

Improving Students' Reading Through The Use of Illustration Pictures at Junior High School Student

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Abstract

This research aims to know whether illustration pictures may improves the reading of Class VIII B of SMPN 2 Kragan who found it difficult to adapt to regular classroom environment from years of e-learning. The theory of the research is based on the DCT Theory by Clark and Paivio. The researcher used Classroom Action Research, the researcher acts as collaborator, while the teacher acts as the implementator. The technique used in this research is illustration pictures. This research consists of two cycles, and each consists of four meetings. There are 32 students as participants. Three research instruments utilized in this research are test, observation, and interview. The findings of the research demonstrates that using illustration pictures to improve the students' reading comprehension resulted in success. The students' average score in pre-test is 50,625, the students' average score in post-test 2 is 79,125, which means growth from the pre-test to post-test 2 is 56,29%. This research also resulted in students become more attentive to the learning and the classroom condition is more suitable to let the students adapt from e-learning to regular classroom environment. A conclusion can be made that illustration pictures technique is successful to improve students' reading comprehension.

Keywords: *illustration pictures, reading, classroom action research*

Abtrak

Penelitian ini bertujuan untuk mengetahui apakah gambar ilustrasi dapat meningkatkan kemampuan membaca siswa Kelas VIII B SMPN 2 Kragan yang mengalami kesulitan beradaptasi dengan lingkungan kelas reguler sejak bertahun-tahun menggunakan e-learning. Teori penelitian ini didasarkan pada Teori DCT oleh Clark dan Paivio. Peneliti menggunakan Penelitian Tindakan Kelas, peneliti berperan sebagai kolaborator, sedangkan guru berperan sebagai pelaksana. Teknik yang digunakan dalam penelitian ini adalah gambar ilustrasi. Penelitian ini terdiri dari dua siklus, dan masing-masing siklus terdiri dari empat pertemuan. Terdapat 32 siswa sebagai peserta. Tiga instrumen penelitian yang digunakan dalam penelitian ini adalah tes, observasi, dan wawancara. Temuan penelitian menunjukkan bahwa penggunaan gambar ilustrasi untuk meningkatkan pemahaman membaca siswa membuahkan hasil. Nilai rata-rata siswa pada pre-test adalah 50,625, nilai rata-rata siswa pada post-test 2 adalah 79,125, yang berarti pertumbuhan dari pre-test ke post-test 2 adalah 56,29%. Penelitian ini juga menghasilkan siswa menjadi lebih memperhatikan pembelajaran dan kondisi kelas lebih cocok sehingga memungkinkan siswa beradaptasi dari e-learning ke lingkungan kelas reguler. Dapat disimpulkan bahwa teknik gambar ilustrasi berhasil meningkatkan pemahaman membaca siswa.

Kata Kunci: *illustration pictures, reading, Penelitian Tindakan kelas*

INTRODUCTION

According to Schellings (2006), reading is the process of constructing meaning from texts. It is an active and purposeful process in which the reader's ability and comprehension interact with textual features such as genre, language, and structure. Sheeba (2018) said reading is a complex "cognitive process" of decoding symbols to

construct or derive meaning. Reading improves language acquisition, communication, as well as the exchange of knowledge and ideas. Then, according to Zeegen (2009), Illustration is frequently referred as graphic art, it falls between art and graphic design. In acknowledgement of the reality that many illustration is done for a client to meet a goal or brief, commercial art is another phrase commonly used to define the field. Illustration pictures are the visual imagery most frequently used to interpret, illustrate, explain, and/or enhance the words in textbooks, newspapers, and online publications. Virtual College (2022) asserted there are several conditions that need to be fulfilled to create an ideal positive learning environment for students ; established routine, minimized distractions, rewarded progress, vary learning approaches, and set targets. During the first visit that took place in February 7th 2023, the researcher found out that in the eighth grade of SMP Negeri 2 Kragan, there is a gap between the ideal and actual condition of the learning process. In reading, the students have a little bit of difficulty understanding the text material.

