

students said that they liked learning to write procedural texts by using the serial image media, although according to them the serial image media was new to them, but they were greatly helped in writing procedural texts they felt enthusiastic and motivated to take part in learning activities. So, based on the students' opinions that serial picture media can increase students' participation in learning activities. It can be concluded that more than 80% of students gave positive responses and gave good opinions on the learning process.

B. DISCUSSION

Based on the results of cycle one and cycle two, the use of picture series media to increase students' participation in learning activities and students' procedure text writing ability is effective for eleventh grade students of Senior High School 1 Tempunak. This can be seen from the data obtained from observations, field notes, videos, interviews and tests on students in cycles one and two. All data from observations, field notes, videos, interviews, and tests showed a significant increase in student participation in learning activities and a significant increase in the ability to write procedure text.

In the first cycle, student participation in the first and second meetings was still relatively low. Students seemed busy with other activities, and some students showed passivity during the learning process. Therefore, the researcher felt that the results of observations, field notes, videos, interviews, and tests in the first cycle were not satisfactory, so the researcher continued the research to the second cycle. The results of the second cycle showed a

d) Summary of students' writing performance in three aspects through cycles

In this section, the researcher presented a summary of students' writing performance from the first and second cycles. Based on the summary, the improvement of students' writing performance in both cycles can be compared. The improvement of students' writing performance is also evaluated based on the three aspects of content, grammar, and structure. Through this summary, it can be concluded at what level the students' writing performance was in the second cycle and whether the second cycle was successful or not based on the students' scores. The chart below shows the summary of students' writing performance in the first and second cycles.

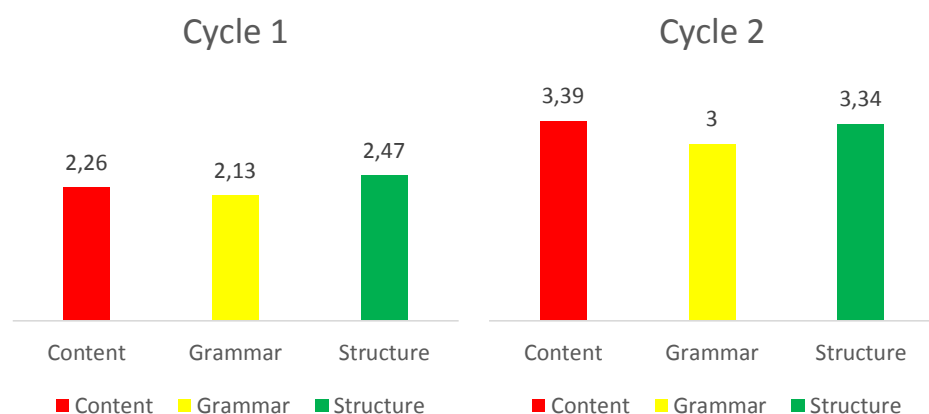


Chart 4.8 Summary of students' writing performance in three aspects through cycles

writing test to students to compare students' procedure text writing skills in three aspects in the first cycle.

c. Observation

In this second cycle, observations were made at each meeting of each cycle with the aim of knowing student participation during the learning process that had been carried out at the first and second meetings. In this research, the researcher was assisted by a collaborator in making observations of student activities during the learning process. The collaborator made observations using an observation checklist that had been prepared with the aim of seeing student activity. Collaborators also made field notes during the learning process and took pictures and video recordings of learning. The results of observations at the first and second meetings in this second cycle the data obtained from the observation results are as follows.

1) The students' participation in second cycle

To identify student participation, the researcher synthesized the results of the observations made by the collaborator at the first meeting in the table (see appendix 6).

The data in the first meeting of the second cycle showed that students were actively involved in the preliminary activities, most students had responded to the brainstorming given by the teacher as the beginning of learning, when the teacher asked students to give their opinions about their favorite food and how to make it, most

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presented the results of research during each meeting in the first and second cycles. The researcher presented all data obtained from observations, tests, interviews, field notes and video recordings. The researcher analyzed all the data to determine students' participation in teaching and learning activities and their ability to write procedure text. The researcher also presents a discussion based on the findings of this research.

A. FINDING

The researcher presented data obtained from the teaching and learning process through observation, tests, interviews, field notes and video recordings in Cycle 1 and Cycle 2. The researcher conducted Classroom Action Research in the classroom by applying picture series media. There were two cycles during the learning process of writing procedure text with picture series media, the first cycle was conducted in two meetings and the second cycle was conducted in two meetings, this was only to confirm and ensure that picture series media could increase students' participation and ability to write procedure text.

