

AN UNDERGRADUTE THESIS

**THE USE OF PICTURE CUED TASK TECHNIQUE IN IMPROVING
READING COMPREHESION AMONG THE SEVENTH GRADERS IN
SMP SAINS QUR'AN MINHAJUTH THULLAB PEKALONGAN EAST
LAMPUNG**

By:

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**English Education Department
Tarbiyah and Teacher Training Faculty**

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

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SMP SAINS QUR'AN MINHAJUTH THULLAB PEKALONGAN EAST
LAMPUNG**

Presented as a partial fulfillment of the requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Study Program

BY:
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**STATE INSITUTE FOR ISLAMIC STUDIES OF METRO
1445/2024**



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APPROVAL PAGE

Title : THE USE OF PICTURE CUED TASK TECHNIQUE IN
IMPROVING READING COMPREHENSION AMONG
THE SEVENTH GRADERS IN SMP SAINS QUR'AN
MINHAJUTH THULLAB PEKALONGAN

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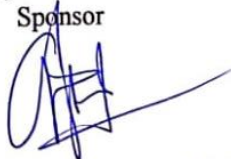
To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of
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NOTIFICATION LETTER

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To :
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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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

Wassalamu'alaikum Wr. Wb

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Bela Fransiska**

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Assalamu'alaikumWr.Wb.

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

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IMPROVING READING COMPREHENSION AMONG THE
SEVENTH GRADERS IN SMP SAINS QUR'AN MINHAJUTH
THULLAB PEKALONGAN

Sudah kami setuju dan dapat dimunaqsyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.



**Mengetahui,
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RATIFICATION PAGE

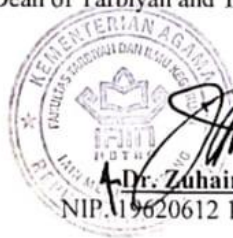
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An Undergraduate. thesis entitled: THE USE OF PICTURE CUED TASK TECHNIQUE IN IMPROVING READING COMPREHENSION AMONG THE SEVENTH GRADERS IN SMP SAINS QURAN MINHAJUTH THULLAB PEKALONGAN EAST LAMPUNG, Bela Fransiska, student number 1701070171, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Thursday, April 4th 2024 at 10.00 – 12.00 a.m.

BOARD OF EXAMINERS:

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**THE USE OF PICTURE CUED TASK TECHNIQUE IN IMPROVING
READING COMPREHENSION AMONG THE SEVENTH GRADERS IN
SMP SAINS QUR'AN MINHAJUTH THULLAB PEKALONGAN EAST
LAMPUNG**

ABSTRACT

by
BELA FRANSISKA

The purpose of this study is to find out the answer of “ how Can picture cued task improve students reading comprehension of the seventh grader at SMP Sains Qur'an Minhajuth Thullab Pekalongan”. The seventh grader Students of SMP Sains Qur'an Minhajuth Thullab Pekalongan have low score in English reading, The students are not comprehended in English text and The students are not focus in English Learning process. To improve students reading comprehension of the seventh grade by using picture cued task at Smp Sains Qur'an Minhajuth Thullab Pekalongan.

This study used classroom action research method (CAR) that consisted of two cycles. Every cycle consisted of four steps that were planning, action, observing and reflecting. The subject of this research was the seventh grader students SMP Sains Qur'an Minhajuth Thullab Minhajuth Thullab Pekalongan that consisted of 22 students in total. Data collection technique used was test that consisted of pre-test, post test I and II, observation sheet, documentation and field notes.

After finish the research, the researcher got the conclusion that the use of picture cued task technique can improved reading comprehension of the seventh grade students of SMP Sains Qur'an Minhajuth Thullab Pekalongan. The result could be seen from the students score achievement in every cycle. In pre test students who got MMC (minimum mastery criteria) was 10 students (46%) that improved in cycle I where students who got MMC was 14 students (64%). Result improved again in cycle II where students who got MMC was 17 students (77%). From this data, the research was success because it was able to reach indicator of success.

Keywords: reading comprehension, picture cued task technique, classroom action research

**PENGGUNAAN TEKNIK TUGAS GAMBAR ISYARAT UNTUK
MENINGKATKAN PEMAHAMAN MEMBACA SISWA KELAS TUJUH
DI SMP SAINS QUR'AN MINHAJUTH THULLAB PEKALONGAN
LAMPUNG TIMUR**

ABSTRAK

**Oleh
BELA FRANSISKA**

Tujuan dari penelitian ini adalah apakah teknik tugas gambar isyarat dapat meningkatkan pemahaman membaca siswa kelas tujuh di SMP Sains Qur'an Minhajuth Thullab Pekalongan. Siswa kelas tujuh di SMP Sains Qur'an Minhajuth Thullab Pekalongan memiliki nilai yang rendah dalam membaca bahasa Inggris, siswa tidak paham teks bahasa Inggris, dan siswa tidak fokus pada saat pembelajaran bahasa Inggris. Untuk meningkatkan pemahaman membaca siswa pada kelas tujuh dengan menggunakan teknik tugas gambar isyarat di SMP Sains Qur'an Minhajuth Thullab Pekalongan.

Penelitian ini menggunakan metode penelitian tindakan kelas (PTK) yang terdiri dari dua siklus. Setiap siklus terdiri dari empat langkah penelitian yaitu perencanaan, penerapan, pengamatan dan refleksi. Subjek penelitian ini adalah siswa kelas tujuh SMP Sains Qur'an Minhajuth Thullab Pekalongan yang terdiri dari 22 siswa. Teknik pengumpulan data yang digunakan adalah tes berupa pre-tes, pos tes 1 dan 2, lembar observasi, dokumentasi dan catatan lapangan.

Setelah selesai melakukan penelitian, peneliti mendapatkan kesimpulan bahwa dengan menggunakan Teknik Tugas Gambar Isyarat Dapat Meningkatkan Pemahaman Membaca Siswa Kelas Tujuh di SMP Sains Qur'an Minhajuth Thullab Pekalongan. Hasilnya dapat dilihat dari nilai siswa di setiap siklus. Pada pre tes siswa yang mendapatkan KKM ada 10 orang (46%) kemudian meningkat pada siklus 1 menjadi 14 orang (64%). Kemudian meningkat lagi pada siklus 2 menjadi 17 orang (77%). Hal ini menunjukkan bahwa penelitian ini telah berhasil mencapai indikasi sukses.

Kunci: Pemahaman Membaca, Teknik Tugas Gambar Isyarat, PTK

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Bela Fransiska

Student number : 1701070171

Department : English Education Study Program

Faculty : Tarbiyah and Teacher Training Faculty

States that this undergraduate thesis is original as the result of the researcher' research except for the some parts that mention in bibliography.

Metro, March 27th 2024

Researcher



Bela Fransiska
NPM.1701070171

ORISINALITAS PENELITIAN

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Menyatakan dengan ini, bahwa skripsi ini secara menyeluruh merupakan hasil penelitian sendiri. Kecuali beberapa bagian yang telah dicantumkan pada daftar pustaka.

Metro, 27 Maret 2024

Penulis

Bela Fransiska
NPM.1701070171

MOTTO

﴿إِنَّ مَعَ الْعُسْرِ يُسْرًا﴾

“Maka Sesungguhnya Bersama Kesulitan Ada Kemudahan”

Q.S Al-Insyirah : 5

If You Believe, You Can Achieve

-Shophie Turner-

DEDICATION PAGE

Researcher wants to present this undergraduate thesis to:

1. To my father and my mother (Mr.Miskijan and Mrs. Sokiyem), that without them I would never be able to do anything. who supported me whole with their money, their endless love and support.
2. To my husband (Agung Wibowo) who always support me whole with his money, give me motivation and doing anything for me.
3. To my sponsor (Dr. Ahmad Subhan Roza, M.Pd) who guided me and corrected me so that I can finished this undergraduate thesis.
4. To my beloved Almamater of State Institute for Islamic Studies of Metro (IAIN Metro).
5. To all of my friends who always support me and sharing with me.

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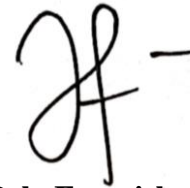
Thanks to Allah SWT who has been giving the researcher mercies and blessing so that the researcher can complete this undergraduate thesis. It is entitled “The Use of Picture Cued Task Technique in Improving Reading Comprehension Among the Seventh Graders in SMP Sains Qur’an Minhajuth Thullab Pekalongan”. Sholawat and salam also deliver to our prophet Muhammad SAW who guided us from the darkness until the lightness. Furthermore, this research could not be successful without support, guidance, advice, help, and encouragement.

In this time, the researcher would like to express her deepest gratitude especially to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag.,PIA, Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Dr. Much Deiniatur, M.Pd.B.I, as the Chief of English Education Department of IAIN Metro Lampung.
4. Dr. Ahmad Subhan Roza, M.Pd, as the advisor valuable knowledge and support in finishing this undergraduate thesis.
5. All of Staff of English Education Department who helped the researcher processing of administration.
6. All off teacher of SMP Sains Qur’an Minhajuth Thullab Pekalongan who give the researcher opportunity to conducted this research.

The researcher hopes that this researcher undergraduate thesis will be useful to other writers and people with similar interests. The researcher recognizes that this undergraduate thesis is nearly perfect. Suggestions and constructive criticism will the researcher accepts gracefully.

Pekalongan, 04 April 24
The researcher,

A handwritten signature in black ink, consisting of a stylized 'B' and 'F' followed by a horizontal line.

Bela Fransiska
SN. 1701070171

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is the one of English skill used to get important information from a text. It is a process to doing by the reader for getting message from the reading text. Reading is activity to understand content, main idea and supporting idea in the explicit and implicit way in the reading text. Therefore, reading is important to increase the knowledge. A phenomenon that occurs in reading activities is reading task given by the teacher to the students.

Moreover, reading is very essential for individuals because they can develop their reading skill. If the students do not know reading skill, they can not be said to be successful readers. Reading has extensive knowledge. By reading, they can get a lot of information from the world. Reading can help them grow a better vocabulary. A person who reads a lot of books has more vocabulary to add to his knowledge. In addition, books also allow students to imagine and have a knowledge relationship with the text. Thus, reading stimulates the imagination of people who read a lot of to have unlimited visions.

However, reading it is not easy skill. There are many problems in reading such the low score in English reading, not comprehend in English text, and not focus in reading English. Therefore, it is hard for the students to read the English text comprehensively.

Furthermore, one of the reading tasks used in improving the students' reading comprehension is picture cued task. Picture cued task is a kind of reading task that requires a description of the test taker about the picture related to the reading text. It may elicit a word, phrase, a story or incident. In addition, by using picture cued task, the student can describe and read what happens in the text by relating the message with the picture. Picture-cued task is a task that clearly requires the learners to give the motion information to complete blanks in the sentences. Moreover, Picture cued task that will give adjusted and matched the picture with the reading of multiple choices, statements, and other things.

Based on the explanation above, the writer has conducted a pre-survey to find out students' problems in reading an English text. The pre-survey is found from the archive of English assignments in the form of students' reading assignments given by the English teacher. The results of the task effects are illustrated in the following table:

Table 1

The Pre-Survey Result the students' Reading Comprehension

No	Grade	Frequency	Percentage	Critirea
1	70-100	6 students	16 %	Complete
2	0-69	24 students	69 %	Incomplete
Total		30 students		

Based on the results of the pre survey, it can be seen that students' reading skill are dominated by low criteria scores (69% it shows students'

lownesses in reading skill, from the results of the pre-survey the writer get data on students' reading assignments in the form of the results of the task of working on a picture cued task. In terms of the writer knows that 69% of students have difficulty in doing the reading task in the form of a picture cued task. Therefore, the writer intends to examine the problems of students in working on a picture cued task and solutions to solve these problems. Based on the description above, the writer intends to explore the phenomenon of the picture-cued task used in learning reading.. Therefore, this research compiles a research proposal entitle “The Use of Picture Cued Task Technique in Improving Reading Comprehension among the seventh Graders in Smp Sains Qur’an Minhajuth Thullab Pekalongan”.

B. Problem Identification

Based on the results of the background, it is known that some research problems include of:

1. Students have low score in English reading.
2. Students are not comprehended in English text.
3. Students are not focus in English Learning process

C. Problem limitation.

Based on the problem of identification, the researcher limits the problem of this research to number two, namely the students are not comprehend in reading text.

D. Problem Formulation.

Based on the limitation problem above the researcher formulates this research problem that is how picture cued task improve students reading comprehension of the seventh grader at SMP Sains Qur'an Minhajuth Thullab Pekalongan?

E. Objectives and Benefit of the Study

1. Objectives

Based on research questions the researcher determines objectives to improve students reading comprehension of the seventh grade by using picture cued task at Smp Sains Qur'an Minhajuth Thullab Pekalongan

2. Benefit of the study

The benefits of study are as follows:

a. For the students

This research is expected to contribute to students with improve reading comprehension ability. Through the application of [icture cued tasks students is more motivated in the process of understanding English text. In addition, students are expected to be more focused and targeted in the learning process of reading. Therefore this research is expected to improve the quality of reading skill students

b. For teachers

This research is expected to benefit English teachers in efforts to improve English language skills, especially reading

comprehension. By using picture cued tasks, teachers help to teach reading skill effectively. That's because picture cued tasks contain reading teaching steps that make it easier for teachers in the teaching process

c. For the other researchers

Hopefully, this research is expected to provide benefits for other writers who will examine the same research topic, which is related to the use of picture cued tasks in studying reading. Research can be a reference for other writers by not only taking advantage of theories related to picture cued tasks in reading but also taking information related to research techniques related to understanding picture cued tasks in reading, therefore other writers can continue and develop this research.

