THE CORRELATION OF COOPERATIVE LEARNING STRATEGY IN TEACHING ENGLISH AT ISLAMIC EDUCATION PROGRAMME DHARMAWANGSA UNIVERSITY MEDAN

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Abstract:

The objectives of this study were to examine whether, 1) the students are able to master in English, and 2) is there correlation between cooperative learning strategy in teaching English or not. The population of this research is the second semester year student of Islamic Education Programme of Dharmawangsa University Medan. In getting the data, the writer used test and interview, but in analyzing the data, he used the Product Moment Correlation formula. Then the value that is gotten that is 1.488. And the value is confirmed to distribution t table. Where the value of t distribution in N = 57 and real α = 0,05 is 1.671, because of the $t_{counted}$ (1.488) is lower than distribution value of t_{table} (1.671), it can be told that there is no significant correlation between the Implementating Of Cooperative Learning Strategy in Teaching English at the second semester year student of Islamic Education Programme of Dharmawangsa University Medan.Based on the counted the students' score that there are no difficulties in studying english, because the students who had taken as sample in this research not only understand English well, but also getting high score in English. Eventhough each other has no correlation.

Kata Kunci:

Implementation of Cooperative Learning Strategy and Teaching English.

A. Introduction

English is a language that used in international communication. As a medium of communication to getting and giving information, expression and doing activities, English must be mastered by every people in the world.

Indonesia also makes English as the first foreign language to be learned and it has been taught in every school levels. This is quoted according to curriculum and material development (2002: 27) that states. "English is the first foreign language to be learned in order to master and develop the knowledge, technology, arts and to create good relation to others countries, it

shows that the utility of English and how important it is that is the reason why student must learn English.

There are several ways to teach English. Eventhough, there are many ways or theories in teaching and learning to increase students' capability in English but not all of those theories and ways are successes. This study will find out the effective way how to increase students' capability in English in Department of Islamic Education of Islamic Faculty of Dharmawangsa University (UNDHAR) Medan.

In teaching English, the teacher or lecturer has to master many strategies. In this study, the writer will take one effective and interesting strategies namely Cooperative Learning Strategy.

A good teacher should be able to make students feel happy and comfort in learning teaching process. Because of that, the condition of the class and the way of teacher deliver the material influence students ability in achieving material especially in English lesson. So, the teacher has to be wisdom in using teaching strategy. If the teacher is not wisdom in using teaching strategy the students will be bore.

Beside, the teacher has to be patient in delivering the subjec to the students. And, however, the strategy that is used by the teachers depends on their skill. One should take a matter based on their professional on teach and they should teach what their own patiently.

Teaching strategy is a way of a material presented during the teaching and learning process. Teaching strategy plays a very important role in increasing the quality of education. There are many teaching strategies can be used. The appropriate strategy will result good result

Although one particular strategy may be well-suitedfor once, it may not work for another. Therefore, teachers need toassess the strengths of their students, and buildon their weaknesses. Strategiesshould be introduced one to two at a time,gradually increasing in number for students thatare new to strategy instruction.Teachers teaching the strategies shouldintegrate their strategy instruction into theirongoing teaching.

According to Raphael et. al., (1982: 186 – 190) there are threeprinciples of teaching instruction.First, it is imperative that teachinginstruction is explicit. Second, the strategiesmust be modeled by skillful students includingteachers and peers. Last, the strategies must be scaffolded by teachers until the students are ableto use the strategies successfully whileindependently study. Efficiency is critical when teaching at-riskstudents. This can bestbe achieved by placing student in aninstructional group with others that are at theirinstructional.If possible, at-risk students should receive extrainstructional, with the amountof time depending on the grade level and how farthe child is below grade level.

According Mary. T, Brownell, "Dr. Michael Pressley" (2000: 105 – 107) although it is definitely important for teachers to explicitly model the

strategies, they need toalso correct any confusion that emerges whilestudents try out their newly gained strategies. It is imperative that teachers remind their students about strategyuse, if their students neglect to use the strategieson their own, emphasizing that strong readersuse strategies.

Fred Nickols (2010: 2) said that strategy is a term that comes from the Greek *strategia*, meaning "gen-eralship." In the military, strategy often refers to maneuvering troops into position before the enemy is actually engaged. In this sense, strategy refers to the *deployment* of troops. Once the enemy has been engaged, attention shifts to tactics. Here, the *employment* of troops is central. Substitute "resources" for troops and the transfer of the concept to the business world begins to take form. Strategy also refers to the means by which policy is effected, accounting for Karl von Clause-witz's in statement that war is a continuation of political relations via other means. Given the centuries-old military origins of strategy, it seems sensible to begin our examination of strategy with the military view. For that, there is no better source than Hart.

