

CHAPTER IV

FINDINGS AND DISCUSSION

It contains findings and discussion in the result of this research and analysis of the data. It contains an explanation of the analysis of the data carried out by using qualitative data and presents the discussion of the Research based on the data analysis.

4.1 Findings

The research used observation, field notes, and a questionnaire checklist to complete the data in this finding.

4.1.1 Finding of observation checklist and Field note.

a. First meeting (07 May 2024)

★ The implementation of the meeting I action was carried out based on the plan that had been made. At this stage, the teacher and researcher collaborated where the teacher was the teacher while the researcher was the assistant teacher and observer. However, in addition to the researcher, one observer assisted the researcher in observing the Implementation of learning by using this inquiry method. The use Inquiry Method in Class VIIth B at MTs 1 YPM Wonoayu Academic Year 2023-2024.



4.1. The Teacher explains the procedure text

In the first step, The teacher first observes and directs each student to be ready to start the lesson, starting the lesson by saying greetings and praying. Before the teacher explains the material about procedure text, the teacher reminds students of the lessons they have received in the previous meeting, namely about narrative text, and makes connections. For the class not to be boring, the teacher held a question and answer session related to the material that had been received, namely about narrative text, the teacher asked the students "What is the meaning of narrative text" Then a student answered the teacher's question "narrative text is a type of text which tells a chronological story in the right tense". The teacher also allowed students to ask questions about the material they did not understand, then a student raised his hand and asked "What is the purpose of learning narrative text", before responding to students' questions, the teacher first

allowed other students.

After all groups have finished discussing, the teacher asks students one by one representing their respective groups to present in front of the class the results of their discussions written in summary form for each group, so that students can be more active and not bored in learning. Furthermore, the teacher asks students to respond to the percentage results of each group. the results of student presentations and questions and answers in the discussion, the teacher provides direction and straightens out the questions still lingering in students' minds, namely procedure text. Then the teacher explained and showed pictures; students thought and found out for themselves.

In the last question, the teacher asks students to summarize the lesson material they received, so that students understand what the teacher said and the results of the thinking they got.

In the last step, the teacher rewards each group that correctly explains and answers the questions in the discussion, namely by giving good grades, praise, congratulations, and attractive gifts

b. Observation finding of Meeting 1

Observation at the I meeting was carried out by the researcher and assisted by one other observer to see the implementation of the inquiry method in the learning process of both teachers and students. This observation uses an observation sheet of teacher and student

activities in applying the inquiry model. The description of the explanation of the observation results is as follows:

1) Teacher Activity

The implementation of the learning process by using the inquiry model for the presentation of material about procedure text by the teacher based on the observation sheet

The implementation of the inquiry model in the learning process begins with the teacher explaining the learning topic to be achieved, then explaining the main activities to be carried out, namely an Explanation of the stages of inquiry from beginning to end starting from the activities of Formulating problems, Formulating hypotheses, Collecting data or Information, Testing hypotheses, and Making conclusions. The teacher explains the importance of the learning topic. The teacher explains the material briefly.

Then students form groups, students form groups based on seating by counting. After that the teacher distributes different materials to students to be discussed in groups by the stages of Inquiry, the teacher guides students to formulate problems, namely, the teacher asks students to make questions then students answer the questions that have been made based on the limited knowledge of students because previously in class VII it has been mentioned for Procedure text so that students can answer these questions according to student knowledge without looking

for other sources.

The teacher assisted by the researcher guides students to look at relevant books, namely student handbooks, and search for materials related to the topic discussed to get actual information to answer the questions that have been asked before. Students record information obtained from sourcebooks that can answer the questions that have been formulated. The teacher directs students to conduct hypothesis testing, which is to see the suitability between the hypothesis that has been made and the information obtained. In this hypothesis testing, students determine whether the hypothesis that has been made can be maintained because it is by the information obtained or not used. After all, it is not by the information that has been obtained. After Conducting hypothesis testing, students then make conclusions related to the hypothesis. with the topic discussed based on the information that has been obtained.

