PROCEEDINGS

International Seminar
on
Language, Literature, Culture, and Education
in Southeast Asia II

Theme:
"Responding to Challenges in the 21st Century"

PROCEEDINGS INTERNATIONAL SEMINAR

Language, Literature, Culture, and Education in Southeast Asia II
Theme: "Responding to Challenges in the 21st Century"

Keynote Addresses:
Piyawan Rungwaraphong, Ph.D. (Prince of Songkla University)
Associate Prof. Dr. Paitoon M. Chaiyanara (Nanyang Technological University)
Prof. T. Silvana Sinar, Ph.D. (University of Sumatera Utara)
Prof. Amrin Saragih, Ph.D. (State University of Medan)
Awang Sariyan, Ph.D. (Board of Language and Library, Malaysia)
Prof. Dr. Manasikana (Nanyang Technological University)
Prof. Dr. Ikhwanuddin Nasution, M.Si. (University of Sumatera Utara)
Roksana Bibi Abdullah, Ph.D. (Nanyang Technological University)

Compiled by:
Dr. Dwi Widayati, M.Hum.
Dr. T. Thyrhaya Zein, M.A.
Dr. Lokman Abd. Wahid
Prof. Dr. Sumarsih, M.Pd.
Dr. Mahriyuni, M.Hum.
Dr. Marice, M.Hum.

Semantics of Minangkabau Language	Understanding of Student Materials For Learning Mathematics	Morphosyntax	Minangkabau Traders at Sukaramai Market, Medan
Dardanila : Konjungsi dalam Bahasa Gayo	Sri Murtiningsih. Increasing Interest Review Novel Writing Students in Class XI IPS SMAN 2 Yogya through Documentation Asturo Method	Sri Pangestri Dewi Murni, : Traditional Markets: Local Wisdom Communities in Padang Lawas, Nort Sumatra Province	Rosmawati Harahap. : Transformation of Delivering Marriage advice Pessage on Angkola Mandailing Society
Adib Sofia: Doomsday in Indonesia Classical Literature: Digging Wealth Nation Facing XXI Century	H. Noldy Pelenkahu.: Improving Student Descriptive Writing Ability By Using Think-Pair-Share Technique Of Cooperative Learning Model	Wahyu: Creating Melayu Batik Norh Sumatera	Dayang Hajah Fatimah binti Haji Awang Chuchu : Role as the Malay Language International Communication and Language Mixing
Nina Karina.: "The Effect of Globalization on Indonesia Culture"Kebudayaan Indonesia	Ambo Dalle/ Universitas Negeri Makassar, Zainal Rafli: Effect of Technical Education and Learning Styles on Writing Skills German	Endang K. Trijanto: Power of local Culture and language in response to XXI Century challenges	Andi Wete Polili: Linguistics Study of Meaning in Science
Cahyaningrum Dewojati,S.S., M.Hum: Character Education in Literary Works: Responding to the Challenges of Age and Opportunities in the Future	Sri Sukatmi : Improving Child Emutional Intelligence through Role Playing Method	Novi Siti Kusuji : Local Color Java Modern Poetry in Indonesia: Localities In Central Globalization	

Saturday, November 17, 2012			

Papers Presentation (4)			
Room 1	**Room 2**	**Room 3**	**Room 4**
Irawati Kahar: Faculty of Humanities As the University of Nort Sumatra Developer's Intellectual Intellegence Berbasis Culture	**T.Thyrhaya Zein:** Designing Reading Materials for Students of Accounting in Vocational School through Authenticity-Centered Approach	**Deliana :** Language Retention on Minangkabau Language Speakers in Medan city: Case Study on Bilingual Minangkabau Traders at Sukaramai Market, Medan	**Nilzami :** Representation in Text Book of the Law of Intellectual Property Rights
Seetha Lakshmi: 3Cs (Create, Connect and Collaborate) for Knowledge Development of 21st Century Students*	**Tri Murni,:** The Functions Of Proverbs In Gayo Language And Culture	**Masdiana Lubis:** Turn Taking in a Coutroom	**Ratri Candrasari :** Self and Peer Assessment in Writing Class
Lokman Abd Wahid Application of One Step Compact Skill Integrated as a Way to Improve Language Acquisition	**Ramli bin Saadon** Malay School Curriculum British Colonial Times 1875-1957	**Syahriah Madjid:** Heroism In Sinrilik Kappalak Tallumbatua A Study Of Sociology Literature	**Khadijah :** Indra Saga Budiman Study Religious Values (Review Hermeneutics)
		...Gender Ideology Hegemony in	**Jubliana Sitompul :** Correspondence Language

