - ....
11. shawty – bag - pencil case- wallet - ....
12. cry – scream – hit – big - ....
13. stadium – cinema – ambulance – theater - ....
14. sound – fruit stall – bookstore - music studio - ....
15. library – keyboard - teacher’s office - school canteen - ....
16. read – go – walk – beautiful - ....
17. school – put - write – give - ....
18. listen – speak - shawty - eat - ....
19. know – yellow - knows – known - ....
20. notebook - sing- run – cut - ....

21. crocodile - being - cow - kangaroo - ....
22. surfing – zebra – deer - camel - ....
23. frog - grasshopper - mosquito – paper - ....
24. fruit – grass - meat – buffalo - ....
25. mexico - snake - tiger - giraffe - ....
26. carrot - store – broccoli - lettuce - ....
27. apple – banana – shoes - coconut - ....
28. hat – orange – lemon - snake fruit - ....
29. pineapple - mango - kiwi - cow - ....
30. watermelon – romeo – orange - apple - ....

**Guru Bahasa Inggris**

**Metro, 2024**  
**Mahasiswa / Peneliti**

**Fadly Prayoga, S.Pd**

**Rahmat Ilham**

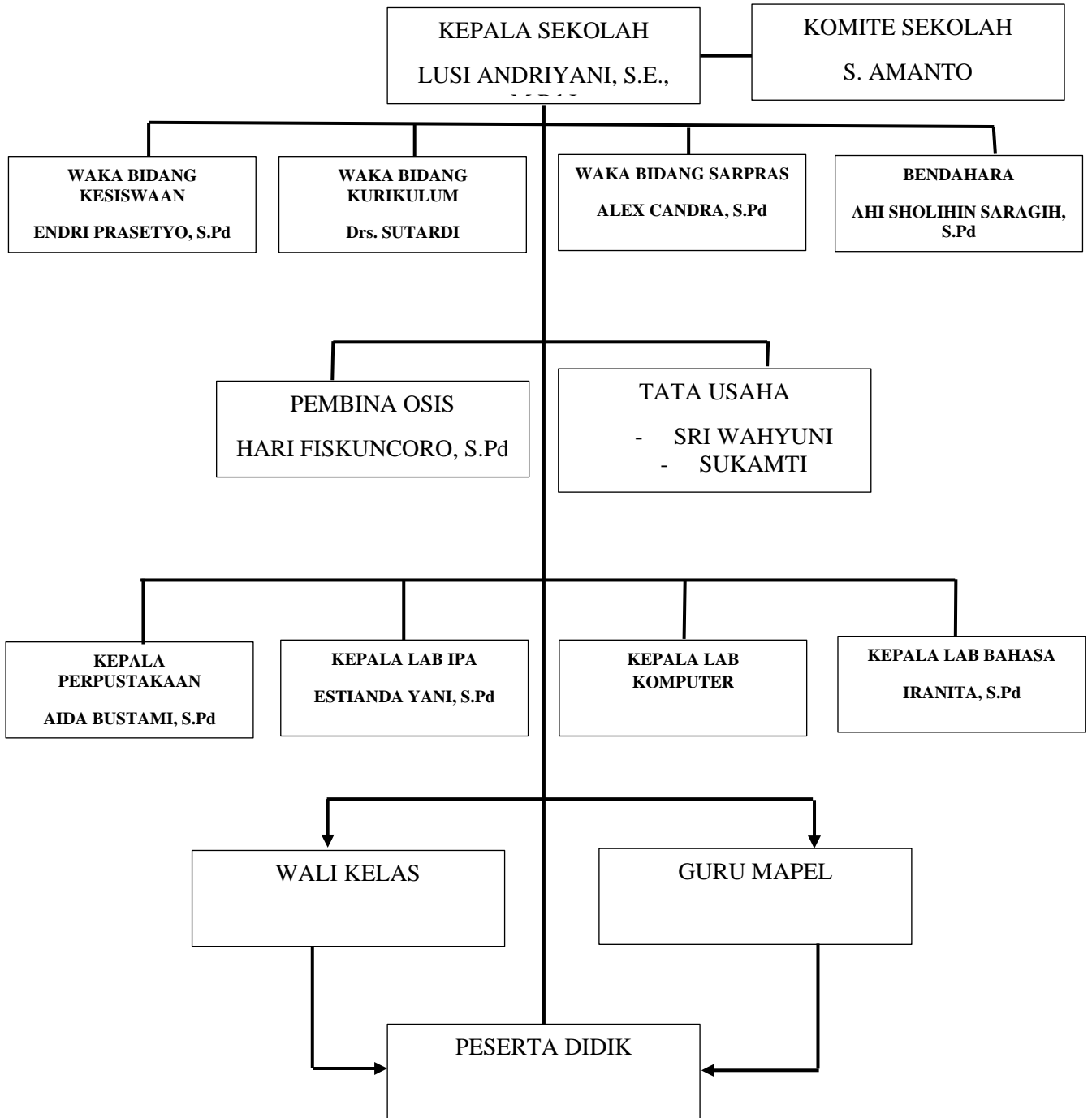
**Mengetahui**  
**Kepala Sekolah SMP Negeri 3 Metro**

