



THE EFFECT OF INQUIRY LEARNING MODEL TO STUDENT HAVING FIELD INDEPENDENT COGNITIVE STYLE TOWARD WRITING SKILL OF BUSINESS LETTER

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ABSTRACT

This study aims to reveal the effect of inquiry learning model in which students have the cognitive style field independent of business letter writing skills. This research was conducted at the Polytechnic LP3I on students majoring in Office Administration, the research method used is the experimental method, a population of about 44 students who follow courses Business Correspondent. The data collection techniques of research by providing test cognitive styles with the Group Embedded Test (GET) to determine the cognitive style field independent students, which then in two classes who have the cognitive style independently approaching the same used experimental class and one other class used as the control class. At the end of the learning activities will be given a test of skill to write a business letter. The results of this study later to give an idea about the effect of inquiry learning model in which students have the cognitive style field independent of business letter writing skills.

Keyword: *Writing skill of business letter, contextual learning technique, and cognitive learning style.*

PRELIMINARY

Language skills are skills using a language that looks at in four aspects namely listening, speaking, reading and writing. Listening and reading skills is called receptive skills, while speaking and writing skills are called by skill productive. Receptive and productive skills in speaking are mutually complementary and also as complementary to one another. As a student who wants skilled in speaking and writing should be frequently heard and read. Writing is one of the activities that are considered hard. Language by learners even those who have graduated from college were still many who complain about the difficulty of writing.

Writing activities is an activity of other language skill. Each skill will only be acquired through practice. Systematically continuous and disciplined to be able to skillfully write. Skill writing aims to training

or habit the students to write, so that they can write well and correctly. This is a demand that must be met by student. So with that the student was armed the various basic ability in write, for example, grammar, vocabulary. This capability can support writing skills, because the ability of vocabulary and grammar abilities as a raw material for producing ideas / ideas through writing. Through writing skill owned by learners, so they will be easier the task of writing materials especially writing a business letter.

Besides writing skills possessed by students can be applied to the public when the student has to be an employee or executive. Further information to be conveyed to the public can be set forth in writing. That is why it is so important writing skills mastered by the students. In connection with the constraints faced by the students in writing skills, there are

several models of learning in contextual learning that can be applied in teaching writing skills are believed to overcome the difficulty of students in writing.

Jonson said that contextual learning activities that, as an educational process that aims to help the learners / students see meaning in the material they are learning by plugging in the environmental context of personal, social and cultural. To achieve these objectives the contextual system will guide the students all of the major components of contextual namely to a meaningful relationship, doing meaningful work, set way to learn themselves, cooperate, think critically, creatively, caring or taking care of personal student, achieving a high standard, and uses actual votes. (Alwasih 2002)

In another section (Sanjaya 2011) suggests that natural contextual learning students are responsible and active in the process of learning how to find and dig themselves subject matter. The purpose of the concept of contextual learning activities that encourage students to learn to make connections between knowledge and its and its application in daily life, the knowledge gained from their efforts construct in learning. Therefore, each of the educators should know the duties as a teacher that is not limited only to the delivery of information to students but also required in order to understand the students with a variety of unique, able to help students in overcoming the problems which are being facing, also able to understand the models of effective learning in order to guide them to the fullest to overcome the difficulties in writing skills, especially in writing a business letter. In the writing skills that have been set can achieve maximum results.

From the above exposure necessary to do research on "the influence of contextual learning model and cognitive

style on business letter writing skills", to determine the success of business letter writing student learning based on correspondence between the model used by the lecturers cognitive styles of students.

Identification of problems

There are several factors that can influence the issues writing skills at a business that is as follows: (1) the lecture material presented to students, (2) learning model, (3) students, (4) lecturer. While problems in the learning model, namely (1) does not correspond with the level of students' knowledge, (2) lecture material is difficult and (3) the material provided does not systematically.

There are also factors problems of students namely: (1) the student attends lectures with cognitive style by necessity, (2) students do not have basic knowledge on how to write a business letter is true, (3) the student to mastery the vocabulary and structure of the English adequate and, (4) students lack of interest in following the course *English Business Correspondence*. The problems with regard to lecturers namely: (1) lecturers carry out lectures *English Business Correspondence* is NO accordance with the plan, (2) lecturer has no competence on the model learning from writing a business letter, (3) the lecturer did not know about the difficulties experienced by students with such material, and (4) the lecturer does not consider the characteristics of the students.

