

INVESTIGATING THE EFFECT OF INQUIRING MIND WANT TO KNOW ASSISSTED BY AUDIOVISUAL MEDIA AND LEARNING MOTIVATION STUDENTS' WRITING SKILLS

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Article Info	Abstract
Article History Received: October 2023 Revised: December 2023 Published: January 2024	<i>This study aimed to describe the effect of using the inquiring mind want to know technique assisted by audiovisual media in the learning outcomes of observation report text writing skills of class X students of SMA Negeri 1 Painan. This study was quantitative research that applied the experimental method with a 2×2 factorial design. Data collection was carried out by tests and questionnaires, tests were carried out to obtain data on the results of learning the skills of writing text reports on observations and questionnaires were carried out to obtain data on learning motivation. The data analysis process was carried out using the IMB SPSS Statistics 26 application. Based on the result of data analysis in this study, several conclusions were obtained. First, there was an influence of the use of the inquiring mind want to know technique assisted by audiovisual media on the learning outcomes of the writing skills of observation reports. Second, there is an effect of using the inquiring mind want to know technique assisted by audiovisual media on the learning outcomes of students' observational report writing skills with high learning motivation. Third, there is an effect of using the inquiring mind want to know technique assisted by audiovisual media on the learning outcomes of students' observational report writing skills with low learning motivation. Fourth, there is no interaction between the inquiring mind want to know technique assisted by audiovisual media and learning motivation in influencing the writing skills of observation report texts.</i>
Keywords Inquiring mind want to know; Audiovisual media; Motivastion; Writing skills;	
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INTRODUCTION

Nowadays, writing becomes a very important thing. Writing requires mastery of all the elements of the language, and of the elements beyond the language itself, which shall be written. (Maulina et al., 2021). Writing becomes an indirect form of communication carried out by someone to express ideas, ideas, concepts, and thoughts in the form of written language that can be read by others. For students, writing is also very important because it makes it easy for students to feel the relationships, deepen the responsiveness and perception of students to solve problems and organize a sequence of experiences (Astuti & Mustadi, 2014).

Thus, it can be said that writing is not just a translation of words into a sentence, but an intellectual activity that poured out and developed the substance of the mind and demanded the resolution of problems. Productive language skills through the language of words or writing are produced while expressive language skills are able to express a picture of the meaning, ideas and feelings of the author. (Mugianto et al., 2017). According to Slamet in Mugianto et al. (2017) that "the ability to write is not only limited to the skill to make graphic symbols into words and combine them into sentences with correct grammar rules, but more than that, writing

skills include the ability to express ideas in writing through an integral, clear, and complete order of sentences so that readers can understand the message they want to convey well.”

The learning process teaching especially in the KD producing texts is still a lot of students who are experiencing difficulties (Mugianto, et al. 2017). They have difficulties in producing texts or writing according to the textual thinking structure and the principles of language. Besides, they're hard to spill power. It is in line with the view that learning to write torments a number of serious problems. One such serious problem is the poor ability of the students to write (Abidin, 2012). Furthermore, the study conducted by Kurniadi et al. (2018) explains that the students are still in control in writing the text of the observation report. One of the obstacles experienced by the student is that the student has not noticed the steps in writing the text of the observation report. This leads to the student not being able to compile information or facts into the text so the student's writing is not systematic. Devi et al. (2015) explained that in writing the text of the observation report the students still had problems. The problem that students are experiencing is less creative students in shedding ideas and searching for information. The writing written by the students is also poor and the use of language in the text of the observation report is still simple. Juliawati et al. (2015) in his research also explained that the student's writing ability is still low especially in learning to write observation report text. This is because the students are less interested in learning to write the text of the observation report. Students also find it difficult to pour ideas or ideas into writing as well as inappropriate dictionary selection in writing text.