**Lusi Andriyani, S.E, M.Pd.I**  
**NIP. 197408292006042008**

### PROFILES OF SMP NEGERI 3 METRO

IDENTITAS SEKOLAH		
1	NAMA SEKOLAH	SMP NEGERI 3 METRO
2	NPSN	1080703
3	JENJANG PENDIDIKAN	SMP
4	STATUS SEKOLAH	NEGERI
5	ALAMAT SEKOLAH	JL. LETJEND. AR. PRAWIRANEGARA NO. 1 METRO
	RT/RW	1/1
	KODE POS	34111
	KELURAHAN	METRO
	KECAMATAN	METRO PUSAT
	KABUPATEN/KOTA	KOTA METRO
	PROVINSI	LAMPUNG
	NEGARA	INDONESIA
6	POSISI GEOGRAFIS	-5.1168083 LINTANG 105.30764 BUJUR
KONTAK SEKOLAH		
1	NOMOR TELEPON	072541829
2	NOMOR FAX	0
3	EMAIL	SMPN3KOMET@GMAIL.COM
DATA PELENGKAP		
1	SK PENDIRIAN SEKOLAH	030/8/1979
2	TANGGAL SK PENDIRIAN	1979-02-17
3	STATUS KEPEMILIKAN	Pemerintah daerah
4	SK IZIN OPERASIONAL	030/131/1979
5	TANGGAL SK IZIN OPERASIONAL	1979-02-17
6	KEBUTUHAN KHUSUS DILAYANI	
7	NOMOR REKENING	381.03.04.02783.0
8	NAMA BANK	Bank Lampung
9	CABANG KCP/UNIT	METRO
10	REKENING ATAS NAMA	SMP NEGERI 3 METRO
11	MBS	YA
12	MEMUNGUT IURAN	TIDAK
13	NOMINAL/SISWA	0
14	NAMA WAJIB PAJAK	
15	NPWP	002876860321000

## ORGANIZATION STRUCTURE OF SMP NEGERI 3 METRO



## INSTRUMENT BLUEPRINT

### VOCABULARY TEST

<b>N O.</b>	<b>VOCABUL ARY UNIT</b>	<b>NUMBE R OF ITEMS (PRE- TEST)</b>	<b>TOT AL</b>	<b>TYP E OF TES T</b>	<b>ANSW ER KEY (PRE- TEST)</b>	<b>REFEREN CES</b>
<b>1</b>	Adverb	1,2,3,4,5	30	Multi ple choic es	b, a, a, a, c	Marcella Frank, 1972.
<b>2</b>	Adjective	6,7,8,9,10			a, a, a, d, c	Marcella Frank, 1972.
<b>3</b>	Noun	11,12,13,1 4,15			b, d, b, c,	Marcella Frank, 1972.
<b>4</b>	Verb	16,17,18,1 9,20			a, c, c, a, c	Marcella Frank, 1972.
<b>5</b>	Animal	21,22,23,2 4,25			c, b, a, c, d	Djalinus Syah and Azimar Enong, 2002.
<b>6</b>	Fruit	26,27,28,2 9,30			b, b, b, c, b	Djalinus Syah and Azimar Enong, 2002.

**Name** :

**Date:**

**Number** :

**Class** :

**You have to choose the best answer for each question from the alternatives given.**

1. Erika is smart student. She does the English test so ...
  - a. wrongly
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  - b. for
  - c. from
  - d. how
3. My grandma is sick, she stand ...
  - a. slowly
  - b. differently
  - c. quickly
  - d. definitely
4. Lukas is late for school, he runs ... to the school gate.
  - a. quickly
  - b. wrongly
  - c. fully
  - d. slowly
5. How ... often do you go there?
  - a. once
  - b. never
  - c. often
  - d. always
6. Rudi is very ... even though he got the top mark on the test.
  - a. humble
  - b. rude
  - c. funny
  - d. brave
7. He looks bad tempered, but he is ... at heart.
  - a. kind
  - b. angry
  - c. cruel
  - d. rude