F. Prior Research

This research will conduct by considering several prior researches as reference. The first title research is *Assesing Students' Writing Skill Using Picture-Cued Task for the Students of SMPN 1 Mranggen* which will conduct by Roif Ahmad This study is aimed to explore assesing students' writing skill using picture-cued and is focused on discussing how to construct the test and scores analysis. To analyze the test, the writer uses rubric which is mentioned by Brown (2004). This study revealed that seven students or (28 %) got C (60-69), sixteen students or (64%) got B (70-84), and two students or (8%) got A (85-100). From the scores, it can be concluded that the most students passed

the test. Only seven students failed the test because they did not passed minimal standard score (KKM) which is considered by school institution. ¹

This study has these similarities and differences with the first prior research. The similarity of the research is use of picture cued task. While the difference is the research variable is Assesing Students' Writing Skill. Other the deference this research is the sample. That is the sample of this study is the seventh graders in SMP Sains Qur'an Minhajuth Thullab Pekalongan. Meanwhile, the second prior research is the entire student at the Students of SMPN 1 Mranggen

The second prior research is written by Warih Astuti, Taufik Suadiyatno with the title *The Effect Of Picture-Cued Task Towards Students' Motivation In Learning Writing*. The aim of study is to find out the effect of Picture-Cued Task towards Students' Motivation in Learning Writing at SMPN 3 Lingsar in the academic year 2018/2019. The population of the second grade of SMPN 3 Lingsar was 120 students and the researchers took VIII-B class as an Experimental group and VIII-D as a Control group. The Experimental group was treated by Picture-Cued Task and the Control group was treated by Mind Mapping. The instruments that were used to collect the data were tests and questionnaires. The data was analyzed by using Quantitative research and the way researchers analyzed the data was by; scoring, percentile meanings, and impacts. The Quantitative Data showed that the students were able to arrange their grammar and vocabularies well when

¹ Roif ahmad, *Assesing Students' Writing Skill Using Picture-Cued for the Students Of SMPN 1 Mranggen*, Diponegoro University, 2018.

making short sentences through Picture-Cued Task. Those students were enthusiastically joined the class even though they were wondering what to do with pictures. In Quantitative Data, the researchers found; Mean = 26,07, Median = 25, Mode = 20 and Standard Deviation = 6,434. The t-test score was 6,392 and the t-table was 1,67 in significance level 0,05 with the degree of freedom 54, therefore, the score of the ttest is higher than the t-table. Based on the data finding and discussion, it can be concluded that the use of Picture-Cued Task has a positive effect to motivate students in learning writing.²

Moreover, this study has similarities and differences with the first prior research. The similarity of research variables is due to the similarity of the use of picture cued tasks in teaching. While the difference is the research variable is Motivation in Learning Writing. The other difference is purpose, method, and sample. The purpose of this study is to of this study is to improving students reading skill of the seventh grade by using picture cued task and to improve learning activity. While the purposes of the second prior research is to find out the effect of Picture-Cued Task towards Students' Motivation in Learning Writing at SMPN 3 Lingsar. Other differences were related to research samples. That is because the sample of this study is the seventh graders at Smp Sains Qur'an Minhajuth Thullab Pekalongan. While the second prior research is the all students at junior high school 3 Lingsar.

The third prior research is written by Julia Marito Simamora, Novalina Sembiring, Jontra J. Pangaribuan with the title *IMPROVING STUDENTS'*

² Astuti Warih, Saudiyatno Taufik, *The Effect Of Picture-Cued Task Towards Students' Motivation In Learning Writing*, Jo-ELT (Journal of English Language Teaching), Vol.8 No.1: June 2018.

Speaking Skills By Using Picture-Cued Task Media to The Eighth Grade Students of Smp Santo Yoseph Medan. This study is a Classroom Action Research which focuses on improving students' speaking skills by using picture-cued task media. The teaching process was carried out in two cycles. The data consist of observation sheet and test. The data from the observation that have been taken from every cycle are analyzed descriptively, while the data from test are analyzed quantitatively. The result of this study shows that using picture-cued task media can improve students' speaking skill. This is proven by students' test score that improved in each test. In the pre-test, the students' average score is 53.8. While in the formative test cycle I, the students' average score is 61.58, and in the post-test cycle II, the students' average score is 78.8. That means the picture-cued task can improve the students' speaking skill significantly.

This study has these similarities and differences with the first prior research. The similarity of the research variables is due to the similarity of the use of picture cued task. While the difference is the research is variable improving students speaking skills. Other the deference this research is the sample. That is the sample of this study is the seventh graders in SMP Sains Qur'an Minhajuth Thullab Pekalongan. Meanwhile, the second prior research is The Eighth Grade Students of SMP Santo Yoseph Medan.

CHAPTER II

REVIEW OF LITERATUR

A. The Concept of Reading Comprehension

1. The Definition of Reading

Reading is to make sense of a variety of text.¹ It means that reading understands the meaning contained in a reading text. Reading is a strategic effort that requires readers to think actively and solve a problem through the text.² In the other words, reading is an effective process that directs students to hone critical thinking so that they get solutions of the points needed from a text.

Furthermore, reading is not an inherently natural process, and children must definitely not miss out on instruction in word recognition either.³ It means that reading needs to be instructed in the learning process because reading is not a natural process.

Moreover, reading is an act of meaning making, it is necessary to begin to account for the impetus that drives this act and causes a reader to initiate a conversation with a text.⁴ In the other words, reading can give the reader a sense of significant by looking at the text in concrete and combine the mind to get the meaning that is important.

¹ Andie Cunningham, Ruth Shagoury, *Starting with comprehension Reading Strategies for the Youngest Learners* (Portland:Stenhouse Publishers, 2005) 15.

² Patricia ciuffetelli, *a guide research review* (New Zeland:A cengage Company, 2018) 4.

³ Yola Center, *Begining Reading a balanced approach to literacy instruction during the first there years at school* (Australia:Allen & Unwin, 200 5) 114.

⁴ 7 Stephen B. Kucer, *Dimensions of Literacy A Conceptual Base for Teaching Reading and Writing in School Settings* (New York:Routledge, 2009) 149.

2. The Definition of Comprehension

Comprehension is related with the reader's background also influences the saliency or prominence of ideas in a text. Different backgrounds made different aspects of the text the same or less relevant.⁵ In the other words, comprehension depends heavily on background knowledge from readers who understand the details of a text.

Students explore comprehension using a variety of strategies that have included asking questions while reading, making conclusions, synthesizing ideas, visualizing information, and making connections between text, the world, and their lives. The point of strategy instruction is to help students see reading as a thought process.⁶ It means that comprehension can get through instruction of detailed information that allows the reader to visualize clearly what had been got from the text.

3. The Definition of Reading Comprehension

The term of reading comprehension this is the process of simultaneously extracting and building meaning through interaction and engagement with written language. It consists of three elements: readers, text, and activities or purposes for reading.

According to Catherine E. Snow, reading comprehension is a process of digging and building meaning simultaneously through

⁵ *Ibid* 178.

⁶ *Ibid* 15.

interaction and engagement with written language.⁷ In the other words, reading comprehension is the process of engagement of the written text so that the reader to interact spontaneously.

Reading comprehension is a skill in reading that has a higher order. Understanding reading is cognitive reading that the reader is asked to be able to understand the content of the reading. Therefore, by reading the text comprehensively, the readers can make a summary of the contents of the reading using their own language.

Furthermore, Heally explains that reading comprehension is an understanding of a written word, an understanding of the content being read, and the development of meaning in a text.⁸ Reading is a purposeful and active process. The purpose of reading is to understand, to remember what is understood and what is read then puts understanding to use. The reader can read a text to learn, and to know information and much else.

4. Assessment of Reading Comprehension

The reading assessment is a 15 to 20 minute, individual oral assessment involving both the subject and the Early Grade Reading Assessment (EGRA). Assessors are trained as a group before they carry out an assessment. Students read letters, words, or text passages from the student instruction sheet, while the assessors respond to the student

⁷ Catherine E. Snow, *Reading for Understanding: Toward an R&D Program in Reading Comprehension* (Santa Monica, CA: Rand, 2002) 33.

⁸ Cathy Healy, "Reading: What the Experts Say", (National Reading Panel, Springfield, Virginia: Parent Educational Advocacy Training Center, 2002), 3

response form. Assessors use a stopwatch for timed training. Often team supervisors verify the completeness and clarity of the surveys that have been carried out, and align the strategy from one assessment to the next.⁹ In other words, reading assessment is an assessment activity to do by the assessor based on certain predetermined criteria.

The measurement reading comprehension consists of as follow:¹⁰

- a. Main idea (topic)
- b. Inference (implied detail)
- c. Grammatical features
- d. Detail(scanning for a specifically stated detail)
- e. Excluding facts not written (unstated details)
- f. Supporting ideas
- g. Vocabulary in context

Based on the indicator above, the preparation process of reading comprehension test must considered completeness of the indicators of reading comprehension.

5. Strategies of Reading Comprehension.

The cognitive processes strategies of reading comprehension of as follow¹¹

- a. Activating prior knowledge and creating visual, auditory, tactile

⁹ Amber Gove and Anna Wetterberg, *The Early Grade Reading Assesment Aplication And Intervention To Improve Basic Literacy.*, 4.

¹⁰ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Longman, 2006), 206.

¹¹ Nancie Atwell, *The Reading Zone: How to Help Kids Become Skilled, Passionate, Habitual, Critical Readers*, (New York: Scholastic, 2007), 51.

associations (a.k.a.schemas) before, during, and after reading.

- b. Determining the most important ideas and themes in a text.
- c. Asking question.
- d. Drawing inferences and conclusion.
- e. Monitoring understanding.
- f. Retelling and synthesizing
- g. Unitizing fix-up strategies to repair comprehension when it breaks down.

Educators who designed methods rooted in this work determined that if students were explicitly taught the seven strategies, then directed to practice them when- ever they read, they'd become better comprehends of text and more successful readers.

B. The Concept Of Picture Cued Tasks Technique in Reading Comprehension

1. The Definition of Picture Cued Tasks

Picture cued task is a kind of task that requires the test-takers that are shown a picture, such as the one on the next page, along with a reading text and are given one of a number of possible tasks to perform.¹² It means that picture cued tasks is a tasks used of pictures, such as the one on the next page, along with reading text and are given one of a number of possible tasks to perform.

¹² H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, San Francisco; Pearson Education, 191, 2004.

Picture-cued task is a task that explicitly requires the learners to provide the movement information to complete blanks in the sentences. Picture -cued task is a kind of task consisting of pictures that may differ in complexity, requiring the use of single words or full sentences), or translation of limited stretches of discourse (i.e., words, phrases or sentences).¹³ It means that picture cued tasks is a task that provides information from a movement to complete the blank in the sentence. Therefore, picture cued tasks is a task consisting of pictures that vary in complexity, which requires used of single words or full sentences.

2. The Function of Picture Cued Task

Picture-cued task is used for perceptive recognition of symbols and words. It is well utilized for examining ability at the selective level.¹⁴ It means that picture cued tasks are used to check students' ability to do assignments. Therefore, picture cued tasks used pictures or symbols that are matched with words to fill in the blanks in the sentences.

3. The types of picture cued task

The types of picture cued task are as follow:¹⁵

- a. Test-takers read a sentence or passage and choose one of four pictures that are being described. The sentence (or sentences) at this level is

¹³ Mirosław Pawlak, Kalisz, Poland, *Second Language Learning and Teaching, Switzerland*, Springer, 2016.

¹⁴ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, San Francisco; Pearson Education, 199

¹⁵ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, San Francisco; Pearson Education, 199-120

more complex.

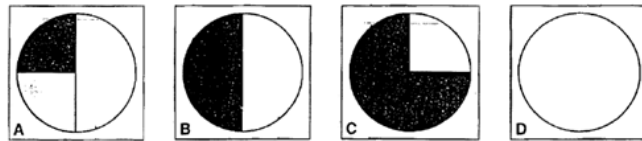
For Example in bellow:

Test-takers read a three-paragraph passage, one sentence of which is:

During at least three quarters of the year, the Arctic is frozen.

Click on the chart that shows the relative amount of time each year that water is available to plants in the Arctic.

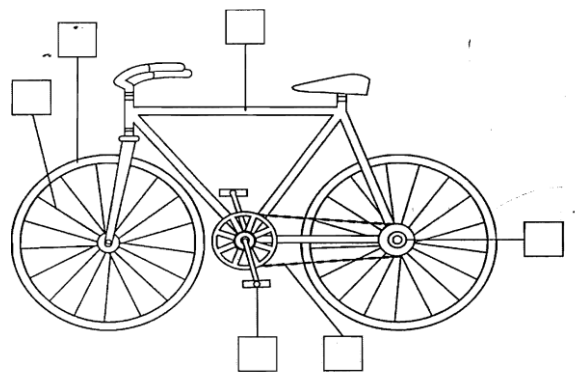
Test-takers see the following four pictures:



- b. Test-takers read a series of sentences or definitions, each describing a labeled part of a picture or diagram. Their task is to identify each labeled item. In the following diagram, test-takers do not necessarily know each term, but by reading the definition they are able to make identification

For Example Diagram-labeling task

Test-takers see:



Test-takers read:

Label the picture with the number of the corresponding item described below.

1. Wire supports extending from the hub of a wheel to its perimeter
 2. A long, narrow support pole between the seat and the handlebars
 3. A small, geared wheel concentric with the rear wheel
 4. A long, linked, flexible metal device that propels the vehicle
 5. A small rectangular lever operated by the foot to propel the vehicle
 6. A tough but somewhat flexible rubber item that circles each wheel.
4. Teaching Steps by Using Picture Cued Task

Teaching steps by using picture cued task are as follow:

- a. The teacher distributes student activity sheets consisting of related messages and pictures.
- b. The teacher asks students to read the text contained in the assignment sheet.
- c. The teacher asks students to pay attention to the pictures below the reading.
- d. The teacher asks students to choose the right picture related to the important information contained in the reading.¹⁶

5. The Benefit Picture Cued Task Technique

The Benefit of picture cued task technique is detaching the almost ubiquitous reading and writing connecting and offering instead a non-verbal means to simulate written response.¹⁷ Use the strategy before reading to activate student's prior knowledge. Use it during reading to help students rely on context for meaning. And use it after reading to support students

¹⁶ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, San Francisco; Pearson Education, 199-120.

¹⁷ *Ibid* 226

interactions with text and one another as they review and reread. Picture cued tasks technique can help students to get ideas form pictures. After they get the ideas, it will be much easier for them to generate the ideas.

C. Action hypothesis

The action hypothesis of this research is stated as follow, picture cued tasks can Improve Students' Reading Comprehension and Their Learning Activities among the Seventh Graders at SMP Sains Qur'an Minhajuth Thullab Pekalongan.

CHAPTER III

RESEARCH METHOD

A. Variables and Operational Definition of Variables

a. Variables of Research

This research consists of two variables; those are independent and dependent variables. The independent variable in this research is Picture Cued Task Technique that is implemented to improving the students reading skill. This strategy is useful to make their reading is excellent in understanding the text.

The dependent variable of this research is reading skill as one of the four of language skill that has to be mastered by the students in order to be able to understand the difficulties they face in doing reading tasks in English, especially those related to the picture cued task.

b. Operational Definition of Variable

John W. Creswell states that an operational definition is the specification of how the writers defined and measure the variable in their study.²⁰ Operational definitions of variable in research are very important to avoid mistakes when collecting data by the writer.

Based on the statement above, the definition operational of variable in this research are:

²⁰ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012) 151.

a. Dependent variable

- 1) The students are able to read a sentence or passage
- 2) The students are able choose one of pictures that are being described according to the sentence

b. Independent variable

The students are able to show the ability to do picture cued tasks. The stages include:

- 1) Students are able to understand the information from the picture.
- 2) Students are able to understand the content or information contained in the reading
- 3) Students are able to connect and relate related information in pictures and texts in a way that is interconnected.