Effect of Technical Education and Learning Styles on Writing Skills German

Ambo Dalle
State University of Makassar
Zainal Rafli
State University of Jakarta

ABSTRACT

This study aimed to reveal the effect of learning techniques and learning styles of the German language writing skills. The research method used was experimental method with a 2x2 factorial design. The samples in this study were 40 students of Department of German Language Education majors Schreibfertigkeit IV. The results of this study indicate that (1) jigsaw learning technique is higher than the think pair share learning techniques to the German language writing skills, (2) field independent learning style higher than field-dependent learning style of the German language writing skills, (3) There is an interaction effect between learning techniques and learning styles of the German language writing skills in students of Department of German Language Education UNM FBS. (4) German language writing skills in students who have a field independent learning style, students attending the jigsaw learning technique is higher than think pair share learning techniques. (5) German language writing skills in students who have a field dependent learning style, students attending the jigsaw learning technique inferior think pair share learning techniques. (6) German language writing skills in students attending the jigsaw learning technique, students who have an independent learning style field higher than field dependent learning style. (7) German language writing skills to students attending a think pair share teaching techniques, students who have an independent learning style field is lower than the field dependent learning style. Thus, both learning techniques and learning styles affect student writing skills German language and learning techniques and learning styles influence each other between the two.
Keywords: writing skills, learning styles, and Learning techniques

1. Introduction

Four aspects of language skills are namely listening, speaking, reading, and writing. These four aspects are interrelated language from each other. Listening and reading skills including receptive skills while speaking and writing skills including the ability productive. Language skills are a supporter of thoughts, ideas and opinions, either orally or in writing, in the context of communication that should be controlled by the user language. Accordingly, learning the German language writing skills need attention as other language skills. Writing is one of the language skills that require practice in order to excel. Writing also requires some mastery as the choice of words, mastery of grammar, and the use of mechanics (spelling punctuation). Therefore, writing skills should receive serious attention that writing skills that are considered difficult and complex can be mastered easily. Based on the above, there are several important factors that influence the

inability of students in German language writing skills. among others: the factors of students, faculty, and learning techniques.

1.2. Problem Formulation

(1) Is there a difference between writing skills German language student groups follow class jigsaw learning technique and a group of students attending a think pair share teaching techniques? (1) Is there a difference between writing skills German language group of students who have learning styles field independent learning style and the learning styles of students who have a field-dependent learning style? (3) Is there an interaction effect between learning techniques and learning styles of the German language writing skills? (4) In the group of students who have a field independent learning style, whether there is a difference between writing skills German language student groups attending the jigsaw learning technique and a group of students attending a think pair share teaching techniques? (5) In the group of students who have a field-dependent learning style, whether there is a difference between writing skills German language student groups follow class the jigsaw learning technique and the students who attend the learning techniques class think pair share? (6) In the group of students attending the jigsaw learning technique, whether there is a difference in writing skills among the students of the German language with field independent learning style and student groups that have field dependent learning style. (7) In the group of students attending a Think Pair Share teaching techniques, whether there is a difference in writing skills among the students of the German language with field independent learning style and the learning styles of students who have dependent fields.

1.3. Research Objectives

Purpose of the study will be presented below (1) writing skills German language differences between groups of students attending the jigsaw learning technique and a group of students attending a think pair share learning techniques. (2) The difference between the writing skills German language student groups have field independent learning style and student groups that have field dependent learning style. (3) Effect of the interaction between learning techniques and learning styles of the German language writing skills. (4) The difference in the German language writing skills of students attending the jigsaw learning technique and the students who attend lectures with learning techniques think pair share in the group of students who have a field independent learning style. (5) The difference between the German language writing skills of students attending the jigsaw learning technique and the students who attend lectures with learning techniques think pair share in the group of students who have a field-dependent learning style. (6) The difference between the German language writing skills of students who have learning style and field independent students who have learning styles field is dependent on a group of students attending the jigsaw learning technique. (7) The difference between the German language writing skills of students who have learning style and field independent students who have learning styles field is dependent on a group of students attending a think pair share learning techniques.

3. Research Methods

he method used in this study is an experimental method with a 2x2 factorial
sign. According Sujana (1994: 2) that the experimental method aims to obtain
gather as much information as necessary and useful in conducting research on
ssues to be discussed. In line with the above opinion, the Emzir Gay (2009: 64)
.hat the experimental research method is the only method of research that can
properly test hypotheses regarding the causal relationship (cause and effect). In
experimental studies, researchers manipulated at least one variable, controlling
for other variables that are relevant, and observe the effect / influence on one or
more dependent variables. Researchers determine "who gets what", where the
group of subjects who obtained where. Manipulation of independent variables is
one of the distinguishing characteristics of experimental research methods of
other   studies.
The study involved two independent variables with two levels, namely learning
techniques which include jigsaw technique and think pair share teaching
techniques and learning styles that include independent learning style field and
field dependent, and involves a dependent variable that writing skills in German.

The research was conducted with experimental design according to the design of
2x2 factorial design. The treatment given is to present two kinds of learning
techniques to the students of Department of Education German Language and
Literature Faculty of the State University of Makassar the jigsaw learning
techniques and learning techniques think pair share as the independent variable,
while the variable attribute is the student's learning style German Language
Education Programs. These variables are divided into two categories, namely
field independent learning style students of Department of German Language
Education and field dependent learning style (field dependence) German students
of Department of Education for students who achieved during the course
Schreibfertigkeit IV at the Department of German Language Education.