8. This device will through GPS and will be ... in detecting a person at any location.
- helpful
  - diligent
  - stupid
  - slow
9. My mother always make us ... food for our breakfast.
- salty
  - sour
  - tasteless
  - delicious
10. Mom : Don't read a book in the ... room, dear. It is not good for your eyes.  
Mira : Alright Mom.
- light
  - bright
  - dark
  - narrow
11. We need ... to bring our school books.
- uniform
  - bag
  - pencil case
  - wallet
12. Before entering someone's house, we must ... on the door.
- cry
  - scream
  - hit
  - knock
13. Will you go with me to the ... to watch a movie?
- stadium
  - cinema
  - hospital
  - theater
14. We buy a book in a ....
- supermarket
  - fruit stall
  - bookstore
  - music studio
15. ... is the place for students to study.
- Library
  - Classroom
  - Teacher's office
  - School canteen

16. ... you speak English ?
- can
  - is
  - have
  - had
17. I usually ... a shower in the morning.
- had
  - put
  - have
  - give
18. She .... at school today.
- do not be
  - are not
  - is not
  - have not
19. I did not ... the answer to the last test question yesterday.
- know
  - knew
  - knows
  - known
20. A : Is your father sitting down ?  
B : No, ...
- Not
  - he does not
  - he is not
  - I do not
21. This animal has four legs, we often drink their milk. This animal is ...
- crocodile
  - donkey
  - cow
  - kangaroo
22. This animal usually lives in the savanna or meadow and has a black and white pattern on its body. This animal is ...
- giraffe
  - zebra
  - deer
  - camel
23. These animals are considered amphibians because they are live on land and in water. They like to eat insects. This animal is ...
- Frog
  - Grasshopper
  - Mosquito
  - Snake
24. Lions and eagles love to eat ...
- Fruit

- b. Grass
  - c. Meat
  - d. Egg
25. The animals which have long neck are ...
- a. Crocodile
  - b. Snake
  - c. Tiger
  - d. Giraffe
26. Which of the following is a fruit?
- a. Carrot
  - b. Tomato
  - c. Broccoli
  - d. Lettuce
27. Which fruit is yellow and has a curved shape?
- a. Apple
  - b. Banana
  - c. Grapes
  - d. Coconut
28. Which fruit is small, orange and can be peeled?
- a. Kiwi
  - b. Orange
  - c. Lemon
  - d. Snake fruit
29. Which fruit is green and can be sliced into small pieces?
- a. Pineapple
  - b. Mango
  - c. Kiwi
  - d. Jackfruit
30. Which fruit is red and round and grows on a vine?
- a. Watermelon
  - b. Strawberry
  - c. Orange
  - d. Apple

**INSTRUMENT BLUEPRINT**

**VOCABULARY TEST**

<b>N O.</b>	<b>VOCABUL ARY UNIT</b>	<b>NUMBE R OF ITEMS (POST- TEST)</b>	<b>TOT AL</b>	<b>TYPE OF TEST</b>	<b>ANSW ER KEY (POST - TEST)</b>	<b>REFEREN CES</b>
<b>1</b>	Adverb	1,2,3,4,5	30	crossw ord		Marcella Frank, 1972.
<b>2</b>	Adjective	6,7,8,9,10				Marcella Frank, 1972.
<b>3</b>	Noun	11,12,13,14,15				Marcella Frank, 1972.
<b>4</b>	Verb	16,17,18,19,20				Marcella Frank, 1972.
<b>5</b>	Animal	21,22,23,24,25				Djalinus Syah and Azimar Enong, 2002.
<b>6</b>	Fruit	26,27,28,29,30				Djalinus Syah and Azimar Enong, 2002.

## Student Worksheet

**Name** :

**Date:**

**Number** :

**Class** :

**Cross out the word. Then add one more.**

31. wrongly - easily - hardly- me - ....
32. since - for – from – jealous - ....
33. slowly – kiwi - quickly - definitely - ....
34. quickly - wrongly - monkey - slowly - ....
35. notebook - never - often - always - ....
36. table - rude - funny – brave - ....
37. kind - angry – cruel – miguel - ....
38. bring – diligent – stupid – slow - ....
39. salty - sour – foot - delicious - ....
40. light - ball - dark - narrow - ....
41. shawty – bag - pencil case- wallet - ....
42. cry – scream – hit – big - ....
43. stadium – cinema – ambulance – theater - ....
44. sound – fruit stall – bookstore - music studio - ....
45. library – keyboard - teacher’s office - school canteen - ....
46. read – go – walk – beautiful - ....
47. school – put - write – give - ....
48. listen – speak - shawty - eat - ....
49. know – yellow - knows – known - ...