1. Cycle one

The researcher presented all first cycle data based on the results of observations, tests, field notes, interviews, and video recordings. Using the observation results and field notes, the researcher showed that students were more engaged in learning activities and that students mastered the material

On the second meeting which was held on Tuesday, March 26, 2024. at this meeting, the researcher focused on the application of the picture series media on procedure text and gave tests to students. the researcher gave tests to students in the form of procedure text writing products based on picture series media, the researcher divided students into five groups consisting of three to four people in one group, where each group got a different test for everyone.

c. Observation

Observations were made at each meeting of each cycle with the aim of knowing student participation during the learning process that had been carried out at the first and second meetings. In this research the researcher was assisted by a collaborator in observing student activities during the learning process. The collaborator made observations using an observation checklist that had been prepared with the aim of seeing student activities. The collaborator also wrote field notes during the teaching and learning process and took pictures and video recordings of the learning.

The results of the observations at the first and second meetings of the first cycle will be presented by the researcher in this section. Based on the data obtained from the observation results, it can be seen the difference and increase in student participation in learning activities.

1) Student participation in first cycle

In the first meeting, the researcher focused on observing student participation during the learning process about procedure text with the theme of how to make drinks using picture series media, the researcher explained the meaning of procedure text, generic structure procedure text and language features. The researcher provides activities in the form of students reassembling randomized images with sentences that have been made so that they become in the correct order.

Observation data was obtained from observation checklists and field notes. The collaborator used checklists and field notes to collect observation data with the aim of knowing student participation during the learning process. On the observation checklist there are three indicators in the preliminary activities, then there are six indicators in the main activities, and there are three indicators in the closing activities. Observers score each indicator with a score range of 1 to 4 by following the scoring guidelines below.

Table of the students' participation in learning activities based on the observation checklist at the first meeting showed in table (see appendix 4) the data showed that the level of student participation at the first meeting of the first cycle. In the preliminary activities, students look passive towards the brainstorming given by the teacher, some students were still confused and embarrassed to express their

opinions when asked about their favorite drinks and how to make them. This was evident in indicator c where the observer gave a score of 2. However, despite this, students responded to greetings from the researcher and prayed before starting learning.

In the main activities when the teacher explained the material, some students did not pay attention to the teacher's explanation, this was seen in indicator the observer gave a score of 1. In the learning process students are often busy with their own activities and often play with their friends. Students are not very focused on the researcher's explanation. In addition, there were five or more students who were just silent, and some were busy played handphone. They also could not receive the material well. Some of them think that English is difficult, English words are hard to understand. In indicators b and c when the researcher showed the series of pictures to the students, only a few students could mention the steps of how to make a drink, as evidenced in indicators b and ca the observer gave a score of 2. Students also have not been able to give responses to their understanding of the procedure text material. At the first meeting, students' mastery of procedure text material was still very low, this could be seen from the observation results which showed that students had difficulty in matching pictures with sentences. Students pay less attention to the teacher's explanation of the procedure text material.

In the closing activity, some students were still busy with their own work such as chatting with their friends and playing handphone. then some students also could not express their opinions about their understanding of the material that had been delivered by the researcher at this meeting. Some students were also seen busy packing their belongings. Only 6-10 students listened to the teacher's conclusion and only 1-5 students gave their opinions about the learning process at this meeting. However, almost all students 19-23 answered the researcher's greetings. It was concluded that in this first meeting, students had not actively participated during the learning process, therefore the researcher continued to overcome these problems with different situations in the next meeting.

In the second meeting of the first cycle, the teacher focused on the test but before giving the test to students, the teacher first reminded the material of procedure text briefly and again gave examples of procedure text using picture series. Through the observation checklist at this second meeting, the researcher wanted to find out whether there was an increase in the ability to write procedure text and student participation in learning activities through picture series media. In this second meeting there were 14 indicators observed, namely, 3 indicators in the preliminary activities, 8 indicators in the main activities and 3 indicators in the closing

activities. Data from the observation results are displayed by the researcher through the table (see appendix 5).

The data showed that there was an increase in student participation in the learning process from the first meeting. In the preliminary activities, students did not respond to the brainstorming given by the researcher. Students looked still confused and embarrassed to express their opinions, with a score of 2 which proves that only a few students (6-10) responded and gave opinions in the brainstorm.

In the main activity, the teacher asked and reminded the students about the procedure text material, the researcher again asked what the procedure text was, the types, linguistic characteristics, and the general structure of the procedure text that had been taught at the first meeting. The students seemed to be trying to recall the material about the procedure text. Most students remembered what had been conveyed in the first meeting, but most students forgot about the procedure text material in the language features section. Most of the students could not answer the questions given by the teacher, but they still tried to answer the questions, therefore aspects a and b in the core activities were given a score of 2. In this activity, the teacher showed an example of a picture series to the students, but only a few students could mention the steps of the picture series. This was because most of the students still did not pay attention to the explanation from the

teacher regarding the example of the picture series shown by the teacher, so this caused some of them not to complete their task in making the procedure text with the time limit given by the teacher. Most students at this second meeting still paid less attention to the explanation from the teacher.