Based on the above definitions, strategy is term that the way how to imitate from military program. But in education, strategy uses as tools to reach the aims of education itself.

From the above conclusion of teaching strategy definitions can be concluded that teaching strategy is the way how to change peoples' (students') behavior by preparing planning and competency to reach the educational aim itself.

According Makmun (2004: 164) besides that, there are some factors which influence students' learning activity, they are;
1. the leaner must want something.
2. the leaner must notice something.
3. the learner must do something.
4. the learner must get something.

Then, Kinsella (1985: 215) observed that the whole process teaching and learning a foreign language should be fun. So, to create that condition teachers need teaching strategy.

Strategy is art to do stratagem (planning). Muhibin Syah says teaching strategy is a set of steps which made to reach the learning purpose. According J.R. David in Syah (2004: 214) teaching strategies for college class Room (1976) teaching strategy is a plan, method, or series of activities designed to a particular educational goal.

In this case, Muhibin Syah focuses on a set of step to reach the education purpose, whereas Syaiful, Bahri Djamarah, Aswin Zaini gave a meaning of strategy to a bow line to act in reach target. It is connected to learning teaching process. And according Djamarah (1999: 5) strategy can be meant as general pattern of teacher students' activity to scratching purpose.

Differ with them, Douglas (2000: 113) give the meaning of strategy

deeper to teaching process directly, he said that strategy is specific method of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information.

From the meaning of strategy above, there are some points that we can get. The first, a teacher should have a set of step of teaching to make learning teaching process done well. Second, a teacher should choose the right method in delivering the material to student. In teaching English, there are many strategies can be used. One of them is Coopertived Learning Strategy.

Cooperative learning is a successful teaching strategy in which small teams, each with students or different levels of ability, use a variety of learning activities to improve their understanding of the subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Student work through the assignment until all group members successfully understand and complete it. www. kagan. online. com (accessed on 14th March 2016).

Johnson & Holubec (1994: 192) said that "cooperative learning is an approach to teach that makes maximum us of cooperative activities involving pairs and small groups of learners in the class room.

According to Olsen & Kagen (1992: 8) cooperative learning is group learning activity organized so that learning is dependent on the socially struchired exchange of information between learners in group and which each learners is held accountable for his or her own learning and is motivated to increase the learning of other.

So the synthesis of definition cooperative learning is successfully teaching strategy in which small teams or small groups of learners in the class room.

From the above theory, the cooperative learning has two principles, they are:

1. Motivation Theory

According this theory, students' motivation in cooperative learning is how the form of reward or the structure of purposive achieving when student do learning activity. Then, the structure of purpose achieving is created situation where the member of group are able achieve personal purpose if the group is success. So that, to achieve the personal purpose, the member of group have to help their friend in group and the important point is to support another friend in group to do maximal effort. Then the success of the group is created by increasing learning motivation, motivation to support another friend to study and motivation to help another friend to study.

2. Cognitive Development Theory

According Piaget, knowledge is interaction between individual and environment continently. According Piaget, IQ is like life system

(adaptation process). Besides that, cognitive development of human involve four steps, (1) sensory motor; (2) pre operational; (3) concrete operational and (4) formal operational.

The implications of this theory in learning are:

a) Language and the thinking way of children are different with adult.
b) The children will study better if they are able to face environment.
c) The material which will be learned should be felt new but not strange.
d) Give opportunity for student to learn suitable with their development.
e) In the class, the students should give opportunity to speak and discuss each other.

The basic assumption from this theory is interaction among students and suitable task (which given suitable their level) are able to increase their understanding to the concept (learning material).

According motivation theory, every student in the class have influence each other, so students will be asked to work together and help each other, especially in increasing learning motivation.

According cognitive development theory, knowledge is interaction between individual and environmentally. So in teaching learning process the students can interaction with the other.

The design of cooperative learning strategy are (www. Kagan online. com, accessed on 15th March 2016):

1. **Jigsaw,** Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members.
2. **Think – Pair – Share,** Involves a there step cooperative structure. During the first step individuals think silently about a question posed by the instructure. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.
3. **The – Step Interview,** Each member of a team chooses another member to be a partner.
4. **Round Robin Brainstoring,** Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time" members of the teams share responses with one another round robin style. The recorder writes down the answer of the ground members. The person next to the recorder starts and each person in the ground in order gives an answer until time is called.
5. **There–Minute Review,** Teaching stop any time during a lecture or discussion and give teams there minutes to review what has been said, ask clarifying or answer questions.
6. **Numbered Heads Together,** A teams of four is established. Each

member is given numbers of 1,2,3,4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the questions. Teacher calls out a number (two) and each two is asked to give the answer.