50. notebook - sing- run – cut - ....
51. crocodile - being - cow - kangaroo - ....
52. surfing – zebra – deer - camel - ....
53. frog - grasshopper - mosquito – paper - ....
54. fruit – grass - meat – buffalo - ....
55. mexico - snake - tiger - giraffe - ....
56. carrot - store – broccoli - lettuce - ....
57. apple – banana – shoes - coconut - ....
58. hat – orange – lemon - snake fruit - ....
59. pineapple - mango - kiwi - cow - ....
60. watermelon – romeo – orange - apple - ....

## FIELD-NOTES

### Pre-test at VII D Class of SMP Negeri 3 Metro

<b>Length of activity: 35 minutes</b>	
<b>Descriptive notes</b>	<b>Reflective notes</b>
13:15 the session starts with praying then, the teacher makes an absence and asking the student about activity today.	The teacher tries to make students' take responsibility for their own learning.
13:25 the session starts and the teacher gives instructions how to do the student worksheet. Then the teacher shares the student worksheet.	Students showed attention and a greater sense of responsibility teachers' explanation.
10:05 the teacher asks students to collect the student worksheet. Then the teacher doing interview with several students.	

**Collaborator**

**Metro, 2024  
Researcher**

**Fadly Prayoga, S.Pd**

**Rahmat Ilham**

## FIELD-NOTES

Acting at VII D Class of SMP Negeri 3 Metro

Length of activity: 70 minutes	
Descriptive notes	Reflective notes
13:15 the session starts with praying then, the teacher makes an absence and asking the student about activity today.	The teacher tries to make students' take responsibility for their own learning.
13:25 the session starts and the teacher gives instructions how to do the "Follow the Footprints Games".	Students showed attention and a greater sense of responsibility teachers' explanation.
14:20 the teacher doing interview with several students.	

Collaborator

Metro,  
Researcher

2024

Fadly Prayoga, S.Pd

Rahmat Ilham



## FIELD-NOTES

Acting at VII D Class of SMP Negeri 3 Metro

Length of activity: 70 minutes	
Descriptive notes	Reflective notes
09:35 the session starts with praying then, the teacher makes an absence and asking the student about activity today.	The teacher tries to make students' take responsibility for their own learning.
09:45 the session starts and the teacher gives instructions how to do the "Follow the Footprints Games".	Students showed attention and a greater sense of responsibility teachers' explanation.
10:10-10:40 break the class.	
11:10 the teacher doing interview with several students.	

**Collaborator**

**Metro, 2024  
Researcher**

**Fadly Prayoga, S.Pd**

**Rahmat Ilham**

## Field-notes

### Post-test at VII D Class of SMP Negeri 3 Metro

<b>Length of activity: 35 minutes</b>	
<b>Descriptive notes</b>	<b>Reflective notes</b>
09:35 the session starts with praying then, the teacher makes an absence and asking the student about activity today.	The teacher tries to make students' take responsibility for their own learning.
09:45 the session starts and the teacher gives instructions how to do the student worksheet. Then the teacher shares the student worksheet.	Students showed attention and a greater sense of responsibility teachers' explanation.
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**Collaborator**

**Metro,  
Researcher**

**2024**

**Fadly Prayoga, S.Pd**

**Rahmat Ilham**

## Field-notes

### Post-test at VII D Class of SMP Negeri 3 Metro

<b>Length of activity: 35 minutes</b>	
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10:05 the teacher asks students to collect the student worksheet. Then the teacher doing interview with several students.	

**Collaborator**

**Metro,  
Researcher**

**2024**

**Fadly Prayoga, S.Pd**

**Rahmat Ilham**

## DOCUMENTATION CYCLE I



Source: Taken on 'The Pre-Test at March, 21<sup>th</sup> 2024.  
The teacher started the lesson by greeting and gave the information about material to students of VII-D class of SMP Negeri 3 Metro.



Source: Taken on Acting at March, 26<sup>th</sup> 2024.  
The teacher instructed and gave the information how to play 'Follow the Footprints Games' to students of VII-D class of SMP Negeri 3 Metro.



Source: Taken on 'The Post-Test I at March, 28<sup>th</sup> 2024.  
The teacher controlled the students of VII-D class of SMP Negeri 3 Metro.

## DOCUMENTATION CYCLE II



Source: Taken on acting at April, 23<sup>th</sup> 2024.  
The teacher instructed and gave the information how to play 'Follow the Footprints Games' to students of VII-D class of SMP Negeri 3 Metro.



Source: Taken on Acting at April, 23<sup>th</sup> 2024.  
The teacher instructed and gave the information how to play 'Follow the Footprints Games' to students of VII-D class of SMP Negeri 3 Metro.