In the closing activity, when the teacher conveyed the conclusion, there were some students who did not pay attention to the conclusions of the teacher, students seemed to be busy with their work and did not pay attention to the conclusions of the teacher and only a few students could give their opinions about learning at this meeting. However, almost all students answered greetings and prayed.

Based on the results of observation sheets and field notes in this first cycle, it can be concluded that student participation in learning activities is still lacking, it is evident that in the two meetings in this first cycle student participation only reached 64.87%. This is due to the fact that there were some students who paid less attention to the researcher when the researcher delivered the material, some of them were busy with their own friends and also some of them played cellphones, causing some of them to not understand the material delivered by the researcher and this also caused students to be unable to express their opinions when asked by the researcher.

2) Students' writing performance

To assess the results of student writing, the researcher used a writing assessment rubric consisting of, content, grammar, and structure. the results obtained by students in cycle one in each rubric category are as follows:

a) Content

The researcher gave students a score of 1-4. Score 4 is given to students whose sequence of steps is explained in detail and very clear in mentioning the objectives and materials. Score 3 is given to students whose sequence or steps are explained sufficiently and sufficiently in mentioning the objectives and materials. Score 2 is given to students for whom the sequence of steps is unclear and unclear in mentioning the objectives and materials. Score 1 is given to students for whom the sequence of steps described is not very detailed and confuses the reader and is very unclear in mentioning the purpose and material. The number of students who scored 1, 2, 3, and 4 in the contents category will be shown in the chart below.

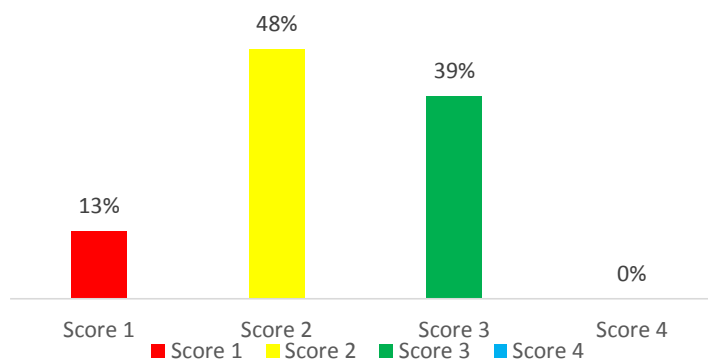


Chart 4.1 Students Scores in the Content Category of Cycle I

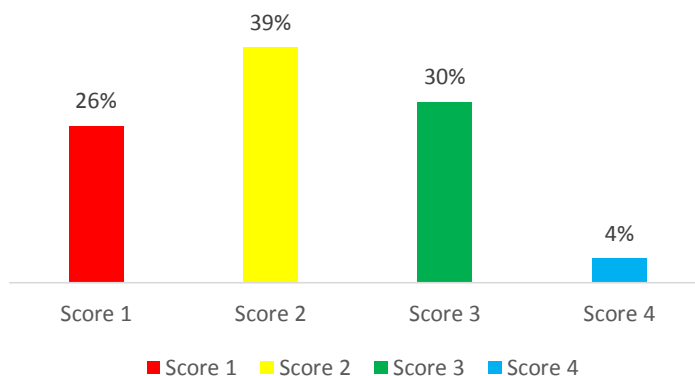


Chart 4.2 Students Scores in the Grammar Category of Cycle I

In the grammar aspect, 39% or 9 students had some errors in the use of grammar and there were errors in punctuation. Students still pay less attention to the use of adverbs of time to express time details. Around 30% or 7 students have few errors in the use of grammar and have few errors in punctuation. And 26% or 6 students have many errors in the use of grammar and have many errors in punctuation. Only 4% or 1 student had almost no errors in the use of grammar and almost no errors in punctuation.

c) Structure

In the structure aspect, the score range is the same as the content and grammar aspects, namely 1-4. Score 4 is given to students if they have excellent language choices and excellent vocabulary choices. Score 3 is given to the student if the student has few mistakes in language choice and has few mistakes in vocabulary choice. Score 2 is given to students if the student has errors in language selection and has some errors in vocabulary

selection. And a score of 1 is given to the student if the student has many mistakes in selecting language and has many mistakes in selecting vocabulary. The number of students who scored 1, 2, 3, and 4 in the structure category will be shown in the chart below.