7. **Team Pair Solo,** Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning.

8. **Circle the sage,** First the teacher polls the class to see which students have a special knowledge to share.

9. **Partners,** The class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half.

Thomas (1993: 145C) said that the procedure of Cooperative Learning Strategy has some steps, they are:

Step1: Students must see value in group work. Since most students come to EFL classes expecting the traditional classroom arrangement, with the teacher in front of the class and the students in straight rows watching the teacher, they will confused and hesitant when these expectations are not met. If teachers wants students to react positively to their first experiences in cooperative learning, students must understand at least some of the many rationales for this kind of classrooms experience. They need to understand why it is that they are doing things differently and how it will help them reach their goals.

What follows is a list of ideas that were generated by my own students. The list is not meant to be exhaustive, but rather to provide you with some ideas on the value of cooperative learning for your own students:

1. We can interact with our classmates.
2. We find out what our classmates think and know.
3. We get more opportunities to talk.
4. We hear more English.
5. We get a change to be a leader.
6. We have more fun!.
7. We learn more about each other and that's interesting.
8. We learn to respect different ideas and opinions.
9. We have to really think in order to solve the problems.
10. We see other points of view.
11. We learn more vocabulary words.
12. Others listen to what I have to say.
13. We can ask more questions.

Step 2: Students must be aware of the necessary skills for successful group work in order to know what they are supposed to do, in order to function in a group situation, for example, students need to know how

to get information from the other members and respond to question. Student need to know before the activity begins that getting information and responding to questions are the skills being practiced.

Step 3: Students must practice the skill. The major responsibilities teachers have in cooperative learning are to design and set up practice situations.

Step 4: Students need to process the skills they have practiced. Processing means that students need to become aware of what exactly it is they have practice of the skills. Teachers can assist students by preparing questions for them to answer and worksheets to help students evaluate their own performance or the performance of other group members. Teacher can also model the processing skills.

Advantages of cooperative learning. Research has that cooperative learning techniques:

1. Promote student learning and academic achievement.
2. Increase student retention.
3. Enhance student satisfaction with their learning experience.
4. Help students develop skills in oral communication.
5. Develop student' social skill.
6. Promote student self – esteem.
7. Help to promote positive race relations.

On the surface, a teacher who uses cooperative learning techniques might seem to have less work than one who uses traditional techniques, since a good deal of academic learning time is dedicated to students learning from other students. On the contrary, a teacher who uses cooperative learning assumes a number of responsibilities. These include the following:

1. Planning lessons, activities, and evaluation;
2. Grouping students;
3. Physical placement of students;
4. Presenting and explaining the task to the students;
5. Monitoring group activities and intervening when necessary;
6. Helping students with social skills; and
7. Evaluating students.

It is advised that the teacher use a wide variety of cooperative learning groupings, in addition to individual and competitive learning. It would probably be a mistake to have students work in the same self-selected group for a number of activities. Instead, a teacher should place students in a wide variety og groups of 2, 3, 4, and more students. During the course of a semester, there is usually enough time for every student in a class to work with every other as a pair for some activity. Many different pairs and threesomes should also be established. A times, students should be given the opportunity to select their own groups. This can provide a type of support for the learner that might not be possible with teacher-selected groups.

B. Research Method

This research carried out by applying a quantitative approach with an experimental design, which tends to find the effect of the independent variables on the dependent variable.

There are two variables in this research, they are *independent variable*: Cooperative Learning Strategy and *dependent variable*: students are able to master English.

C. Finding And Discussion

1. Finding

a) The Data of Students' Score Who are Able to Master English in Pretest

The students' score who are able to master English in pretest is found from the test that was given to 57 the students of Islamic Education Programme of Dharmawangsa University Medan at 2015/2016 academic year who be respondent in this research. The data as complete in pretest can be shown in the following table:

Table. 1
Test Score of The Students are Able to Master English in Pretest

No	N a m e	Test Score
1	Nur Hazriyani	80
2	Taty Noviani	80
3	Hendra Zulfran	80
4	Anggun Putri Rahayu	80
5	Areb Kaban	80
6	Alimat Saputra	90
7	Arfan Efendi	90
8	Ahmad Zainuddin Hasibuan	90
9	Kasih Hati	90
10	Annisa Khairina	70
11	Masdalifani Siregar	70
12	Nina Safitri	70
13	Amanda Widya Rahmi	70
14	Rizki Rafika	70
15	Israk Saing	80
16	Tiara Andari Br Hasibuan	90
17	Muhammad Ali	70
18	Irfannur Diah	90
19	Aidil Mawar Nasution	90
20	Abbas	90
21	Muhammad Fauzy Rahmi	80
22	Siti Aisyah	80
23	Khuzaimah Harahap	70