In keeping with the atribut	Perlakuan	Teknik		Pembelajaran
		Jigsaw (A1)	>	Think Pair Share (A2)
Gaya	Field Independent B1	A1B1 □	>	A2B1 □
Bbelel	v			
belajar	Field Dependent B2	A1B2	<	A2B2

Table 01: Design Research
Description:
Dependent variable = writing skills

394

Treatment A = Variable Learning Techniques
A1 = Jigsaw Technique
A 2 = Technique Think Pair Share
Variable attribute B = Learning Styles
B1 = field independent
B2 = field dependent

4. Population and Sample

The population of this study is meant all students of Department of Education German Language and Literature Faculty of the State University of Makassar are attending the four semesters. The student has passed the course Schreibfertigkeit III and Structure und Wortschats III in the third semester. The sampling technique to sample purposive students Schreibfertigkeit programmed courses in semester IV, followed by four students of Department of German Language Education. For students who want to program the course. They have passed on subjects Schreibfertigkeit III and Structure und Wortschats III. Both of these courses as a prerequisite to program Schreibfertigkeit IV. Students who programmed the course consists of two classes of class A and class B. These two classes are used as the experimental class. class A and class B each have 20 members. Each class has divided each 10 people who had a field independent learning style and 10 people who had a field dependent learning style. Grouping is done by providing learning style tests in the Group Embedded Figure Test (GEFT).

Description of Theory
Writing Skills

According Nurjamal (2011: 69) writes is a creative process for expressing ideas in the form of written language that aims to inform, persuade, and entertain. The results of the creative writing process are called writing or essay. Both of these terms refer to the same results even though there is the suggestion that the two terms are different. The term is often attached to write the creative process of a scientific nature, whereas, the term is often attributed to fabricate creative process that is fictive. Writing is an active language skill. Writing is the ability of a person to say peaks skilled in. Writing is a very complex skill. Writing is also a medium for preserving and disseminating information and knowledge. Writing a skill that is very difficult for second language learners. The difficulty is not only expressed, generates, and organizes ideas, but also translate ideas into readable text. Skills in writing are very complex. L2 writer must devote high attention to planning and organizing skills of writing and writing skills are less on spelling, functuation, word choice, and so on. Worst difficulties, if their language skills are weak.

Kast (1999: 5) states that writing as a process is not a linear process but a purpose of conveying information, but it is a step in the concert, about the author in a circular motion like trying to express what they had come closer to what the

According to Tarin (1984: 3-4) that Writing is a skill used language to communicate indirectly, not face to face with others. Writing is an communicated productive activity. In this writing activity is to be skilled utilizing the writing

graphology, grammar, and vocabulary. Writing skills will not come automatic, but through a lot of training and practice and regularly. According to some opinions on the above, it can be concluded that the writing skill is the ability to pour thoughts with written language through a series of sentences that are whole, complete, and clear, so that ideas can be well understood by the reader.

Learning

Learning is a process of acquiring knowledge or mastery of a subject or a skill by study, experience or instruction. Furthermore, In line with this, an educational psychologist Slavin states that learning is a change in a person caused by the experience (Slavin, 2006: 178). According Personal (2009: 11) that learning is a process that deliberately designed to recreate the role in the individual learning activities. In other words, learning is something that is external and deliberately designed to support the learning process internally within the individual. In line with this opinion, the Budiningsih Bruner (2005: 11), that the theory of learning in the form of a theory of learning called the prescriptive and descriptive. The main objective is to establish a prescriptive learning theories learning methods are optimized, while the main goal of learning theory is to explain the process of learning descriptive. Learning theory focuses attention on the relationship between the variables that determine learning outcomes. This theory focuses attention on how people learn, instead, learning theory focuses attention on how one affects the others so that learning occurs. In other words, the theory of learning to deal with the effort to control the variables specified in the theory of learning in order to facilitate learning.

Based on some of the opinions mentioned above it can be concluded that learning is a process of interaction between learners with educators in teaching and learning to get change behavior based on experience and pre-established plan.

Cooperative Learning

Slavin (2010: 4) states that cooperative learning is a teaching method in which students work in small groups to help each other with each other in pekuliahan study material. In cooperative learning in the classroom, students are expected to help each other, mutually discuss and argumentation, to hone the knowledge that they possess the time and close the gaps in their understanding. Cooperative Learning method can be used effectively at all levels and classes to teach a wide range of lecture material. Cooperative learning can also be used as the primary means for teaching the class. Kessler (1992: 1) Cooperative learning is the core of the work and research that has examined the effects of cooperative education. it offers a way to organize work groups to enhance learning and improve achievement Academic. Cooperative learning is structured carefully organized, so that each student interacts with others, and all students are motivated to improve learning with one another.