In addition, students are required to be more active and creative in finding information and can pour it into writing. Learning Indonesian language and literature in particular in the tenth grade there is one new text material in addition to the existing text, which is the text of the observation report. Writing the text of the observation report has its own level of difficulty, for a variety of already mastered texts, for which the student must be able to master the various structures of thought. In fact, a particular topic can be presented in different types of text and with different thinking structures (Mugianto et al., 2017). Further, Putri and Ramadan (2019) revealed that there are some obstacles faced by pupils in the process of producing the text of the observation report results, namely, first, there are still many pupils who are unable to write according to the facts. Students tend to write from the point of view of their authors rather than from a scientific angle. The resulting observation report text tends to be close to the description text; secondly, there are still many students who do not understand the structure of the text report observation results, so the student's writing appears to be irregular. Some of the students' writings also appear to have incomplete text structure for the observation result; thirdly, still many EBI errors are found in the writing of the student; and fourth, the student has not noticed the steps to be taken in creating the text of the report observations results.

Based on observations conducted at SMAN 1 Painan, teachers are accustomed to using conventional models, giving notes and tasks to pupils. Without involving students who should be charged to be more active in the learning process. By applying these less effective methods will affect the learning outcomes of the pupils. Moreover, writing requires students to be more active and practical in writing. However, learning activities in the classroom focus only on the explanations delivered by the teacher with the method of lectures, then proceed with giving notes and tasks. This reduces the opportunity for students to practice writing. Therefore, the use of appropriate learning models or techniques can affect material mastery, fishing students to be able to think critically and more actively. That will also have a good impact on the learning outcomes of the pupils. The technique of inquiring minds want to know is one of the simple active learning strategies. In its implementation, the strategy focuses on how to stimulate the curiosity of the student by presenting topics or questions that then invite the student to think critically and give the student an opportunity to express their assumptions. With a variety of

students' answers, this is the teacher who begins learning and hopes that students can be helped to understand learning. (Khoiroh, et al., 2018).

In addition to the use of learning techniques in the skills of writing the text of the observation report, another factor that is considered to influence the skill of writing a text report of observation results is the learning motivation of the student himself. Motivation is a factor that is considered to motivate or motivate students to have a desire to learn. (Emda, 2018; Mc Donald dalam Kompri, 2019). As Arden explains in Sanjaya (2015) that strength or weakness in the sense of spirit is not the effort that has been made to its goal, is strongly determined by the motivation that the person concerned has. This means that whether or not the motivation to learn greatly affects the student's learning success. This will be achieved if the students have the desire and the urge to learn. This is the reason why it is important for the students to be motivated to do so. The motivation of the students must be aroused in the students, so that the students are motivated for the learning process.

In this section, the writer presents the theory related to three things, namely: (a) writing the text of the report of the results of observation by applying the structure of its composition; (b) writing a text of an observation report using the Inquiring Mind Want to Know technique with the aid of audiovisual media and learning motivation; (c) an indicator of the assessment of skills of writing text of a report of observations results; (d) a motivation indicator for learning. Furthermore, Darmawati (2014) stated that the text of the observation results is also called a report. (report). The report text contains a general description of something based on the results of observation activities. Observation activity is the collection of data or information through direct observation or careful review of the field or location of observation.

According to Dalman (2018) the text of a report is a form of narrative containing a record of activity about something being done, undertaken, researched, or observed, and containing suggestions for implementation. This report is delivered in the most objective way possible. In this case, the report can be a report of research results and results of activities. According to Priyatni (2014) the text of an observation report is a text that conveys information about what something is as a result of systematic observation and analysis. The text of the report of observation results aims to inform the objective condition of something observed and systematically analyzed, not embedded with personal responses about the object.

Referring to the opinions of several experts, it can be concluded that the text of the report of the observation results is a valid text that contains the results of an observation carried out directly. The text of a good observation report is a text of observation reports that is structured according to its structure. Priyatni (2014) stated that the text structure of the report results observations, which is as follows. First, the title. The text title of the observation report is to give rise to the characteristics of something to be informed. Second, general classification. General classification, contains an identification of the phenomena to be discussed by including a general statement that describes the subject of the report, the description, and the classification thereof. Third, a description, which contains a description of the observed phenomenon of its part, habits or behaviour for the living thing, or its use for the thing.