After all the activities have been carried out, students present their work. In this activity, students choose one of the group representatives to read the results of the group's work in front of the class. While presenting, other students are asked to listen and note important things that are conveyed and then ask questions. The presenting group answers the questions asked and if they cannot then the teacher will help them. At the end of the presentation from each group, the teacher gave a general conclusion to equalize students' perceptions related to the topic

discussed.

Based on the data from the teacher observation sheet, it can be seen that the implementation of the learning process by the inquiry model has been carried well by the teacher. However, the stages in the inquiry model have not been applied properly at meeting I where when giving instructions from several stages of the inquiry model it is not too clear and the teacher's guidance is also still lacking, especially when formulating hypotheses and formulating conclusions. Then in collecting data or looking for information the sources used are very limited because the teacher only advises students to look for sources or in student handbooks only. There are no significant obstacles experienced by teachers in implementing the learning process through this inquiry model.

4.1 Teacher activity in the learning process through the inquiry method

The use of inquiry method	Teacher activity
	a) Explaining the topic of learning objectives and outcomes to be achieved b) Explain the main activities that students must do and their objectives. c) Explaining the importance of the

	<p>topic in learning activities</p> <p>d) Encouraging students to think to find problems</p> <p>e) Guiding students to formulate problems in the form of questions</p> <p>f) Provide several questions to encourage students to formulate temporary answers</p> <p>g) Guiding students to answer questions to find various possible answers to the problems studied</p> <p>h) Encourage students to continue learning and thinking by asking questions that stimulate students to think</p> <p>i) Directing students to find the information needed</p> <p>j) Guiding students to determine the right answer based on the information and data obtained</p>
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2). Student Activity

Student activity in the learning process through the application of the Inquiry model based on data from observations, in general.

Activities carried out by students in the application of the inquiry model begin with listening to the teacher's explanation of the topic of the objectives and results to be achieved in the learning process, paying attention to the main activities to be carried out in this case, namely paying attention to the stages of the inquiry model which begins with activities to formulate problems, formulate hypotheses, collect data

or information needed, test hypotheses and finally formulate conclusions, then continue by asking questions related to the importance of the learning topic and listening to a brief explanation of the material presented by the teacher. data or information needed, testing hypotheses and finally formulating conclusions, then continued by asking questions related to the importance of the learning topic and listening to the explanation of the material delivered briefly by the teacher.

Students form groups and each group consists of 6 students, at meeting I students form groups based on seating and meeting I by counting. After that students distribute different materials to be discussed in the group by the stages or steps of Inquiry, students are guided to formulate problems, namely, students are asked to make questions and then students answer the questions that have been made based on the limited knowledge of students because previously in class VII Procedure text has been mentioned. so that students can answer these questions without looking for other sources.

Students with the direction of the teacher assisted by researchers to look at relevant books, namely student handbooks, and search for material related to the topic discussed to get the actual information to answer the questions that have been asked before. Students record information obtained from sourcebooks that can answer the questions

that have been formulated. Students are directed to conduct hypothesis testing, which is to see the suitability between the hypothesis that has been made with the information obtained. In the hypothesis test In this hypothesis test, students determine whether the hypothesis that has been made can be maintained or not because it is by the information obtained or not used. After all, it is not by the information that has been obtained. After testing the hypothesis, students then make conclusions related to the topic discussed based on the information that has been obtained.

The next activity, because all activities have been carried out, the next step is for students to present their work. In this activity, students choose one of the group representatives to read the results of the group's work in front of the class. making presentations, other students are asked to listen and note the important things that are conveyed then ask questions. The presenting group answered the questions asked and if they could not then the teacher would help them. At the end of the presentation from each group the teacher gives a general conclusion in order to equalize students' perceptions related to the topic discussed.