Supriyono (2009: 54-55) states that cooperative learning is a broader concept that includes all types of group work including more forms led by the teacher or directed by the teacher. Generally considered to be more cooperative learning directed by the teacher, in which teachers assign tasks and questions and provide materials and information designed to help learners to solve the problem in question. Teachers usually assign a particular test form at the end of the task. In

line with this opinion Thobrani (2011: 285) that cooperative learning is a broader concept covering all types of group work including more forms led by the teacher or directed by the teacher. Cooperative term is used in this paper for a broader meaning, describing the whole process of social learning.

Isjoni (2010: 11-12) menjelajskan that cooperative learning is a learning strategy with a number of students as members of small groups of different ability levels. In completing the task group, each student member of the group must work together and help each other to understand the subject matter. In cooperative learning, learning is not yet finished when one of the friends in the group have not mastered the lesson material.

According to Lie (2010: 29) states that cooperative learning is not the same as simply learning groups, there are basic elements that distinguish it from the distribution group performed carelessly. Implementation of Cooperative Learning Model procedure correctly will allow educators to more effectively manage the classroom.

According to some opinions on the above it can be concluded that cooperative learning is a grouping students in the class to a small group so that students can work with a maximum capacity they have and teach one another in the group.

Jigsaw Learning Techniques

According to Lie (2010: 69), jigsaw technique is a technique that can be used in the teaching of reading, writing, mendengan, and talk. This technique combines reading, writing, listening, and speaking. Techniques jigsaw into piliahn teacher in the hope the technique can increase the creativity of the teacher in the learning. Through this technique also expect teachers to do innovative learning. Jigsaw technique as a learning technique in improving students' writing skills can be applied in all classes or levels, and can also be used for all subjects in elementary school.

Furthermore, Brown (2007: 233-234) explains that Jigsaw techniques are a special form of information gap in roomates each member of a group is given some specific information and the goal is to pool all information to Achieve some objective. Imagine four members of a group each with a application form, and on each form different information is provided. As students ask each other questions, they eventually complete all the information on the form. Or you might provide maps to students in small groups, each student receiving different sets of information. The goal for beginners might be simply to locate everything correctly, and for intermediate learners to give directions on how to get from one place on the map to another, requiring a collaborative exchange of information in order to provide complete directions.

Jigsaw technique is a special form of information gap in which each group member is given certain information and all the information can reach certain goals. The four members of each group with the application form, and each member is provided different forms of information. As students ask each other, they finally complete the form with information. He formed a group of students in small groups, each student received different information. The goal is simply to find the truth, and give instructions on how to obtain a place in the other group, requires the exchange of information to give you full instructions.

Slavin (2010: 236) explains that the jigsaw technique, students work in heterogeneous teams. They were given the assignment to read a few units (parts), and given "expert sheet" consisting of different topics that should be the focus of attention of each member of the team when they read. After everyone finishes reading, the students from different teams that have a focus on the same topic meet in "expert groups" to discuss their topics about thirty minutes. The experts were then returned to their teams and in turn teach his teammates about their topic. Finally, the students receive assessment sheet that covers all topics and quiz scores will be the score of the team. Scores of the students who contributed to the team based on the individual development of a scoring system, and the students whose team won the highest score will receive a certificate of recognition or other forms of the other team. Thus, the students were motivated to learn the material well and to work hard in their expert groups so they can help the team do a good job. The key to this jigsaw technique is interdependence: each student depending on his teammates to be able to provide the necessary information in order to perform well on the assessment.

Suprijono (2009: 89) states that learning the jigsaw technique begins with an introduction to the topics to be discussed by the teacher. The teacher writes the topic on the board, white board, display power point and so on. The teacher asks the students what is known about the topic. Brainstorming activity is intended to activate schemata or cognitive structures of students to be better prepared to face the new learning activities. Further, the teacher split the class into smaller groups. The number of groups depends on the number of concepts contained in the topic, and then divided the men ¬ so 4. If in one class there are 40 people, each group consisting of 10 people. The four groups are distributed by the teacher textual materials to each group. Each person in each group responsible for studying the textual material received from the teacher. The number of permanent is expert group 4. Each expert group has 10 members from each group home. As the number of members of each group home is 10 people, the important thing is to arrange such an expert in each group there are members of the original group are different, once formed expert groups, students are given the opportunity to discuss. Through discussions at the expert group, students are expected to understand the topics that will be discussed as knowledge intact. After the disc is completed, then the student back to the origin. It means, members from the group gathered back to the group that is the origin and so on. Upon their return to the origin is given the opportunity to discuss them. This activity is a reflection of the knowledge they have acquired from the results discussed in the expert group. Before the lesson ended, the discussion by the whole class needs to be done. After that, the teacher closed the lesson by giving a review of the topics that have been studied.

In line with this opinion Isjoni (2010: 54) that the learning techniques Jigsaw is one type of cooperative learning encourages active student and help each other master the subject matter in order to achieve maximum performance. Techniques jigsaw version Aronson, the class was divided into small groups a performance of heterogeneous teams named jigsaw and content shared by members of his team as a group. Each team is given a complete set of material and assigned each individual to choose their topics. Then the students were separated into groups of

398

"experts" or "associates" which consists of all students in the class who have the same piece of information.