24	Maya Lestari Pane	80
25	Arya Prandana	70
26	Hamsya Rani Limbong	80
27	Endah Atika	70
28	Muhammad Yaser Khomaini	70
29	Sri Hulina Br Barus	70
30	Andika	90
31	Roma Wijaya	90
32	Ardani Saputri	90
33	Muhammad Ardian Soleh Nst.	80
34	Gita Ria	90
35	Nurul Annisa	80
36	Nurul Puspita	80
37	Ilham Zainuddin	70
38	Abu Nasir	70
39	Wahyu Saputra	80
40	Gali Siagian	80
41	Evia Sari Manurung	80
42	Maraganti Harahap	70
43	Ariyanto	70
44	Elvi Sahara Maya	80
45	Putri Rizki	80
46	Yulita Sari Nasution	80
47	Mhd. Sakban Lubis	90
48	Siti Kholijah Tanjung	80
49	Sri Martini Putri	80
50	Pangestu Mursyid	90
51	Mhd Ridwan	90
52	Tomy Riady	80
53	Surya Kusuma	80
54	Mahfuza Safira	80
55	Yuli Astika Nasution	80
56	Muhammad Nizan	70
57	Khaidir	70

To know mean, variant and deviation standard of data of Mastering Englishin pretestcan be shown in the following table:

Table. 2
Work Table to Find Mean, Modus, Variants and Deviation Standard of The Students are Able to Master English in Pretest

No	Score (x_i)	f_i	$f_i x_i$	x_i^2	$f_i x_i^2$
1	70	17	1190	4900	83300
2	80	25	2000	6400	160000

3	90	15	1350	8100	121500
	-	57	4540	-	364800

Mean Score of the test of The Students are able to Master Engllish in pretest from 57 students as respondent in this research, its counted as follows:

(i) Mean

$$\overline{X} = \frac{\sum f_i\, x_i}{\sum f_i}$$

$$= \frac{4540}{57}$$

$$= 79.65$$

(ii) Modus is a data or score that most often emerge is 80.

(iii) Variants of The Students are Able to Master Engllish in pretest can be counted:

$$S^2 = \frac{n \sum f_i x_i{}^2 - (\sum f_i xi)^2}{n\,(n-1)}$$

$$= \frac{57\ x\ 364800\ - (4540)^2}{57\,(57-1)}$$

$$= \frac{20793600\ -\ 20611600}{57\,(56)}$$

$$= \frac{182000}{3192}$$

$$S^2 = 57.02$$

(iv) Deviation Standard

From the above Variant score can find the score of Deviation Standard by drawing root of variants that is $\sqrt{57.02}$ that is 7.55.

b) The Data of Students' ScoreWho are Able to Master English in Postest

The data of the students are able to master English in postestis found from the test that was given to 57 the students of Islamic Education Programme of Dharmawangsa University Medan at 2015/2016 academic year who be respondent in this research. The data as complete as hitting the students are able to to master English in postest can be shown in the following table:

Table. 3
Test Score of the Students are Able to Master English in Postest

No	N a m e	Test Score
1	Nur Hazriyani	60
2	Taty Noviani	60
3	Hendra Zulfran	60
4	Anggun Putri Rahayu	60

5	Areb Kaban	50
6	Alimat Saputra	50
7	Arfan Efendi	60
8	Ahmad Zainuddin Hasibuan	70
9	Kasih Hati	80
10	Annisa Khairina	80
11	Masdalifani Siregar	90
12	Nina Safitri	60
13	Amanda Widya Rahmi	70
14	Rizki Rafika	80
15	Israk Saing	90
16	Tiara Andari Br Hasibuan	90
17	Muhammad Ali	50
18	Irfannur Diah	60
19	Aidil Mawar Nasution	60
20	Abbas	60
21	Muhammad Fauzy Rahmi	80
22	Siti Aisyah	90
23	Khuzaimah Harahap	70
24	Maya Lestari Pane	60
25	Arya Prandana	60
26	Hamsya Rani Limbong	80
27	Endah Atika	90
28	Muhammad Yaser Khomaini	70
29	Sri Hulina Br Barus	70
30	Andika	60
31	Roma Wijaya	60
32	Ardani Saputri	80
33	Muhammad Ardian Soleh Nst.	80
34	Gita Ria	70
35	Nurul Annisa	90
36	Nurul Puspita	90
37	Ilham Zainuddin	60
38	Abu Nasir	90
39	Wahyu Saputra	70
40	Gali Siagian	60
41	Evia Sari Manurung	60
42	Maraganti Harahap	70
43	Ariyanto	90
44	Elvi Sahara Maya	80
45	Putri Rizki	60
46	Yulita Sari Nasution	70
47	Mhd. Sakban Lubis	90

