IMPROVING DISCUSSION ABILITY BY USING NUMBERED HEADS TOGETHER METHOD FOR SECOND SEMESTER STUDENTS OF INDONESIA AND ARTS EDUCATION PROGRAMOF STKIP YDB LUBUK ALUNG

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ABSTRACT
The research was distributed by several factors as follows. (1) students often trembling voice in conveying the contents of talks; (2) at the time of sitting the discussion students discuss issues outside the discussion; (3) activities discuss monopolized by active students only; (4) at the time the lecturer asked students embarrassed answer for fear of wrong. This study aims to describe the process of improving the ability of students semester II discuss Prodi Indonesia language and literature Education using learning methods of type Numbered Heads Together. The subject of this study are students semester II Prodi Indonesia language and literature Education amounted to 27 people. Data collection is carried out through two main tools, namely test and nontes. The test is used to collect the data the ability to peacefully, while data nontes used to collect usage data learning method of type Numbered Heads Together in the study discussion. Penganalisisan data descriptive-analisis made in accordance with the application of the concept of research action class. The results showed that the method of learning type Numbered Heads Together on the mean values of prasiklus ability of students are discussing 53.90. On cycle I increased to 63.62, and in cycle II also experience increased 76.62. Based on the results of the study it can be concluded that there is an increased ability of discussing students semester II Prodi Indonesia language and literature Education STKIP YDB Bottom Alung using learning methods of type Numbered Heads Together.

Key Words: Improved, The Ability Discuss, Learning Methods Of Type Numbered Heads Together, Student STKIP YDB Lubuk Alung

INTRODUCTION
Talking is one of a very important language skills. It is very important, due to the talk with someone can be seen in bernalarnya proficiency assessed. Many types of talk one is discussing. Activities discuss also one kind of speaking skills. This is due to the presence of a discussion process in the activities of the delivery agreement, Disclaimer, and denial of opinion. Process submission of the agreement, the disclaimers, and denial of opinion in discussion can also describe the students ' speaking skills. Because basically, the purpose of the discussion is done to gain an understanding, agreement, and a joint decision on an issue.

The problems found in the field as a cause of the onset of the incapacity of speaking skills especially in student learning berdiksusi is as follows. First, at a time when students were invited to speak in a trembling voice often conveys the ideas, so that the contents of the talks are not clear and the message was not read by appropriately. Secondly, the discussions during these activities carried out by professors there are still shortcomings, among others, have been sitting in a group of college students no longer discuss what will be discussed in classical but they told stories with fellow. Need for methods that are carried out, in order for a good
discussion of learning achieved and true. Third, means either a media the less noted as supporting the achievement of learning objectives.

Based on the description of the problems presented above, the need for renewal as well as improvements to improve speaking skills particularly in learning discussion. To overcome these problems, the need for a method that is innovative, creative, and markedly as one of the driving factors of the students in improving speaking skills particularly in learning discussion. One of the methods of learning that can be applied to improve student learning is discussing cooperative type Numbered Heads Together. Learning steps or procedures are carried out using the methods Numbered Heads Together beginning with the numbering, but before that the lecturer has divided the students into several groups. Because in the study of the subject as many as 32 students. Then the students were divided into 8 groups. Each group consisted of 4 people. After that any numbering is done. Each student in each group have the callback number 1-4. The next step, professors summoned students who have the same number of each group to present the results of the discussion group. Other groups take notice of the submission of the results of the discussion groups were given the opportunity in advance to convey the results of the discussion group. At the time of the discussion takes place it is expected students can convey approval, rejection, and the disclaimer of opinion in discussions accompanied by evidence and reason.

THEORETICAL STUDY

The discussion comes from the latin discutio or discusium which means exchanging thoughts. But not necessarily each swapped a mind can be said to have had a discussion. Soemiaty and Jusuf (1985:7) States, discussion groups are an important part in the tradition of discussion and seems to be a step further can not be circumvented in the development or evolution of a discussion group as a field of study, research, and applied in oral communication.

Azies and Alwasilah (1996:95) stated that the discussion include the easiest communication activity is held. They are not limited by certain topics. All useful topics for thought and basis for discussion can be used as ingredients of this communicative activity. Arsjad and Mukti (1991:37) stated that the discussion is primarily a form of brainstorming that regular and directional, either in small groups or large, with the aim of gaining an understanding, agreement, and a joint decision on an issue. Is said to be discussing if: a there is a problem) that talked about, b) there is a person who acts as the leader of the discussion, c) is a member of the discussion participants, d) each Member of a fringe opinion with regular, and e) if there is a conclusion or decision it approved all of its members.