Based on some of the opinions mentioned above, it can be concluded that the jigsaw learning technique is one type of cooperative learning encourages active student and help each other master the subject matter in order to achieve maximum   performance

Learning Technique Think Pair Share. Bolton (2008: 132) states that learning techniques think pair share is one of the techniques of learning that provides opportunities for the learners to increase Traffic themselves and also to cooperate with   others.

Furthermore, in Wikipedia (accessed, 20-10-2010). Stated that the think pair share one learning techniques. Here's his quote: Think-Pair - Share beschreibt also eine, eigentlich die beim grundlegende Vorgehensweise Kooperativen Lernen.   Damit   ist   folgendes   Vorgehen   gemeint:

1. Think: Arbeite zuerst für dich Alleine. Lies den Text, studiere die Aufgabenstellung, mache Notizen, Schlage nach, Krame in Unterlagen und im Gedächtnis.

2. Pair: Teile und die Ergebnisse vertiefe deiner Überlegung in Partner-oder Gruppenarbeit.

3. Share: präsentiert eure Arbeitsergebnisse im Plenum, vergleicht und sie vertieft gegebenenfalls.

Think-Pair - Share explained that, in fact the basis for cooperative learning procedures. The following procedures are defined as:

1. Think: First, do it yourself, read the text, learning tasks, notes, suggestions, check out the document and then think.

2. Pair: divide and deepen the results of consideration of student work with a partner   or   group.

3. Share: students present their work in plenary, compare and deepened if necessary.

Likewise these opinions, Druyen (accessed, 21-10-2010) think that the pair share learning techniques. Here's his quote:

Begonnen wird mit einer Kooperativen Lernen Ubung nach dem-Technik Think-Pair - Share: Eine Abbildung weißem Hintergrund mit und darauf einigen obskuren schwarzen Flecken soll von den-Teilnehmern Workshop gedeutet werden. Dazu denkt zunächst jeder für sich nach darüber, was auf dem Bild zu sehen sein könnte (Think), findet Partner und einen mit diesem bespricht mögliche Deutungsansätze (Pair), schließlich um zu im Plenum die Schlüsselgedanken diskutieren (Share). Die Auflösung: Es handelt sich um einen Dalmatiner.

With cooperative learning exercises initiated by think pair share technique: An illustration with a clear background can be understood by the participants according to the looks on the surface. First, think it means to think of something when looking at the picture, the second pair means finding a partner and discuss the approach to interpretation, and the three discussed means to share with friends   or   the   whole   class.

Related to the above opinion, Supriyono (2010: 91) states that "Thinking", this

lesson begins with the teacher asking questions or issues related to the subjects to be considered by learners. Teachers give students the opportunity to think about the answer. "Pairing" at this stage the teacher asked the students in pairs. Give the opportunity for couples to discuss. This discussion is expected to deepen the meaning of the answers that have been thought through intersubjective with her partner. Results intersubjective discussion on each pair discussed the results with the whole class mate. This stage is the technical term is "Sharing". In this activity, are expected to occur frequently asked questions that drive on the construction of knowledge intergratif. Learners can find the structure of the knowledge   learned.

Respect to the above opinion, Lie (2010: 57) explains that the think pair share a technique of teaching and learning to think in pairs of four. This technique provides the opportunity for students to work independently and in collaboration with others. Here the author is shown one example diagram by Gentile (accessed, 20-10-2010) Think pair share, the following quotation:

THINK-PAIR-SHARE (diagram by Jesse Gentile)

Teacjer poses question, observation, or challenge.

Students think and write out answers individually.

Students pair up & combine their best answers.

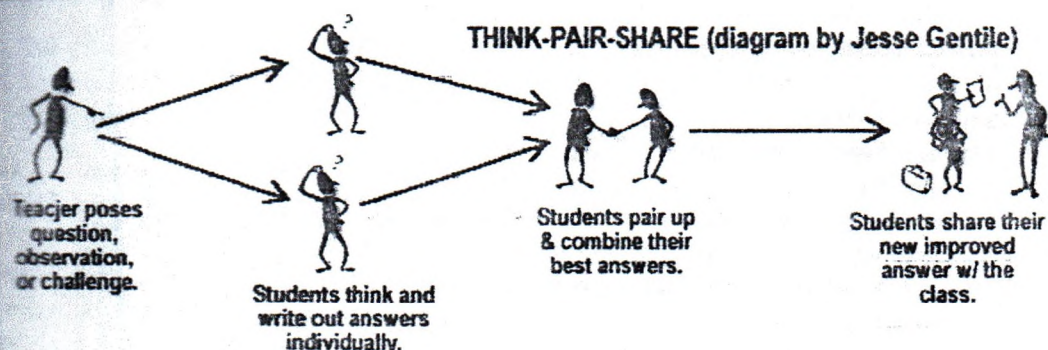Students share their new improved answer w/ the class.