Source: Taken on 'The Post-Test II at April, 30<sup>th</sup> 2024.  
The teacher controlled the students of VII-D class of SMP Negeri 3 Metro.

## RESEARCHER'S PERFORMANCE SHEET

### Cycle 1

No.	Aspects	Quality		Description
		Yes	No	
1	Prepare learning tools			
2	Using media during learning			
3	Convey learning objectives			
4	Link to previous material			
5	Involve students in the learning process			
6	Give students ice breaking in the learning process			
7	Give the students the opportunity to ask question			
8	Give time to complete the task			
9	Give appreciation to students			
10	Give the motivations			

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## RESEARCHER'S PERFORMANCE SHEET

### Cycle 2

No.	Aspects	Quality		Description
		Yes	No	
1	Prepare learning tools			
2	Using media during learning			
3	Convey learning objectives			
4	Link to previous material			
5	Involve students in the learning process			
6	Give students ice breaking in the learning process			
7	Give the students the opportunity to ask question			
8	Give time to complete the task			
9	Give appreciation to students			
10	Give the motivations			

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2/27/24, 2:31 PM

IZIN RESEARCH



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Lampiran :-  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMP NEGERI 3 METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1365/In.28/D.1/TL.01/02/2024, tanggal 27 Februari 2024 atas nama saudara:

Nama : **RAHMAT ILHAM**  
NPM : 2001051031  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP NEGERI 3 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 3 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING FOLLOW THE FOOTPRINTS GAMES TO INCREASE THE VOCABULARY MASTERY AMONG THE SEVENTH GRADERS AT SMP NEGERI 3 METRO".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 27 Februari 2024  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003





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Nomor : B-1328/In.28.1/J/TL.00/02/2024  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

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Dedi Irwansyah (Pembimbing 1)  
(Pembimbing 2)

di-  
Tempat  
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **RAHMAT ILHAM**  
NPM : 2001051031  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : USING FOLLOW THE FOOTPRINTS GAMES TO INCREASE THE VOCABULARY MASTERY AMONG THE SEVENTH GRADERS AT SMP NEGERI 3 METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Februari 2024  
Ketua Jurusan,



**Dr. Much Deiniatur M.Pd.B.I.**

NIP 19880308 201503 1 006

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Nama : RAHMAT ILHAM  
NPM : 2001051031  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 3 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING FOLLOW THE FOOTPRINTS GAMES TO INCREASE THE VOCABULARY MASTERY AMONG THE SEVENTH GRADERS AT SMP NEGERI 3 METRO".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 27 Februari 2024



Wakil Dekan Akademik dan Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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UNIT PERPUSTAKAAN**

**NPP: 1807062F0000001**

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**SURAT KETERANGAN BEBAS PUSTAKA**

**Nomor : P-385/In.28/S/U.1/OT.01/05/2024**

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NPM : 2001051031  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

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Metro, 27 Mei 2024  
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me. f  
NIP.19750505 200112 1 002



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**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

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NPM : 2001051031  
Prodi : Tadris Bahasa Inggris (TBI)

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Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 7 Juni 2024

Ketua Program Studi TBI



**Dr. Much Darniatu, M.Pd.B.I**  
NIP. 198803082015031006

AN UNDERGRADUATE THESIS  
USING 'FOLLOW THE  
FOOTPRINTS GAMES'  
TO INCREASE THE VOCABULARY  
MASTERY  
AMONG THE SEVENTH  
GRADERS  
AT SMP NEGERI 3 METRO

by RAHMAT ILHAM 2001051031

Submission date: 12-Jun-2024 11:02AM (UTC+0100)

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AN UNDERGRADUATE THESIS  
USING 'FOLLOW THE FOOTPRINTS GAMES'  
TO INCREASE THE VOCABULARY MASTERY  
AMONG THE SEVENTH GRADERS  
AT SMP NEGERI 3 METRO

By:

RAHMAT ILHAM  
STUDENT.ID. 2001051031



TARBIYAH AND TEACHER TRAINING FACULTY  
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## CURRICULUM VITAE



The researcher was born on October, 23<sup>th</sup>, 2001, in Metro City Lampung Province. He is the fourth son in his family. He has three brother. His father is Ridwan M.S, B.A. and his mother is Sunawati. He enrolled the elementary school of SD Negeri 1 Metro Pusat in 2007 and graduated in 2013. Then he attended the Junior High School 3 of Metro in 2013 and graduated in 2016. At the same year he went to the Senior High School 3 of Metro graduated in 2019. After that, he studied at IAIN Metro Lampung since 2020.