In line with this, Darmawati (2014) also stated that the text structure of the observation results report consists of a general definition (the opening part), a description of the part (the content part), and a benefit description. (bagian penutup). The general definition section contains the meaning of something that is discussed. The definition of the description part of a way in detail. Meanwhile, the definition of benefit is the part that contains benefit or utility. Every text has a structure and building elements. In Kemdikbud (2013) it is stated that the text of the observation report is structured with the text structure of the general statement or classification followed by the member or aspect. In conclusion, Kemdikbud (2016) explains that "the text of the observation report is structured according to the structure, i.e. first, the general

statement or classification, general statement containing the opening or introduction of the matter to be submitted. This section contains general information about the object to be studied, explaining broadly the understanding of the object. A general statement is usually presented in a definition sentence. Definition sentences often using conjunctions are, is, i.e., is, and is; second, part description, containing a detailed explanation of the object or its parts; and third, a useful description, indicating that each object observed has a benefit or function in its life.”

Based on the explanation, this study uses the text structure of the observation report referring to the textbook of the Class X. That is, when writing the report of observation results, students should use the structure found in the text book of the University. Through this structure, students are expected to be able to write the text of the report well, so that it can be used as a reference and add insight to the reader. In addition to the structure, the writing of the text of the observation report should also follow the appropriate habilitation elements. Priyatni (2014) submitted that the text of the observation report also had a rigidity of the language used. From the point of view, the text of the observation report has the following characteristics. First, we usually use the object name to inform the observed object. Secondly, we use the character word to describe something observed. Thirdly, use the action word to explain behavior. Fourthly, use technical terms. Fifth, use concrete words according to facts.

Every text has linguistic characteristics. Kemdikbud (2016) the language of the text of the observation report is as follows. Words and phrases, verbs and nouns. The dominant types of words and word groups (phrases) used in an observation report text are verbs (verbs) and nouns (nouns). A phrase is a combination of several elements but does not exceed the functional limit. This means that, even though it consists of several elements, it only has one function in a sentence. Apart from that, a phrase is a group of words that are non-predicative or do not have a subject or predicate. Affixation, in language activities, the words used can be basic words or formed words. Basic words are words that have not received affixes, compounding, or repetition. Formed words are words that have received affixations (affixation), repetition (reduplication), and compounding when used. Words that receive the affixing process can change type. Definition Sentences and Description Sentences, definition sentences are sentences that use definitive verbs, while descriptive sentences are sentences that use descriptive verbs.

Simplex Sentences and Complex Sentences, sentences in a text can be formed by only one clause, namely the part of the sentence that has a subject and a predicate (predicative). A simplex sentence is a sentence that only has one clause. Complex sentences or compound sentences are sentences that have two or more clauses. Complex sentences are divided into two types, namely complex sentences or equivalent compound sentences, these sentences have two equivalent clauses in a sentence. Complex or compound sentences. This sentence has double clauses that are not the same or are under the main function of a sentence.

In addition, Melvin and Muttaqien (2017) stated that the Inquiring Mind Want to Know technique is a simple technique that can stimulate students' curiosity by encouraging them to think about a topic or statement. Students are more likely to remember knowledge about learning material that has never been discussed before. The Inquiring Mind Want to Know technique is a learning technique that is student-centered by arousing students' curiosity through questions asked by the teacher. This technique can arouse students' curiosity by asking them to make predictions about a topic or a question. Usually students tend to remain silent when invited to discuss material that was not resolved at the previous meeting if they are asked to answer questions together.

The teacher's role in implementing the Inquiring Mind Want to Know technique is that the teacher acts as a questioner. Because, students' ability to answer each question is basically part of the thinking process. Therefore, the teacher's ability to ask questions in each step of Inquiring Mind Want to Know is very necessary. Every teacher needs to master various types of

techniques for asking, whether it is asking just to get students' attention, asking to track, asking to develop abilities, or asking to test (Sanjaya, 2016).