Figure 1 Form of Employment Learning Technique Think Pair Share

Figure 1 describes the pattern of the application of techniques think pair share in the learning. The first stage, the lecturer asked a few questions, observe, or directing student learning in the implementation of think pair share technique. The second phase, the students think of questions posed by faculty and students to write their answers. The third stage, the student's pair up and combine the best answers from them. The last stage, the students together improve the best answer in the classroom.

Learning Styles
According to Slavin (2008: 168) that learning style is an orientation to approach learning tasks and process information in certain ways. In line with this opinion, Nasution said that learning style is the way a person in receiving and processing information. Learning styles are characteristic of a person and how a person who is consistent in processing and organizing what he saw and he was thinking. When he saw or noticed something, he will process and organize what is seen in the same way as in ways that were previously done, while according to Nasution's learning style is performed in a consistent way to capture students stimulus or information, how to remember, think and solve the problem. According to Santrock (2008: 156) that learning style is a style of learning for children who learn in different ways. What is right for one child may not be

appropriate for others. Sometimes a student needs to read one out loud in order to understand its meaning, while the next student may need quietness to read several times to understand. There are also students after reading to make or draw something. For this reason it provides a variety of activities to choose students, and so he gave some kinds of learning methods.

In line with the above, Brown (2008: 114) states that learning style similar to the style of cognition. Cognitive style is one way to overcome the problem seems to depend on the relationship rather vaguely between personality and cognition. He also has two styles of cognition that field independence (Independence Field) makes it possible to distinguish the parts of a whole, concentrating on one, or analyze separate variables without the tainted variables in the vicinity, while field dependence (field dependency) see picture Overall, a broader view, the general configuration of a cognitive and affective problems encountered. Based on the various opinions that have been stated above, learning styles are specific measures that are used by every individual in the face and take learning strategies, including how to collect information, process information, and make decisions that feel comfortable, fit, and fit, so that students prefer to study.

5. Discussion of Research Findings

5.1. First Hypothesis

The first hypothesis test results reject the null hypothesis. This proves that there is a difference between groups of students attending the jigsaw learning technique and think pair share. Based on the test results obtained = 5.036 F count> F table 4.11 at significance level α = 0.05, statistically significant to reject H0 or accept H1, means that there are significant differences between the groups of students attending the jigsaw learning technique (A1) and a group of students attending a think pair share learning techniques (A2). From the hypothesis test showed that the group of students who complete the jigsaw learning technique (A1) is higher than the group of students attending a think pair share learning techniques (A2). However, think pair share learning techniques (A2) remains also contributed to the writing skills of the German language to the students.

Through the study demonstrated that this technique is superior jigsaw learning applied to the process of learning the German language writing skills. The advantages of learning the technique are supported by several this factors. First, the jigsaw learning technique in actual team was formed from members of the group work heterogenic and each member is responsible for the other members. Second, jigsaw learning technique has the expert team responsible for the group members to teach its members, when other group members that do not understand or do not understand the material provided by the lecturer, thus requiring the guidance of members who understand the problem. Third, jigsaw learning technique as a learning technique can be applied at all levels and can also be used for all material lectures in improving writing skills in German. Fourth, jigsaw learning technique was done by providing opportunities to students to discuss with members of both group members and with all members of the class, so that they can complement each other understanding between each other to enhance better understanding.

5.2. Hypothesis two

The second hypothesis test results reject the null hypothesis. It is to prove that there is a difference between students who attend lectures with field independent learning style and field dependent. Based on the test results obtained Fhitung value = 4.961> 4.11 Ftabel at significance level α = 0.05. Means were statistically significant to reject H0 or accept H1, that there is a difference between groups of students who have a field independent learning style (B1) and a group of students who have a field-dependent learning style (B2). Through this study demonstrated that students who have an independent learning style field higher than students who have learning styles field is dependent on the skill of writing in German. Students have a field independent learning style characteristic that have focused their attention on the lecture material in detail, they focus on the facts and principles; rarely hold physical contact and interaction with the faculty premises lecturer limited to tasks at hand: they favor self-employment, and they love the competition, and can organize itself. From the hypothesis test showed that the group of students who have an independent learning style field (B1) is higher than the group of students who have a field-dependent learning style (B2). However, the group of students who have a field-dependent learning style (B2) remains also contributed to the writing skills of the German language to the students.

5.3. Third Hypothesis

The third hypothesis test results reject the null hypothesis. This proves that there is an interaction effect between learning techniques (columns), and learning styles (line) to the German writing skills. Results obtained values t = 4922> F table at the level of 4.11 (α) = 0.05. Means were statistically significant to reject H0 or accept H1. Thus, the achievement of the German language skills of writing there is an interaction effect between the group of students who attend lectures with group learning techniques and students who have learning styles. Based on the above it can be stated that there is interaction between the students who attend lectures with group learning techniques with students who have learning style of the writing skills in German, there should be interaction between groups of students who have learning styles with learning techniques for writing skills in German.