The test scores of the students are wildly varied, with most of them below the Minimum Completion Criteria (KKM) score of 75. During the learning process, the students are easily distracted from the learning, they are also having difficulty adapting from an e-learning classroom to a regular classroom environment. Most of the students also rarely have family members that may engage them in using English outside of the school environment.

In order to bridge the gap between ideal and actual conditions that the students of the Class VIII B encounter, the researcher conducts research with the title "Improving Students' Reading Through the Use of Illustration Pictures" to improve the students' reading comprehension. Hopefully, the test scores of reading comprehension of the students will be improved and the students will be able to adapt to the regular classroom environment.

The grand theory implemented in this research is Dual Coding Theory (DCT) by Clark and Paivio (1991). Words and pictures have different cognitive representations; as a result, the brain uses different networks for different types of data such as the verbal system and the imagery system.. The verbal system is primarily concerned with linguistic codes, such as words, speech, and language; the imagery system, on the other hand, mainly involves with visual codes, such as images, photographs, and material objects. The principles of this theory is to enhance the recall/recognition of the mind by presenting the students with visual and verbal form.

This is a Collaborative Classroom Action Research that involve the teacher that acts as the implementator and the researcher that acts as a collaborator, conceptor, and observer. The research implements Kemmis and McTaggart research model (1986), it also consists of 2 cycles with each of them consists of 4 meetings. Three research instruments (Test, Observation, Interview) is used to collect data and also formed methodological triangulation.

The material of the research is based on the second semester syllabus of K-13 2018th revision curriculum. This lesson plans of the research will be focused on Recount Text during the cycle 1 and Short Notice Functional Text during the cycle 2.

Picture-related technique is often successful in its implementation in the classroom environment. However, many researchers focused on its implementation in speaking and writing. There is very few researchers who implements picture-related technique in reading. Therefore, this research focuses on implementing illustration pictures to improve students' reading comprehension. The research objectives are:

- 1) To know the reading learning process using illustration pictures at Class VIII B of SMP Negeri 2 Kragan.
- 2) To find whether illustration pictures can improve students' reading comprehension at Class VIII B of SMP Negeri 2 Kragan.

LITERATURE REVIEW

Definition of Reading

Reading is one of the four English skills besides listening, speaking, and writing. According to Schellings (2006), reading is the construction of the meaning of texts. It is an active and strategic process, in which the reader's skill and knowledge interact with the characteristics of the text such as genre, the wording and structure of the text. Reading is a complex activity comprised of multiple processes that exhibit substantial influence on one another. Important processes also include perception of letters, the rapid recognition of words, the identification of the function and definition of the various words within a sentence, the connection of consecutive sentences, the construction of sentences into a relevant and comprehensible whole, and the incorporation of new information with prior knowledge.

According to Sheeba (2018), reading is a complex "cognitive process" of decoding symbols in order to construct or derive meaning. Reading improves language acquisition, communication, as well as the exchange of knowledge and ideas. The reason for reading also influences the most effective strategy for reading comprehension. A person who wishes to buy a certain phone at online shop needs to know whether his budget is enough must understand the pricing information offered on the catalogue, but does not need to know the names of all the accessories the shop listed. A reader reading poetry for leisure must recognize the poet's choice of words and their arrangement, but is not required to identify the poem's primary concept and supporting details. However, a person that used a research journal to back an opinion must be familiar with the terminology, comprehend the presented facts and cause-and-effect sequences, and recognize arguments expressed as speculations and basic assumptions.

Based on the two definitions above, reading can be defined as an act of deciphering symbols in order to construct the meaning of texts. It means that, when we are reading a text, our brain will deconstruct words or symbols that kept information in the text before deciphering its meaning. The more time we spent reading, the more time our brain will do all the aforementioned cognitive process in order to decipher the meaning of the text that we read, it will also influence the way our "cognitive" doing things, and makes it better at reading comprehension.

Definition of Illustration Pictures

According to Zeegen (2009), Illustration is frequently referred as graphic art. It falls between art and graphic design. In acknowledgement of the reality that many illustration is done for a client to meet a goal or brief, commercial art is another phrase commonly used to define the field. This word refers to illustration that focuses less on self-expression and more on providing a service, although to view the discipline in just this approach is to barely scrape the surface. Illustrations continue to be one of the most straightforward kinds of visual communication.