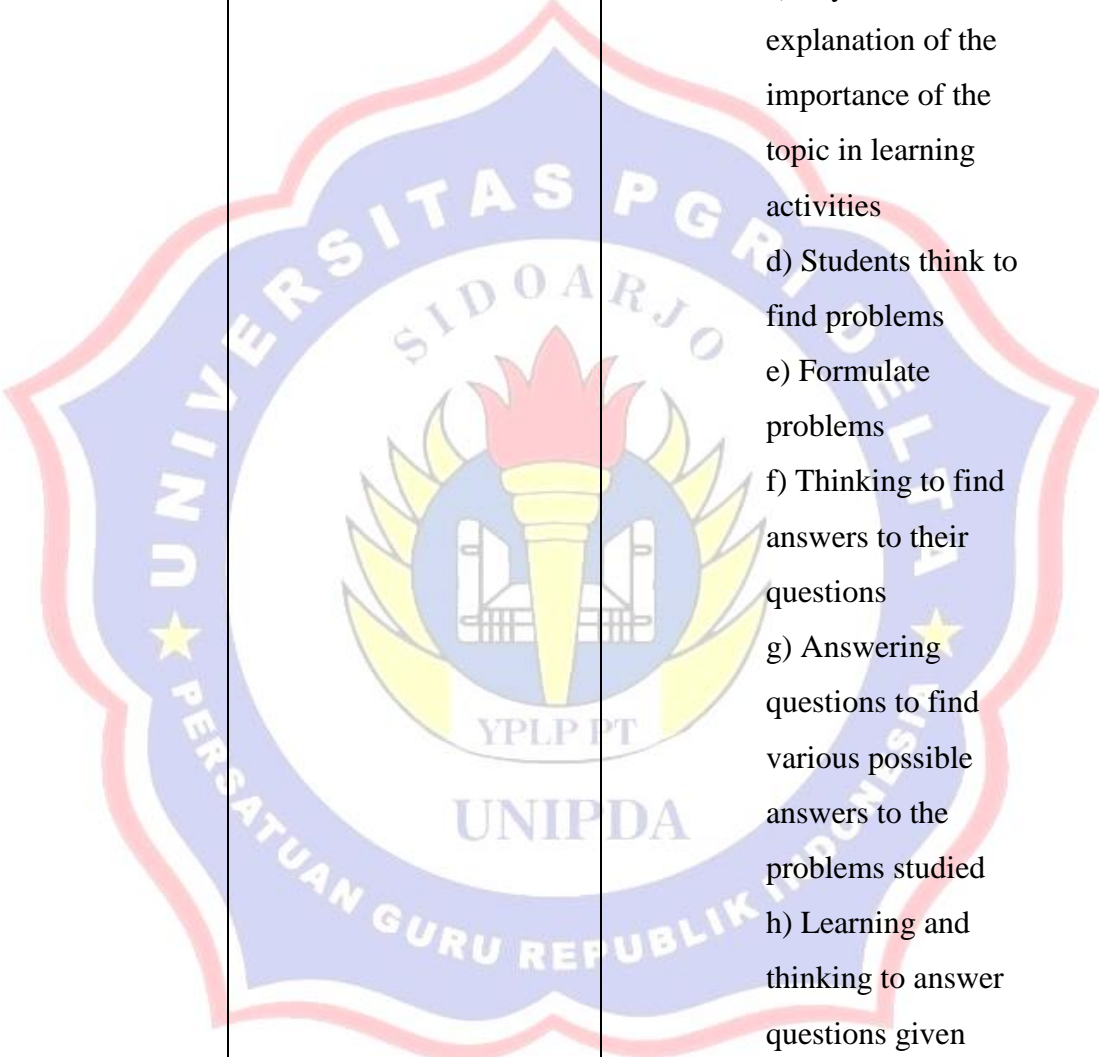
Based on observation data, learning activities carried out by students through the inquiry model have been carried out quite well by students. Where students have participated in learning activities, it's just that students often ask questions, this is because students do not

understand the steps that must be taken at each stage of the inquiry, especially when formulating hypotheses and formulating conclusions students still have difficulty.

This is also due to the lack of teacher guidance when carrying out various stages in the inquiry model so the results are also less than optimal. Another thing that can be found is a shortcoming in cycle I based on the results of observations of student activities the sources used by students to collect data or find information are still limited because students only rely on sources. The results of observations of student activities are that the sources used by students to collect data or find information are still limited because students only rely on sources or student handbooks so that the data obtained by students is also still limited.