Restricting the problem

Limitation problems in in this research (1) The inquiry learning model as independent variables, (2) *field independent* cognitive style as control variable, and (3) business letter writing skills as the



dependent variable. This study is limited in Jakarta LP3I Polytechnic Student Programs Office Administration.

Formulation of the problem

The identification problems in this research, namely is there are significant inquiry learning model in which students have the cognitive style *field independent* of business letter writing skills in Polytechnic LP3I Jakarta Administrative Programs?

Usefulness of Research Results

Theoretically h acyl research is expected to contribute to the development of theoretical models of business letter writing skills learning. They are expected to enrich the knowledge in the field of learning to write particular model of business letter writing.

Practically research is expected to further consideration and referral in order to develop models of learning skills to write a business letter, can be used as a material consideration business letter writing skills learning. As well as a reference for researchers associated with the title "Influence Inquiry Learning Model and Style Cognitive *Field Independent* the Writing Skills Mail "(Experimental Study On LP3I Polytechnic Student Programs Office Administration).

DESCRIPTION Conceptual Writing skills Business letter

According to (Cushing, 2002), *Writing is also social because it is a social artifact is carried out in a social setting. What we write, how to write, and who are write to is shaped by social convention qad by our history of social interaction. The genre in which we write was invented by others writers and the phrases we write*

often reflect phrases earlier writers have written.

Urguhart argued that the process of writing include; 1) Pre-writing, 2) Drafting, 3) revising and 4) Editing. In connection with the process of writing Alex stated that there are three categories in the writing process; 1) Preparation (preparation) which includes; a) outline means to make a writing frame, b) eye catching means to find an interesting idea, and c) read the essay as a whole.

Letter writing is to explain one's thoughts and feelings. Soedjito say, letter writing is a means of communication to convey information to others. (Soedjito 2010). As is the business letter by (Jatiningsih 2003), is a trading letter or specific business problems. Therefore, creation of business letters are part of an important administrative work.

Ali (2009) said business letter is a letter that includes your business or commercial issues and made by government / private sector. That letter is only issued by the agency which includes business letter. Sample business letter is a sales letter, a letter ordering goods, collection letters, the letter claims, a contract, agreement, also a letter of intent.

From the above it can be concluded that the business letter writing skills is the performance of students in writing a business letter to express the idea of quality and covers all elements of business letter writing letters to the good and correct language and communicative. The notion of quality regarding novelty or originality, clarity of the relationship between the idea and its benefits for life. Language is good and right should consider the correctness of grammar generally accepted. Communicative aspects concerning language using fairness and simplicity to understand the reader.

Nation ISP believes there are several sections in the writing process consists of seven sub processes, among others: (a) the author's purpose, (b) determining the reader, (c) define the text, (d) processing the idea, (e) implement ideas into writing, (f) conducted a review article that has been made, (g) editing. (ESL / EFL 2009)

Inquiry Learning Model

According to Sears, contextual is a concept that helps the lecturers teaching materials connect with real life. Contextual motivate students to apply to apply learning outcomes, linking knowledge into the context of their lives as members of families, communities and employees. Contextual also apply the conceptual framework as unity in educational theory and practice as well as one learning techniques to improve the quality of lecturers, the following assumptions about the contextual among others. (Sears 2002)

According Jhonson, Contextual Learning Approach that have the seven (7) major components of effective learning are: (1) *constructivism*, (2) *inquiry*, (3) *Questioning*, (4) *Learning Community*, (5) *Modelling*, (6) *Reflection*, (7) *Authentic Assessment*. (Alwasih 2002)

Steps finding activities (inquiry); 1) formulating the problem (in any subject); 2) observing or observation; 3) analyze and present the results in writing, pictures, reports, charts, tables, and other works; 4) communicate or present works on the reader, classmates lecturers / teachers or other audience. (Department of Labour, 2002).

The characteristics of inquiry learning model; The first emphasizes the maximal activity learners to seek and

find. This means that this strategy puts students as a subject of study. Second of all activities performed students are directed to seek and find the answers themselves from something that the teacher in question is not only a source of learning, but as a facilitator and student motivation to learn. Activities usually done through a process of questions and answers between lecturers / teachers and students. The third purpose and use of inquiry learning strategy is to develop the ability to think in a systematic, logical and critical or develop intellectual abilities as part of the mental process in this case is most students' inquiry learning is not only required to master the learning materials. The stages Inquiry learning model as in the following table:

Table 1. Learning Model Inquiry

Learning Model Inquiry
1) Knowledge acquired skills through discovery search.
2) The thinking process systematically knowledge is not the result of considering the facts but the result of the process of finding its own.
3) Educators are not preparing the material to be memorized but designing learning that allows students to find their own material to be understood through the process is expected students fully developed personality.