To put it simply, illustration is a picture that an artist makes. It is a picture that shows how something appears to work. It could be a drawing, mural, montage, engraving, picture, and so on. The illustration is not required to be drawn. A picture inside an article also counts as an illustration because it shows what is written. It can be concluded that illustration pictures is picture that artist make that shows how something truly works or truly performs, it is usually used on novels, books, article, and many more.

METHOD

Research Design

According to Kemmis S and McTaggart R (2003), Action research is collaborative, participatory study that frequently develops from the clarification of a group's common problems. In conclusion, action research is a strategy for identifying problems that exist in the classroom in an effort to improve the learning and teaching process for students. This action would increase participants' self-awareness, sense of fulfillment, and professional awareness.

The researcher utilizes collaborative classroom action research. The researcher acts as a concepter and plans for the entirety of the research, while the teacher acts as the implementator of the treatment that the researcher suggests. This research consists of two cycles, with each cycle consist of 4 meetings. According to Kemmis S and McTaggart R (1986), action research consists primarily of planning, action & observation, and reflection cycles.

Data Collection

The instrument utilized to facilitate the research by gathering data from the teacher, the students, and the teaching learning activity. In this research, the researcher uses multiple procedures to collect data. These procedures are crucial for the research to support action and observation phase in the research cycle.

1) Observation

Observation is a method of gathering data that is often unrecorded in order to measure individual behaviors or actions, as well as an event that can be observed in both natural and artificial settings. Observation enables the researcher to quantify each behavior typically performed by teachers and students during the learning experience, as well as to determine the surroundings situation at the site observed.

In this procedure, both the teacher and the researcher actively observe the classroom to identify the things going on during the treatment such as the classroom's condition, the mood of the classroom, and the atmosphere.

2) Test

In reading test, a test is a measuring instrument that will be presented to an individual in order to get the expected score. Students should complete the blanks of the questions raised by the researcher after observing the illustration pictures.

In this research, the researcher and the teacher utilized pre-test during the beginning of the data collection phase and post-test at the end of the phase to evaluate the students' reading comprehension skill improvement through the score of both tests.

3) Interview

The purpose of the interview section is to determine the students' response to and enthusiasm in English, particularly the reading section. This part was chosen because the researcher was interested in the development of students' reading comprehension skills.

In this research, the researcher individually interviews each student in the classroom to personally understand the students' motivation, drive, and opinion in regards of learning English generally, and reading skill specifically.

Data Analysis

After gathering data, the researcher compiles, analyzes, and interprets it before drawing a conclusion. The researcher employs the subsequent techniques:

- 1) Preparing the reading comprehension evaluation sheet.
- 2) Figuring out the outcome of the classroom evaluation form.
- 3) Calculating the result of each cycle's student score and determining its mean.
- 4) Evaluate the progress in student performance over each cycle.
- 5) Reaching the conclusion.

To determine the average score of the participants, the researcher employed the following formula:

$$\text{Mean of the students' score} = \frac{\text{Total score}}{\text{Number of students}}$$

Data Validity

According to Cohen (2000), triangulation can be described as the utilization of two or more data collection methods in the study of a particular aspect of human behavior. Therefore, triangulation technique indicates that the researcher collects data using two or more methods to ensure validity. Triangulation aims to enhance the reliability and validity of the results.

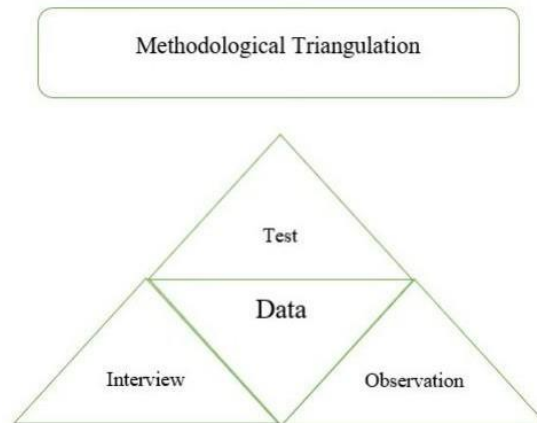


Figure 1 Methodological triangulation in illustration pictures

To properly validate the data from reflection at the end of the second cycle, the researcher utilizes methodological triangulation. This triangulation is chosen because the researcher utilizes three different data collection techniques such as test, interview, and observation.