4.2 Students Activity in the learning process through the inquiry method

UNIPDA	Students Activity
The use of inquiry method	a) Pay attention to the teacher's explanation of the topic of learning objectives and outcomes to be achieved b) Students pay attention to the

	<p>explanation of the main points of the activities to be carried out</p> <p>c) Pay attention to the explanation of the importance of the topic in learning activities</p> <p>d) Students think to find problems</p> <p>e) Formulate problems</p> <p>f) Thinking to find answers to their questions</p> <p>g) Answering questions to find various possible answers to the problems studied</p> <p>h) Learning and thinking to answer questions given</p> <p>i) Searching for information needed</p> <p>j) Determine the right answer based on the</p>
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	<p>information and data obtained k) Conclude the issues discussed.</p>
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b. Second Meeting (14 May 2024)

The second meeting on Wednesday, May 14, 2024, discussed the language, structure, and how to make a food procedure text. The lesson began with the teacher saying greetings inviting students to pray together and checking the presence of students. Then the teacher made an apperception by showing pictures of food and then asking questions related to the picture. Furthermore, the teacher explained the learning activities that would be carried out with the stages in the inquiry model.

The core activities begin with students listening and getting some examples related to the language and examples of procedure texts. The teacher explains once again to the students the main points of the activities to be carried out. Next, students are divided into 5 groups and each group consists of 6 people. The division of this group is done by combining the smart and the less smart. This is done so that the smart ones can help the less smart ones it can affect the learning process of

seventh-grade students for the better.

In groups, students complete the LKS where students complete the LKS according to the stages in the inquiry model. Starting with students formulating problems, namely by making questions from topics determined by the teacher, namely related to traditional food and the use of correct language, each group will discuss one topic only.



4.1.2 The student's discussion in the library

Discuss the material. Students are then directed to look at books that have relevant examples, namely books in the library, and look for material related to the topic being discussed to get actual information to answer the questions that have been asked previously.

a. The observation finding meeting II

1). Teacher Activity

The implementation of the learning process using the Inquiry model for the presentation of Procedure text material carried out by the teacher

based on the Observation sheet.

The implementation of learning activities through the application of the inquiry model in the learning process begins with the teacher explaining the learning topic to be achieved, then explaining the main activities to be carried out, namely the explanation of the stages of inquiry from beginning to end starting from the activities of formulating problems, formulating hypotheses, collecting data or information, testing hypotheses and conclusions. The teacher explains the importance of the learning topic. The teacher explains the material briefly.

Then students form groups, at meeting II this group division is done by combining the smart and the less smart this is done so that the smart can help the less smart it can affect the learning process Procedure text can increase. After that the teacher distributes different materials to students to be discussed in groups by the stages of Inquiry, the teacher guides students to formulate problems, namely, the teacher asks students to make questions then students answer the questions that have been made based on the limited knowledge of students because previously in class VII it has been mentioned for Procedure text material so that students can answer these which questions according to student knowledge without looking for other sources.

The teacher assisted by the researcher guides students to look at relevant books, namely books in the library, and search for materials

related to the topic discussed to get actual information to answer the questions that have been asked before. Students record information obtained from sourcebooks that can answer the questions that have been formulated. The teacher directs students to conduct hypothesis testing, which is to see the suitability between the hypothesis that has been made and the information obtained. In this hypothesis testing, students determine whether the hypothesis that has been made can be maintained because it is by the information obtained or not used. After all, it is not by the information that has been obtained. After testing the hypothesis, students then make conclusions related to the topic discussed based on the information that has been obtained.

After all activities have been carried out, students present their work. In this activity, students choose one of the group representatives to read the results of the group work in front of the class. While presenting, other students are asked to listen and note important things that are conveyed and then ask questions. The presenting group answers the questions asked teacher will help them. There are no obstacles experienced by teachers in implementing the learning process through this inquiry model.