Cognitive

According Santrock (2008) cognitive style is a style of learning (cognitive style) for all-students who learn in different ways, from one student to another student who is different. for example, a student must



read aloud while other students read by slowly even a barely audible voice.

Slameto suggests that cognitive styles of students is also an important variable to influence the way student approach to learning situations. This cognitive style plays an important role in determining how student academic selection, the continuation of academic progress depends how students learn and how students interact with teachers. (Slameto 2010)

One cognitive styles that affect the characteristics of the individual is *an independent field* of cognitive style. *Witkin, et al* in *Candiasa* (2002), clarified some of the characteristics of individuals who have field independent cognitive styles, among others:

- a) Having the ability to analyze to separate objects from the surrounding environment, so that perception was not affected when the environment changes.
- b) Having the ability to organize objects that have not been organized and reorganized objects that have been organized.
- c) Tend to be less sensitive, cold, keep others at a distance, and individualistic.
- d) Choosing a profession that can be done individually with a material that is more abstract or require the theory and analysis.
- e) Tends to define its own goals.
- f) Tend to work with emphasis on intrinsic motivation and more influenced by intrinsic strengthening.

Borrich argued characteristics of students who have cognitive style *Independent Field* are:

- a) Focusing on the details of the material.
- b) Focusing on the facts and principles.
- c) Rarely hold physical contact with the lecturer.

- d) Interactions with faculty restricted to tasks that are being worked on.
- e) Likes to work alone.
- f) Love the competition.
- g) Organize by themselves.

From these characteristics it is known that individuals with cognitive style *Independent Field* has a tendency in stimulus response using its own perception and more analytical.

Slameto (2003) says that a person with a cognitive style *Independent Field* tend to express a loose overview of the background of the picture, as well as being able to distinguish objects from the surrounding context more easily.

Thus, cognitive style *Independent Field* is the tendency of a person to respond to the stimulus to use their own perceptions based on an analysis of its.

RESEARCH METHODOLOGY

Methodology and Design Research

This study using quantitative approach. The method used in this study is an experimental research using the design as follows:

Group	Treatment	Post Test
Experiment	X	O ₂
Control	-	O ₂

Information:

X : Treatment (*treatment*) using inquiry learning model

O₂ : Tests letter writing skills bi SNIS

Population and Sample

Population of this study is the first LP3I Polytechnic students with affordable populations majors administration Office in semester I consist

of two classes namely class A and B. Class A given treatment (*treatment*) using inquiry learning model, while class B without treatment using model modeling.

Model Data Collection

Model Data collected by referring to the variables discussed in this study. The collection of data dependent variable and variable treatment by providing a test skill writing and cognitive style variable with the *Group Embedded Test* (GET).

Data Analysis Model

Data analysis model intended to be interpreted as follows: (1) Descriptive statistics are statistic which aims to provide an overview of data each study variable, covering the range, standard deviation, variance, mean, mode, median, and others, and (2) Statistics Inferential which aims to provide a statistical overview of the influence between variables. The inferential analysis used, i.e. Test normality, homogeneity test, t-test.

RESULTS AND DISCUSSION

The results of this study are expected to provide an overview of the influences on student learning model inquiry.

CONCLUSION

Based on the analysis of data, will obtain a direct positive influence on students' inquiry learning model that has a cognitive style field independent of business letter writing skills at polytechnics LP3I on administration student offices.

SUGGESTION

Lecturer as an element of the academic society has a very important role in the implementation of learning. Better learning process can only be achieved if the quality of lecturers is also good. Likewise,

the quality of the learning process can be achieved when the lecturers understand the application of learning models and understand the characteristics of students. Lecturers should use the *inquiry* learning model in teaching and learning to improve the quality of business letter writing skills learning, particularly in the subject of *English Business Correspondence*.

Subsequent researchers who are interested in doing research in the same field suggested as stated below. (a) researchers who will conduct research on learning models should use more samples. (b) For researchers who choose business letter writing skills are advised to do some research with other learning model (c) The decision makers within the scope of the Polytechnic LP3I to conduct training regarding the application of the model- a model learning.

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