FINDINGS AND DISCUSSION

The process of the treatment

The whole duration of the treatment consisted of 2 cycles with each cycle itself consist of 4 meetings with the researcher acted as collaborator and conceptor. The process of the treatment itself will be divided into 2 phases ; cycle 1 and cycle, with every steps inside each cycle is according to the research model made by Kemmis and McTaggart (1986).

Cycle 1

1) Planning

Prior to the first meeting on Monday, April 3rd 2023, the researcher asked the teacher the regular condition of the classroom normally in order to formulate the lesson plan that was appropriate to respond it. The teacher and the researcher discuss the material of the meeting was Recount Text and after further discussion, it was decided that the first half of the meeting shall employed the standard class viii English book, with the other half of the meeting shall be spent in pre-test. Acting as conceptor, the researcher wrote the lesson plan for the first meeting with minimal use of illustration pictures in order to use the result of the pre-test in the first meeting as the baseline for the students' reading comprehension skills and score, the writer also wrote all the research instruments (Test, Interview, Observation). More pictures will be focused on illustration meeting on the second meeting onward.

2) Action & observation

In the first meeting of the cycle 1 that happened on Monday, April 3rd 2023, the teacher started the classroom activity with prayer and student presency before she introduced the researcher to the students in Classroom VIII B. After that, the researcher then stood in the back of the classroom while the teacher explained the subject for the day, which was the recount text, and asked the students what they knew about it. The

students then opened the standard class viii book to the page that the teacher asked them, and the teacher started to teach the subject in accordance to the book page.

During the teaching activity, only several students who were focused to the teacher, there were a lot of students that loudly chat among themselves and ignored the teacher that was explaining the subject in the front, several students were seen sleeping. The classroom was very rowdy and most of the students were inattentive.

In the second meeting of the cycle 1 that happened on Thursday, April 6th 2023, the teacher opened the material power point and show it to the classroom, she then asked the students about what they knew about types of recount text and its generic structure. One of the students raise her hand and answered correctly about the generic structure, but unable to correctly answered the first question. The teacher praised the student for her answer before she asked if there was another student who wished to try answer the first question. When none of the students raise their hand, the teacher randomly chose one of the male students who sat in the back row seat. The male student felt nervous and stuttered, unable to answer the question, but the teacher calmly guided the student to the correct answer and asked the student to share the correct answer loudly to the classroom.

In the third meeting of the cycle 1, which happened on Monday, April 10th 2023, with the help of power point, the teacher began to explained the material to the classroom and occasionally instructed the students to write any important points shown in front. The teacher started with explaining the language features of recount text and later move onto the characteristics of each type of recount text.

During the teaching, the researcher spotted many students inattentive to the classroom activity, some students doodled their book and ignored the classroom activity, most of these students were located in the back row seat of the classroom. As the noise from the chattering students grew louder, the teacher briefly stopped explaining the material and reprimand the students. The situation got quieter after that.

In the fourth meeting, which happened on Thursday, April 13th 2023, the teacher was delayed and asked the researcher to come to the classroom first to set up the supporting items. When the researcher reached the classroom, it was in the middle of chaos. Many students were outside and relaxing, those who were inside were either chat among themselves or sleeping. . The researcher turned the classroom into order by instructing the students outside to come back inside, woke the sleeping students, and asked the rest of the students to sit back in their seats. It took several minutes to conditioned the classroom fit for classroom activity.