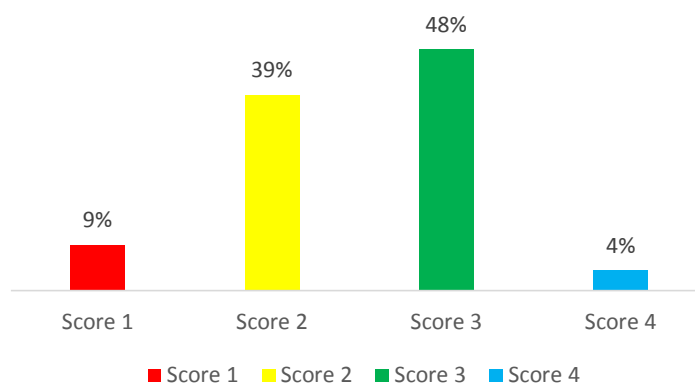


Chart 4.3 Students Scores in the Structure Category of Cycle I

Based on the chart above, it shows that 48% or 11 students have few errors in language selection and have few errors in vocabulary selection, meaning that most students are correct in choosing vocabulary and language used in writing procedure texts. However, 39% or 9 students made errors in language selection and had some errors in vocabulary selection.

d) Summary of students' writing performance in three aspects of cycle one

Students' writing ability in each aspect is categorized into four levels. The first level is a score of 4, the second is a score of 3, the third is a score of 2, and the last is a score of 1. The researcher

presents the data on students' writing ability in the three aspects through the chart below:

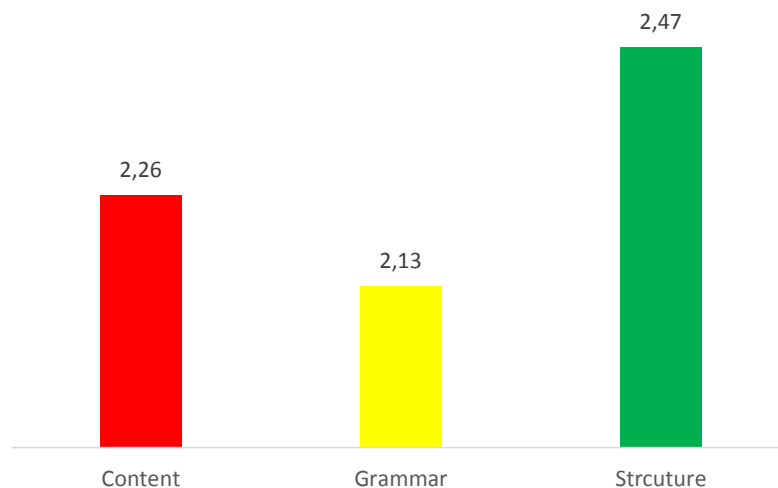


Chart 4.4 Summary of students' score in three aspects

Based on the chart, the average score of students in the aspects of Content, Grammar, and Structure obtained an average of 2.28, which means that it still does not meet the success criteria. In the Content aspect, students showed a lack of clarity in the sequence of steps and in mentioning the objectives and materials. In the Grammar aspect, there were some errors in the use of grammar and punctuation. Meanwhile, in the Structure aspect, there were some errors in vocabulary selection. These results indicate that students need to improve their ability to structure the content, use correct grammar, and select appropriate vocabulary to meet the expected success criteria. So that more treatment is needed so that students can meet the success criteria. The treatment in question is that the researcher will guide students more

intensively when writing procedure texts and focus more on fixing the problems that many students cause, namely in the aspects of content and grammar. Most students had difficulty in developing sentence by sentence but there were some who did well, most of them also did not pay attention to punctuation. Therefore, the researcher decided to continue this research in the second cycle, the researcher wanted to increase the level of students' ability in writing procedure text.

d. Reflection

In this section, the researcher evaluated all data in cycle one at each meeting. The researcher evaluated the data obtained from observations, field notes, interviews, videos, and tests. The researcher evaluated the data to determine whether the cycle is successful or not. The cycle is considered successful if the cycle has reached the success criteria. The following is a table that shows the success criteria:

Table 4.3 Criteria of Success

No	Indicators	Instrument
1	If 80% of students are actively involved and give positive responses in learning activities through serialized pictures in the classroom in this cycle, it can be said that this cycle is successful.	a. Observation sheet b. Field note c. Interview guideline d. Video recording
2	If 75% of students have improved their ability to write procedural texts or if 75% of students get a score of 3 in each aspect in this cycle, then the cycle is declared successful.	a. Test

Based on the success criteria in the table above, a successful cycle can be seen from 2 aspects. First, if 80% of students (19) are actively involved and give positive responses in learning activities through picture series in the classroom. Second, if 75% of students have improved their ability to write procedural texts or if 75% of students get a score of 3 in each aspect in this cycle, then the cycle is declared successful. 75% of 23 students are 18 students, meaning that the scores of 18 students must increase. Based on the reflection results of the first cycle, the researcher decided to conduct a second cycle. The researcher was not satisfied with the results of student participation and the tests obtained by students. The researcher still wanted to improve students' procedure text writing ability in the second cycle, the researcher also wanted to repeat interviews with students to find out students' responses to the learning process using picture series media. Therefore, the researcher decided to continue the research in the second cycle.