B. Research Location

The writer had conducted the Classroom Action research (CAR) at SMP Sains Qur'an Minhajuth Thullab Pekalongan East Lampung . The school is built at 2014 and located at JL Swadaya km 02 gondangrejo pekalongan east lampung. SMP Sains Qur'an minhajuth thullab pekalongan is one of the newest schools in East Lampung. In seventh grade consists of one class. The subject of this research is the students reading skill VII of SMP Sains Qur'an minhajuth thullab pekalongan. The writer choses the class because the students had a lower average score in reading.

C. Subject and Object of the Research

The subject of this action research is the students of SMP Sains Qur'an Minhajuth Thullab Pekalongan East Lampung, consist of 30 students. The object of this research is the student's reading comprehension among the seventh. The classroom action research design applied in this research is a collaborative classroom action research. In conducting the research, the writer collaborated with the real English teacher of SMP Sains Qur'an Minhajuth Thullab Pekalongan Mrs. Salmiati S.Pd as a collaborator. The writer plays a role as an English teacher who teaches enhancing Reading comprehension trough picture cued tasks technique to the students, while the real English teacher's role is as an observer who observes the action of the research while teaching-learning activities happens in the classroom. Also the real English teacher acts as a collaborator when helps the writer in designing text plan, carrying out the reflection, and determining the follow up of the study. However, the writer is not only as an observer but the writer also took actions by making text plan and giving assessment. Then, the writer will also collect and analyze data together with the teacher to know the result of their student reading result.

Table 2
Total the students of the seventh grade SMP Sains Qur'an Minhajuth Thullab
Pekalongan

No	Class	Gender		Total
		Male	Famale	
1	VII	10	12	22

D. Action Plan

The design of this research is classroom action research. It is called CAR because the research is aimed at extending a certain instructional 25 strategy to solve problems in a class.

1. Cycle 1

a. Planning

After interviewing, observing and conducting test before CAR. The teacher and the writer make instruments, as follows:

- 1) The writer prepares the text plan based on the 2013 curriculum and English syllabus.
- 2) The writer prepares the observational note and guidelines.
- 3) The writer prepares the instrument of reading tests before and after CAR.

b. Acting

In this phase, the writer acts as the teacher and the real teacher becomes the observer. The writer conducts some activities in the class as follows:

1. Pre-Teaching

- a) The writer greets the students and checks the attendance list
- b) The writer gives warm up activities.
- c) The writer explains general overview related to the topics of the lesson.
- d) The writer confirms the students their comprehension about the lesson

2. Whilst Teaching

- a) The teacher distributes student activity sheets consisting of related messages and pictures.
- b) The teacher asks students to read the text contained in the assignment sheet.
- c) The teacher asks students to pay attention to the pictures below the reading.
- d) The teacher asks students to choose the right picture related to the important information contained in the reading.

3. Post-Teaching

- a) The writer gives a conclusion about the text.
- b) The writer closes the class.

c. Observing

In this phase, the writer will conduct some activities as follows:

- 1) The real teacher observers teaching learning activity in the classroom, such as class situation, teacher's performance, and

student's response.

- 2) Identifies the student's achievement in learning reading comprehension by giving the test after CAR in cycle 1.
- 3) The writer calculates student's improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

d. Reflecting

In this phase, the writer and teacher have some activities as follows:

- 1) The teacher and the writer discuss not only about the result of the implementation of CAR, but also student's achievement and the media.
- 2) The teacher and the writer prepare the text plan for the next cycle and for test after CAR in cycle 2 in order to know the improvement of student's score and to solve the problem unfinished yet.

2. Cycle 2

a. Planning

The writer greets the students and checks the attendance list

- 1) The writer gives warm up activities. The writer explains general overview related to the topics of the lesson.
- 2) The writer confirms the students their comprehension about the lesson.

b. Acting

In this phase, the writer acts as the teacher and the real teacher becomes the observer. The writer conducts some activities in the

class as follows:

1. Pre-Teaching

- a) The writer greets the students and checks the attendance list
- b) The writer gives warm up activities.
- c) The writer explains general overview related to the topics of the text.
- d) The writer confirms the students their comprehension about the text

2. Wilts Teaching

- a) The teacher distributes student activity sheets consisting of related messages and pictures.
- b) The teacher asks students to read the text contained in the assignment sheet.
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- d) The teacher asks students to choose the right picture related to the important information contained in the reading.

3. Post-Teaching

- a) The writer gives a conclusion about the text.
- b) The writer closes the class

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- 1) The teacher and the writer discuss not only about the result of the implementation of CAR, but also student's achievement and the media.
- 2) The teacher and the writer prepare the text plan for the next cycle and for test after CAR in cycle 2 in order to know the improvement of student's score and to solve the problem unfinished yet.

E. Data Collection Technique

There are two type of collecting data. They are qualitative and quantitative data. The writer uses observation dealing with the qualitative data. On the other side, the writer uses the student's final result score of reading as a pre-test and post-test to obtain the quantitative data.

Some instruments are applied to obtain the data in this study. The completely explanation of those instruments as follow:

1. Test

The writer uses test to get data result of the student's reading comprehension. The result of this test is student's reading score based on the media 33 applied. The aim of this test is to measure the student's reading comprehension. The tests consist of the some types, as follows:

a. Pre-test

The pre-test is will conduct before implementing picture cued tasks in preparations study. Pre-test of this research is in the form of multiple choice test of reading comprehension that asks the students to choose a correct answer.

b. Post-test

The post-test is implemented after using picture cued tasks in teaching reading skill. Post-test of this research is in the form of multiple choice test of reading comprehension that asks the students to choose a correct answer. The improvement can be seen if the average score of the pre-test is higher than the post-test

2. Observation

Observation is a systematic method of data collection that relies on a writer's ability to gather data through his or her senses.²¹ In other words observation is an action or process of observing something or

²¹ Laura T. Flannelly, Kevin J. Flannelly, and Katherine R. B. Jankowski, 'Independent, Dependent, and Other Variables in Healthcare and Chaplaincy Research', *Journal of Health Care Chaplaincy* 20, no. 4 (2 October 2014): 162.

someone carefully to get information or prove the truth of a study

In this case, observations is made to know the process of learning activities carried out by students when taught using picture cued tasks. The process of observing student learning activities is carried out by the English teacher who is joining at class when learning process using picture cued tasks.

The data is taken based on the student's participants during teaching and learning activity according to text plan. The information obtained from this observation is used to as a basis to determine the planning for following cycle.

3. Documentation

Documentation is a way of collecting data obtained from existing documents or stored records, both in the form of transcripts, books, magazines and etc.

The writer uses the documentation method to get some information about:

- a. The history of smp sains qur'an minhajuth thullab pekalongan.
- b. The condition teachers and officials employes smp sains qur'an minhajuth thullab pekalongan
- c. The quantity of the students of smp sains qur'an minhajuth thullab pekalongan
- d. Organization structure of smp sains qur'an minhajuth thullab pekalongan.

- h. Reading worksheet, course overviews and classroom materials of the students at smp sains qur'an minhajuth thullab pekalongan

4. Field Note

In this research, the writer used field note to focus on a particular issue or teaching behavior over a period of time. Moreover, the writer took field note related to the classroom situation, classroom management, classroom interaction between teacher and students or students with students and etc.

F. Data Collection Instrument

Instrument is a mechanism for measuring that is used to gather and record information for assessment, decision making, and ultimately understanding. In this research, the research instrument is designed by the writer. There are 3 kinds of instrument they are observation, test, and documentation. Furthermore, the three kinds of instrument can be explained as a follow:

1. Observation
 - a) The students learning activity.
 - b) The student's participation in learning process.
 - c) The teacher performance in the classroom
2. The reading comprehension test
3. Documentation
 - a) The condition of teachers and official employee.
 - b) The condition of students.

- c) Learning facilities.
- d) Organization structure.
- e) Location sketch at SMP Sains Qur'an Minhajuth Thullab Pekalongan

G. Data Analysis Technique

Data analysis technique was conducted by taking the average score of the pre-test. The writer uses a statistical technique.²² In scoring the test, the students score is counted with the following formula.

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

Notes:

\bar{X} = The sample mean

$\sum X$ = The sum of individual score

n = The number of score in the sample

The formula to figure out the percentage of the students who pass the Minimum Mastery Criteria (MMC) in each cycle as follows:²³

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

Notes:

P = Percentage

F = Frequency

N = Number of observation

Moreover, to know the result the writer is compared between pre-test and post-test. The result is matched by the minimum standard in this school at

²² Timothy C Urdan, *Statistics in Plain English, Third Edition*. (Hoboken: Taylor & Francis, 2010), 14.

²³ Neil A Weiss, *Introductory Statistics* (Boston, MA.: Addison-Wesley, 2012), 41

least 70. If from cycle 1, there are some students not successful, so the researcher conducted cycle II. The minimum cycle in CAR is two cycles if from cycle II of the students were successful, the cycle able to be stop until cycle II only.

H. Indicator of Success

The indicator of success takes from the process and the result of the action research. This research is called successful if 70% of the students get minimal score 70 and 70% of the students active in learning activity.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Result of the Research

1. Description of Research Location

In this chapter, the researcher would like to present the research result. It presents the research result and discussion which had been accomplished by the researcher at SMP Sains Qur'an Minhajuth Thullab Pekalongan especially for the Seventh graders. The result of the research, as follows:

a. The History of SMP Sains Qur'an Minhajuth Thullab

SMP Sains Qur'an Minhajuth Thullab Pekalongan of East Lampung was established in 2008. The school was founded in the beginning in an effort to provide continuing education from the previous level (SD Qur'an Minhajuth Thullab). The Parents who want a uniform and consistent education and reinforce the education they have obtained at the previous level. Year after year, SMP Sains Qur'an Minhajuth Thullab always experiences development/progress, both in terms of quality and quantity. In terms of quality, it is measured from the achievement of UN scores in the top 6 in East Lampung district, the distribution of graduates to Secondary Schools/Good Vocational/Private Vocational Schools throughout Indonesia Academic and non-academic achievement is also a measure of success from the district — province level. The facilities of the infrastructure

that are being tried are increasingly complete according to the minimum service standard as a school that implements 8 educational quality standards. With the growth of schools in particular and the development of the educational world in general, drawing up a school planning/program for the coming period is a non-negotiable necessity.

SMP Sains Qur'an Minhajuth Thullab Pekalongan also has a Boarding School Curriculum Program, which is a Fully Based Curriculum where students are not only strengthened in terms of formal science and religion, namely Bittuqo (Read the Qur'an, the Yellow Book (Miftahuth Thullab, Al-Jurumiyah and Al-Imrithi), English and Tahfidz al-Qur'an) so became a target during schooling in Minhajuth Thullab Qur'an Science Junior High School children can have a sufficient religious foundation in entering the current existing era.

b. Vision of the School:

“Becoming an Excellent First High School Integrating Science, Religion and Foreign Language Insights in the frame of Akhlaqul Karimah”

Indicators:

1. Printing the outstanding santri and Hafidz Qur'an.
2. Has an Islamic personality, worships diligently and has a noble disposition.
3. Possesses intellectual, emotional and spiritual intelligence

4. Have foreign language skills.

5. Have the skills to be independent in global competition.

c. Mission of the school

1. Improving the discipline of all school residents so that learning and teaching activities run optimally so that Students can achieve higher achievement.

2. Improving the fostering of moral ethics to all school residents so that it becomes a source of wisdom in action.

3. Improving school services, facilities and infrastructure to be more adequate.

4. Implement participatory management by involving the Chairman of the Foundation.

d. The Formation of Teacher and Official Employee of SMP Sains Qur'an Minhajuth Thullab Pekalongan

The formation of the teacher and official employers in SMP Sains Qur'an Minhajuth Thullab Pekalongan can be identified, as follows:

Table 3

The formation of the teacher and official employers in SMP Sains Qur'an Minhajuth Thullab Pekalongan

No	Subject	Total
1	Religion education	1
2	Mathematics	1
3	English	1
4	IPA	1

5	IPS	1
6	Lampung Language	1
7	Civic education	1
8	Art and culture	1
9	Sports Education	1
10	Informatics	1
11	Sains Qur'an	1
12	KBT	4
13	Librarian	1
14	Administrator	1
15	Security	1
16	Counseling	1

e. The Quantity of the Students of SMP Sains Qur'an Minhajuth Thullab
Pekalongan

The quantity of students of SMP Sains Qur'an Minhajuth Thullab
Pekalongan can be identified, as follows:

Table 4
The Students' Quantity of Smp Sains Qur'an Minhajuth Thullab
Pekalongan

Tahun ajaran	Kelas VII	Kelas VIII	Kelas XI
	Jumlah siswa	Jumlah siswa	Jumlah siswa
2023/2024	22	26	32

f. Teacher profile of SMP Sains Qur'an Minhajuth Thullab Pekalongan

The data list of teachers, employees of SMP Sains Qur'an Minhajuth Thullab Pekalongan East Lampung and their position can be seen in table as below:

Table 5

**The Data of Teachers, Employees of SMP Sains Qur'an
Minhajuth Thullab**

No	Name	Position
1	Machfudz Hadi Saputra, S.H	School headmaster
2	Rike Ananita, S.Pd	Vice curriculum
3	Salmiati, S.Pd	Vice students affairs
4	Sri Astuti	School treasurer
5	Ihwan Abdillah, S.Pd	Operator
6	Manja, S.Ag	BK
7	Sriyani, S.Pd	Teacher
8	Nurul Fitriana	Teacher
9	Estika prameswani, S.Pd	Teacher
10	Bahroni candra p, S.E.R	Teacher
11	Agus Suparjo, S.Pd	Teacher

2. Description Of The Research

This research implemented classroom action research (CAR) method that implemented by using two cycles. The technique used an as action in this research is Picture Cued Task. This picture cued task technique used to improve reading comprehension of the seventh grade of SMP Sains Qur'an Pekalongan. The explanation of research results will be explained as follows:

1. Pre Test Result

Pre test was done to find out the seventh grader of SMP Sains Qur'an Minhajuth Thullab Pekalongan. It is also to find out about reading comprehension. Before implementing the treatment using Picture Cued Task Technique, the researcher managed pre-test 45 mediated in the class to know the students' reading comprehension ability giving treatment and it was used as the comparison score with post-test. The students were given task to answer the multiple choice questions of reading comprehension. Pre test was conducted on February 3th 2024. The researcher told to the seventh graders of SMP Sains qur'an Minhajuth Thullab Pekalongan students that researcher would conduct a research in their class to find out about reading comprehension. The results of pre-test could be seen on the table:

Table 6

The data of pre test results of the seventh grade of SMP Sains Qur'an Minhajuth

Thullab Pekalongan

No	Name	Score	Explanation
1	AVS	70	Pass
2	AAS	70	Pass
3	AMS	60	Fail
4	AIP	70	Pass
5	ADA	50	Fail
6	AM	40	Fail
7	AKP	60	Fail
8	AS	70	Pass
9	DKR	50	Fail
10	DAA	80	Pass
11	KNS	50	Fail
12	MFA	70	Pass
13	MZT	60	Fail
14	NCA	80	Pass
15	ONM	70	Pass
16	SCK	60	Fail
17	VMD	70	Pass
18	VIZ	70	Pass
19	ZA	60	Fail
20	FDF	50	Fail
21	DSP	60	Fail
22	AM	50	Fail
Total Score		1370	
Average Score		63	
Percentage		46%	

Based on the data showed on table above, it was known that there were 10 students who passed the test with the percentage of 46% among 22 students in class. The rest of students (12 students) was not able to get minimum mastery criteria in this school which is 70. From the result of pre test it was known also that the average score of this class is 63 with total score 1380.