Several minutes later, the teacher had arrived in the classroom and started the classroom activity. The teaching session ended earlier than usual because there was no new material to be added. With the interactive session started, the teacher asked the students if there was some subjects that they were still unable to comprehend, a male student from the middle row seats raised their hands and began asking questions regarding the characteristics of factual recount text and what differentiate it from historical recount text. The teacher began to answer the questions after questions from the students. The classroom was unusually quiet that day as the students appeared to be

more attentive compared to the previous meetings, with only a select few of the students from the back row seats who were inattentive.

3) Reflection

The discussion happened between the teacher and the researcher that focused on the observation and the interview sheet of the students resulted on several findings; the students tended to be more attentive during the interactive session, the students from the back row seats were more inattentive compared to the mid row seats and the front row seats, and most of the students who either fell asleep or unable to concentrate during the classroom activity were caused by hunger and inability to adapt their sleep cycle during the Ramadhan.

To improve the classroom situation based on the observation and interview sheet, the teacher and the researcher agreed to ; added more time for the interactive session, reposition the students from the back row seats to the front row seats, and made the researcher more participative in the classroom.

Cycle 2

1) Planning

Prior to the first meeting of the cycle 2 on Thursday, May 4th 2023, the teacher informed the subject of the cycle 2 would be Notice Short Informational Text, or Notice Text in short. Acting as conception, the researcher formulated the second cycle lesson plan and a power point that would be focused on the definition of the definition, purposes, language features, and to know the types of notice text in general. Many pictures would be included in the exercise in order to make the students able to differentiate each type of notice signs in general. The researcher also printed another batch of research instruments forms (Test, Observation, Interview) for the remaining of the cycle.

2) Action & observation

In the first meeting of the cycle 2, which happened on Thursday, May 4th 2023, the teacher started the classroom activity with instruction to several students from the back row seats to switch place with several students from either front or middle row seats, the students tried to object but the teacher was firm on her decision.

During the classroom activity, the classroom was visibly more attentive compared to the previous meetings in the cycle 1. Although whispers were sometimes can be heard between students, there was not a single student who fell asleep, the students who were usually sleepy and sluggish looked energetic and somewhat attentive. The researcher later asked one of the students who usually fell asleep why he was not fell asleep during the classroom activity and he said *"I am finally able to sleep and eat normally again, so I no longer feel sleepy or sluggish in the classroom."*

In the second meeting of the cycle 2, which happened on Monday, May 8th 2023, the teacher started the classroom activity with explanation about the characteristics of the information and the command notice text, she also reminded the students to write only the important points shown on the power point. The classroom was relatively quiet with only occasional whispers can be heard from the students before the researcher reminded them to stay focused on the teacher explaining the material. One of the

students in the back row who was formerly seated on front row seemed inattentive to the classroom activity and appeared bored. The researcher reminded the student to focus on the teacher, but the student said *"I can't focus on the material, I am unable to see the power point clearly from here."*. After the teacher had finished her explanation, the researcher forwarded the student's concern and the teacher instructed the said student to move into the front row seat again.

The exercise session happened ten minutes after the first bells sound was heard, the classroom was quiet and focused. However, one of the students in the middle row seat fell asleep, he was caught by the researcher and instructed to wash his face outside by the teacher. When he was later asked why he fell asleep, he said *"Staying focused on the English subject for a long time tired me, so I become sleepy."*

In the third meeting of the cycle 2, which happened on Thursday, May 11th 2023, informed the classroom the subject of the day, which was the caution and the prohibition notice text. She asked if any students wished to share their understanding regarding the subject and several hands were raised in the air. Of three who shared their understanding about the subject, one was correct while the other two was close. When the student who answered correctly was later asked, she said *"I googled the subject last night, I was curious about why there is several differences in the caution sign."*

The students were mostly focused, and several students who became inattentive was quietly reminded by the researcher in the back of the classroom. A group of students was seen eating candies by the researcher, but they remained attentive to the lecture. When later asked by the researcher, one of the students said *"The candies helped us stay awake and concentrate to the lecture."*. The teacher caught a sleepy student during the teaching activity and asked him to wash his face to stay focused on the material.