1) Result of video

The results of video recordings made by collaborator show that students are still less actively involved or still passive in learning activities. Students look less active, some of the students are busy with their friend and playing handphone and pay less attention to the explanation delivered by the teacher. This video recording helps the researcher to see students who are active, not too active, and inactive.

So that it becomes an evaluation material for researcher for the next cycle.

2) Result of interview

The researcher conducted interviews with students on Tuesday, March 26, 2024, at the second meeting after the teaching and learning process. based on the results of interviews conducted by the researcher, there were 4 students or 66.66% who gave positive responses. The students gave a positive response to the picture series media during the learning process for the last two meetings. The students said that they liked learning to write procedure text using picture series media, although according to them picture series media was new to them, but they were greatly helped in writing procedure text they felt enthusiastic and motivated to take part in learning activities. So, based on students' opinions that picture series media can increase students' participation in learning activities. Therefore, the researcher decided to continue to the second cycle by re-planning the next cycle.

2. Cycle two

The researcher decided to continue the research in the second cycle with the aim of increasing students' participation and students' writing ability in three aspects and knowing students' responses to the learning process through the picture series media by conducting interviews with students and ensuring that the picture series media was effective or not in

increasing students' participation in learning activities and ability to write procedure text. The researcher used five tools in collecting data in this second cycle, namely, observation, field notes, videos, interviews, and tests. The researcher conducted cycle two in two meetings. The first meeting was conducted to observe students' participation in learning activities through picture series media. At the second meeting, the researcher will give tests and interview students at the end of learning to find out student responses to the learning process during the last two meetings so that the researcher can compare the first cycle and the second cycle. In cycle two, there were also four stages: planning, action, observation, and reflection.

a. Planning

In the first cycle results, the researcher reflected and evaluated, the researcher decided to re-planning the planning in the second cycle. The researcher chose to prepare material that was slightly different from the first cycle. The researcher changed the chosen theme to a theme about food which in the first cycle was a theme about drinks. The researcher wanted to ensure that the picture series media made it easier for students to write procedure texts. In this second cycle, the researcher also prepared teaching modules as teaching materials in the learning process but what was different from the previous meeting was that the researcher paid greater attention to learning activities related to grammar and content. The researcher also made the instrumentations of data collection. The researcher saw checklist in accordance with the learning activities in

the teaching module. The researcher also made field notes to write the learning process in this meeting. The Researcher recorded students' activities in videos and prepared tests to be given to students in the final test. Finally, the researcher also made interview guidelines to help the researcher interview students.

b. Action

In this second cycle, the first meeting was held on Tuesday, April 02, 2024. At this first meeting, it was almost the same as the first meeting in the first cycle, the researcher provided procedure text material, explained about the meaning, types of procedure text, language characteristics, and generic structure of procedure text but the difference was that the researcher focused on providing an understanding of the language, punctuation, and sequence of procedure text. The researcher also focused on explaining procedure text material about how to make food, then the researcher also introduced students to the picture series media model as an example of making procedure text.

The second meeting of the second cycle was held on Tuesday, May 07, 2024. In this second meeting, it was almost the same as the second meeting in the first cycle, namely the researcher reminded students about the procedure text material which focused on the use of grammar, punctuation and the sequence of steps in making food. The researcher also gave an example of procedure text in the form of a picture series. At this meeting, the researcher then focused on giving a procedure text

students answered enthusiastically and looked active from the first cycle.

In the main activities of the first meeting of the second cycle, students looked active and enthusiastic in participating in learning when the researcher asked students to provide their understanding of the material explained by the teacher, most students looked active and enthusiastic about learning to write using s media. So that students who were initially shy to express their opinions became open in asking questions and responding to the teacher. And also the teacher made a few rules in the second cycle at this first meeting, namely students should not play telephone when the teacher explained the text procedure material, so that in the second cycle of this first meeting students looked focused and active in learning activities. In the first meeting of this second cycle, students' mastery of the text procedure material has increased from the first cycle, this can be seen from the observation results which show that students have begun to be able to match serial images with sentences.

In the closing activity, students seemed to pay attention to the conclusions conveyed by the teacher as evidenced by the observer giving a score of 4 with very agreeing criteria. It can be concluded that at the first meeting of this second cycle, students actively participated during the learning process.