According to Hendrikus (1991:96), the discussion means giving answers to questions or talk seriously about a problem or objective. In this process the person find a starting point for his opinions, explain the reason with the relationship antarmasalah. Wiyanto (2000:2 – 3) States that the activities of a discussion tinged; a between participants. This gives the opportunity to the participants to convey the existence of opinions, adding evidence and reason, rejected an idea, give your feedback and suggestions.

Abdurahman and Ellya Ratna, (2003:24), evaluation in the learning activity is to obtain information about the learning outcome, process, and interpret the information using specific reference. Sudijono (2011:1-2) stated that the evaluation showed an action or process to determine the value of something, while an evaluation of the ability of a discussion is a process of data collection (information) about a students ability in speaking.

According to Abdurahman and Ellya Ratna (2003:112-117), in assessing the ability of speaking there are three aspects that will be assessed, that is: a) aspects of spoken language that is used, the charge indicators will is (1) pronunciation and intonation, (2) vocabulary and word choice, (3) the structure of the language, (4) the style of language. b) aspects of the content of the talks, the charge indicators will is (1) the relationship between the topic of pembicaran with the contents, (2) Organization, (3) content of the quality of the contents, (4) contents. c) aspects of technique and appearance, the charge indicators will is
(1) gestures and facial, (2) relationship with the listeners, (3) sound volume, and (4) the course of the story.

Based on the above assessment of the indicator, then in a review of this research is limited in five indicators: (a) pronunciation; namely, how a person or a group of people in a community language to pronounce the sounds of language. He spells it means utter the words language of Indonesia. b) language structure; struktur kebahasan which corresponds to the variety of languages spoken. The structure is the way how a compiled or built. The structure of the language as a component of the benchmark skills discussions is the benchmark arrangement of spoken language of the speaker. (c) may be asked; someone in the activities talking specifically discuss showed how a sense of keingin tahuannya against the issue discussed. Someone asked the liveliness can also be marked or become a benchmark level of understanding of a person or student. (d) the relationship between the topic of conversation with the contents; could be explained if the person speaking has more knowledge, against the problems discussed, so that one can easily explain the relationship between the topic of conversation with the contents. e) course of the talks; the course of talks or marked a person can be seen from how do I penyampain the message of the talk. What is the course of the talks presented in a good way, like a kesistematisan way of delivery and the nature of serenity ways of delivery. So the course of talks concluded well and the message can be easily understood by the listener.

According to Nur (2005:78) States, "Numbered Heads Together is essentially a variant of the Discussion Group; his trademark is the teacher just appoint a student who represents the group, without informing in advance who will represent the group that. In this way guarantees the total involvement of all students. This way is a very good attempt to increase individual responsibility in the discussion groups.

It can be concluded that the Numbered Heads Together is a method of learning that more emphasis to students’ activity in search, process, and report information from a variety of sources that are finally presented to the class. This learning method is usually preceded by dividing the class into several groups. Each student in the group deliberately are numbered to facilitate the performance of group work, change the position of the group, compiled the material, presented, and got responses from other groups.

**RESEARCH METHODOLOGY**

This research is a classroom action research. Arikunto (2010: 57) states that classroom action research (PTK) is a research conducted by the teacher, in collaboration with the researcher or conducted by the teacher himself who acts as a researcher in the classroom or at the school where he teaches with emphasis and refinement or improvement of processes and Practical learning.

Classroom action research includes qualitative research although it is assisted by quantitative data. In the description of researchers using descriptive method, this study aims to describe the increase in the ability of students discussion semester II Prodi Education Language and Indonesian Literature STKIP YDB LUBUK ALUNG with menggunakan cooperative learning method type Numbered Heads Together. Arikunto (2010: 16), classroom action research consists of four elements, namely (1) planning or planning, (2) action or action, (3) observation or observer, and (4) reflection. This research is focused on the ability of discussion conducted By defining the theme and giving the tek then discussed. The ability to discuss must meet several things; pronunciation, language structure, the topic of conversation with the content, and the course of the conversation.

Testing instruments in the form of performance tests are used to measure student discussion skills at the end of each learning or end of cycle. Prepared assessment guidelines for assessing students’ discussion skills during a discussion test with the use of the Numbered Heads Together method of cooperative cooperation. This test is used to reinforce the observational data that occurs within the classroom.