The teaching activity ended when the first bells sound was heard several minutes later, before the teacher transitioned into the next classroom activity, which was post-test cycle 2. The researcher distributed the post-test forms to the front row seat students who later passed them to the back. The classroom was quiet as the students were focused on doing their post-test. Several students who seemed sleepy were caught by the researcher and the teacher and instructed to wash their face.

3) Reflection

In the reflection step of the cycle 2, the researcher input the students' post-test 2 score and analyzed the data. Based on the post-test 2 score, 25 out of 32 students were able to achieve the passing grade score of 75.

By comparing between the cycle 1 and the cycle 2 of the treatment, significant improvement can be seen the three research instruments:

- a) In the test, the average score of post-test cycle 2 was 79,125 with 25 out of 32 students able to achieve the passing grade, while the average score of pre-test was 50,625 with not a single student was able to achieve the passing grade.
- b) In the observation, students were more attentive during the classroom activity as evident with the lessening numbers of students who fell asleep or chat among

themselves, and many students who were participative and active during the interactive session.

- c) In the interview, it was shown that the students enjoyed the classroom activity more as they found the English learning is fun and no longer tired them as much.

Based on this result, the use of illustration pictures method to improve the students' reading comprehension, score, and classroom situation was deemed successful, therefore, can be used by the teacher in the classroom activity with a note that it needed to be modified in order to lessen the number of the students who were unable to achieve the passing grade. The teacher is also advised to take a remedial measure in accordant to the K-13 2018th curriculum in the case of students who failed to achieve the passing grade.

The Description of The Data

The researcher gathers the data about the students' reading comprehension skills through the use of summative assessment by conducting pre-test and post-test from 32 students of Class VIII B. The tests were conducted in 2 cycles in a chronological order as follow; pre-test, post-test 1, and post-test 2. The post-test of the first cycle of treatment is used as the base for the pre-test of the second cycle.

No.	Name	Pre-test	Conclusion	Post-test 1	Conclusion	Post-test 2	Conclusion
1	AIF	44	Fail	76	Pass	84	Pass
2	AFI	72	Fail	80	Pass	76	Pass
3	AF	56	Fail	76	Pass	84	Pass
4	DR	44	Fail	56	Fail	68	Fail
5	FR	36	Fail	48	Fail	80	Pass
6	GFP	48	Fail	60	Fail	76	Pass
7	GMA	52	Fail	56	Fail	68	Fail
8	HM	40	Fail	52	Fail	80	Pass
9	HMW	44	Fail	56	Fail	72	Fail
10	INM	64	Fail	72	Fail	84	Pass
11	KAM	48	Fail	64	Fail	76	Pass
12	KAP	56	Fail	68	Fail	72	Fail
13	KN	48	Fail	76	Pass	80	Pass
14	KM	56	Fail	72	Fail	84	Pass
15	MAK	52	Fail	72	Fail	84	Pass
16	M	36	Fail	52	Fail	76	Pass
17	MRM	56	Fail	80	Pass	88	Pass
18	MR	56	Fail	40	Fail	88	Pass
19	MABP	48	Fail	60	Fail	76	Pass
20	RAR	60	Fail	88	Pass	84	Pass
21	RF	44	Fail	56	Fail	72	Fail
22	SIL	64	Fail	76	Pass	80	Pass
23	SO	56	Fail	76	Pass	84	Pass
24	SH	48	Fail	76	Pass	88	Pass
25	SDP	44	Fail	64	Fail	80	Pass
26	TAC	52	Fail	48	Fail	72	Fail
27	WH	40	Fail	60	Fail	76	Pass
28	WW	44	Fail	56	Fail	72	Fail
29	ZRS	48	Fail	76	Pass	80	Pass
30	ZK	56	Fail	68	Fail	84	Pass
31	Z	48	Fail	52	Fail	80	Pass
32	ASM	60	Fail	80	Pass	84	Pass
Average		50,625		65,375		79,125	

Table 1: The score of pre-test and post-test

Information :