In the second meeting of the second cycle, the researcher focused on the test, but before giving the test to students, the teacher first reminded the material of the procedure text briefly and again gave examples of procedure text using picture series. Through the observation checklist at this second meeting, the teacher wanted to find out whether there was an increase in the ability to write procedural texts and student participation in learning activities through picture series media. In this second meeting there were 14 indicators observed, namely, 3 indicators in the preliminary activities, 8 indicators in the main activities and 3 indicators in the closing activities. Data from the observation results are displayed by the researcher through the table (see appendix 7).

The data showed that there was a significant increase in student participation in the learning process. In the preliminary activities, most students are actively involved in learning activities, students respond well to learning activities. In the main activities, the teacher asked and reminded the students about the procedure text material, the researcher again asked what the procedure text was, the types, linguistic characteristics, and the general structure of the procedure text that had been taught at the first meeting but different from the first cycle the material presented was related to food. Most students already look active and enthusiastic in participating in learning activities, students listen to the explanations given by the teacher so

that students understand the material well. this causes students to be able to express their opinions and be able to do the tests given by the teacher well.

Student participation at the second meeting was included in the criteria strongly agreed because most of the scores on the observation sheet at the second meeting showed that 10 indicators scored strongly agreed and 4 indicators scored in the agreed criteria.

Based on the results of observation sheets and field notes in this second cycle, it can be concluded that student participation in learning activities has increased significantly, as evidenced in the two meetings in this second cycle student participation reached 91.21%. This showed that student participation in this second cycle has stongly agreed to learning, students look active in learning activities starting from preliminary activities to closing activities, students are seen participating in learning activities carried out during the two meetings in this second cycle.

2) Students writing performance

To assess the results of student writing, the researcher used a writing assessment rubric consisting of, content, grammar, and structure. the results obtained by students in cycle two in each rubric category are as follows:

a) Content

The percentage in the content aspect is 40%. The researcher gave scores of 1-4 to students. Score 4 is given to students whose sequence of steps is explained in detail and very clearly in mentioning the objectives and materials. Score 3 is given to students whose sequence or steps are explained sufficiently and moderately in mentioning the objectives and materials. Score 2 is given to students whose sequence or steps are less clear and unclear in mentioning the objectives and materials. Score 1 is given to students whose sequence of steps is not very detailed and confuses the reader and is very unclear in mentioning the objectives and materials. The number of students who scored 1, 2, 3, and 4 in the content category will be shown in the chart below.

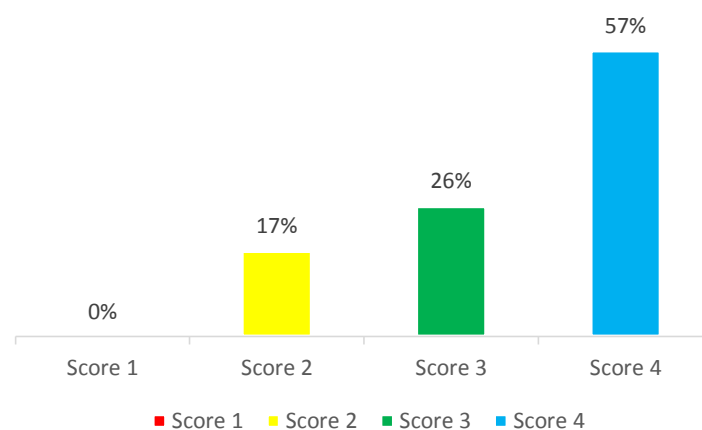


Chart 4.5 Students Scores in the Content Category of Cycle II

Based on the chart above, 57% or 13 students wrote the sequence of steps explained in detail and very clearly in mentioning the objectives and material. These results show that most students

have been able to complete the test given by the researcher well, it can also be seen that as many as 26% of 6 students wrote the sequence or steps explained moderately and moderately in mentioning the objectives and materials. And only 17% or 4 students wrote the sequence or steps less clear and unclear in mentioning the objectives and materials. From these results it can be concluded that most students have mastered the text procedure material explained by the researcher at the first meeting of this second cycle.

b) Grammar

In the grammar aspect, the percentage score is 30%, the score range is the same as the content aspect, namely 1-4. Score 4 is given to students if there are almost no errors in the use of grammar and almost no errors in punctuation. Score 3 is given to the student if the student has few errors in the use of grammar and has few errors in punctuation. Score 2 is given to the student if the student has some errors in the use of grammar and there are errors in punctuation. And a score of 1 is given to the student if the student has many errors in the use of grammar and has many errors in punctuation. The number of students who scored 1, 2, 3, and 4 in the grammar category will be shown in the chart below.