From this result it could be known that the result is not satisfied and was not reach the indicator of success yet. This is the reason that this research will be continued with implementation of cycle with action of using picture cued task technique to improve the students' reading comprehension.

2. Cycle 1 Result

a. Planning

At planning phase, researcher prepared much stuff that would be used in teaching process along with collaborator. Researcher prepared lesson plan that would be used in class. The researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material, media, the reading comprehension test, observation sheet that contain about list of students' names and activity. Furthermore, Furthermore, researcher prepared post test I to give to the students.

b. Action

Next is action phase. The action phase of cycle I held on two meetings. One meeting used for learning process while the last meeting used to do post test I. The first meeting was held on February 3th, 2024 and second meeting was held on February 6th, 2024. This meeting was followed by 25 students of seventh graders of SMP Sains Qur'an Minhajuth Thullab Pekalongan. The meeting started with greeting to students. After that, researcher asked students to pray together before learning activities started and checking their attendance list.

After finished checking their presence, the researcher started the teaching activities. the researcher gave the material about reading the descriptive text. At the beginning of teaching learning process, the researcher chose the descriptive text in the title of the farm birds of chickens that was used to show to the students. The students read and comprehend the descriptive text. The students can identify the main ideas or other topics from the text by using picture quod task technique. Researcher revises what they do base on the revision. The last meeting for cycle I held on February 10th, 2024. This meeting used to do post test I. The post test was done to know how the students` reading comprehension after giving treatment. Then, the researcher gave post-test I to the students by asking the students to comprehend a descriptive text. After processing the answers given, the

result of post test I as the following:

Table 7

The data of post test I results of the seventh grade of SMP Sains Qur'an Minhajuth Thullab

Pekalongan

No	Name	Score	Explanation
1	AVS	80	Pass
2	AAS	70	Pass
3	AMS	70	Pass
4	AIP	80	Pass
5	ADA	60	Fail
6	AM	50	Fail
7	AKP	70	Pass
8	AS	70	Pass
9	DKR	50	Fail
10	DAA	80	Pass
11	KNS	50	Fail
12	MFA	70	Pass
13	MZT	60	Fail
14	NCA	80	Pass
15	ONM	70	Pass
16	SCK	60	Fail
17	VMD	70	Pass
18	VIZ	70	Pass
19	ZA	60	Fail
20	FDG	60	Fail
21	DSP	70	Pass
22	AM	50	Fail
Total Score		1460	
Average Score		67	
Percentage		64%	

From the data that was shown in table above, it could be conclude that there were improvements on students' reading comprehension. This was shown by improvement of students score from pre test to post test I. In pre test student's total score was 1370 and it improved in cycle I into 1460. The other improvement was the average score from pre test to post test I. In pre test average score of

the seventh grade class was 63 and improved into 67 in cycle I.

The improvement could also be seen from how much students who got mmc. In pre test there were 10 students who get mmc among 22 students and it improved in cycle I, where 14 students got mmc. This was showed improvement of students' reading comprehension. But the result has not achieved the research aim/goal yet.

c. Observing

The next phase was observing. In this phase, researcher and collaborator observed students' activities while the teaching learning process happened. In cycle I, researcher explained about reading descriptive text and gave the example to students. When the treatment that reading comprehension descriptive text use picture cued task technique begins. Student's activity also was observed. After done observing students' activities in cycle I, researcher with collaborator processing the data and here is the result:

Table 8

**Table of students the seventh grade of SMP Sains Qur'an Minhajuth Thullab
Pekalongan activities in cycle I**

No	Name	Student's Activities			
		1	2	3	4
1	AVS	4	4	3	4
2	AAS	3	3	4	3
3	AMS	3	3	4	3
4	AIP	4	4	4	3
5	ADA	2	2	2	2
6	AM	2	2	3	2
7	AKP	3	2	3	3
8	AS	3	3	3	3

9	DKR	2	1	1	1
10	DAA	4	3	3	3
11	KNS	2	1	2	1
12	MFA	3	2	2	2
13	MZT	3	2	3	2
14	NCA	3	4	3	3
15	ONM	4	3	4	3
16	SCK	3	3	3	3
17	VMD	3	2	2	2
18	VIZ	3	3	2	2
19	ZA	3	2	3	2
20	FDF	3	3	2	3
21	DSP	3	2	3	1
22	AM	2	1	2	1
Total Score		65	55	62	52
Percentage		73%	62%	70%	59%

d. Reflec

After done implementing three phase/step. The last phase was reflecting of cycle I. In this phase, researcher reflected the results of research from the data that gathered through research. The researcher collected the data and processing the result to find conclusion of research in this cycle. After processing the data, the researcher find out that the research has not reach the goal of indicator of success. In this cycle, there were 14 students who got mmc among 22 students (64%). While the goal of this research was 70% of students in class were able to get MMC. Therefore, the research would continue to next cycle II.

3. Cycle 2 Result

After finished reflecting the result of cycle I of this research. The researcher decided to do cycle II because the result has not reached the goal of indicator of success of this research yet. That was why researcher

continued this research to cycle II to fix some problem in cycle I. The result of cycle II would be explained as follows:

a. Planning

Based on observation and reflection in cycle I, it was investigated that cycle I was not successful yet. Thereupon, the researcher and collaborator tried to revise the several problems that observed in cycle I arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, material, media, answer sheet, observation sheet and the test for posttest II.

b. Action

Next is action phase. The action phase of cycle I held on two meetings. One meeting used for learning process while the last meeting used to do post test I. The first meeting was held on February 9th, 2024 and second meeting was held on February 12th , 2024. This meeting was followed by 22 students of seven grade of SMP Sains Qur'an Minhajuth Thullab Pekalongan. The meeting started with greeting to students. After that, researcher asked students to pray together before learning activities started and checking their attendance list.

After finished checking their presence, the researcher as teacher delivered material about reading descriptive texts about tourist attractions. At the beginning of the teaching and learning process, the researcher chose a descriptive text with the title How

to keep Donatello and Rafael which was used to be shown to students. Students read and understand descriptive text. The students can identify the main ideas or other topics from the text by using the picture cued task technique. Researcher revises what they done based on the revision.

The last meeting for cycle I held on February 12th, 2024. This meeting used to do post test I. Researcher gave them post test I in form of multiple choice consisted of 20 questions. The students answered and the researcher collected the answers. After processing the answers given, the result of post test II as the following:

Table 9

The data of post test II results of the seventh grade of SMP Sains Qur'an Minhajuth Thullab Pekalongan

No	Name	Score	Explanation
1	AVS	90	Pass
2	AAS	70	Pass
3	AMS	80	Pass
4	AIP	80	Pass
5	ADA	60	Fail
6	AM	70	Pass
7	AKP	70	Pass
8	AS	80	Pass
9	DKR	60	Fail
10	DAA	90	Pass
11	KNS	60	Fail

12	MFA	70	Pass
13	MZT	70	Pass
14	NCA	80	Pass
15	ONM	70	Pass
16	SCK	70	Pass
17	VMD	70	Pass
18	VIZ	70	Pass
19	ZA	60	Fail
20	FDF	70	Pass
21	DSP	80	Pass
22	AM	60	Fail
Total Score		1580	
Average Score		72	
Percentage		77%	

From the data that was shown in table above, it could be conclude that there was improvement on students' vocabulary mastery from cycle I to cycle II. This was shown by improvement of students score from post test I to post test II. In post test I student's total score was 1460 and it improved in cycle II into 1580. The other improvement could be seen in the average score from post test I to post test II. In post test I average score of the seventh grade class of SMP Sains Qur'an Minhajuth Thullab Pekalongan was 67 and it was improved into 72 in cycle II.

The other improvement could also be seen from how much students who got mmc. In post test I there were 14 students who got mmc among 22 students and it improved in cycle II. In cycle II

there were 17 students who got mmc. This was surely showed improvement of students' reading comprehension. This result also able to achieve the indicator success of this research which 70% students were able to get mmc. From this conclusion, this research was able to prove that using picture cued task technique could help students to improve their reading comprehension.

c. Observing

The next phase in cycle II is observing. In this phase, researcher and collaborator observed students' activities while the teaching learning process happened. In cycle II, the researcher explained about reading descriptive text and gave the example to students. When the treatment reading comprehension descriptive text use picture cued task technique begin. Student's activity also was observed. After done observing students' activities in cycle II, researcher with collaborator processing the data and here was the result:

Table 10

**Table of students the seventh grade of SMP Sains Qur'an Minhajuth Thullab
Pekalongan in cycle II**

No	Name	Student's Activities			
		1	2	3	4
1	AVS	4	4	3	4
2	AAS	3	3	4	3
3	AMS	4	4	4	3
4	AIP	4	4	4	4

5	ADA	3	3	3	3
6	AM	3	3	3	3
7	AKP	4	3	3	3
8	AS	4	4	3	3
9	DKR	3	3	3	2
10	DAA	4	4	3	3
11	KNS	3	3	3	3
12	MFA	3	3	3	3
13	MZT	4	3	3	3
14	NCA	4	4	3	3
15	ONM	4	3	4	3
16	SCK	4	3	3	3
17	VMD	4	3	3	3
18	VIZ	4	3	3	3
19	ZA	3	3	3	3
20	FDG	4	3	3	2
21	DSP	4	3	3	2
22	AM	3	3	3	3
Total Score		80	72	70	65
Percentage		91%	82%	80%	74%

From the table, it was showing that from four students' activities categories (students' attention to class, asking teacher, asking friends and responds to teacher's question). All of categories have satisfied results. The result was students' attention to class with total of score 80 and percentage 91%, asking teacher about material with total score 72 and percentage 82%. Furthermore, asking friends total of score 70 with percentage 80% and response to teacher's

question total score was 65 with percentage 74%. Based on the result of students' activities in 55 cycle II. The results showed that all of activities have reach 70% percentage which indicated that this research was successes.

d. Reflecting

After done implementing three phase/step. The last phase was reflecting of cycle II. In this phase, researcher reflected the results of research from the data that gathered through research. Researcher collected the data and processing the result to find conclusion of research in this cycle. After processing the data, researcher find out that the research has reach the goal of indicator of success where in cycle II there were 17 students who got mmc among 22 students (77%). While the goal of this research was 70% of students in class were able to get mmc. Therefore, the conclusion of this research was that this research was able to prove that using picture cued task technique can help students to improve their reading comprehension.

B. DISSCUSION

When teaches reading comprehension to the seventh grader students of SMP Sains Qur'an Minhajuth Thullab pekalongan based on pre survey that the researcher did. The researcher found some problems, there were three problems. The first was students the seventh grade of SMP Sains Sains Qur'an Minhajuth Thullab Pekalongan have low score in English reading. The

second students are not comprehended in English text. The third students are not focus in English Learning process. Therefore, they also have low motivation because they think English is difficult. Researcher used picture cued task technique to improve students' reading comprehension. The researcher used this media because it could help attract students attention and by repeating it students became familiar with the words. The explanation of research result could be seen as follows:

1. Students reading comprehension on pre test

On pre test, the average score of students the eighth grade of MTs Darunnajah Sambikarto before the treatment was 63. This was the result of students reading comprehension descriptive text before the writer use picture cued task technique in teaching learning process. Furthermore, the total of students who got MMC from this pre test was 10 students out of 22 students in class with percentage 46%.

2. Students reading comprehension improvement on post test I

On post test I, after doing the treatment using pictured cued task technique in teaching learning process. The data that researcher got from post test I result shown that there were improvement from pre test. From average score in pre test 63 and improved to 67 in post test I. Other improvement was from the total of students who got MMC. In pre test there are 10 students who got MMC and it was improved in post test I where there are 14 students who got MMC. From this result showed there were improvement but the research still continue because the result has not

reach the indicator of success yet.

3. Students reading comprehension improvement on post test II

On post test II, the average score of students the seventh grade of SMP Sains Qur'an Minhajuth Thullab Pekalongan was 72. This showed an improvement compared to post test I average. Meanwhile, total of students who got MMC in post test II was 17 students out of 22 students in class with percentage 77% students in class got MMC or passed the test given to them. The rest of students who were not able to got MMC is 5 students. Research on cycle II was able to reach the aim of CAR where 70% students can get MMC in class.