48	Siti Kholijah Tanjung	90
49	Sri Martini Putri	60
50	Pangestu Mursyid	50
51	Mhd Ridwan	70
52	Tomy Riady	60
53	Surya Kusuma	90
54	Mahfuza Safira	80
55	Yuli Astika Nasution	70
56	Muhammad Nizan	70
57	Khaidir	80

Next, to know mean, variant and deviation standard of data of the students are able to master English in postest can be shown in the following table:

Table. 4
Work Table to Find Mean, Modus, Variant and Deviation Standard of
Data of the Students are Able to Master English in Postest

No	Score (x_i)	f_i	$f_i\,x_i$	x_i^2	$f_i\,x_i^2$
1	50	4	200	2500	10000
2	60	19	1140	3600	68400
3	70	12	480	4900	58800
4	80	10	800	6400	64000
5	90	12	1080	8100	97200
	-	57	3700	-	298400

Mean Score of the students are able to master English in postestis found from the test that was given to 57 the students Islamic Education Programme of Dharmawangsa University Medan at 2015/2016 academic year as respondent in this research, its counted as follows:

(i) Mean

$$\overline{X} = \frac{\Sigma\, f_i\, x_i}{\Sigma\, f_i}$$

$$= \frac{3700}{57}$$

$$= 64.91$$

Modus is a data or score that most often emerge is 60.

(ii) Variants of the data of the students are able to master English in postest can be counted:

$$S^2 = \frac{n\Sigma\, f_i x_i^{\,2} - (\Sigma f_i xi)^2}{n\,(n-1)}$$

$$= \frac{57\,x298400\;-(3700)^2}{57\,(57-1)}$$

$$= \frac{17008800\;-\;13690000}{57\,(56)}$$

$$= \frac{3318800}{3192}$$

$$S^2 \;=\; 1039.72$$

(iii) Deviation Standard

From the above Variant score can find the score of Deviation Standard by drawing root of variants that is ($\sqrt{1039.72}$) that is 32.24.

c) Rules of Test Analyze

Condition test that is done covering (1) normality test and (2) homogeneity test. Normality test is used Liliefors test while homogeneity test is used F test. All the tests as follows:

(i)   Normality Test

To test the data of normality test of The Students are Able to master Englilsh in pretest and the students are able to master English in postest from 57 students as respondent is done by using Liliefors test.

Counting of normality data of The Students are able to master English in pretest can be shown as follows:

Table. 5
The Test Normality Data of The Students are Able to Master English in Pretest

No	Score	F	Fk	z_i	S (z_i)	F (z_i)	| F (z_i) – S (z_i) |
1	70	17	17	-1.27	0.2982	0.1020	-0.1962
2	80	25	42	0.04	0.7368	0.4840	**-0.2528**
3	90	15	57	1.37	1.0000	0.9147	-0.0853

From the above table found that the Observation Liliefir value or Lo =-0,2528 and the table Liliefir value or Lt with N = 57 and real level α = 0,05 from the critics list is found Lt =0,2912. So that it can be known that the value of Lo(-0,2528) < Lt (0,2912), so it can be concluded that The Students are Able to master English in pretest of Islamic Education Programme of Dharmawangsa University Medan at 2015/2016 academic year who be respondent in this research. have normal distribution.

Counting of normality data of the students are able to master English in postest can be shown as follows:

Table. 6
The Test Normality Data of the Students are Able to Master English in Postest

No	Score	F	fk	z_i	S (z_i)	F (z_i)	| F (z_i) – S (z_i) |

1	50	4	4	-0.46	0.0701	0.3228	0.2527
2	60	19	23	-0.15	0.4035	0.1469	-0.2566
3	70	12	35	0.15	0.6140	0.5596	-0.0544
4	80	10	45	0.46	0.7894	0.6772	-0.1122
5	90	12	57	0.77	1	0.7794	-0.2206

From the above table can be shown that the value of Observation Liliefors or Lo = 0,2527 and the table Liliefir value or Lt with N = 57 and real level α = 0,05 from the critics list is found Lt =0,3264. So that it can be known that the value of Lo (0,2527) < Lt (0,3264). So it can be concluded that the data of the students are able to master English in postestof Islamic Education Programme of Dharmawangsa University Medan at 2015/2016 academic year who be respondent have normal distribution.