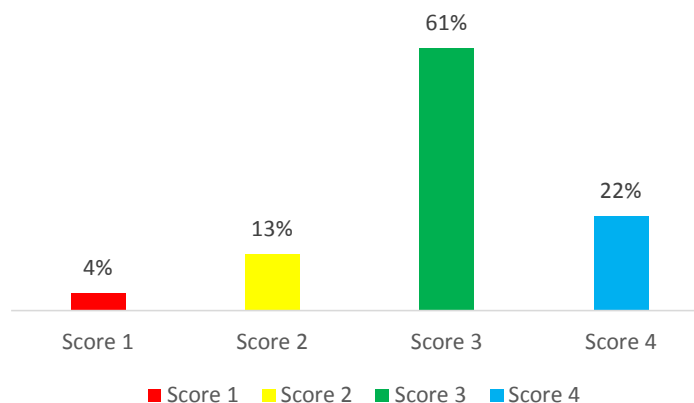


Chart 4.6 Students Scores in the Grammar Category of Cycle II

In the grammar aspect, it has improved from the first cycle, as many as 61% or 14 students have few errors in the use of grammar and have few errors in punctuation and as many as 22% or 5 students have almost no errors in the use of grammar and almost no errors in punctuation. This proves that most students have mastered the material explained by the researcher regarding grammar in writing procedure text.

c) Structure

In the structure aspect, the percentage score is the same as the Grammar aspect, which is 30%, the score range is the same as the content and grammar aspects, namely 1-4. Score 4 is given to the student if the student has excellent language choice and excellent vocabulary choice. Score 3 is given to the student if the student has few mistakes in language choice and has few mistakes in

vocabulary choice. Score 2 is given to the student if the student has some errors in language selection and has some errors in vocabulary selection. And score 1 is given to the student if the student has many mistakes in language selection and has many mistakes in vocabulary selection. The number of students who scored 1, 2, 3, and 4 in the structure category will be shown in the chart below.

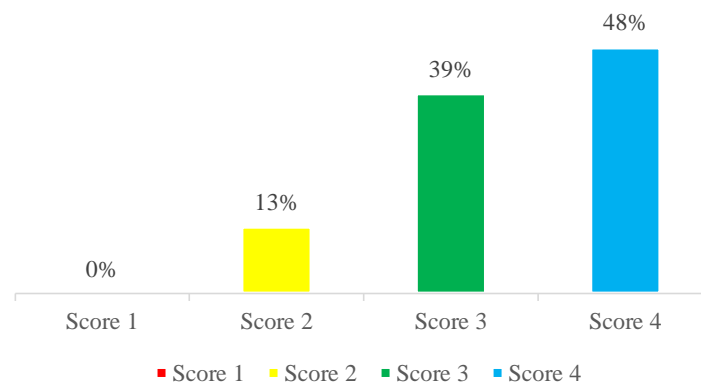


Chart 4.7 Students Scores in the Structure Category of Cycle II

The test results in the second cycle showed that the structure aspect had improved, 48% or 11 students had excellent language choices and excellent vocabulary choices and 39% or 9 students had few errors in language selection and had few errors in vocabulary selection. However, there were still 13% or 3 students who had some errors in language selection and had some errors in vocabulary selection. Based on the above results, it can be concluded that most students have been able to choose vocabulary correctly in writing procedure texts.

Based on the data in chart 4.6 above, students' writing performance has improved significantly. The results show that all three aspects have increased, in the first cycle the average score obtained from all three aspects was only 2.28, while in the second cycle the average score obtained by students was 3.24, which means that students have reached the success criteria in this research, this is due to the treatment given by the researcher in the second cycle the researcher focused on guiding students more intensively when writing procedure texts and focusing more on fixing the problems that many students do, namely in the aspects of content and grammar. content and grammar. Most students had difficulty in developing sentence by sentence but there were some who did well, most also did not pay attention to punctuation. Based on these results, it can be concluded that students experienced a significant improvement, so it can be concluded that the use of picture media is effective to improve the ability to write procedure text.

d. Reflection

In this section, the researcher evaluated all data in cycle two at each meeting. The researcher evaluated the data obtained from observations, field notes, interviews, videos, and tests. The researcher evaluated the data to determine whether the cycle is successful or not. The cycle is

considered successful if the cycle has reached the success criteria. The following is a table that shows the success criteria:

Table 4.6 Criteria of Success

No	Indicators	Instrument
1	If 80% of students are actively involved and give positive responses in learning activities through serialized pictures in the classroom in this cycle, it can be said that this cycle is successful.	a. Observation sheet
B		b. Field note
		c. Interview guideline
		d. Video recording
2	If 75% of students have improved their ability to write procedural texts or if 75% of students get a score of 3 in each aspect in this cycle, then the cycle is declared successful.	a. Test

Based on the success criteria in the table above, a successful cycle can be seen from 2 aspects. First, if 80% of students (19 people) are actively involved and give a positive response in learning activities through serial images in the classroom. Second, if 75% of students experience an increase in their ability to write procedure text or if 75% of students get a score of 3 on each aspect in this cycle, then the cycle is declared successful.

