

ABSTRACT

This study aimed to improve students' writing skills in procedure texts through the use of the Picture Word Inductive Model (PWIM) integrated with Canva. The study also aimed to describe the implementation of PWIM with Canva and students' motivation during the learning process. The research was conducted at SMA Negeri 1 Purworejo with 36 students of class XI-D. This study employed Classroom Action Research (CAR), which consisted of a pre-cycle and two cycles. Each cycle included four stages: planning, acting, observing, and reflecting. The data were collected through writing tests, classroom observations, semi-structured interviews, and a motivation questionnaire. The students' writing was assessed based on five aspects: content, organization, vocabulary, grammar, and mechanics.

The results showed a clear improvement in students' writing skills. The average score increased from 63.1 in the pre-cycle to 71.9 in Cycle I and 82.0 in Cycle II. The improvement occurred in all five aspects of writing, with the highest gains found in mechanics and grammar. The classroom observations also showed that students became more active, independent, and engaged during the learning process. In addition, the questionnaire and interview results indicated positive motivation toward the use of PWIM with Canva. The questionnaire showed an overall motivation level of 3.38, categorized as High, while approximately 80% of the interviewed students expressed positive attitudes toward the learning model. The findings indicate that PWIM combined with Canva can help students develop ideas, organize their writing, improve language accuracy, and become more confident in writing procedure texts. Therefore, the integration of PWIM with Canva is an effective approach for improving students' writing skills and supporting their motivation in learning English.

Keywords: Picture Word Inductive Model, Canva, writing skills, procedure text, Classroom Action Research, motivation