(ii) Linearity Test

Linearity test of variable of The Students are able to master English in pretest and the students are able to master English in postestof Islamic Education Programme of Dharmawangsa University Medan at 2015/2016 academic year who be respondent is done as follows:

Table.7
Work Table of Counting Linearity Test

No	Xi	Y	Xi^2	Y^2	XiY
1	80	60	6400	3600	4800
2	80	60	6400	3600	4800
3	80	60	6400	3600	4800
4	80	60	6400	3600	4800
5	80	50	6400	2500	4000
6	90	50	8100	2500	4500
7	90	60	8100	3600	5400
8	90	70	8100	4900	6300
9	90	80	8100	6400	7200
10	70	80	4900	6400	5600
11	70	90	4900	8100	6300
12	70	60	4900	3600	4200
13	70	70	4900	4900	4900
14	70	80	4900	6400	5600
15	80	90	6400	8100	7200
16	90	90	8100	8100	8100
17	70	50	4900	2500	3500
18	90	60	8100	3600	5400
19	90	60	8100	3600	5400
20	90	60	8100	3600	5400
21	80	80	6400	6400	6400
22	80	90	6400	8100	7200

23	70	70	4900	4900	4900
24	80	60	6400	3600	4800
25	70	60	4900	3600	4200
26	80	80	6400	6400	6400
27	70	90	4900	8100	6300
28	70	70	4900	4900	4900
29	70	70	4900	4900	4900
30	90	60	8100	3600	5400
31	90	60	8100	3600	5400
32	90	80	8100	8100	7200
33	80	80	6400	8100	6400
34	90	70	8100	4900	6300
35	80	90	6400	8100	7200
36	80	90	6400	8100	7200
37	70	60	4900	3600	4200
38	70	90	4900	8100	6300
39	80	70	6400	4900	5600
40	80	60	6400	3600	4800
41	80	60	6400	3600	4800
42	70	70	4900	4900	4900
43	70	90	4900	8100	6300
44	80	80	6400	6400	6400
45	80	60	6400	3600	4800
46	80	70	6400	4900	5600
47	90	90	8100	8100	8100
48	80	90	6400	8100	7200
49	80	60	6400	3600	4800
50	90	50	8100	2500	4500
51	90	70	8100	4900	6300
52	80	60	6400	3600	4800
53	80	90	6400	8100	7200
54	80	80	6400	6400	6400
55	80	70	6400	4900	5600
56	70	70	4900	4900	4900
57	70	80	4900	6400	5600
	$\sum X =$ 4540	$\sum Y =$ 4060	$\sum X^2 =$ 364800	$\sum Y^2 =$ 301800	$\sum XY =$ 322400

From the above table is known:
$\Sigma N = 57$
$\Sigma X_i = 4540$
$\Sigma X_i^2 = 364800$

$\Sigma Y = 4060$

$\Sigma Y^2 = 301800$

$\Sigma X_1 Y = 322400$

a. $= \dfrac{(\Sigma Y)(\Sigma X_1^2) - (\Sigma X_1)(\Sigma X_1 Y)}{n(\Sigma X_1^2) - (\Sigma X_1)^2}$

$= \dfrac{(4060)(364800) - (4540)(322400)}{57(364800) - (4540)^2}$

$= \dfrac{1481088000 - 1463696000}{20793600 - 20611600}$

$= \dfrac{17392000}{182000}$

$= 95.56$

b $= \dfrac{n(\Sigma X_1 Y) - (\Sigma X_1)(\Sigma Y)}{n(\Sigma X_1^2) - (\Sigma X_1)^2}$

$= \dfrac{57 \; x \; 322400 - 4540 \; x \; 4060}{57 \; x \; 364800 - 4540^2}$

$= \dfrac{18376800 - 18432400}{20793600 - 20611600}$

$= \dfrac{-55600}{182000}$

$= -0.305$

Line regression is $\hat{Y} = 95.56 +$
$(-0.305 \; X)$

Jk total $= Y^2 = 301800$

Jk reg (a) $= \dfrac{(\Sigma Y)^2}{N}$

$= \dfrac{4060^2}{57}$

$= \dfrac{16483600}{57}$

$= 289185.96$

Jk reg (b/a) $=$

$b\left(\Sigma X_1 Y - \dfrac{(\Sigma X_1)(\Sigma Y)}{N}\right)$

$= -0.305\left(322400 - \dfrac{(4540)(4060)}{57}\right)$

$= -0.305 \; (322400 - 323375)$

$= -0.305 \; (-975)$

$= 297.375$

Jk res = Jk (total) – Jk reg (a) - Jk (b/a)

$= 301800 - 289185.96$

$- 297.375$

$= 12316.665$

Degree of freedom (total) = N = 57

Degree of freedom reg (a) = 1

Degree of freedom reg (b/a) = 1

Degree of freedom (res) = 57 – 2 = 55

RJK (a) = $\dfrac{Jk\ reg\ (a)}{dk\ reg\ (a)} = \dfrac{289185.96}{1} = 289185.96$