4. Comparison of result of each cycle

To make it easy to saw the improvement of the seventh grade of SMP Sains Qur'an Minhajuth Thullab Pekalongan reading comprehensiaon using picture cued task technique, here was the table comparison of students' vocabulary mastery results from every cycle:

Table 11

Table of students the seventh grade of SMP Sains Qur'an Minhjauth Thullab Pekalongan Reading Comprehension results of every cycle

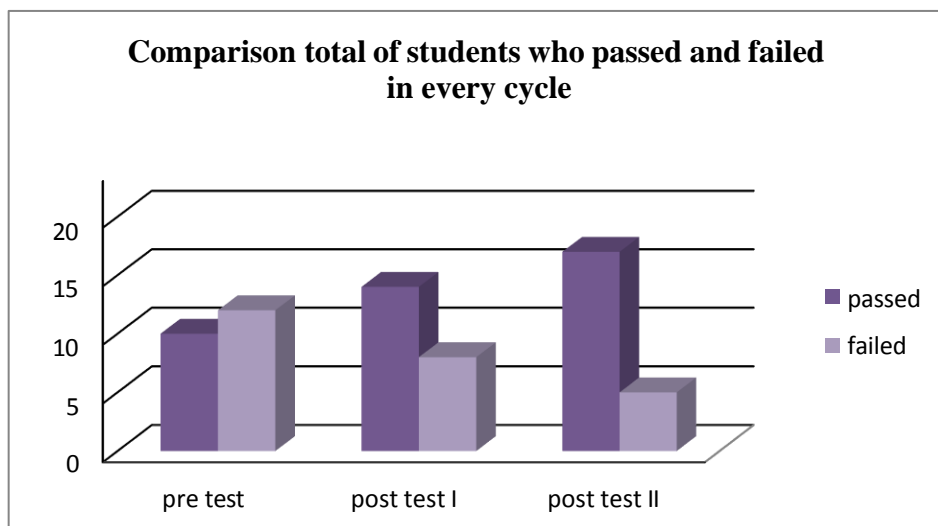
No	Name	Pre test	Post test I	Post test II
1	AVS	70	80	90
2	AAS	70	70	70
3	AMS	60	70	80
4	AIP	70	80	80
5	ADA	50	60	60
6	AM	40	50	70

7	AKP	60	70	70
8	AS	70	70	70
9	DKR	50	50	60
10	DAA	80	80	90
11	KNS	50	50	60
12	MFA	70	70	70
13	MZT	60	60	70
14	NCA	80	80	80
15	ONM	70	70	70
16	SCK	60	70	70
17	VMD	70	70	70
18	VIZ	70	70	70
19	ZA	60	60	60
20	FDF	50	60	70
21	DSP	60	70	80
22	AM	50	50	60
Higher Score		80	80	90
Lower Score		40	50	60
Average score		63	67	72

Here was the figure of students' reading comprehension results from every cycle:

Figure 1;

Comparison total of students who passed and failed in every cycle



5. Students learning activities results using picture cued task technique

The comparison of students learning activities results using English vocabulary podcast on Spotify application could be seen on table below:

Table 12
Table of students the seventh grade of SMP Sains
Qur'an Minhjuth Thullab Pekalongan activities
comparison of every cycle

No	Indicator	Cycle I		Cycle II	
		Total	Percentage	Total	Percentage
1	Students give attention to teacher's explanation/class	65	73%	80	91%
2	Students asking question to teacher	55	62%	72	82%
3	Students asking about material to their friends	62	70%	70	80%

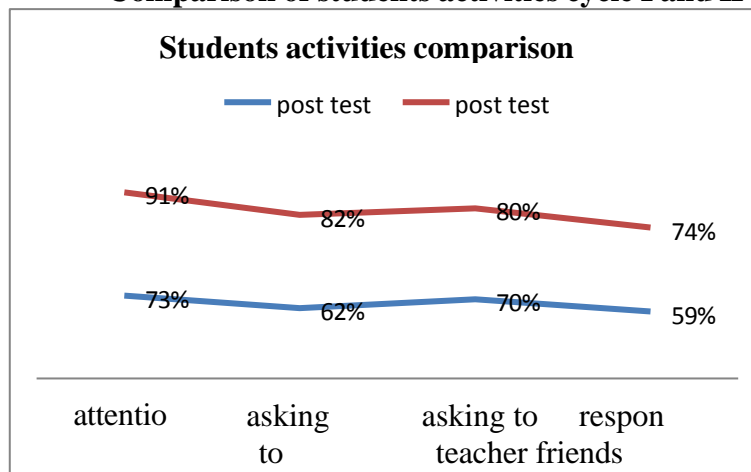
4	Students respon/answer to teacher's question	52	59%	65	74 %
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The graphic or figure of students learning

activities results using picture cued task technique could be seen

on figure below:

figure 2;
Comparison of students activities cycle I and II



CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based to results of this research that conducted on two cycles, researcher would describe the conclusion of the use of Picture cued task technique to improve the students' reading comprehension at seventh grade of SMP Sains Qur'an Minhajuth Thullab Pekalongan. The results are the use of picture cued task technique can improve the students' reading comprehension.

This improvement could be seen from the progress in every cycle. It can be seen from the students score achievement in every cycle. In pre test students who got mmc was 10 students (46%) that improved in cycle I where students who got mmc was 14 students (64%). Result improved again in cycle II where students who got MMC was 17 students (77%). From this data, the research was success because it was able to reach indicator of success.

In addition, the use of picture cued task technique can improve the students' reading comprehension of the seventh grade of SMP Sains Qur'an Minhajuth Thullab Pekalongan. This could be seen from the result of post test II with percentage 77% and able to reach the goal of CAR.

B. SUGGESTION

Based on conclusion above, some suggestions are intended for students, the teacher, and other researcher:

1. For the students

The researcher hopes that the students to be more active in learning English. Therefore, the students can understand and comprehend the material which teacher has given and improved their knowledge especially in reading comprehension.

2. For the Teacher

It is recommended that the English teacher to use picture cued task technique to guide reading comprehension makes it easier to determine the main idea in a text and can develop anything related to the text with a wider scope still relate the students' reading comprehension to of reading a text in English.

3. For the other researcher

It is suggested to be useful for other researcher find out not only the theoretical side of picture cued task technique in improving reading comprehension but also how to apply it so that students' reading comprehension can improve. Therefore, it is hoped that this research can strengthen research that is processed by other researchers.

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APPENDICES

RENCANA PENYAMPAIAN PEMBELAJARAN

RPP

SATUAN PENDIDIKAN : SMP SAINS QUR'AN MINHAJUTH THULLAB

MATA PELAJARAN : BAHASA INGGRIS

KELAS/ SEMESTER : VII / 2

TAHUN PELAJARAN : 2023/2024

ALOKASI WAKTU : 10 JP / 2 x Pertemuan

MATERI : DESCRIPTIVE TEXT

SUB-MATERI : DESCRIPTION OF ANIMALS (Chicken and Goat)

A. TUJUAN PEMBELAJARAN

Kompetensi Dasar		Tujuan Pembelajaran
KD. 3.7	membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> ● Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks ● Menyebutkan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks
KD. 4.7.1	menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda	<ul style="list-style-type: none"> ● Merespon ungkapan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks ● Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda

B KEGIATAN PEMBELAJARAN

PENDAHULUAN	INTI	PENUTUP
Peserta didik beserta guru melaksanakan Do'a dan guru mengecek kesiapan peserta didik terkait kondisi peserta didik dan melakukan absensi	Peserta didik diberikan arahan untuk kegiatan yang akan dilaksanakan. Yakni penjelasan tentang bagaimana aturan main " <i>Flash Card</i> " ini dilakukan.	Peserta didik menyimpulkan makna deskripsi dan beberapa benda yang telah diperolehnya.
Guru memberikan <i>Keynote</i> terkait materi yang akan disampaikan	Setelah peserta didik mengerti lalu peserta didik memilih beberapa kartu, kemudian peserta didik mendeskripsikan gambar yang ada pada kartu tersebut.	Peserta didik mendapatkan <i>refleksi</i> dari guru sebagai tanggapan dan koreksi untuk peserta didik tersebut.
Guru mempersilahkan peserta didik untuk mengeksplorasi <i>keynote</i> yang telah diberikan	Peserta didik yang lainnya menuliskan penjelasan atau deskripsi dari peserta didik yang lainnya.	Peserta didik dan guru melaksanakan do'a dan selesai

C. SUMBER BELAJAR :

- Flash card
- Buku when english rings the bell kelas VII
- Internet
- Kamus

D. PENILAIAN

1. Rubrik Penilaian Lisan

Nama	SCORE			
	A	B	C	B
ASEP....				

Catatan:

A = 91-100

B = 79-90

C = 75 - 78

D = 60 - 75

Yang dinilai adalah *Pronouncing*

2. Rubrik Penilaian Tertulis

Nama	SCORE			
	Konteks	Stucture	Completeness	
ASEP....				

Catatan:

A = 91-100

B = 79-90

C = 75 - 78

D = 60 – 75

3. The Blueprint of Reading Comprehension

Pre- test

No	Aspects of reading comprehension	Question item
1	Main idea (topic)	1,9,17,18
2	Inference (implied detail)	8,16
3	Grammatical features	3
4	Detail (scanning for a specifically stated detail)	4,10,11,14,15
5	Excluding facts not written(unstated details)	7
6	Supporting idea	2,13,19
7	Vocabulary in context	5,12,20

E. INSTRUMEN SOAL

Reading Test

Pre-Test

Chickens are domestic or farm birds. The live span of a chicken is about 10 to 15 years. The male is larger and more brightly colored than the female. This is common feature in birds. The males show off their colorful feathers to attract the females.

A chicken has a comb on the head and two wattles under the neck. The male has a larger comb compared to the female. The male is called a rooster. The female is called a hen while the young are called chicks. The female is usually ready to lay her first eggs when she is around six months old.

Chickens eat worms, insects, seeds, grains, snails, slugs, fruits, vegetables and many other foods. The gizzard which is a part of the stomach contains tiny stones to help grind up the food.

1. The first paragraph tells about?
 - a. The farm birds of chickens
 - b. The larger and brightly color
 - c. The population of chickens
 - d. The color of male chickens
2. What is the supporting idea in paragraph two?
 - a. The deference of chickens and bird
 - b. The female has a larger comb compared to the male
 - c. The chickens has a comb on the head and two wattles under the neck
 - d. Hen is the male chickens.
3. The males show off their colorful feathers to attract the females.
The word “show” can be best replaced by ...
 - a. Indicate
 - b. See
 - c. Share
 - d. Holdings
4. What does chicken eat?
 - a. worms, rice, iron, snails, fruits
 - b. paper, bone, water, orange
 - c. milk, grass, flower, meatball
 - d. worms, insects, seeds, grains, snails, slugs, fruits
5. what is the antonym “help”?
 - a. like
 - b. assist
 - c. let
 - d. ruin

Goats are very easy to find in various places and countries, animals belonging to this herbivore have features such as in each body overgrown with feathers that are straight, horned, bearded and there are two toenails that serve as a weapon to walk. In addition to this the animal is equipped with four hulls, each of which has different functions. For example, the first stomach (rumen) serves as a food destroyer with the help of bacteria, the second stomach (reticulum) serves as a food softener that had previously been destroyed by the rumen to form pellets. Goats have a habit after eating, they will lay down so it works to mengunyak pellets contained in the mouth until smooth for about an hour. The third stomach (omasum) serves as the recipient of food that has been destroyed by the mouth and the fourth stomach (obomasum) serves as the recipient of food from the omasum which is then fed into the small intestine.

Goat habitat is a place that has grasses as a source of food, including the mountains, rocky dry land, hills, plateau, highlands and also savanna. A goat is an animal capable of being anchored to the environment in which it is located.

Classified in herbivore, goats are animals that feed on plants as their main food source. Besides the foliage and also the young twigs are also used as food alternative. In the wild, goats live in groups, in contrast to other animals, in groups of goats there are leaders who come from females. The female leader has a duty as chairman while the goats do not function as security guards of the entourage during food search. In a group of goats consisting of 5 to 20 goats.

To breed, goats do marriage which will happen pregnancy on female goats for 5 months or 150 to 155 days. Then give birth to 2 or 3 tails, the baby will be on guard and fed by the parent. It should be noted that goat in 2 years can give birth 3 times.

6. What are the characteristics of goats?
 - a. straight, horned, bearded and there are two toenails
 - b. rocky dry land, hills, plateau, highlands and also savanna
 - c. goats do marriage which will happen pregnancy on female goats for 5 months
 - d. The goat in 2 years can give birth 3 times.
7. What we should do to take care of goat?
 - a. Cut of the goat
 - b. Kill of the goat
 - c. Feed the goat
 - d. do not give goat food
8. What is the text about?
 - a. Describe of a goats
 - b. Describe of a male cow
 - c. Characteristic of goat
 - d. The novel of goal
9. What is main idea the paragraph two?
 - a. The habitat of goat is a place that has grasses as a source of food
 - b. The Food Of Goat
 - c. Advantages of take care a goat
 - d. The kinds of goat
10. What is goat food?
 - a. Grass plants
 - b. Meat
 - c. Fruits
 - d. Money
11. How does a goat breed?
 - a. A goat will happen pregnancy 5 months

- b. a goat eat grass then will happen pregnancy on female goats for 5 months or 150
 - c. a goats do marriage which will happen pregnancy on female goats for 5 months or 150 to 155 days
 - d. a goats do marriage which will happen pregnancy on female goats for 5 months or 140 to 155 days
12. What is the synonym of the words in bold and italic equations” his goat has a nose and ears that have black spots, horned head, **dominant** feathers are white and very sensitive to sunlight”?
- a. Prominent
 - b. Increase
 - c. Influence
 - d. Left
13. What is the supporting idea in paragraph one?
- a. Goats are very easy to find in various places and countries
 - b. animals belonging to this herbivore have features
 - c. Goat habitat is a place that has grasses
 - d. The stomach (omasum) serves as the recipient of food that has been destroyed by the mouth.

Most people in the world have a pet. I also have it. My pet is a dog, named Dimo. Its color is brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in this country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbor’s dog. I love him very much because he can be my friend, too.

14. Dimo’s eyes are
- a. Black
 - b. White
 - c. Brown
 - d. . Dark brown
15. The writer got the pet from
- a. His neighbor
 - b. A pet shop
 - c. His friend
 - d. . His mother

16. What is the text about?
- My lovely dog
 - My best friend
 - My pet shop
 - His mother

I have a pet. It is a dog and I call it Snowy. Snowy is a Chinese breed. It is small, fluffy and cute. It has thick white fur. When I cuddle it, the fur feels soft. Snowy does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Snowy plays with my cat. They get along well and never fight; maybe because Snowy does not bark a lot. It treats the other animals in our house gently, and it never bites shoes.

We always spend time together at home. We do many activities: playing balls, hide and seek, or racing in the backyard. In the afternoon, I usually take him for a walk. People love to see Snowy. Snowy is really a sweet and friendly pet.