4.3 Teacher activity in the learning process through the inquiry method

The use of inquiry method	Teacher Activity
	<ul style="list-style-type: none"> a) Explaining the topic of learning objectives and outcomes to be achieved b) Explain the main activities that students must do and their objectives. c) Explaining the importance of the topic in learning activities d) Encouraging students to think to find problems e) Guiding students to formulate problems in the form of questions f) Provide several questions to encourage students to formulate temporary answers g) Guiding students to answer questions to find various possible answers to the problems studied h) Encourage students to continue learning and thinking by asking questions that stimulate students to think i) Directing students to find the information needed j) Guiding students to determine the right answer based on the information and data obtained k) Guiding students to make conclusions from the

	problems discussed
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2). Student Activity

Student activity in the learning process of implementation of the Inquiry method based on data from observations, in general, can be seen in the following table:

Activities carried out by students in the application of the Inquiry model begin with listening to the teacher's explanation of the topic of the objectives and results to be achieved in the learning process. Paying attention to the main points of the activities to be carried out in this case, namely paying attention to the stages of the inquiry model which begins with activities to Formulate problems, Formulate hypotheses, Collect data or information needed, Test hypotheses and finally formulate Conclusions, then proceed with asking questions.

Related to the importance of learning topics and listening to material explanations delivered briefly by the teacher. Students form groups and each group consists of 6 students, at meeting II students form groups by combining the smart and the less smart, this is done so that the smart can help the less smart it can affect enthusiasm and motivation. After that students distribute different materials to be discussed in

groups by the stages or steps of Inquiry, students are guided to formulate problems, namely, students are asked to make questions then students answer questions that have been made based on the extent of students' knowledge because previously in class VII it has been mentioned for Procedure text material so that students can answer these questions and without looking for other sources.

Students with the direction of the teacher assisted by researchers to look at relevant books, namely books in the library, and search for materials related to the topic discussed to get the actual information to answer the questions that have been asked before. Students record information obtained from sourcebooks that can answer the questions that have been formulated. Students are directed to conduct hypothesis testing, which is to see the suitability between the hypothesis that has been made and the information obtained.

Hypothesis that has been made with the information obtained. In this hypothesis test, students determine whether the hypothesis that has been made can be maintained or not because it is by the information obtained or not used. After all, it is not by the information that has been obtained. After testing the hypothesis, students then make conclusions related to the topic discussed based on the information that has been obtained.

The next activity, because all activities have been carried out, the next step is for students to present their work. In this activity, students choose one of the group representatives to read the results of the group's work in front of the class. While presenting, other students are asked to listen and note important things that are conveyed and then ask questions. The presenting group answers the questions asked and if they cannot then the teacher will help them. At the end of the presentation from each group, the teacher gives a general conclusion to equalize students' perceptions related to the topic discussed.

Based on observation data of learning activities carried out by students through the Inquiry model, in general, everything has gone well. Where students have participated actively and followed the teacher's direction to carry out each stage or learning activity by the stages of inquiry.

Table 4.4 Teacher activity in the learning process through the inquiry method

	Activity student
The use of inquiry method	a) Pay attention to the teacher's explanation of the topic of learning objectives and outcomes to be achieved b) Students pay attention to the explanation of the main points of the activities to be carried out c) Pay attention to the explanation of the importance

	<p>of the topic in learning activities</p> <p>d) Students think to find problems</p> <p>e) Formulate problems</p> <p>f) Thinking to find answers to their questions</p> <p>g) Answering questions to find various possible answers to the problems studied</p> <p>h) Learning and thinking to answer questions questions given</p> <p>i) Finding the information needed</p> <p>j) Finding the right answer based on the information and data obtained</p> <p>k) conclusions from the issues discussed</p>
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4.1.2. The findings of students' perceptions.

a. Questionnaire analysis

To formulate the second problem, a questionnaire was used to obtain data perceptions in the inquiry method in teaching writing procedure text. The number of questions in the questionnaire is ten items. In part of the questionnaire questions, 10 questions answer students. the question is whether students feel more motivated, get the opportunity to be more active, understand the material better and students being

Interested in practicing and applying their English. The researcher applies direct perception to find students' perspectives regarding the use inquiry method in teaching writing procedure text to the VIIth grade students at MTs 1 YPM Wonoayu. the researcher from the data from 30 students only took 28 to join as participants in the questionnaire. The research chose a YES-NO (closed) questionnaire to reduce ambiguity and fraud, the data analysis used descriptive and data analysis techniques with percentages, Anas sugiono(2018), Arikunto (2006:81).