Based on this explanation, there are still many problems faced by students in writing observation report texts. These problems do not only come from within the students, but also from teachers in the field of study. To overcome these problems, writer need to conduct research by applying the inquiring mind want to know technique assisted by audiovisual media and learning motivation in learning to write observation report texts. This research is entitled "The Effect of Using the Inquiring Mind Want to Know Technique Assisted by Audiovisual Media and Learning Motivation on the Skills of Writing Text Reports on Observation Results of Class X Students of SMA Negeri 1 Painan". The aim of this paper is to describe whether or not there is an influence of the Inquiring Mind Want to Know technique assisted by audiovisual media and learning motivation on the skills of writing text reports based on observations of class X students at SMA Negeri 1 Painan.

RESEARCH METHOD

Research Design

This study is categorized within the realm of quantitative research, a research paradigm characterized by the presentation of findings in numerical form and the application of statistical analysis techniques (Arikunto, 2010; Sugiyono, 2014). The selected research methodology employs an experimental approach with the primary objective of investigating the impact of the "Inquiring Mind Want to Know" technique, complemented by audiovisual media, and the level of learning motivation on the development of text report writing skills among tenth-grade students at SMA Negeri 1 Painan. To enhance the robustness of the investigation, a 2×2 factorial design, as articulated by Sugiyono (2014), has been adopted as the research framework. This design allows for a systematic exploration of the independent variables, namely the instructional technique and learning motivation, and their interactive effects on the dependent variable—the proficiency in composing text reports through observational analysis within the classroom setting.

Population and Sample

The target population for this research encompasses all tenth-grade students enrolled at SMA Negeri 1 Painan during the academic year 2022/2023. The student body is distributed across nine classes, totaling 259 individuals. The selection of this population was predicated on two principal considerations: firstly, SMA Negeri 1 Painan's adoption of an independent curriculum specifically for class X students, and secondly, the pertinence of variable Y (the dependent variable) to the content of the research, as it is instructed in class X with a focus on the textual material concerning Observation Results Reports. The sampling procedure implemented in this study adhered to a systematic approach. Initially, daily test scores and written reports detailing observational outcomes from the second class were gathered. Subsequently, a normality test was conducted on students' final semester examination scores using the Liliefors test. This rigorous sampling methodology was undertaken to ensure a comprehensive representation of the targeted population, aligning with the research's overarching goal of assessing the influence of the "Inquiring Mind Want to Know" technique, supported by audiovisual media, and learning motivation on the enhancement of text report writing skills among the tenth-grade students at SMA Negeri 1 Painan.

The normality test is carried out with the aim of seeing whether the population is normally distributed or not (Sudjana, 2005). Third, carry out a homogeneity of variance test. The variance homogeneity test is carried out to determine whether the population is homogeneous or not. This homogeneity test is carried out to find out whether the population has homogeneous variants or not (Sudjana, 2005). The homogeneity test was carried out using the Bartlett test so

that the data was accurate. Fourth, test the similarity of the averages of the eight classes using one-way analysis of variance. Fifth, determine the control class and experimental class based on the analysis that has been carried out, so the two classes that have the lowest standard deviation are selected. Based on the homogeneity test and normality test for the experimental class, class XE-1 is selected as the experimental class and class XE-6 as the control class.

Instruments

The research methodology employed in this investigation utilizes a test instrument, specifically, a performance test designed for assessing the proficiency of students in composing observation report texts. This evaluative tool, as elucidated by Sugiyono (2014), is integral in the measurement of observed natural and social phenomena within the research context. The test, in this instance, serves as a means to gauge the aptitude of students in generating report texts based on their observational findings, notably in the absence of the Inquiring Mind Want to Know technique aided by audiovisual media. The choice of employing a performance test aligns with the research's objective of discerning the impact of instructional methods on the development of students' text writing skills. By specifically focusing on the written expression of observation reports, the performance test serves as a targeted and precise tool for ascertaining the influence of instructional interventions, thereby contributing to the nuanced understanding of the effectiveness of the pedagogical approach under investigation.

