
A COMPARATIVE STUDY OF USING GI AND CO-OP CO-OP LEARNING MODELS IN TEACHING READING COMPREHENSION OF REPORT TEXT AT THE ELEVENTH GRADE STUDENTS OF SMK NEGERI 1 LUMUT

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ABSTRACT: *The purposes of this research was compare the effect of using GI and Co-op Co-op learning models in teaching reading comprehension of report text at the eleventh grade TKJ students of SMK Negeri 1 Lumut. The population of this research consist of 71 students. The sample consist of 33 students taught teaching reading comprehension of report text by using GI learning model and 38 students were taught teaching reading comprehension of report text by Co-op Co-op learning model. The researcher used total sampling technique to get the sample. The data was gotten by giving the test included 25 questions of multiple choices. The result of the research showed 1) There is any significant effect of using GI learning model in teaching reading comprehension of report text and the score N-Gain is 13.887 (low category), 2) There is any significant effect of using Co-op Co-op learning model in teaching reading comprehension of report text and the score N-Gain is 7.755 (low category), and 3) GI is better than Co-op Co-op learning model at the eleventh grade TKJ students of SMK Negeri 1 Lumut because the score N-Gain of GI is more than score N-Gain of Co-op Co-op learning model.*

Key words: *learning model, GI, Co-op Co-op, reading comprehension, report text.*

ABSTRAK: *Penelitian ini bertujuan untuk membandingkan pengaruh penggunaan model pembelajaran GI dan Co-op Co-op dalam pembelajaran pemahaman membaca teks report pada siswa kelas XI TKJ SMK Negeri 1 Lumut. Populasi penelitian ini terdiri dari 71 siswa. Sampel terdiri dari 33 siswa yang diajarkan pemahaman membaca teks report dengan model pembelajaran GI dan 38 siswa yang diajarkan pemahaman membaca teks report dengan model pembelajaran Co-op Co-op. Peneliti menggunakan teknik total sampling untuk mendapatkan sampel. Data diperoleh dengan memberikan tes yang terdiri dari 25 soal pilihan ganda. Hasil penelitian menunjukkan 1) Terdapat pengaruh signifikan terhadap penggunaan model pembelajaran GI dalam pembelajaran membaca pemahaman teks report dan nilai N-Gain sebesar 13,887 (kategori rendah), 2) Terdapat pengaruh signifikan terhadap penggunaan Co-op model pembelajaran Co -op dalam pembelajaran pemahaman membaca teks report dan skor N-Gain adalah 7,755 (kategori rendah), dan 3) GI lebih baik daripada Co-op Co-op model pembelajaran dalam pembelajaran pemahaman membaca teks report siswa kelas XI TKJ SMK Negeri 1 Lumut karena skor N-Gain GI lebih besar daro pada skor N-Gain Co-op Co-op model pembelajaran.*

Kata kunci: *model pembelajaran, GI, Co-op Co-op, pemahaman bacaan, report text.*

I. INTRODUCTION

Reading is an activity of looking at the text and the process of understanding the contents of the text aloud or silently. This activity is an important skill beside writing, speaking and listening. Meanwhile, comprehension is one of the abilities to understand the content that has been read.

Students at the eleventh grade of SMK Negeri 1 Lumut also learn about reading comprehension. Based on the interview with the English teacher of the eleventh grade TKJ students of SMK Negeri 1 Lumut at March, 3rd 2023, the researcher got information that students got difficulty in reading comprehension of report text. Their ability in reading comprehension is still low. Their average score is "52" (bad category), the score is not like the expectation of the English teacher because according to the school their minimum score is "75" (good category).

Based on the interview with the English teacher at March, 3rd 2023, the teacher gave information that GI and Co-op Co-op have never

been conducted in the classroom, especially in teaching reading comprehension of report text.

Based on the information above, the researcher is interested to conduct the research by comparing GI and Co-Op Co-Op learning models also compare which one is better in teaching reading comprehension of report text, so the title of this research is “A Comparative Study of Using GI (Group Investigation) and Co-op Co-op (Cooperation Cooperative) Learning Models in Teaching Reading Comprehension of Report Text at the Eleventh TKJ Students of SMK Negeri 1 Lumut in 2022/2023 Academic Year”.

1. Defenition of Reading Comprehension

Reading comprehension is the ability to process text, understand it meaning, and to integrate with what the reading already knows. Similiarity to Lubis (2018) says that reading comprehension is an action to understand written discourse or understand the author's message through written discourse. She et. al (2019) further says that this skill

demands ability readers in linguistics, psycholinguistics, social, and pragmatic.

Rayanto (2019:2) says, "Reading comprehension is derived from two terms, those are reading and comprehension". Similarity, Hasibuan, et al., (2020:95) say, reading comprehension is the ability to read text, focus and understand its meaning.

2. Indicators of Reading Comprehension

1. Topic

The topic is the subject contained in a text, it can be described what the content of the text is. According to Gail Boushey and Joan Mosher (2019:165) say, "Topic is the subject, or what the text is about". In addition, H. Alimul (2003:12) says, "The topic is a reflection of the entire content of the text in a word or phrase".

2. Main idea

According to Beech (2006:8), "Main idea is what the paragraph is about. Someone will be able to found the main idea after read the

paragraph. Next, according to Langen and Jenkin (2012:1) in Hutapea “Main idea is chief point an author is making about topic. It sums up the author’s primary message”.