As for the questionnaire, there are around 10 total statements, which can be displayed in the following table :

$$P = \frac{F}{n} = 100\%$$

P = in the description above is about the percentage

F = in the description above is about the frequency of answers

N =in the information above is the number of respondents

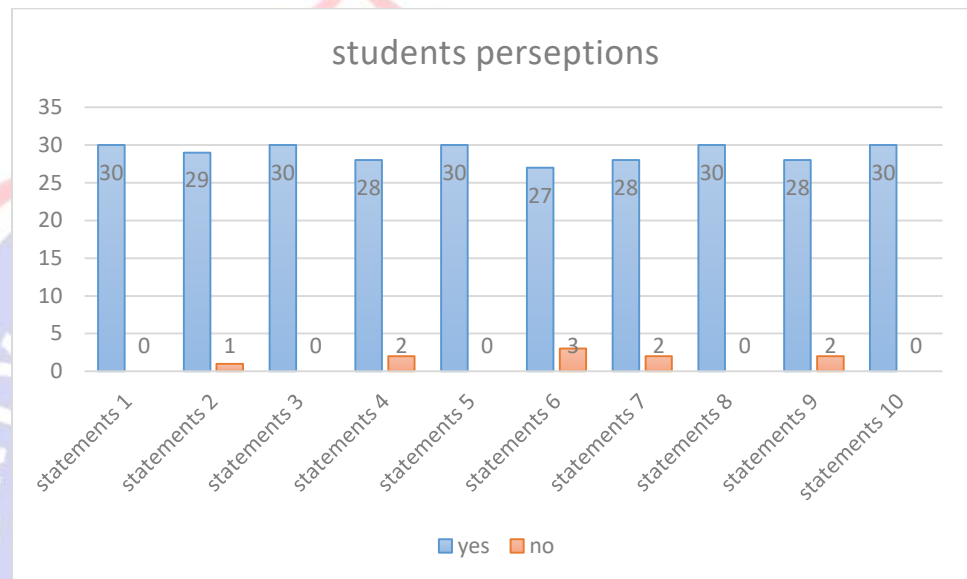
100% = fixed number

As for the questionnaire, there are around 10 total statements, which can be displayed in the following table :

NO	STATEMENTS	YES	NO
1.	I understand the procedure text well	100%	0%
2.	I make the procedure text well	97%	3
3.	I am interested in learning procedure texts through examples from the teacher	100%	0%
4.	I can create my procedure text after being given an example by my teacher	93%	7%
5.	I was helped by teachers who gave examples	100%	0%
6.	I understand learning with the teacher giving examples	90%	10%
7.	I can create a procedure text after the teacher gives an example.	93%	7%
8	I enjoy learning through examples given by the teacher	100%	0%
9.	I am more confident in creating the procedure text given by The teacher.	93%	7%
10	I agree with the methods used by the teacher	100%	0%

	MEANS	96%	4%
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The researcher good visualized the data in the table above in the following graphic:



1. the first statement "I understand the procedure text well" from the conclusions Based on the Findings, procedure text is closely related to daily life. in general, procedure text is often carried out in daily activities. procedure text is a text that contains how something is made and how to do something in sequence. The research finding is According to Knapp (2005: 157), The procedure text contains how to make something and how to do something in sequence.
2. The second statement is "I make a procedure text" In this finding, students can make a procedure text. Procedure text is a text that is used

in daily life to do something. Another purpose of procedure text is to make it easier for readers to know how to do something. It provides information to make or do something with methods and steps in order. Providing clear instructions, the person who does it can get accurate and maximum results.

3. The third statement "I am interested in learning procedure texts through examples from the teacher". The finding all of the students were interested in the method, and the inquiry model provides more opportunities to gain knowledge, skills, and experiences that are fun and attract students' attention during learning previous by (Rastaman, 2007) Inquiry methods that encourage students' active participation will make them feel more engaged and motivated. When students seek information and answers on their own, they tend to feel more able to apply that knowledge in creating procedure texts. Inquiry helps students understand concepts deeply and see their practical applications. Students who understand the concepts well tend to feel more capable in writing clear and structured procedure texts. Overall, students' perceptions of their ability to create a procedure text using the inquiry method through examples were strongly influenced by the clarity and structure of the inquiry, the relevance of the examples, active participation, collaboration, teacher support, practice opportunities, prior experience, and concept understanding. A well-designed inquiry

method will help students feel more confident and capable in creating procedure texts