Data Analysis

The data collection technique in this research was carried out using test techniques. The steps for collecting data in this research are, first, learning to write observation report text using the inquiry mind want to know technique assisted by audiovisual media in the experimental class, while in the control class learning to write observation report text was carried out using the conventional model. ; and second, giving tests to students in the experimental class and control class. This stage aims to obtain a skill score for writing observation report texts after being taught using the inquiring mind want to know technique assisted by audiovisual media and learning motivation and conventional learning models.

In this research, the tests carried out were in the form of performance tests. The steps in compiling a performance test instrument are, first, determining the test objectives. This performance test is carried out to determine learning outcomes; second, compiling a grid that includes the basic competencies to be measured, material, question indicators, question form, and number of questions; third, write questions based on the grid and rules for writing questions; and fourth, developing scoring guidelines (Kemdikbud, 2018). Initial data collection was carried out in the control class and then continued in the experimental class. The data collection stage in the control class was carried out using several procedures, namely first, the teacher delivered lesson material regarding the text of the observation report; second, the teacher gives assignments; and third, students take a test to write a text report on the results of their observations based on the pictures provided.

Learning in the experimental class was carried out in two meetings. The first stage of learning is carried out using procedures, namely first, the teacher provides treatment by carrying out learning to write observation report text using the Inquiring Mind Want to Know technique assisted by audiovisual media and learning motivation by applying the steps contained in the Inquiring Mind Want to Know technique; and second, after the teacher has finished implementing all the steps contained in the Inquiring Mind Want to Know technique assisted by audiovisual media and learning motivation, the teacher displays various examples of images or examples of text reports from observations using audiovisual media.

The second meeting was carried out using procedures, namely first, the teacher displayed various kinds of pictures which could be used as text for the observation report; second,

students are instructed to pay attention to the picture; third, students can compose a text framework for a report on observations based on the images they observe; fourth, students are able to write the text of the observation report properly and correctly in accordance with the structure and linguistic rules; and fifth, the teacher collects text reports from student observations and closes the lesson.

Data analysis techniques are the process of analyzing, interpreting, and compiling data to obtain useful and relevant information. There are several data analysis techniques used in this research, namely descriptive statistics used to summarize and describe data statistically, such as average, median, mode and standard deviation, analysis prerequisite tests consisting of normality and homogeneity tests, and hypothesis testing. used to make conclusions about the population based on the data samples that have been taken.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The description of the data in this research aims to provide a clear picture of the research data, present the data concisely so that it is easy to understand, simplify the process of further analysis, and provide a basis for decision making in hypothesis testing. The descriptive analysis process was carried out with the help of the IMB SPSS Statistics 26 application program. Data was obtained from two classes, namely class XE-1 as an experimental class treated with the Inquiring Mind Want to Know technique assisted by audiovisual media and class conventional. Both classes were given a performance test to determine the students' ability to write observation report texts.

Learning outcome scores were obtained from performance tests on skills in writing text reports on observations in the experimental class using the Inquiring Mind Want to Know technique assisted by audiovisual media and the control class using the conventional learning model. These results show that the highest score in the experimental class taught using the Inquiring Mind Want to Know technique assisted by audiovisual media was 96 totaling 4 people, and the lowest score was 64 totaling 3 people. Meanwhile, the highest score in the control class taught using the conventional learning model was 92, totaling 2 people, and the lowest score was 48, totaling 3 people.

Nurgiantoro (2017) explained that to see the completeness of students' learning outcomes, grouping can be done based on the interval of completeness of learning outcome scores. Classification of learning outcomes scores for experimental classes taught using the Inquiring Mind Want to Know technique assisted by audiovisual media means that learning outcomes scores are grouped into four classifications, namely first, students who are in the 86-100 score interval with very good qualifications totaling 10 people or 31.25 The second %, students who are in the 76-85 score interval with good qualifications are 16 people or 50%; third, there are 6 students in the 56-75 score interval with sufficient qualifications or 18.75%; and fourth, there are no students who are in the 10-55 value interval.