Fail	Pass
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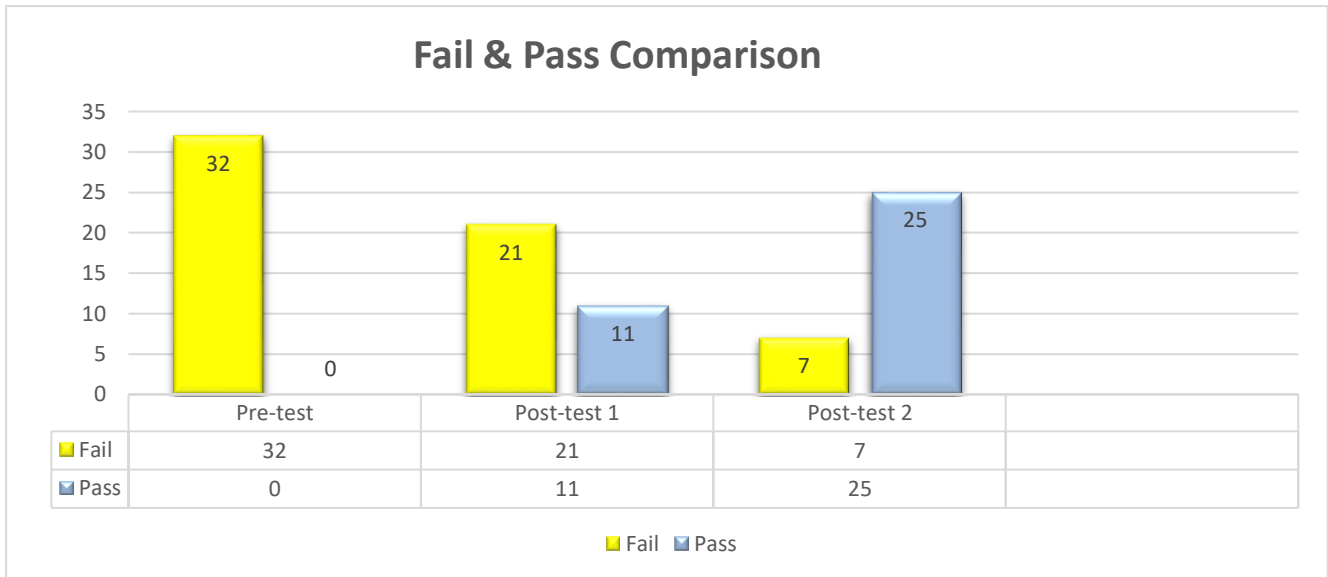
Based on the pre-test and post-test data table above, a comparison can be made between pre-test that has the mean score of 50,62 with post-test 1 that has the mean score of 65,375, and post-test 2 that has the mean score of 79,125. From the result, it can be concluded that illustration pictures played a significant factor in improving the students' reading comprehension.

Data Analysis

The passing rate of the students in tests

The number of students who had successfully achieve the passing grade in every tests need to be counted so that a comparison can be made to evaluate the success of the illustration pictures method.