Based on the results of this second cycle reflection, the researcher was satisfied because there was a significant improvement from the first cycle. The researcher decided to stop at the second cycle because based on the success criteria of the success criteria, student participation in the second cycle reached 91.21% or fell into the criteria strongly agreed, and based on the test results in the second cycle students experienced an increase of 91.30% or 21 students increased and based on the three

aspects assessed, namely, content, grammar, and structure also increased with an average score of 3.24.

1) Result of video

The results of the video recording in the second cycle show that students have been actively involved in learning activities as an example when the researcher explains the material of the procedure text some of them ask when they do not understand the researcher's explanation and some of them also respond to the researcher when asked about the material that has been delivered, but there are still some students who are still passive or look silent in the learning process as an example some of them look shy to express opinions or ask when they do not understand, the class situation in this second cycle shows that some of the students look focused on learning. Based on the results of this video recording, it can be concluded that in the second cycle students looked active and enthusiastic in the learning process.

2) Result of interview

The researcher conducted interviews with students on Tuesday, May 07, 2024, on the second meeting after the teaching and learning process. based on the results of interviews conducted by the researcher, there were 5 students or 83.3% who gave positive responses. The students gave positive responses to the series drawing media during the learning process during the last four meetings. The

significant increase in students' participation during learning activities and also in their ability to write procedure texts using picture series media. The chart below shows the increase in students' participation in learning activities in cycle one and cycle two.

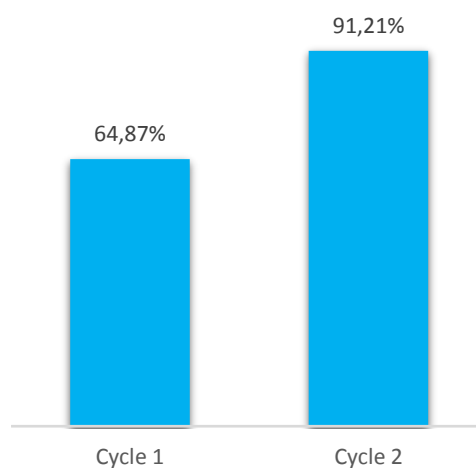


Chart 4.9 The improvement of students' participation through cycles

Based on the data in chart 4.9, student participation in learning activities has increased significantly. In the first cycle 64.87% of students were actively involved in the learning process. In the second cycle, student participation in learning activities increased significantly to 91.21%. Almost all students actively participated in learning activities. Students looked enthusiastic and actively participated in learning activities. Based on the observation results at each meeting, it can be seen that picture media is effective for increasing student participation in learning activities.

Students' writing skills in the three aspects also experienced a significant increase in the second cycle, this can be seen from the scores obtained by students during the test. In the first cycle, the level of students'

ability to write procedure text with an average score of 57.17. While in cycle II the level of ability to write student procedure text reached an average score of 81.52. The chart below shows the increase in student scores in cycle one and cycle two.

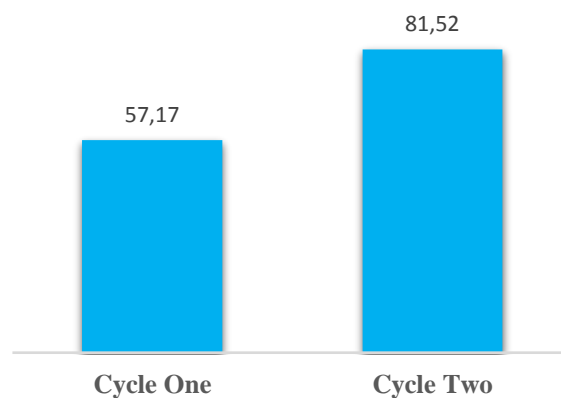


Chart 4.10 the improvement of students' score through cycles

Based on the chart above, there is an increase in student scores in cycle one and cycle two. In cycle one, the average student score was 57.17, while in cycle two it increased to 81.52. This significant increase can be influenced by the treatment given to students in the second cycle. The researcher provided more intensive treatment in learning activities by focusing on the problems that arose in the first cycle. In the second cycle, the researcher emphasized a deeper understanding of grammar and the correct sequence of steps. As a result, most students were able to achieve an average score of 3.24, even though the material was only studied in one meeting. Students showed activeness and enthusiasm in learning using picture series. This proves that picture series are effective in helping students write procedure texts.