Furthermore, the classification of learning outcome scores for the control class is taught using the conventional learning model, where learning outcome scores are grouped into four classifications, namely first, students who are in the 86-100 score interval with very good qualifications are 2 people or 6.45%; second, there are 10 students in the 76-85 score interval with good qualifications or 32.26%; third, there are 14 students in the 56-75 score interval with sufficient qualifications or 45.16%; and fourth, there are 5 students in the 10-55 score interval with less qualifications or 16.13%.

Afterward, the description of the data on the value of learning outcomes for text writing skills, reports on observation results, the experimental class taught using the Inquiring Mind Want to Know technique assisted by audiovisual media and the control class taught using the

conventional learning model, can be drawn several conclusions, namely first, the total value of learning outcomes in the experimental class is 2604, maximum value 96, minimum value 64, range value 32, variance value 87.339, standard deviation value 9.346, mode value 76, median value 80, and mean value 81.38; second, the total value of learning outcomes in the control class is 2132, the maximum value is 92, the minimum value is 48, the range value is 44, the variance value is 154.047, the standard deviation value is 12.412, the mode value is 68, the median value is 68, and the mean value is 68.77 .

Based on the description of the data above, the value of learning outcomes for the skill of writing report text as a result of observations has increased. The average value of learning outcomes for the skill of writing observation report texts in the experimental class using the Inquiring Mind Want to Know technique assisted by audiovisual media, namely 81.38, is 81.38 higher than the average value of learning outcomes for the skill of writing observation report text in the control class with conventional learning model, namely 68.77. These findings will be the basis for testing and making decisions on hypothesis testing.

Hypothesis testing in this research was carried out with the help of the IMB SPSS Statistics 26 application program. Hypothesis 1, 2, and 3 were tested with the condition that if $t_{count} > t_{table}$ or $p\text{-value} < 0.05$ then H_0 was rejected. Hypothesis 4 was tested using a Two-Way Analysis of Variance test or 2-Way ANOVA with the terms of interaction effect, if the $p\text{-value} \leq 0.05$ then H_0 is rejected and if the $p\text{-value} > 0.05$ then H_0 is accepted. Furthermore, if the interaction hypothesis test is significant, then a simple effect test must be carried out through One Way ANOVA analysis. This procedure is to test differences in the means of the four treatment groups (see research design). The decision to test the simple effect is carried out with the condition that if the $p\text{-value} < 0.05$ then H_0 is rejected. Thus, there is a significant average difference between the four treatment groups.

Hypothesis testing was carried out to prove the hypothesis that had been proposed, namely that there was an influence of the use of the Inquiring Mind Want to Know technique assisted by audiovisual media on the skills in writing text reports resulting from observations of class X students at SMAN 1 Painan. The analysis was carried out with the help of the IMB SPSS Statistics 26 application program and applying the t-test with the condition, if $t_{count} > t_{table}$ or $p\text{-value} < 0.05$ then H_0 is rejected. The results of the analysis can be seen in the table as follows.

Table 1
Hypothesis Testing Value of Learning Outcomes Skills for Writing Text Reports on Observation Results

t-test for Equality of Means						
t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
4.562	61	.000	12.601	2.762	7.077	18.124
4.541	55.734	.000	12.601	2.775	7.042	18.160

Referring to the results of the analysis above, it can be concluded that the hypothesis proposed is tested by the data. This is proven by obtaining the price value $t_{count} > t_{table}$ with $df = 61$ and $\alpha = 0.05$, namely $4.562 > 1.67022$ and the sig value. (2-tailed) $0.000 < 0.05$, meaning H_0 is rejected. Thus, it can be proven that there is an influence of the use of the Inquiring Mind

Want to Know technique assisted by audiovisual media on the skills in writing text reports resulting from observations of class X students at Painan State High School.