5.4. Fourth Hypothesis

The fourth hypothesis test results reject the null hypothesis. This proves that there is a difference for students who have a field independent learning style between groups of students attending the jigsaw learning technique and think pair share. Based on the test results obtained values = 4.461 F count> F table 2.86 at significance level α = 0.05. Means were statistically significant to reject H0 or accept H1, that there is a difference between groups of students attending the jigsaw learning technique (A1) and a group of students attending a think pair share learning techniques (A2) in the group of students who have learning styles field independent.

Based on the above stated that the group of students who complete the jigsaw learning technique (A1) is higher than the group of students attending a think

pair share learning techniques (A2). However, think pair share learning techniques (A2) remains also contributed to the writing skills of German language for student groups.

5.5. Fifth Hypothesis

The fifth hypothesis test results accept the null hypothesis. This proves that there is no difference for students who have a field dependent learning style among students attending the jigsaw learning technique and think pair share. Based on the test results obtained values Fhitung = 0.026 <F table 2.86 at significance level α = 0.05. Means were statistically significant to accept or reject H0 H1. Thus, there is no difference between the groups of students attending the jigsaw learning technique (A1) and a group of students attending a think pair share learning techniques (A2) in the group of students who have a field dependent learning style.

Based on the case stated that the group of students who follow the jigsaw learning technique (A1) is lower than the group of students attending a think pair share learning techniques (A2). However, the jigsaw learning technique (A1) remains also contributed to the writing skills of German language for student groups.

5.6 Sixth Hypothesis

The sixth hypothesis test results reject the null hypothesis. It's proved that there is a difference in Germany for students attending the jigsaw learning technique, the students who have learning styles field independent and field dependent. Based on the test results obtained values = 4.446 F count> F table 2.86 at significance level α = 0.05. Means were statistically significant to reject H0 or accept H1. Thus, there is a difference between groups of students who have a field independent learning style (B1) and a group of students who have a field-dependent learning style (B2).

Based on the above stated that the group of students who have an independent learning style field (B1) is higher than the group of students who have a field-dependent learning style (B2) in the group of students who attend lectures with jigsaw technique. However, the group of students who have a field-dependent learning style (B2), still also contributed to the writing skills of the German language   to   the   students.

5.7. Seventh Hypothesis

The seventh hypothesis test results accept the null hypothesis. This proves that there is no difference for students attending the think pair share learning techniques, the students who have learning styles field independent and field dependent. Base on the test results obtained F values count = 0.006 <F table significantly 2.86 at level α = 0.05. Means were statistically significant to accept or reject H0 H1, ie there is no difference between the groups of students who have a field independent learning style (B1) and a group of students who have a field-dependent learning style (B2) in the group of students attending the learning technique Think Pair Share.

Based on the case stated that the group of students who have an independent learning is style field (B1) is lower than the group of students who have a field-dependent learning style (B2). However, the group of students who have a field independent learning style (B2) remains also contributed to the writing skills of the German language to the students.

6. Conclusion

Application of learning techniques according to the student's learning style can influence the writing skills in German. Group of students attending the jigsaw learning technique with field independent learning style can influence the writing skills in German. Vice versa, lectures with learning techniques think pair share a field dependent learning style can influence the writing skills in German. Thus, both learning techniques and learning styles affect student writing skills German language and learning techniques and learning styles influence each other between the two.

7. Suggestion

(1) to the teaching of writing skills in German is suggested (a) Lecturer as academicians element has a very important role in the implementation of learning. Good learning process can only be achieved if the quality of a good teacher as well. Likewise, the quality of the learning process can be accomplished when teachers understand the application of learning techniques and understand the characteristics of the students. Therefore, teachers should understand the techniques of cooperative learning and understanding the characteristics of the students. (B) Lecturers should use a jigsaw learning technique in the teaching-learning process to improve the quality of learning German language writing skills, particularly in subjects Schreibfertigkeit IV. (C) Lecturer as academic personnel is necessary to understand the techniques of cooperative learning, so that students are eager to attend the lecture especially Schreibfertigkeit IV. (D) Lecturers should understand characteristics of students so that students can minimize the problems associated with the course Schreibfertigkeit IV. (2) Subsequent researchers who are interested to do research in the same field as put forward suggested below. (A) Researchers will conduct research on learning techniques should use more sample. (B) For researchers who choose German language writing skills, it is advisable to do some research on second and third semester students. (3) The decision makers within the FBS and UNM in order to conduct training related to the application of learning techniques.

References

Bolton, Sibylle.(2008) *Probleme der Leistungsmessung Lernfortschrittstests in der Grundstufe*. München: Langenscheidt.

Borich, Gary D.(1996) *Effective Teaching Methods*. New Jersey : Prentice-Hall. Inc.

Börner, Wolfgang, Klaus Vogel.(1996) *Texte im Fremdschprachenerwerb Verstehen und Produzieren*. Germany: Gunter Narr Verlag Tübingen.