Activities in qualitative data collection of this study using observation sheets, questionnaires, and field notes. First, the observation sheet is used to determine the suitability of the implementation of the action...
with the pre-prepared plan. This activity is conducted to observe the classroom background which is the place of the learning process based on the observation sheet. Second, Questionnaire is used to know the perception of students about the method of cooperative learning type Numbered Heads Together. Third, field notes are used to record the learning that has been implemented with reference to the observation sheet. The researcher acts as a classroom learning implementer, and is assisted by an Indonesian language teacher as a collaborator as well as a planner. In addition, researchers use digital cameras as a documentation tool.

Quantitative data collection in this study was obtained from the results of the test cycle I and cycle II. This is done to obtain accurate data on student group discussion skills with the use of cooperative type cooperative learning method Numbered Heads Together. In the discussion process, if cycle I has not seen improvement, then cycle 2 is done.

Data analysis will be done with the following stages: First, grouping the type of research data. The types of data are grouped into two, namely qualitative data and quantitative data. Quantitative data include score, score, and classification of students' discussion ability using cooperative learning method of Numbered Heads Together type, both in cycle I and cycle II. Qualitative data include data from observation sheet, questionnaire, and field notes in the implementation of classroom action research. Second, scoring. Scoring of student group discussion skills with the use of cooperative learning method type Numbered Heads Together, the results of discussions of groups that have been recorded are analyzed in accordance with the guidance of the assessment that has been determined. Third, the scores for the highest answers are given a score of 5 and for the lowest one is given a score of 1. Fourth, the scores obtained are converted into values. To determine the value of each student is processed by using the formula percentage. Fifth, determine the average ability to discuss students with the use of cooperative learning method type Numbered Heads Together. Sixth, grouping quantitative data in the form of performance test student discussion ability and questionnaire tabulation based on this scale. Seventh, analyze the data collected. Analyzing is done through comparison, that is comparison of ability of student discussion on prasiklus, cycle I, and cycle II. Eighth, interpreting or concluding the results of the discussion.

RESULTS AND DISCUSSION

1. The Use of Cooperative Learning Method Numbered Heads Together in Learning Discussion

Based on data processing conducted with non-test instrument to see the effectiveness of cooperative learning method type Numbered Heads Together in order to improve the ability of discussion, found the finding that there is increasing ability to discuss student learning outcomes. The observation sheet filled by the collaborator shows that in the first cycle, the student's activity average has not undergone any significant changes. This is because the students are not fully and unfamiliar with the way of learning that is, in groups. In addition, students have not been active in giving approval, refutation, and rejection with appropriate evidence and reason in discussion, while in cycle II student activity in activity increased significantly become very good.

From field notes that in the first cycle at the first meeting, at this time the student has not seen active in following the learning. Student activities that have not been active can be seen from the process at the time of learning is implemented. This can be seen from some student activities that are not in accordance with the PBM, such as chatting, scratching, daydreaming, and doing other work. For more details can be seen observation sheet student activities. In addition, the students also still seem shy in expressing their opinions for fear of being wrong and being laughed at by their friends. Some of these things that affect student learning outcomes that have not directed to a good direction and it turns out other things or other factors cause is that students still can not adapt to the method of learning Numbered Heads Together type practiced in the classroom.

He field notes from cycle II change in a very good direction. Students have mastered
the learning by using the method of learning Numbered Heads Together type practiced lecturers in the class as a whole. Increased ability to discuss visible when students began to enjoy and excited to follow the discussion. This can be seen from the large number of students who play an active role in asking questions to the group of presenters or groups that appear.

Heterogrouping also enhance the cohesiveness of fellow members in groups with different backgrounds and skills. At the time of learning activities using the method of learning Numbered Heads Together type, students look enthusiastic in following the learning process. Indeed, initially high-ability students assume that friends who do not have a good ability in speaking skills will influence their group's assessment. However, this becomes meaningless because the researcher tries to instill a thought to the students that by training themselves to be able to work together and share, it is very useful useful to be applied also to everyday life. However, it remains in a positive corridor that is competing in a healthy way.