The research was carried out at high school level, specifically in class X of SMA Negeri 1 Painan. Applying experimental methods, this research aims to determine the effect of the Inquiring Mind Want to Know technique assisted by audiovisual media and learning motivation on the skills of writing text reports based on observations of class X students at SMA Negeri 1 Painan. The research design used is a 2×2 factorial design. The sample used was 32 people as the experimental group and 31 people as the control group. Data collection was carried out using test techniques used to obtain data on student learning outcomes, and non-test techniques were used to obtain data on student learning motivation. The collected data was analyzed manually and using the IMB SPSS Statistics 26 application program.

Discussion

Hypothesis testing on student learning outcome scores shows that there is an influence of the use of the Inquiring Mind Want to Know technique assisted by audiovisual media on the skills in writing text reports resulting from observations of class X students at Painan State High School. This is proven by obtaining the price value $t_{count} > t_{table}$ with $df = 61$ and $\alpha = 0.05$, namely $4.562 > 1.67022$ and the sig value. (2-tailed) $0.000 < 0.05$, meaning H_0 is rejected. Khoiroh et al. (2018) revealed that the application of the Inquiring Mind Want to Know technique was able to improve student learning outcomes. The use of the Inquiring Mind Want to Know technique assisted by audiovisual media encourages students to develop critical and creative abilities by actively asking questions, studying and finding solutions to existing problems.

In this investigation, the instructional approach employed is the Inquiring Mind Want to Know technique, as delineated by Melvin and Muttaqien (2017). This pedagogical strategy encompasses a structured sequence of teaching steps aimed at stimulating curiosity and fostering critical thinking among students. The prescribed steps involve, firstly, posing detailed questions to engender curiosity regarding the subject matter under discussion. Subsequently, students are encouraged to engage in contemplation and formulate general assumptions. The third step advocates for a measured approach in responding, allowing ample time for students to express their conjectures, and cultivating an environment where all student assertions are accommodated. Importantly, this step is designed to sustain curiosity about the authentic answers to the posed questions. The final step involves leveraging questions as a pedagogical tool to guide students toward the desired learning outcomes, incorporating responses within the instructional material presentation. These structured activities are strategically designed to not only facilitate students in accomplishing their writing tasks but also to instill motivation throughout the various stages of the learning process (Fadli et al., 2022; Fatiani et al., 2021; Haerazi & Kazemian, 2021). By intertwining curiosity-driven questioning with the presentation of instructional content, the Inquiring Mind Want to Know technique seeks to create an engaging learning environment that not only enhances students' writing capabilities but also fosters a sense of motivation and active participation in the learning activities. The deliberate integration of these teaching steps contributes to a comprehensive pedagogical framework that aligns with the overarching goals of the research, namely, assessing the impact of this instructional technique on students' text report writing skills and learning motivation.

The application of the Inquiring Mind Want to Know technique demonstrates a substantial impact on student learning achievement, as it actively engages students in the teaching and learning process. A pivotal aspect of this instructional approach involves students actively formulating questions prior to undertaking the composition of report sentences and paragraphs (Melvin & Muttaqien, 2017). This participatory involvement in the teaching and

learning writing process serves as a catalyst for students to construct conceptual frameworks, thereby refining their proficiency in composing observation report texts or other texts (Susanti & Agung, 2023; Rachmaida & Mutiarani, 2022). By necessitating direct engagement in the generation of questions, students not only contribute to the shaping of their learning experiences but also concurrently enhance their comprehension and application of the subject matter (Lating, 2022; Ismiati & Fitria, 2021). The structured involvement in the writing process cultivates a dynamic learning environment where students actively exercise critical thinking skills and develop a nuanced understanding of the intricacies involved in constructing coherent and meaningful observation report texts (Hadi et al., 2021; Dari et al., 2022). Consequently, the Inquiring Mind Want to Know technique emerges as a pedagogical strategy that not only fosters active participation but also serves as a conduit for elevating students' learning achievements in the realm of writing proficiency. This active involvement and conceptual building within the learning process underscore the substantive impact of the Inquiring Mind Want to Know technique on the enhancement of students' academic accomplishments.