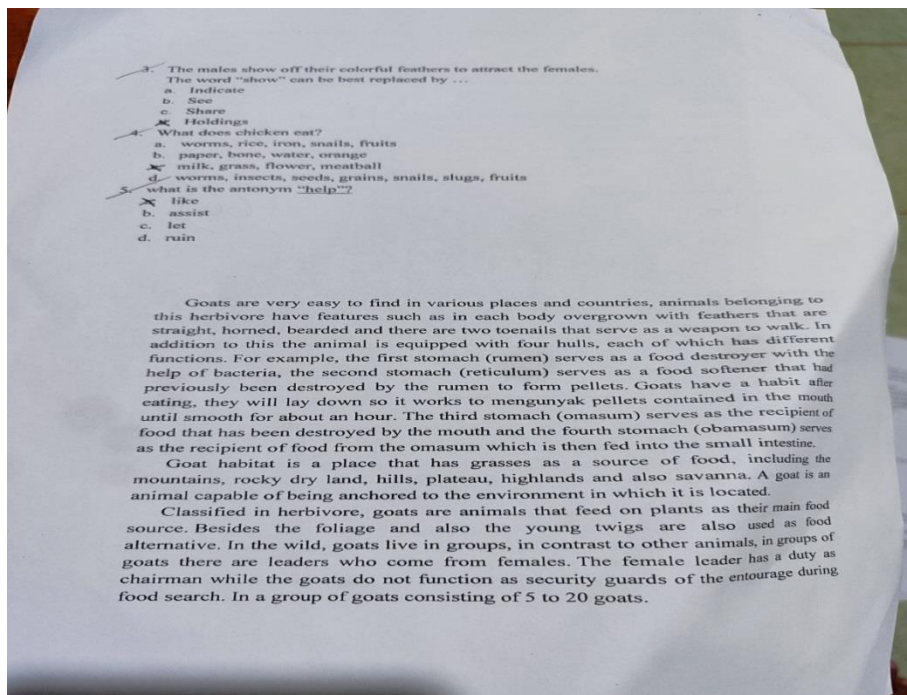
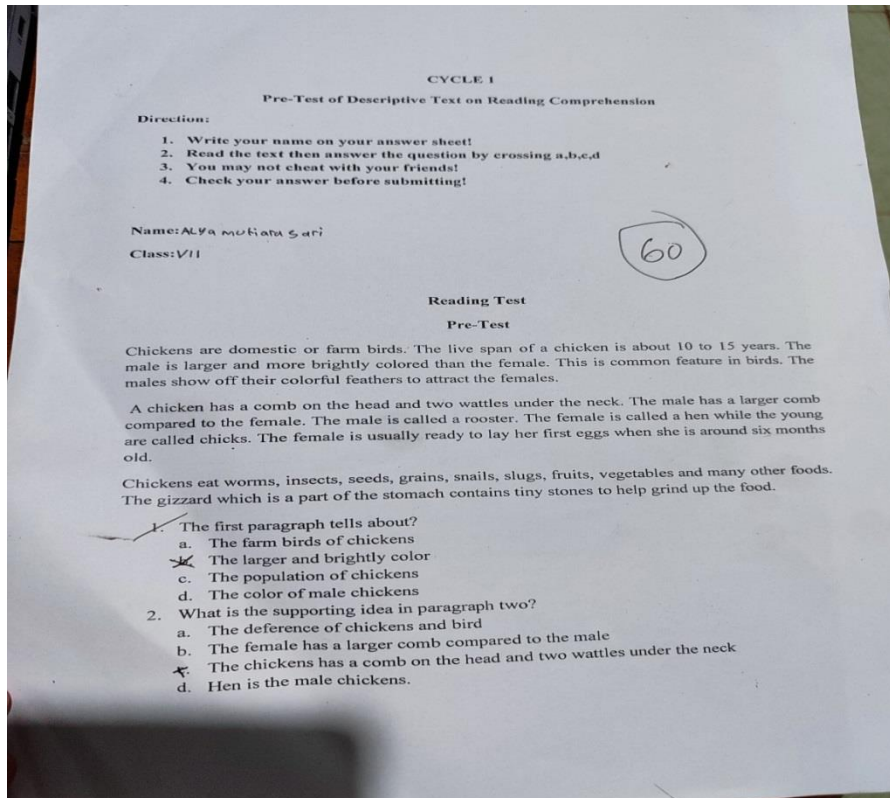
17. What is the topic of the story?
- A friendship between a cat and a dog
 - Spending time with a pet inside and outside the house
 - A friendly and sweet dog
 - A friendship between a pet and its owner
18. The main topic of paragraph two is
- The writer's activities with his/her pet
 - Everybody loves to walk with Snowy
 - Snowy is a cute and friendly dog
 - Snowy always plays with the cat
19. The supporting idea of paragraph one is....
- Snowy does not bark a lot. It treats the other animals in our house gently
 - Snowy's characteristic and favorite food
 - Playing activities
 - I have a pet. It is a dog and I call it Snowy
20. What is the synonym of the words in bold and italic equation, Every morning I give her milk and bread
- help
 - provide
 - given
 - eat

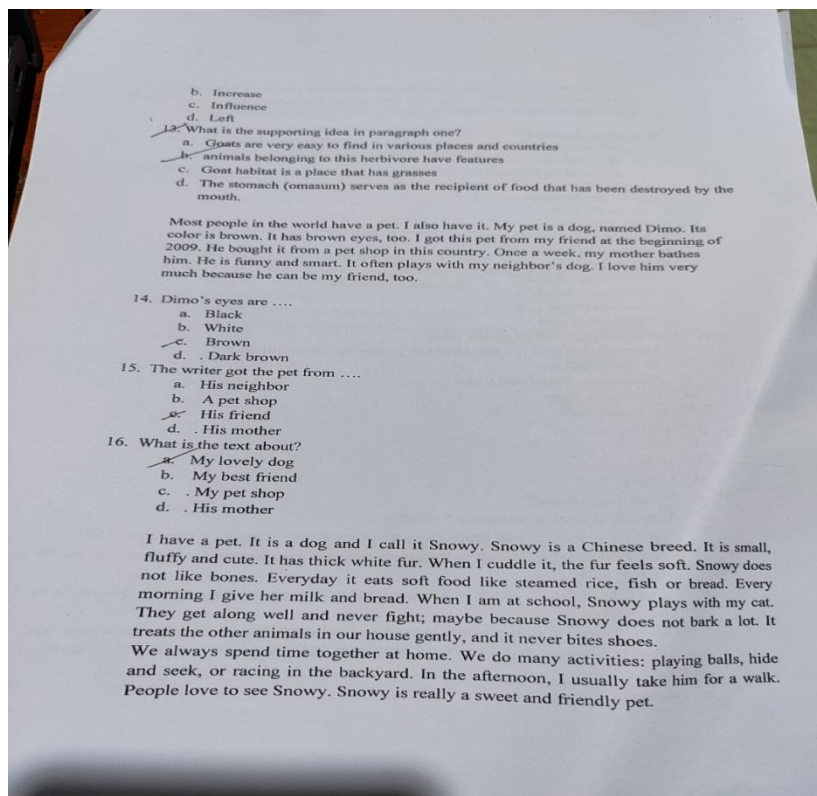
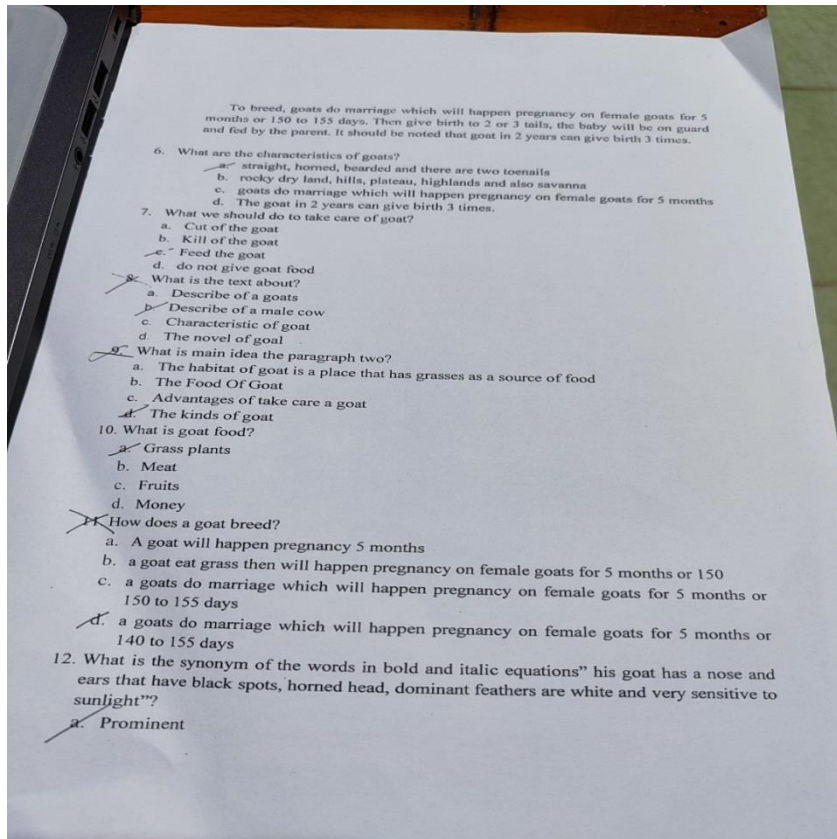
Key Answer

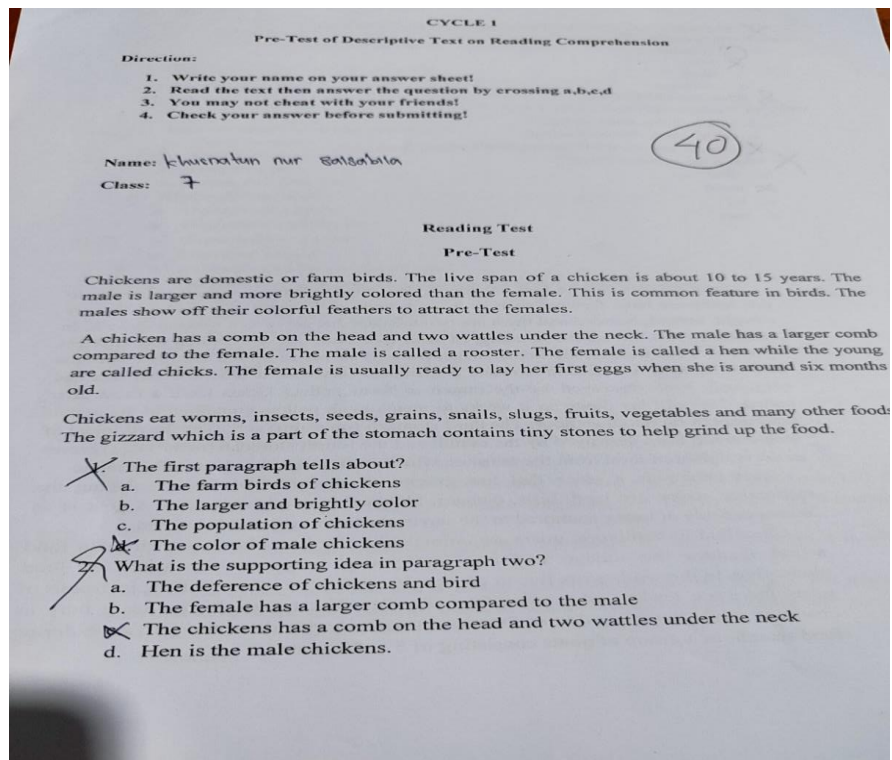
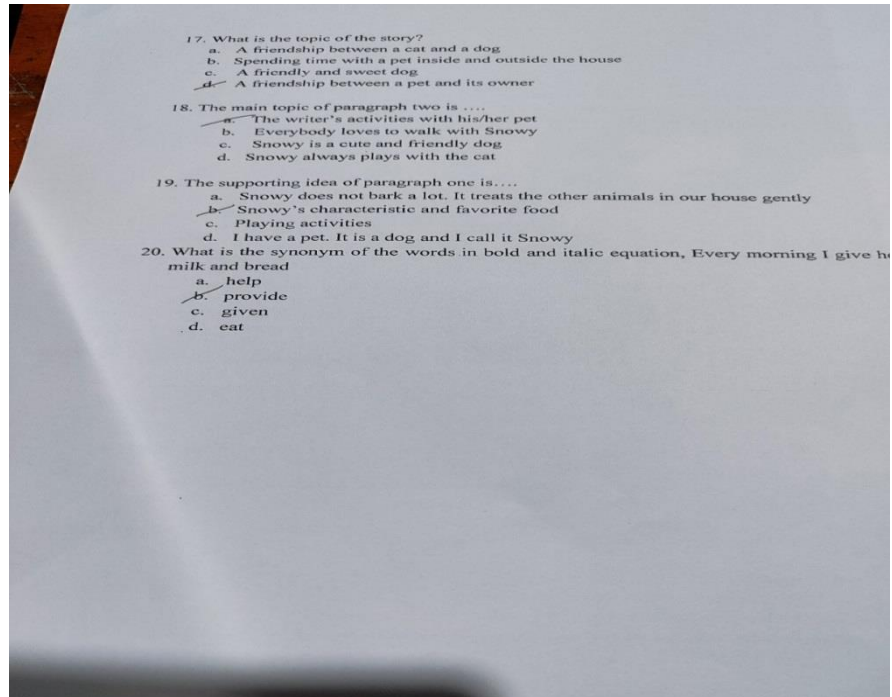
- | | | | |
|------|-------|-------|-------|
| 1. a | 7. c | 13. a | 19. b |
| 2. c | 8. a | 14. c | 20. b |
| 3. a | 9. a | 15. c | |
| 4. d | 10. a | 16. a | |
| 5. c | 11. c | 17. d | |
| 6. a | 12. a | 18. a | |

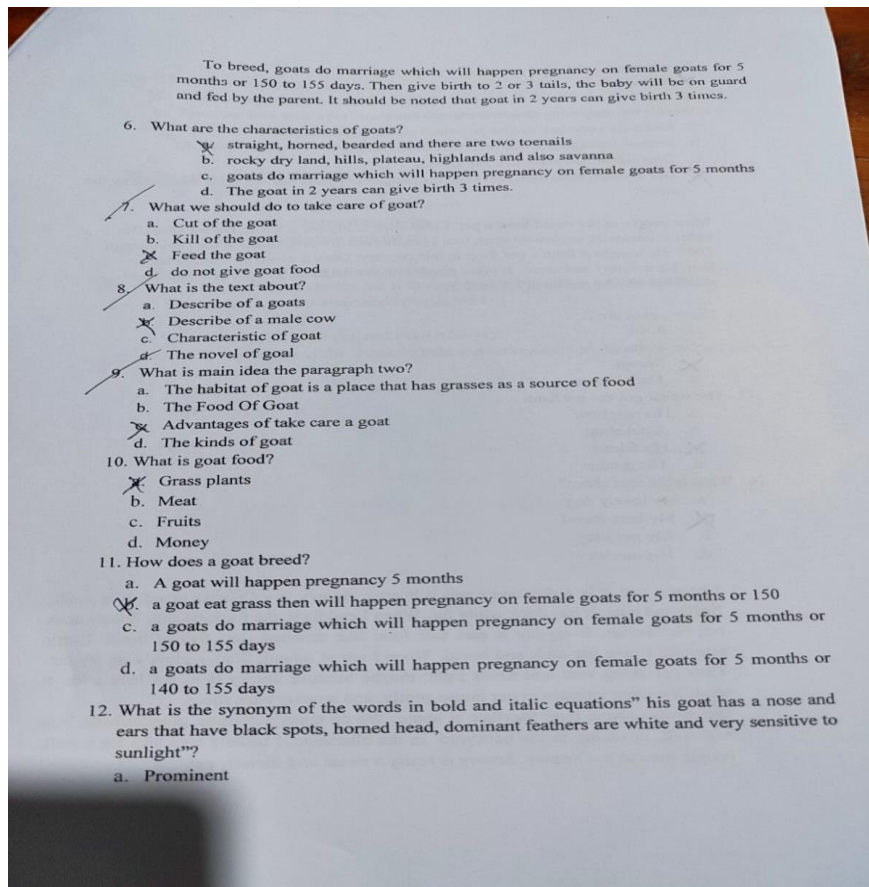
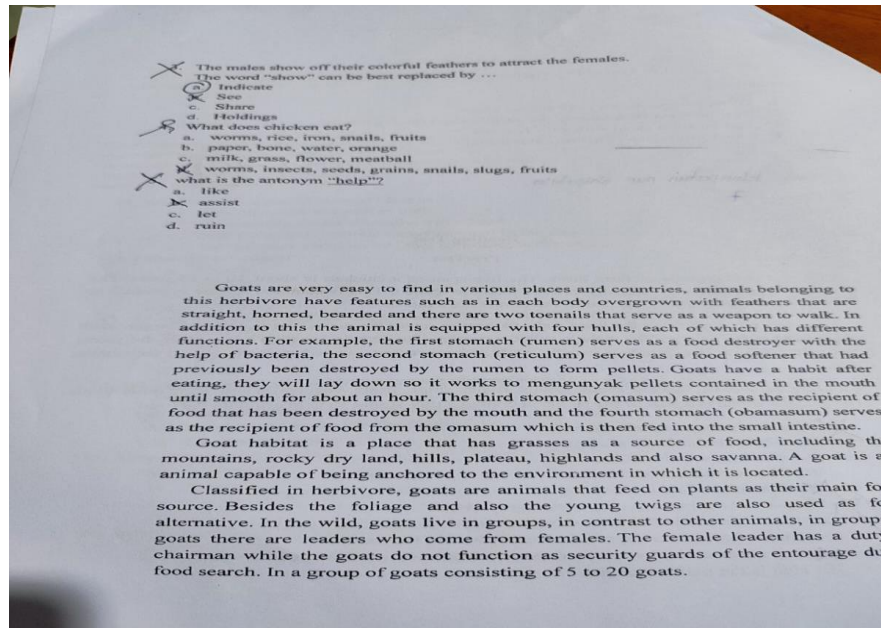
Guru Mata Pelajaran