Table 2: The numbers of the students who reached the passing grade

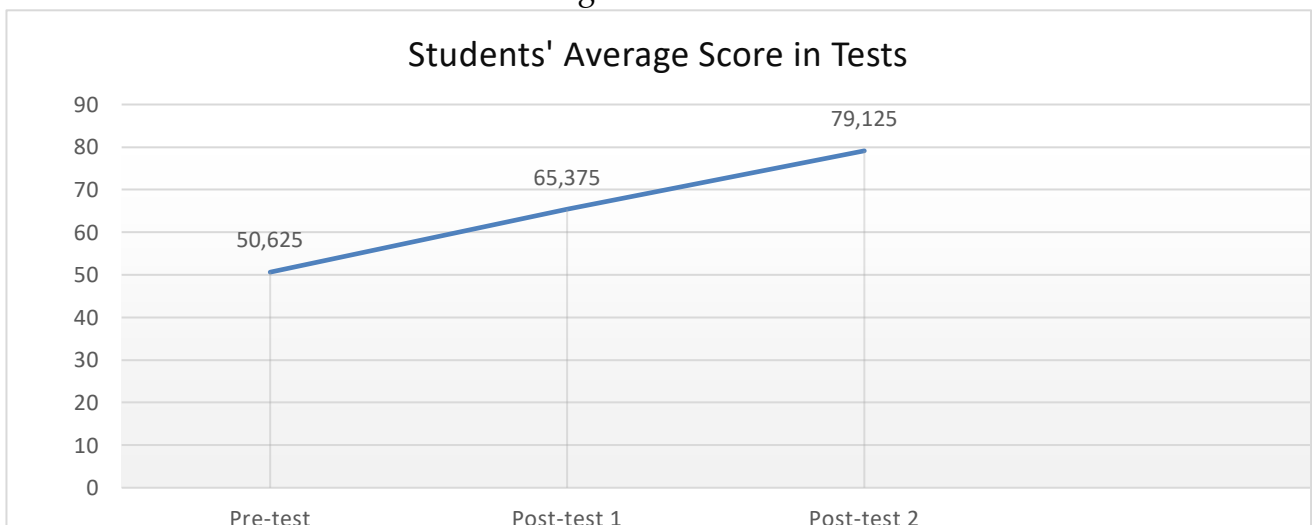


Based on the data above, not a single student had achieved the passing grade in the pre-test, the classroom had slightly improved in the post-test 1 as there are 11 students who had successfully achieved the passing grade, and the numbers of the passing students had significantly increased in the post-test 2 with 25 students had reached the passing grade.

The students' average score comparison

To calculate the students' growth in reading comprehension, a comparison had to be made between the students' average pre-test score at the beginning of the treatment with the students' average post-test 2 score at the conclusion of the treatment.

Table 3: The average score of the students in tests



Based on the data above, it can be concluded that the mean score of the post-test 2 is higher than the mean score of pre-test, which mean that the students' score was improved. In the pretest, the students scored 50.625. The students' reading comprehension skills improved in the post-test 2 as they reached score 79,125. The difference of mean score between the pre-test and post-test 2 indicate that there is 56,29% of improvement. In accordance to the findings, a conclusion can be made that the implementation of illustration pictures improved the students' reading comprehension and made the students easier to adapt from *e-learning* to the regular classroom environment.

DISCUSSION

In the discussion, findings regarding the use of illustration pictures to improve students' reading comprehension following the treatment with Recount Text and Notice Short Functional Text will be presented in detail. Based on the result score between pre-test and post-test 2, it was evident that illustration pictures improved students' reading comprehension skill and score. Therefore, a conclusion can be made that the treatment was a success as previously predicted.

The finding supported Critics such as William Moebius (Bartleby), who says that images or pictures cannot be looked at in isolation from the surrounding text. The use of illustration pictures to support the reading material made the students feel more entertained and relaxed, thus improved their reading comprehension skill and made them understand the text material faster.

The finding supported the previous research done by Asran (2021), who found out that the use of picture as media improved the students' reading ability during the pandemic. The result of this research shared similar findings with Asran's as the students' reading comprehension and score has shown an improvement. A conclusion can be made that the use of pictures to improve the students' reading is successful in the regular classroom condition and the pandemic classroom condition.

The finding also supported the previous research done by Efendi (2021), who found out that the use of picture as visual media increases the students' reading mastery. The result of this research strengthened the researcher's finding that the use of illustration pictures improved the students' reading comprehension as it is theoretically a good media to help improving students' visual sense to comprehend the reading material.

CONCLUSION

Upon the completion of Collaborative Classroom Action Research on Improving Students' Reading Through The Use of Illustration Pictures, and in accordance with the treatment results in the previous chapter, the researcher concludes this research by following statements. First, the lesson plans went smoothly with the goals of the lesson plans were successful, as the students are more attentive and participative, and the condition of the classroom is now more suitable to let them adapt to the regular classroom environment. Second, lesson method with the use of illustration pictures in Recount Text and Notice Short Functional Text is proven successful to improve the students' reading comprehension skills, proven with the increase in students' average score from 50,625 to 79,125, which was above

the passing grade (KKM). The students who were unable to achieve the passing grade should be treated with remedial plan in accordant to K-13 2018th revision curriculum.

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