4. The fourth is” I can create my procedure text after being given an example by my Teacher” Previous research by Sahrul (2009: 54) the advantages of the inquiry method strengthen and increase knowledge through self-discovery. with the process of self-discovery because it centers on students how to do something. Inquiry methods that encourage students' active participation will make them feel more engaged and motivated. When students seek information and answers on their own, they tend to feel more able to apply that knowledge in creating procedure texts. Inquiry helps students understand concepts deeply and see their practical applications. Students who understand the concepts well tend to feel more capable in writing clear and structured procedure texts. students' perceptions of their ability to create a procedure text using the inquiry method through examples were strongly influenced by the clarity and structure of the inquiry, the relevance of the examples, active participation, collaboration, teacher support, practice opportunities, prior experience, and concept understanding. A well-designed inquiry method will help students feel more confident and capable in creating procedure texts.

5. The fifth “I was helped by teachers who give examples” According to Suchman (2002: 06), the inquiry method helps students organize

facts, form concepts, and then produce explanations. Concepts, then produce explanations or find a theory that explains a phenomenon. By understanding "procedure text" through inquiry method, students are better able to apply their knowledge in new situations. Students' perception of "procedure text" through inquiry method tends to be positive, as this method makes learning more interactive, relevant, and in-depth. Inquiry helps students develop various important skills such as critical thinking, collaboration, and independence, all of which contribute to better understanding and the ability to create effective procedure text.

6. The sixth is "I understand learning with the teacher giving examples" Based on the findings, students are more confident to learn, and this makes students understand the subject better by guiding them through structured student worksheets. During the learning process, the teacher should monitor the students' discussion groups, so that the teacher can know and provide the direction that the students need. According to Piaget's previous research by Wafi Rifatul Himmah (Himmah, 2009), the inquiry method is a method that prepares students for a situation to conduct their experiments extensively to see what happens, want to do something, ask questions, and look for their answers, and connect their findings with other findings, compare what they find with what is determined by students.

7. The seventh “I can make a procedure text after the teacher gives an example” is based on the research (Jumdir 2022), students create their questions. Students play an active role in learning, not just receiving learning designed by the teacher. By understanding "procedure text" through inquiry method, students are better able to apply their knowledge in new situations. Students' perception of "procedure text" through inquiry method tends to be positive, as this method makes learning more interactive, relevant, and in-depth. Inquiry helps students develop various important skills such as critical thinking, collaboration, and independence, all of which contribute to better understanding and the ability to create effective procedure text.
8. The eight “I enjoy learning through examples given by the teacher” based on the finding the inquiry method makes a Student feel happy in the teaching-learning process. The inquiry method encourages students to think critically and solve problems. These activities are often perceived as fun games or challenges, making learning feel more like an intellectual adventure. Students' perceptions of enjoyable inquiry methods are based on active engagement, contextual relevance, collaboration, intellectual challenge, creativity, positive feedback, variety in learning methods, a sense of achievement, and freedom in exploration. All these factors contribute to a more positive learning

experience and motivate students to continue to engage and enjoy the learning process.

9. The Ninth was” I am more confident in creating the procedure text given by my teacher” In the findings, students felt more confident by seeing examples given by the teacher and examples from relevant books. The use of the inquiry method by previous Lefudin's research (2017: 223) states that learning through Inquiry fosters self-confidence, inquiry learning is not only learning outcome-oriented but also learning process-oriented learning process. Therefore, the success criteria in inquiry learning are not determined by students' mastery of a subject matter, but to the extent that students are active in seeing and finding something. In this inquiry, what is assessed is the process of discovering new things on their own and the process of continuous adaptation appropriately and harmoniously. appropriately and harmonious adaptation process appropriately and harmoniously between new things with cognitive structure appropriately and harmoniously that students already have.

10. The last finding” I agree with the methods used by the teacher” the data reveals From this statement, that the inquiry method can make students more enthusiastic about learning, such as previous research by M Maburi (2022) the implementation of guided inquiry learning models is proven to increase student learning motivation. The students

felt that the inquiry method made the lessons more interesting and relevant to their needs and interests.