**Salmiati, S.Pd**Pekalongan, 03 Februari 2024
Mahasiswa**Bela Fransiska**









- b. Increase
 Influence
 d. Left
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 c. Goat habitat is a place that has grasses
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- ~~17.~~ What is the topic of the story?
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- ~~18.~~ The main topic of paragraph two is
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- ~~20.~~ What is the synonym of the words in bold and italic equation, Every morning I give her milk and bread
 a. help
 b. provide
 c. given
 eat

RENCANA PENYAMPAIAN PEMBELAJARAN

RPP

SATUAN PENDIDIKAN : SMP SAINS QUR'AN MINHAJUTH THULLAB
 MATA PELAJARAN : BAHASA INGGRIS
 KELAS/ SEMESTER : VII / 2
 TAHUN PELAJARAN : 2023/2024
 ALOKASI WAKTU : 10 JP / 2 x Pertemuan
 MATERI : DESCRIPTIVE TEXT
 SUB-MATERI : DESCRIPTION OF ANIMALS (Cow and Buffalo)

A. TUJUAN PEMBELAJARAN

Kompetensi Dasar		Tujuan Pembelajaran
KD. 3.7	membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> ● Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks
KD. 4.7.1	menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda	<ul style="list-style-type: none"> ● Menyebutkan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks ● Merespon ungkapan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks ● Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda

B KEGIATAN PEMBELAJARAN

PENDAHULUAN	INTI	PENUTUP
Peserta didik beserta guru melaksanakan Do'a dan guru mengecek kesiapan peserta didik terkait kondisi peserta didik dan melakukan absensi	Peserta didik diberikan arahan untuk kegiatan yang akan dilaksanakan. Yakni penjelasan tentang bagaimana aturan main "Flash Card" ini dilakukan.	Peserta didik menyimpulkan makna deskripsi dan beberapa benda yang telah diperolehnya.
Guru memberikan <i>Keynote</i> terkait materi yang akan disampaikan	Setelah peserta didik mengerti lalu peserta didik memilih beberapa kartu, kemudian peserta didik mendeskripsikan gambar yang ada pada kartu tersebut.	Peserta didik mendapatkan <i>refleksi</i> dari guru sebagai tanggapan dan koreksi untuk peserta didik tersebut.
Guru mempersilahkan peserta didik untuk mengeksplorasi <i>keynote</i> yang telah diberikan	Peserta didik yang lainnya menuliskan penjelasan atau deskripsi dari peserta didik yang lainnya.	Peserta didik dan guru melaksanakan do'a dan selesai

C. SUMBER BELAJAR

1. FLASH CARD
2. BUKU WHEN ENGLISH RINGS THE BELL KELAS VII
3. INTERNET
4. KAMUS

D. PENILAIAN

1. Rubrik Penilaian Lisan

Nama	SCORE			
	A	B	C	B
ASEP....				

Catatan:

A = 91-100

B = 79-90

C = 75 - 78

D = 60 - 75

Yang dinilai adalah *Pronouncing*

2. Rubrik Penilaian Tertulis

Nama	SCORE			
	Konteks	Stucture	Completeness	
ASEP....				

Catatan:

A = 91-100

B = 79-90

C = 75 - 78

D = 60 – 75

3. The Blueprint of Reading Comprehension

Post test

no	Aspects of reading comprehension	Question item
1	Main idea (topic)	6,12,17
2	Inference (implied detail)	3,7,8, 11,
3	Grammatical features	2
4	Detail (scanning for a specifically stated detail)	9,14,19,20
5	Excluding facts not written(unstated details)	16
6	Supporting idea	1
7	Vocabulary in context	10,13,15,18

E. INSTRUMEN SOAL

Reading Test
Post Test

I'm used to having pets at home because my family is pet lovers. I have kept two turtles since February 2003. I put them all in one tank in my room.

The name of the male turtle is Donatello and the female one is called Rafael. It is quite easy to keep them. They can survive without food for about two months.

However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and a piece of dry trunk in the aquarium.

Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death!

The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

1. What is supporting idea in paragraph two?
 - a. How to keep Donatello and Rafael
 - b. Live with imported soil and plants
 - c. The name of the male turtle is Donatello and the female one is called Rafael
 - d. Kept two turtles since February 2003.
2. “Inadequate conditions can cause not only stress but also affect their growth.” (paragraph 2) The word “Inadequate” can be best replaced by ...
 - a. Insufficient
 - b. Indiscipline
 - c. . ineffective
 - d. inedible
3. What is the purpose of the text above ?
 - a. To tell the readers that the writer’s family is pet lovers
 - b. To describe the writer’s turtles to the readers
 - c. To persuade the readers to keep turtles as a pet
 - d. To show the advantages of keeping turtles

I have some pets. However, my favourite pet is Timmy.

Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually give me a kiss.

Timmy is a nice playmate. I’m so happy to spend my time with him. Most of the time, he’s a good cat. It’s almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quality by my bedside until I wake up.

4. When does Timmy usually give a kiss to the writer? When the writer ...
 - a. fells hungry
 - b. goes to sleep
 - c. comes home
 - d. . wakes up
5. Why is the writer almost impossible to be angry at his cat? Because ...
 - a. It has innocent round eyes
 - b. Most of the time, it is a good cat
 - c. It gives the writer kiss
 - d. It always wakes up early
6. The second paragraph tell about ...
 - a. Characteristic
 - b. Habitat
 - c. Food

d. Behavior

7. What is the purpose of the text about?
- To entertain the reader
 - To describe something
 - To tell how to make something
 - To tell how to care for cats

This giraffe is the tallest animal, I saw in Ragunan zoo. It is a male. It is about six meter tall. It has big brown eyes. It has brown spots on its skin. It also has two short horns on its head. Its tail is long with thick hair on the top of the tail. It likes eating leaves of tree.

8. The purpose of the text above is....
- to describe about giraffe
 - to tell about tall animal
 - to describe Ragunan zoo
 - to tell about tall animals
9. How the eyes of the giraffe look like?
- They are big and black
 - They are big and brown
 - They are small and brown
 - They are small and black

10. "Its tail is long with thick hair..." The antonym of the word "long" is....
- Beauty
 - Strong
 - Short
 - thin

When I went to the Surabaya zoo, I saw an owl. This owl is unique and amazing bird. It is a heavy bird and has a large head and an oval face. The owl has round eyes. Its eyes are large and are locked in the skull. It means the eyes cannot rotate independently. They are typically solitary. Though the owl is typically solitary, it also lives in a group. The owl hunts mostly small mammals, insects and other birds.

11. What is the purpose of the text? It is to ...
- show the steps to catch an owl
 - entertain the reader about the owl's head
 - describe specific animal namely an owl in the zoo
 - tell the story about an owl that spreading in the society
12. What is owl's food?
- Flower
 - Insects
 - Plant
 - big mammals

13. 'It' is a heavy bird and has large heads." The word 'IT' refers to ...
- Bird
 - Owl
 - Eyes
 - head
14. Why do the eyes of owl cannot rotate independently?
- the eyes are large
 - the eyes cannot see in the darkness
 - the eyes are locked in the skull
 - the eyes are too small
15. They are typically 'solitary'. The word 'Solitary' means ...
- Collective
 - Variety
 - Social
 - alone
16. According to the text, a group of owls is called ...
- Uncommon
 - Gang
 - . Solitary
 - Parliament

I want to tell you about my lovely pet. I call him Pompom because it is a Pomerania breed dog.

It is a small dog, only 3 Kg. Pompom's fur color is brownish yellow. It has four legs. It eyes are black. it has white shirt tail. It has cute paws. I got Pompom from a pet shop when he's one month old. Now he's 2 years old.

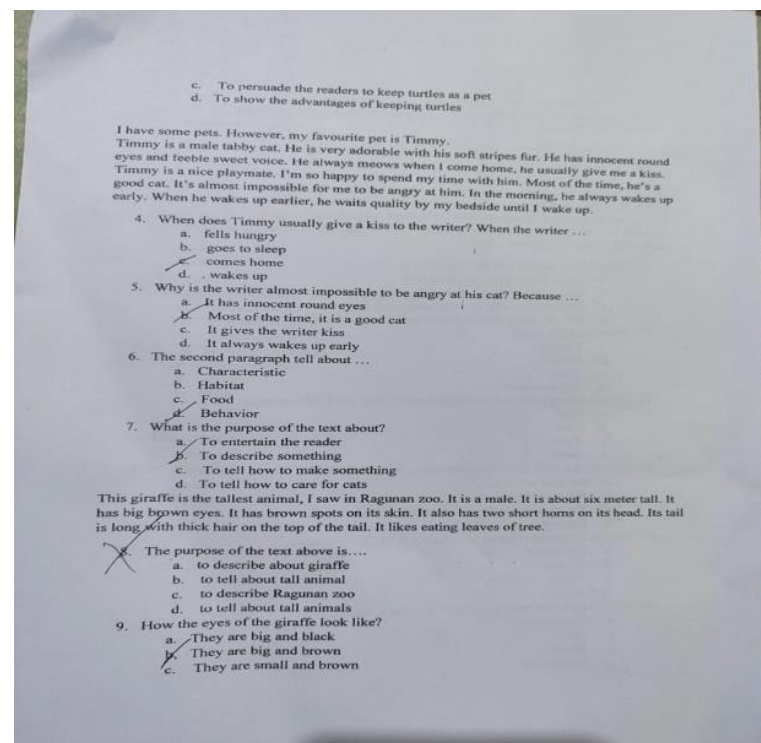
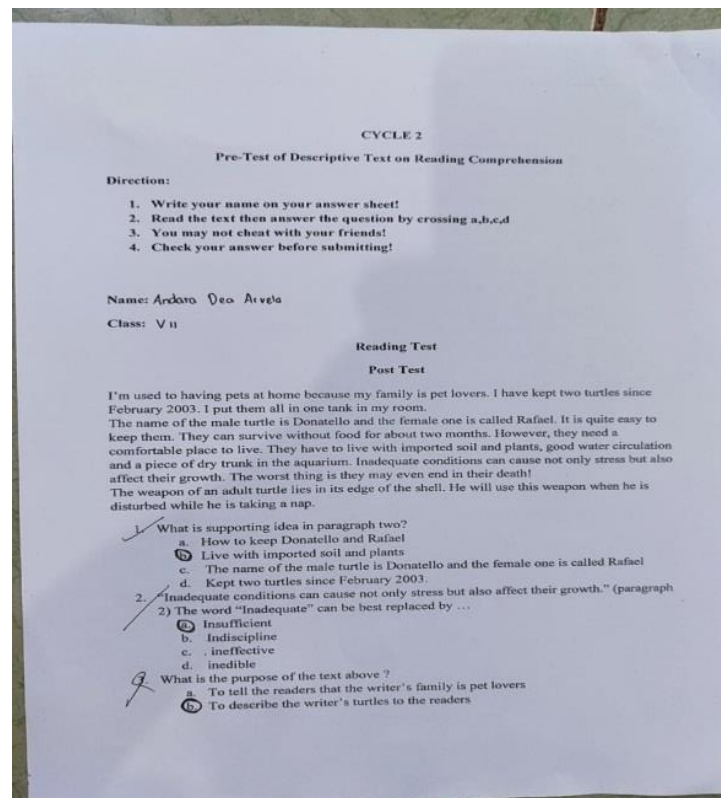
Pompom likes to eat sausage. We rarely give him dog's food. It also likes to drink milk. My pet is very cute. It always waits for me at the front door when I come home. It will run and jump to me excitedly. We build him a house, but he likes to sleep on the chair instead. I love my pet very much. I always play with Pompom every day.