Brown. H. Douglas.(2000) *Principles of Language Learning and Teaching.* San Fraancisco state University: Longman.

-----------.(2007) *Teaching by Principles, An Interactive Approach to Language Pedagogy.* New York: Pearson Education Inc.

Budiningsih, C Asri.(2005) *Belajar dan pembelajaran.* Jakarta: PT. Renika Cipta.

Emzir. (2009) *Metodologi Penelitian Pendidikan: Kuantitatif dan Kualitatif.* Jakarta: Raja Grakindo Persada.

Hamalik, Oemar.(2004) *Proses Balajar Mengajar.* Jakarta: Bumi Aksara.

Harmer, Jeremy.(2004) *How to Teach Writing.* England: Pearson Educational Limited.

---------Jeremy.(2007) *How to Teach English.* England: Pearson Educational Limited.

Heaton, J.B.(1988) *Writing English Language Tests.* England: Longman Group UK Limited.

Isjoni.(2010) *Cooperative learning: Mengembangkan Kemampuan Belajar Berkelompok.* Bandung: Penerbit Alfabeta.

Karavadivelu, B.(2006) *Understanding Language Teaching: From Method to Postmethod.* London: Lawrence Erlbaum Associates.

Lie, Anita.(2010) *Cooperative Learning.* Jakarta: PT Gramedia Widiasarana Indonesia.

Mulyasa, E.(2009) *Menjadi Guru Profesional : Menciptakan Pembelajaran Kreatif dan Menyenangkan.* Bandung: PT. Remaja Rosdakarya.

Nasution, S.(2009) *Belajar dan Mengajar.* Jakarta: PT. Bumi Aksara.

Nurgiyantoro, Burhan.(2010) *Penilaian Pembelajaran Bahasa Berbasis Kompetensi.* Yogyakarta: BPFE – Yogyakarta.

Nurjamal, Daeng; Warta Sumirat; Riadi Darwis.(2011) *Terampilan Berbahasa Menyusun Karya Tulis Akademik, Memandu Acara (MC- Moderator), dan Menulis Surat.* Bandung: Penerbit Alfabeta.

Pribadi, Benny A.(2009) *Model Desain Sistem Pembelajaran: Langkah Penting Merancang Kegiatan Pembelajaran yang Efekiif dan Berkualitas* Jakarta: Dian Rakyat.

Riyanto, Yatim.(2010) *Paradigma Baru Pembelajaran: Sebagai Referensi bagi Pendidik dalam Implementasi Pembelajaran yang Efektif dan Berkualitas.* Jakarta: Kencana Prenada Media Group.

Saddhono, Kundharu, dan St. Y. Slamet.(2012) *Meningkatkan Keterampilan Berbahasa Indonesia: Teori dan Aplikasi.* Bandung: Karya Putra Darwati.

Sanjaya, Wina.(2005) *Pembelajaran dalam Implementasi Kurikulum Berbasis Kompetensi.* Jakarta: Pranada Media Group.

Santrock, John W.(2008) *Educational Psychology*, Dialihbahasakan oleh Tri Wibowo B.S.*Psikologi Pendidikan*. Jakrta: Kencana.

Slameto.(2010) *Belajar & Faktor-Faktor yang Mempengaruhinya.* Jakarta: Rineka Cipta.

Slavin, Robert E. (2010) *Cooperative Learning: Teori, Riset, dan Praktik.* London: Allyman Bacon.

Smalle, Regina, L; Mary K Ruentte; and Joann Rishel Koz.(2007) *Developing Writing Skills.* Singapore: Learners Publishing Pte Ltd.

Sudrajat, Ahmad. http://akhmadsudrajat.wordpress.com/2008/09/12/ pendekatan-strategi-metode-teknik-dan-model-pembelajaran/, (diakses tanggal, 9-2-2012).

Sudjana, Nana. (2010) *Teori Balajar untuk Pembelajaran.* Bandung: BM Publising.
Sujana.(1994) *Desain dan Analisis Eksprimen.* Bandung: Tarsito.

----------.(2007) *Metode statistik.* Bandung: Tarsito.

Suprijono, Agus .(2009) *Cooperative Learning: Teori & Aplikasi Paikem.* Yogyakarta: Pustaka Pelajar.

Tarigan, Henry Guntur.(1984) *Menulis sebagai suatu Keteramilan Berbahasa.* Bandung: Angkasa,.

Uno, Hamzah.(2007) *Model Pembelajaran Menciptakan Pembelajaran Mengajaryang Kreatifdan Efektif.* Jakarta: Bumi Aksara.

Vaughn, Sharon; Candaces, Bos.(2009) *Strategis for Teaching Students with Learning and Behavior Problems.* Austin: University of Texas.

Winkel, W.S.(2007) *Psikologi Pengajaran.* Yogyakarta: PT. Media Abadi.

Woolfolk, Anita. (2009) *Educational Psychology.* Boston: Pearson educational Inc.