The skill of writing observation report text is a complex activity, this activity requires students to be able to observe, collect data, analyze data, and present findings systematically and logically. Through the Inquiring Mind Want to Know technique, students can develop the ability to ask questions, collect information, and analyze data more effectively (Padak, 2015; Fadli et al., 2022). In this case, students can produce better and higher quality reports. The findings revealed by Rosalina (2020) show that the application of Inquiring Mind Want to Know is effective as an effort to improve learning outcomes. Using the Inquiring Mind Want to Know technique can also help students to develop critical and creative thinking skills, which can help them write more creative and original reports. Thus, the use of the Inquiring Mind Want to Know technique can have a significant effect on students' learning achievement in writing observation report text skills.

Within the context of implementing the Inquiring Mind Want to Know technique, the writing processes are augmented through the integration of audiovisual media. This deliberate incorporation of multimedia resources serves the dual purpose of facilitating a more comprehensive understanding of the impending writing tasks and rendering the writing activities more engaging and conducive to effective learning (Sanjaya, 2016; Arsyad, 2017). The utilization of audiovisual media not only aids students in grasping the intricacies of the writing issues at hand but also imbues the writing exercises with a heightened level of interest. The integration of audiovisual media proves instrumental in enhancing the accessibility of complex concepts and topics, thereby providing students with visual and auditory aids that complement the textual components of the learning material.

This multimodal approach contributes to a more immersive and interactive learning experience, enabling students to navigate through writing challenges with greater clarity and proficiency (Alsuraihi, 2022; Wahid & Sudirman, 2023). Furthermore, the infusion of multimedia elements into the learning environment creates an atmosphere conducive to productive writing activities. As a consequence of this synergistic amalgamation of the Inquiring Mind Want to Know technique and audiovisual media, students are empowered to generate report texts as tangible manifestations of their writing prowess (Darmawati, 2014; Alzyoud et al., 2017). The interplay between pedagogical strategy and multimedia support underscores the role of technology-enhanced instruction in fostering both the cognitive and affective dimensions of the writing process. This symbiotic relationship facilitates a nuanced exploration of writing issues and cultivates an environment wherein students can actively and proficiently produce written outputs reflective of their learning experiences.

CONCLUSION

The findings and subsequent discussion in this research yield several discernible conclusions. Firstly, a discernible influence emerges from the application of the Inquiring Mind Want to Know technique when augmented by audiovisual media on the proficiency in composing text reports based on observations among tenth-grade students at SMAN 1 Painan. This influence underscores the pedagogical efficacy of integrating multimedia elements within the framework of the Inquiring Mind Want to Know technique, substantiating its positive impact on honing the skills requisite for crafting observation-based textual reports. Drawing implications from the research conclusions, it is envisaged that educators can glean valuable insights for instructional practices. Specifically, the integration of the Inquiring Mind Want to Know technique, coupled with audiovisual media, emerges as a potentially fruitful approach in the context of instructing students, particularly in the development of their ability to articulate observation report texts.

Consequently, educators are encouraged to incorporate these innovative instructional strategies into their teaching methodologies to enhance the writing competencies of tenth-grade students at SMAN 1 Painan. Moreover, it is emphasized that instructors should be attuned to the varying levels of students' learning motivation, particularly among those with lower motivational levels. Acknowledging this, strategies can be implemented to uplift students' motivation levels, such as the judicious use of rewards or the presentation of challenges commensurate with students' individual abilities. By tailoring motivational interventions to individual needs, educators can foster an environment conducive to sustained engagement and enthusiasm, ensuring the optimal efficacy of the Inquiring Mind Want to Know technique assisted by audiovisual media in the context of writing instruction for observation report texts.

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