17. What kind of animal is Pompom?
- Cat
 - a dog
 - a rabbit
 - a pet
18. What is the meaning of "pet" in Indonesian?
- binatang liar
 - binatang ternak
 - binatang jinak
 - binatang peliharaan

19. What is the pet's color?
- a. White
 - b. Black
 - c. Yellow
 - d. brownish yellow
20. How old is the pet?
- a. 1 years old
 - b. 2 years old
 - c. 3 years old
 - d. 4 years old

KEY ANSWER

- | | | | |
|------|-------|-------|-------|
| 1. a | 6. d | 11. c | 16. d |
| 2. b | 7. b | 12. b | 17. b |
| 3. b | 8. a | 13. b | 18. d |
| 4. c | 9. b | 14. c | 19. d |
| 5. b | 10. c | 15. d | 20. b |



- d. They are small and black
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 - 2 years old
 - 3 years old
 - 4 years old



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
SMP SAINS QURAN MINHAJUTH THULLAB
 Status Akreditasi : B (Baik)



NPSN : 69966745 e-mail : smpsamt@gmail.com website : www.smpsainsquranmt.sch.id

Alamat : Jl. Swadaya KM 3 32A Kel. Gondangrejo Kec. Pekalongan Kab. Lampung Timur Prov. Lampung CP. 0812-7153-9991

DAFTAR HADIR

No	Nama	Pre Test	Post Test 1	Post Test 2
1	Aline virlyana syahputri	✓	✓	✓
2	Alvan arli sapatra	✓	✓	✓
3	Alya mutiara sari	✓	✓	✓
4	Amira ihdina putri	✓	✓	✓
5	Andara dea arvela	✓	✓	✓
6	Asanti meriani	✓	✓	✓
7	Asinta meriani	✓	✓	✓
8	Asyifa keisyia putri	✓	✓	✓
9	Azzahra safira	✓	✓	✓
10	Danish khibban ruzain	✓	✓	✓
11	Devra ahmad ardiyansyah	✓	✓	✓
12	Firman cahya maulana	✓	✓	✓
13	Khusnatun nur salsabila	✓	✓	✓
14	Muhammad firman afriansyah	✓	✓	✓
15	Muhammad zidan tarizki	✓	✓	✓
16	Nauval chilmy assyafi'i	✓	✓	✓
17	Orion nata mahendra	✓	✓	✓
18	Sazkia candra kirani	✓	✓	✓
19	Villa muhammad dani	✓	✓	✓
20	Viola iza sirensa	✓	✓	✓
21	Zibila anggraini	✓	✓	✓
22	Dara sagita putri	✓	✓	✓

Guru Mata Pelajaran

Salmiati, S.Pd

Mahasiswa

Bela Fransiska

FIELD NOTE
(POST TEST I)

1.1 Table Of Students Activity In Class

Name	Indicator			
	1	2	3	4
AVS	4	4	3	4
AAS	3	3	4	3
AMS	3	3	4	3
AIP	4	4	4	3
ADA	2	2	2	2
AM	2	2	3	2
AKP	3	2	3	3
AS	3	3	3	3
DKR	2	1	1	1
DAA	4	3	3	3
KNS	2	1	2	1
MFA	3	2	2	2
MZT	3	2	3	2
NCA	3	4	3	3
ONM	4	3	4	3
SCK	3	3	3	3

VMD	3	2	2	2
VIZ	3	3	2	2
ZA	3	2	3	2
FDF	3	3	2	3
DSP	3	2	3	1
AM	2	1	2	1

1.2 Indicator Description

1. Students give attention to teacher's explanation/class
2. Students asking question to teacher
3. Students asking about material to their friends
4. Students response/answer to teacher's question

1.3 Score Criteria

1. Very well = 4
2. Well = 3
3. Good = 2
4. Enough = 1

FIELD NOTE

(POST TEST II)

1.1 Table Of Students Activity In Class

No	Name	Student's Activities			
		1	2	3	4
1	AVS	4	4	3	4
2	AAS	3	3	4	3
3	AMS	4	4	4	3
4	AIP	4	4	4	4
5	ADA	3	3	3	3
6	AM	3	3	3	3
7	AKP	4	3	3	3
8	AS	4	4	3	3
9	DKR	3	3	3	2
10	DAA	4	4	3	3
11	KNS	3	3	3	3
12	MFA	3	3	3	3
13	MZT	4	3	3	3
14	NCA	4	4	3	3
15	ONM	4	3	4	3
16	SCK	4	3	3	3

17	VMD	4	3	3	3
18	VIZ	4	3	3	3
19	ZA	3	3	3	3
20	FDF	4	3	3	2
21	DSP	4	3	3	2
22	AM	3	3	3	3

1.2 Indicator Description

5. Students give attention to teacher's explanation/class
6. Students asking question to teacher
7. Students asking about material to their friends
8. Students response/answer to teacher's question

1.3 Score Criteria

5. Very well = 4
6. Well = 3
7. Good = 2
8. Enough = 1



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Haji Dewantara Kampus 15 A Ilirgumulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-2529/In.28.1/J/TL.00/09/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMP SAINS QUR'AN PEKALONGAN
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

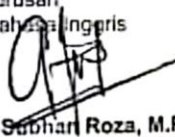
Nama : **BELA FRANSISKA**
NPM : 1701070171
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS OF PICTURE CUED TASK IN READING SKILL
AMONG THE SEVENTH GRADERS AT SMP SAINS QUR'AN
PEKALONGAN

untuk melakukan *pra-survey* di SMP SAINS QUR'AN PEKALONGAN.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 28 September 2020
Ketua Jurusan
Tadris Bahasa Inggris


Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
SMP SAINS QURAN MINHAJUTH THULLAB
 Status Akreditasi : B (Baik)



NPSN : 69966745 e-mail : smpsqmt@gmail.com website : www.smpsqmt.com

Alamat : Jl. Swadaya KM 3.32A Kel. Gondosongjo Kab. Pekalongan Kab. Lampung Darat Pesisir Lampung CP. 0812-7153-4291

Nomor : 051/SMP.SQ.MT/PKL/XI/2020

Lampiran :

Hal : Surat Keterangan Penelitian

Assalamualaikum Wr. Wb

Sehubungan surat izin pra-survey nomor B-2529/In.28.1/3/TL.00/09/2020, mohon sekiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : BELA FRANSISKA

NPM : 1701070171

Semester : 7 (Tujuh)

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Pendidikan Bahasa Inggris

Judul : AN ANALYSIS OF PICTURE CUED TASK IN READING SKILL AMONG THE SEVENTH GRADERS AT SMP SAINS QUR'AN PEKALONGAN

Mahasiswa tersebut diatas kami izinkan melaksanakan pra survey/research di SMP Sains Qur'an Minhajuth Thullab Pekalongan

Demikian surat keterangan research ini kami berikan , untuk dapat dipergunakan sebagaimana mestinya. Atas perhatiannya kami ucapkan terimakasih.

Wassalamunlaikum Wr.Wb

Pekalongan, 10 Oktober 2020





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-0055/In.28.1/JJ/TL.00/01/2024
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.
Ahmad Subhan Roza (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **BELA FRANSISKA**
NPM : **1701070171**
Semester : **13 (Tiga Belas)**
Fakultas : **Tarbiyah dan Ilmu Keguruan**
Jurusan : **Tadris Bahasa Inggris**
Judul : **THE USE OF PICTURE CUED TASK TECHNIQUE IN IMPROVING READING COMPREHENSION AMONG THE SEVENTH GRADERS IN SMP SAINS QUR'AN MINHAJUTH THULLAB PEKALONGAN**

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, 06 Januari 2024
Ketua Jurusan,



Dr. Much Delniatur, M.Pd.BL
NIP 19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0825/In.28/D.1/TL.00/02/2024
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP SAINS QUR'AN MINHAJUTH
THULLAB PEKALONGAN
di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0826/In.28/D.1/TL.01/02/2024, tanggal 01 Februari 2024 atas nama saudara:

Nama : **BELA FRANSISKA**
NPM : **1701070171**
Semester : **14 (Empat Belas)**
Jurusan : **Tadris Bahasa Inggris**

Maka dengan ini kami sampaikan kepada KEPALA SMP SAINS QUR'AN MINHAJUTH THULLAB PEKALONGAN bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP SAINS QUR'AN MINHAJUTH THULLAB PEKALONGAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF PICTURE CUED TASK TECHNIQUE IN IMPROVING READING COMPREHESION AMONG THE SEVENTH GRADERS IN SMP SAINS QUR'AN MINHAJUTH THULLAB PEKALONGAN".

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

Wassalamu'alaikum Wr. Wb.

Metro, 01 Februari 2024
Wakil Dekan Akademik dan Kelembagaan,



Dra. Isti Fatmah MA
NIP 19670531 199303 2 003



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
SMP SAINS QURAN MINHAJUTH THULLAB
 Status Akreditasi : B (Baik)



NPSN : 69966745 e-mail : smpsamt@gmail.com website : www.smpsainsquranmt.sch.id

Alamat : Jl. Swadaya KM 3 32A Kel. GondangrejoKec. Pekalongan Kab. Lampung Timur Prov. Lampung CP. 0812-7153-9991

Nomor : 049/SK/SMP-SQ/YPP-MT/II/2024
 Lampiran : -
 Perihal : Balasan izin research

Kepada Yth,
 Rektor IAIN Metro
 Di

- Tempat

Assalamualaikum Warrahmatullahi Wabarakatuh

Salam silahturami kami sampaikan semoga segala aktifitas yang kita lakukan mendapatkan ridho dari Allah SWT.

Berdasarkan surat dari Lembaga Pendidikan Insitut Agama Islam Negeri (IAIN) Metro dengan Nomor B-0825/In.28/D.1/TL.00/02/2024 perihal izin research, maka dengan ini kami memberikan izin kepada

Nama : Bela Fransiska
 NPM : 1701070171
 Semester : 14 (empat belas)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul skripsi : "THE USE OF PICTURE CUED TASK TECHNIQUE
 IN IMPROVING READING COMPREHESION
 AMONG THE SEVENTH GRADERS IN SMP
 SAINS QUR'AN MINHAJUTH THULLAB
 PEKALONGAN"

Untuk dapat melaksanakan research dalam rangka penyusunan skripsi di SMP Sains Qur'an Minhajuth Thullab Pekalongan.

Demikian surat ini kami buat dan agar dapat digunakan sebagaimana mestinya.

Wassalamualaikum warrahmatullahi wabarakatuh

Pekalongan, 02 Februari 2

Mengctakuf
 Kepala sekolah

 Machfudz Hadi Saputra, S.H



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-0826/In.28/D.1/TL.01/02/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : BELA FRANSISKA
NPM : 1701070171
Semester : 14 (Empat Belas)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP SAINS QUR'AN MINHAJUTH THULLAB PEKALONGAN, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF PICTURE CUED TASK TECHNIQUE IN IMPROVING READING COMPREHENSION AMONG THE SEVENTH GRADERS IN SMP SAINS QUR'AN MINHAJUTH THULLAB PEKALONGAN".
 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 : 01 Februari 2024



Wakil Dekan Akademik dan Kelembagaan,



Dra. Isti Fatmah MA
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-139/In.28/S/U.1/OT.01/02/2024**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Bela Fransiska
NPM : 1701070171
Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1701070171

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 20 Maret 2024
Kepala Perpustakaan



[Handwritten Signature]
Dr. Asad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

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:

Nama : Bela Fransiska
NPM : 1701070171
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 21 Maret 2024

Ketua Program Studi TBI



Dr. Much Demiatu, M.Pd.B.I
NIP. 198803082015031006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15 A Ringmulya Metro Timur Kota Metro Lampung 38111
 Metro Telp: (0720) 41507 Faks: (0720) 47200 Website: www.taibah.iaimetro.ac.id e-mail: taibah.iaimetro@iaimetro.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Bela Fransiska
 NPM : 1701070171

Jurusan : TBI
 Semester : II

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
1.	Jumat/ 26 Agustus	1		<p>The Study di agent agent pak Bab I Kerjasama Perencanaan Pemasaran - Bab 1.1 Perencanaan Formulasi - Bab 3 agent budidaya jadi "The use of picture credit card in improving learning skill among The seventh grade II - ..."</p> <p><i>[Signature]</i></p>	

Mengetahui
 Ketua Jurusan TBI

Andianto, M.Pd
 NIP.198711022015031004

Dosen Pembimbing I

Dr. Ahmad Subhan Roza, M.Pd
 NIP.197506102008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Komplek 15 A Komplek Metro Timur Kota Metro Lampung 34111

Telpon (0725) 41501, Faksimili (0725) 47296, Website: www.tarbiyah.metriain.ac.id, e-mail: tarbiyah@metriain.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Bela Fransiska
 NPM : 1701070171

Jurusan : TBI
 Semester : 11

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
	Selasa 29 Agustus 2022			Fortune Perbaikan	
		✓		<i>Am Siman</i>	

Mengetahui
 Ketua Jurusan TBI

Andianto, M.Pd
 NIP.19871022015031004

Dosen Pembimbing I

Dr. Ahmad Subhan Roza, M.Pd
 NIP.197506102008011014



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp (0725) 41057 faksimili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id;E-mail:
 www.tarbiyah.metrouniv.ac.id


KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Bela Fransiska

Jurusan : TBI

NPM :1701070171

Semester :13

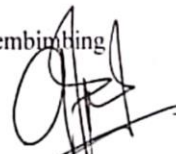
No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Dosen
		I		
1	Jumat, 22 Desember 2023		Bimbingan APD Ace APD	

Mengetahui,
 Ketua Jurusan TBI



Dr. Much Deinatur, M.Pd.BI
 NIP.19880308 201 503 1 006

Dosen Pembimbing



Dr. Ahmad Subhan Roza, M.Pd
 NIP.19750610200 801 1 014

RESEARCH DOCUMENTION





CURRICULUM VITAE



Bela Fransiska born on Sidodadi, September 9th, 1999. She was a daughter of Mr. Miskijan and Mrs. Sokiyem. She also has a Sister name Anita Pricilia Damayanti. Her education history was she was finish her formal education from elementary school SDN 2 Sidodadi on 2005 until 2011. Then continue her education to junior high school at SMP N 2 Pekalongan on 2011 until 2014 and finished her senior high school at SMK Integral Minhajuth Thullab Pekalongan on 2014 until 2017. Her last formal education was at IAIN Metro started from 2017. Her hobby is Cooking. She has a dream to become a teacher who can teaches her students not only material but also to become a good person.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki Hajar Dewantara 15A, Ingguloyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47206 Website: www.iainmetro.ac.id e-mail: info@iainmetro.ac.id

PENUNJUKAN TIM UJIAN SKRIPSI

Nomor: P- 1780/in.28/JPP.00.9/04/ 2022

Nama / NPM : BELA FRANSISKA / 1701070171
Jurusan : Tadris Bahasa Inggris
Ruang Ujian : Gd dosen II III A
Judul Skripsi : THE USE OF PICTURE CUED TASK TECHNIQUE IN IMPROVING READING COMPREHENSION AMONG THE SEVENTH GRADERS IN SMP SAINS QUR'AN MINHAJUTH THULLAB PEKALONGAN

Hari / Tanggal	Waktu	Ketua / Moderator	Penguji	Sekretaris	Petugas
Kamis, 04 April 2024	13.00-15.00	Dr. Ahmad Subhan Roza, M. Pd	1. Dr. Much Deiniatur, M. Pd. BI 2. Eka Yuniasih, M. Pd	Aisyah Sunarwan, M. Pd	Aisyah Sunarwan, M. Pd

ALOKASI WAKTU		ASPEK YANG DIUJI/PENILAIAN	
Ketua	Maks. 30 Menit	Ketua	Penampilan dan Pembelaan, Ketekunan Dalam Proses Bimbingan
Penguji 1	Maks. 50 Menit	Penguji 1	Metode, Relevansi & Penguasaan Materi, Penampilan Dalam Ujian dan Pembelaan
Penguji 2	Maks. 40 Menit	Penguji 2	Penguasaan Materi, Penampilan Dalam Ujian dan Pembelaan

Metro, 27 Maret 2024
Ketua Tim Ujian TBI



Tembusan disampaikan Kepada Yth:

1. Kasubbag. Umum
2. Mahasiswa Tbs. (Papan Pengumuman)