The study was Students' Perceptions about the Use of Inquiry Method in Teaching Writing Procedure Text, almost all the questions got 96% (Yes) good responses, and 4% (No) negative responses from students who felt that the use of inquiry method was a good choice for a new learning method, even getting positive responses from the students. From this study, students became more interested in the ongoing course. The growth of student motivation regarding the spirit of learning because from the beginning the teacher has given an example of how learning will take place.

Therefore, some of these activities make students accustomed to facing many difficulties that help in learning. This is related to the results of research conducted by Sukma Aji windy (2015). who agreed that the inquiry model can improve students' ability to master grammar, and tenses related to English learning and make them skilled in good writing in the future, so it can be concluded that the inquiry model provides positive aspects in learning activities. This is because the inquiry method is one of the interesting and fun applications that can be used in English learning. The inquiry model in English learning can help students in improving their English skills and motivate students in the process of learning to write.

4.2 Discussion

The result of collection data from the observation of the learning process of the English teacher implementing the inquiry method in teaching writing procedure text to the VIIth grade students at MTs YPM 1 Wonoayu and the students' perceptions of inquiry method in teaching writing procedure text to the VIITH grade students at MTs YPM 1 Wonoayu were described by the research analysis below:

4.2.1 Observation checklist

Learning activities with teachers applying the inquiry model in English learning in this research discuss material related to Procedure text. The activity stages in this inquiry model begin with orientation where students will pay attention to the teacher's explanation regarding the learning topics to be discussed and explanations of the stages of inquiry, formulating problems, formulating hypotheses, collecting data or searching for information, testing hypotheses, and finally formulating conclusions. This series of activities will make students more active.

Implementing the inquiry model to the learning process, which was initially boring and only centered on the teacher, becomes more fun and makes students more active in the learning process. Students' active participation during the learning process by applying a good inquiry model for this research increases.

The teacher implemented the inquiry model to the English with procedure text material. In implementing learning actions, the teacher has implemented them according to the learning implementation plan. The teacher has implemented the inquiry model optimally so that learning runs well and smoothly. Students are guided and directed to be able to search for information from relevant sources related to the material or topic given so that they become students active in the learning process. This is in line with what was stated according to Trianto (2009: 166), namely that the inquiry model is a series of learning activities that actively and maximally involve all students' abilities to search and investigate systematically, critically, logically, and analytically, so that students can formulate their discoveries with full confidence. So the inquiry learning process here emphasizes maximum active involvement of students, directing activities logically and systematically towards learning objectives and developing students' self-confidence about what is found in the inquiry process. Learning with this inquiry model is designed to increase students' self-confidence, students are not only required to master material that is only given by the teacher through , but through this inquiry method l students will learn to find answers to the questions asked so that it suits the student's learning style and obtain a meaningful and enjoyable learning experience because students are actively involved in the learning

process.

The Research implementation of the inquiry model to English language subjects using procedure text. The results of this research show that in the process of learning English, students in class VII MTs 1 YPM Wonoayu can improve the deficiencies that occur in the learning process. This is what was planned and has a positive impact on improving students. the steps formulation inquiry method according to Sanjaya (2006:20) 1). Orientation 2). Formulating problem. 3). Hypothesis 4). Collecting data .5) testing the hypothesis 6). Formulating conclusions.

4.2.2 Student perceptions

Based on the student perception questionnaire, It can be said that almost all students liked the learning that was conducted with the inquiry method for various reasons, such as being able to learn more actively, independently, fun, better understand the material presented, find their concepts, and become more excited. This shows that students are ready to learn because they are used to learning levels of inquiry and have high motivation to do so during data collection. Regarding the students' response, the teacher said that the learning was more interesting.

The teacher's role in providing examples in the inquiry learning that has been carried out can make students happy and motivate learning activities because it motivates learning activities. motivates learning activities because students prefer a lot of activities to do compared to listening to lectures or listening to long lectures or theories. Based on the observation and experience of doing this learning activity, he stated that this learning can be done well there are limited books and learning tools related to the material to be delivered. Constraints on the application of This learning is the difficulty of Introducing gradual learning with stages that are quite long Sometimes some students are confused at the beginning of its application, but can be overcome as the application of this learning at a later stage. Learning at a later stage.