2. Improving Student Discussion Ability by Using Cooperative Learning Method Numbered Heads Together Type

The results of data processing that has been processed by researchers, found that there is an increase in the ability of student discussions. The results of qualitative data processing on prasiklus found that the average ability of student discussion is in the qualification is almost enough. In the first cycle the student's discussion ability is in sufficient qualification. In the second cycle, students' discussion ability has improved with good qualification.

At the time of prasiklus and cycle I, students still look stiff at the time of the discussion such as asking, commenting, approving, and rejection of the statement in the discussion. During the discussion, some of the students still use local language pronunciation. There are also students who still use the way of delivering the conversation as it is reading. However, after the method of learning Numbered Heads Together applied in cycle I and cycle II into the class there is an increase in the ability of student discussions. In addition to routine group discussions and exercises, the improvement of discussion skills is also influenced by the presence of highly-skilled lecturers and students who become models that can be imitated for students with less or less ability.

The improvement of students' discussion ability can be seen from the following points. (1) pronunciation; How to sound pronunciation of students who are close to the standard of Indonesian pronunciation. (2) the activity of questioning that can be seen at the time of PBM. Each student already has some questions asked to the presenter group. (3) the structure of language; When speaking is correct and no longer influenced by the structure of the mother tongue. (4) the course of the conversation; Already close to the standard way of speaking Indonesian. This is seen when discussing, the students have been fluent to set the path of the conversation so that it no longer looks rushed and not intermittent. (5) content relationships with discussion topics; The content of the discussion is in accordance with the questions raised during the discussion of the discussion participants.

Increased ability to discuss with the use of cooperative learning method type Numbered Heads Together directly have been able to motivate students to have the ability to discuss. The result of the research using cooperative learning method type Numbered Heads Together also can grow cooperation, have self awareness of personal responsibility in the group, students are also more enthusiastic in following PBM. The method of cooperative learning type Numbered Heads Together mengedapan to student activities in searching, processing, and reporting information from various sources related issues discussed. This is because the lot number calling is done randomly by the teacher. So that students have a high awareness of the importance of mastery of the material in order to be able to present the results of observations and answer questions from other members or discussion groups, without burdening the responsibility of the group to only one person.

It is clear from the use of cooperative learning method type Numbered Heads Together is enthusiastic students in following...
the discussion learning activities by displaying a very good group presentation. Each group competes to the best possible in order to have the ability to discuss as a point of adding value to the group. Discussions made by students repeatedly increasing students' confidence, in improving speaking skills, especially discussion lessons. This can not be separated from the role of lecturer into a model that can be imitated by students about how should the process and things to note at the time of discussion. The process of discussion here is to explain how the ways of delivering our sentences when refuting, agreeing, and responding to opinions in discussions well and correctly, while the thing to note is how the procedures are considered in order to make a conducive discussion.

Activities discussed with the use of the method of learning type Numbered Heads Together dilakukaan by students also demanded the activity of students in providing questions, criticisms, and suggestions on the skills of his friend's discussion. So that students can improve their overall discussion skills. Furthermore, the improvement of students' discussion ability is also influenced by the researcher's activities which always control, give input, and positive feedback to the students when they do the discussion with the use of cooperative learning method of type Numbered Heads Together.

The results of quantitative data processing showed that after the use of the method of learning Numbered Heads Together type implemented, the ability of student discussions on every aspect that is assessed, namely pronunciation, language structure, liveliness question, the way of conversation, and the relationship content with the topic has increased.

CONCLUSIONS

Based on the results of data processing research, students' discussion ability improvement in the second semester with the use of cooperative learning method of Numbered Heads Together can be summarized as follows. First, the use of cooperative learning method type Numbered Heads Together can improve students' discussion ability. This can be seen from the student's learning activities in following the learning in the classroom. Positive learning activities such as student cohesiveness during discussion activities take place. Student enthusiasm can also be viewed with a calm attitude when asking questions, agreeing with other friends' opinions, expressing objections, and rejecting in discussions.

Second, the discussion skill shows improvement after following the learning by using cooperative learning method Numbered Heads Together type. The increase of discussion ability is seen from the change of mean value from prasiklus, to cycle I, and from cycle I to cycle II. In prasiklus, the average score the student earns is 53.90 which is only in near enough qualification. After the learning with the use of cooperative learning method type Numbered Heads Together applied in learning to discuss the value of the students to become well qualified that is 76.62. The ability of student discussion to reach qualification well after cycle II executed. It can be concluded that with the use of cooperative learning method type Numbered Heads Together can improve student discussion ability.

REFERENCES