RJK reg (b/a) = $\dfrac{Jk\ reg\ (b/a)}{dk\ reg\ (b/a)}$

$= \dfrac{297.375}{1} = 297.375$

RJK res = $\dfrac{Jk\ res}{dk\ res} = \dfrac{12316.665}{55}$

$= 223.939$

Degree of freedom (tc) = k – 2

$= 7 - 2$

$= 5$

Degree of freedom (g) = N – k

$= 57 - 7$

$= 50$

JK (g) = 9509.56

Jk (tc) = Jk res – Jk (g)

$= 12316,665 - 10509,56$

$= 1807,1$

Rjk (tc) = $\dfrac{Jk\ (tc)}{dk\ (tc)}$

$= \dfrac{1807,1}{5}$

$= 361.42$

Rjk (g) = $\dfrac{jk\ (g)}{dk\ (g)}$

$= \dfrac{9509,56}{50}$

$= 190.19$

F$_{counted}$ $\dfrac{Rjk\ (tc)}{Rjk\ (g)}$

$$= \frac{351.42}{190.19}$$
$$= 1.847$$

F table (5,33) at $\alpha = 0,05$ is 2,49

Because of $F_{counted}$ (1.847) < F_{table} (2,49) so the variable of The Students are able to master English in pretest and postest in Implementating Of Cooperative Learning Strategy In Teaching English at of Islamic Education Programme of Dharmawangsa University Medan at 2015/2016 academic year who be respondentdoes not linearity.

(iii)   Hypothesis Test

To know the variable correlation between the Students are able to master English in pretest (X) and the students are able to master Engllish in postest in Implementating Of Cooperative Learning Strategy in Teaching English (Y) atof Islamic Education Programme of Dharmawangsa University Medan at 2015/2016 academic year who be respondentis used analysis of Correlation Product Moment Statistic. The result of the counting of the variables as follows:

Table.8
Work Table of Product Moment Variable X and Variable Y

No	Xi	Y	X^2	Y^2	XY
1	80	60	6400	3600	4800
2	80	60	6400	3600	4800
3	80	60	6400	3600	4800
4	80	60	6400	3600	4800
5	80	50	6400	2500	4000
6	90	50	8100	2500	4500
7	90	60	8100	3600	5400
8	90	70	8100	4900	6300
9	90	80	8100	6400	7200
10	70	80	4900	6400	5600
11	70	90	4900	8100	6300
12	70	60	4900	3600	4200
13	70	70	4900	4900	4900
14	70	80	4900	6400	5600
15	80	90	6400	8100	7200
16	90	90	8100	8100	8100
17	70	50	4900	2500	3500
18	90	60	8100	3600	5400
19	90	60	8100	3600	5400
20	90	60	8100	3600	5400
21	80	80	6400	6400	6400

22	80	90	6400	8100	7200
23	70	70	4900	4900	4900
24	80	60	6400	3600	4800
25	70	60	4900	3600	4200
26	80	80	6400	6400	6400
27	70	90	4900	8100	6300
28	70	70	4900	4900	4900
29	70	70	4900	4900	4900
30	90	60	8100	3600	5400
31	90	60	8100	3600	5400
32	90	80	8100	8100	7200
33	80	80	6400	8100	6400
34	90	70	8100	4900	6300
35	80	90	6400	8100	7200
36	80	90	6400	8100	7200
37	70	60	4900	3600	4200
38	70	90	4900	8100	6300
39	80	70	6400	4900	5600
40	80	60	6400	3600	4800
41	80	60	6400	3600	4800
42	70	70	4900	4900	4900
43	70	90	4900	8100	6300
44	80	80	6400	6400	6400
45	80	60	6400	3600	4800
46	80	70	6400	4900	5600
47	90	90	8100	8100	8100
48	80	90	6400	8100	7200
49	80	60	6400	3600	4800
50	90	50	8100	2500	4500
51	90	70	8100	4900	6300
52	80	60	6400	3600	4800
53	80	90	6400	8100	7200
54	80	80	6400	6400	6400
55	80	70	6400	4900	5600
56	70	70	4900	4900	4900
57	70	80	4900	6400	5600
	$\sum X =$ 4540	$\sum Y =$ 4060	$\sum X^2 =$ 364800	$\sum Y^2 =$ 301800	$\sum XY =$ 322400

From the above table is known:

$\sum N = 57$

$\sum X = 4540$

$\sum X^2 = 364800$

$\Sigma Y = 4060$
$\Sigma Y^2 = 301800$
$\Sigma XY = 322400$

The above values are confirmed to Product Moment formula as follows:

$$r_{xy} = \frac{N \sum XY - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left\{N \sum X^2 - \left(\sum X\right)^2\right\}\left\{N \sum Y^2 - \left(\sum Y\right)\right\}}}$$

$$= \frac{57 x 322400 - (4540)(4060)}{\sqrt{\{57 x 364800 - (4540)^2\}\{57 x 301400 - (4060)^2\}}}$$

$$= \frac{18376800 - 18432400}{\sqrt{(20793600 - 20611600)(17179800 - 16483600)}}$$

$$= \frac{-55600}{\sqrt{(182000)(696200)}}$$

$$= \frac{-55600}{\sqrt{126708400000}}$$

$$= \frac{-55600}{355961.23}$$

$r_{xy} = -0.1561$

Because of the result of the counted is negative, so the researcher multiply it to negative one (-1), so the result to be positive.

Next, to compare $r_{counted}$ (0.1561) to r_o (Product Moment Value table) in significance level 95% and N = 57 that is 0,254, because of $r_{counted}$ (0,1561) is lower than r_t (0,254), so the alternative hypothesis is rejected. It means that there is no significant correlation between the Students are able to master English when the reseacher gives pretest and the students are able to master English when researcher gives postest in Implementating Of Cooperative Learning Strategy in teaching Englishat Islamic Education Programme of Dharmawangsa University Medan at 2015/2016 academic year.

Then, to test the significance between the students are able to master English in pretest and the students are able to master English in postestin Implementating of Cooperative Learning Strategy in teaching Englishat Islamic Education Programme of Dharmawangsa University Medan at 2015/2016 academic year who be respondent is used the formula below:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$= \frac{0{,}1561 \sqrt{57 - 2}}{\sqrt{1 - 0{,}1561^2}}$$

$$= \frac{0{,}1561 \sqrt{55}}{\sqrt{1 - 0{,}395}}$$

$$= \frac{0{,}1561 \, x \, 7.41}{\sqrt{0{,}605}}$$

$$= \frac{1.1567}{0{,}777}$$

$$= 1.488$$

Then the value that is gotten that is 1.488. And the value is confirmed to distribution t table. Where the value of t distribution in N = 57 and real α = 0,05 is 1.671, because of the $t_{counted}$ (1.488) is lower than distribution value of t_{table} (1.671), it can be told that there is no significant correlation between the students are able to master English in pretest and the students are able to master English in postest in Implementating Of Cooperative Learning Strategy in teaching Englishat Islamic Education Programme of Dharmawangsa University Medan at 2015/2016 academic year.

Based on the counted the students' score that there are no difficulties in studying English, because the students who had taken as sample in this research not only get high score in pretest, but also get high score in postest. Eventhough each other has no correlation.

2. Discussion

From the result of the statistic counting has shown the prove that the students are able to master English in pretest has no significant correlation with the students are able to master English in postest in Implementating of Cooperative Learning Strategy in Teaching Englishat Islamic Education Programme of Dharmawangsa University Medan. This matter meant that students who has able to master English in pretest that taught by using Cooperative Learning Strategy before will not able to master English in postest that taught by using Cooperative Learning Strategy, in other word that the students who has able to master English in pretest that taught by using Cooperative Learning Strategy before, hence excelsior theyare not able to master English in postest that taught by using Cooperative Learning Strategy, and so do on the contrary progressively lower capability in pretest that taught by using Cooperative Learning Strategy before, so they are able to master English in postest that taught by using Cooperative Learning Strategy progressively lower too.

From the above discuss, the writer concludes that the implementation of cooperative learning strategy has effect in teaching English. It can be prove that the students who has taken as sample are able to master English in pretest

and able to master English in postest. All of the students got score about 70 – 90 in pretest 100%. And, in postest, they got score about 60 – 90, 92.98 %.

D. Conclusion

The end of this research, the writer will give the conclusion as follows; The score of the students are able to master English of Islamic Education Programme of Dharmawangsa University Medanafter given pretest get the highest score is 90 andlower score is 70and mean score is79.65. The score of the students are able to master Englishis found from the students of Islamic Education Programme of Dharmawangsa University Medanafter given postest get the highest score is 90 andlower score is 50 and mean score is64.91.By using correlation that has done, it has gotten correlation coefficient0.1561. if we confirmed to interpretationcorrelation coefficientthat r = 0.1561 is no correlation, because $r_{counted}$ is lower than r_{table}. It means that there is no significant correlation between the students are able to master English in pretestin Implementating of Cooperative Learning Strategy before and the students are able to master English in postest after Implementating of Cooperative Learning Strategy in Teaching English at Islamic Education Programme of Dharmawangsa University Medan.

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