There are three kinds of main idea: The main idea at the beginning of the paragraph is called a deductive paragraph. The main idea that is located in the middle of the paragraph is an inerative paragraph. The main idea that is located in the end of the paragraph is an inductive paragraph.

3. Supporting details

According to Boardman and Frydenberg (2008:6), “Supporting detail explain the topic sentence”. One common way to do this is with facts. Similarity, according to Flemming (2011:242) in Hasibuan, “Supporting details are more specific sentences that explain or prove the topic sentence by providing reasons, examples, studies, definitions, etc

4. Vocabulary

Surmaniv and Azimova (2020) says, "Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms".

There are two kinds of vocabulary, namely synonym and antonym. Synonym is a word equation. Synonym is term for word with the same or nearly the same meaning another word. Omega and Hanan (2014) say, synonym have different forms but have almost the same meaning".

The other side, Antonym is the opposite of a word. Vehaar in Chaer (2009: 89) defines, "Antonyms as expressions (can be words, phrases, or sentences) whose meaning is considered the opposite of the meaning of other expressions". According to Rahardi (2010:33) says, "Antonym is the form has a meaning that is not the same as other meanings.

2. The Definition of Report Text

Report text is a type of text that presents information about subject. The purpose of report text is to present information about something. The social function of report text is to define, to describe, to give example, to classify, to talk more about an object, phenomenon, even, and the order to transfer knowledge and so on. Report text is used to describe the way thing are in general inferensor to report something.

According to Sailendra, et al (2017:131), "Report text is a text aims to describe a general thing". It means that report text is to collect the result of monitoring, research, observation or study about thing, animal, person or place.

3. Indicators of Report Text

a. Social function of report text

Social function is presenting information about something. Marbun (2020:14) says, "Social function of report text is to describe the way thing are in general inference/to report something".

b. Generic structure of report text

According to Sailendra, et al (2017:131), there are two generic structure of report text, namely:

- 1) General Classification
- 2) Description

Next, Gerot and Wignell (1994:196-197) in Khairani state that generic structure of report texts, are:

- 1) General Classification
- 2) Description

c. Lexicogrammatical features of report text

Lexicogrammatical is a synonym of language features, which discuss general rules in a text. Sailendra, et al (2017:131) said that there are two language features of report text, namely:

1. Using simple present tense
2. Using general noun

While, according to Pestaria, et al (2014:29) significant lexicogrammatical features are:

- 1) Focus on generic participants
- 2) Use of relational process
- 3) Use of simple present tense
- 4) No temporal sequence

4. Definition of GI learning model

According to Slavin (2005:129), "Group Investigation is a cooperative learning model that places teams in with one another who study about topic until get the evaluation in each team". This model has a strategy or technique, selected purposefully, that educator use to interest students or connect them with the content so the purpose of learning can be reached.

Sharan (1992) says, "The Group Investigation method requires the students to form small interest groups, plan and implement their investigation synthesize the group members' findings and make a presentation to the entire class".

a. Steps of GI learning model

According to Istarani (2011:86), there are some steps of GI learning model, steps mean the movement, techniques or procedure that do in doing something or do anything especially in doing models, they are:

1. Teacher divides class into some groups
2. Teacher explains the aim of the lesson
3. Teacher asks the relevant to problem studies
4. Increase collaboration between students in group
5. It is possible for students to issue ideas well and systematically
6. It is possible for students to know the competence the extent of their abilities.

Meanwhile, Sharan (1989) says, there are six steps to do GI learning model, the steps are:

1. Identifying the topic to be investigated and organizing students into research groups
2. Planning the investigation in groups
3. Carrying out the investigation
4. Preparing a final report
5. Presenting the final report
6. Evaluation

b. The advantages of GI learning model

According to Joyce, et al (2009:303), say that there are some advantages of GI learning model that teacher should know:

- 1) Well organized classroom
- 2) Students work on tasks in a large group
- 3) Teach each other
- 4) Mutual respect
- 5) Having a sense of responsibility and intense interaction between fellow group members produces more positive feelings about the problem of the task
- 6) Improve relationships between groups

The other side, Slavin (1995), states that the advantages of GI learning model are:

- 1) Growing up the group ability
- 2) Students do their homework
- 3) Students of some group has their own opportunity to show their contribution

c. The disadvantages of GI learning model

According to Istarani (2011:87), there are disadvantages of GI learning model, they are:

- 1) Make a problem between students
- 2) Only some students that active in the classroom
- 3) Difficult for the students to finding the new mater
- 4) The material used to do research is not complete

Next, there are disadvantages of GI learning model by Joyce, at all (2009:311) as follows:

- 1) This model requires teacher and mentor to have high interpersonal and instructional skills
- 2) The democratic process in something that is difficult to manage and regulate and is fairly slow in frequently
- 3) Teacher often feels worried and anxious and tough that this model will not be efficient and does not carry out its role as a teaching model

5. Co-op Co-op learning model

a. Definition of Co-op Co-op learning model

Co-op Co-op is one of the familiar cooperative learning models by forming teams that train students to be able to interact with team mates. Kagan (1985:440) argues, "Co-op Co-op is useful, so the students are encouraged to discover and express their own interest in the subject covered". According to Slavin (2005:229), "Co-op Co-op is a learning model by forming a cooperative team with one and another to learn about one topic in the classroom".

a. Steps to use Co-op Co-op learning model

According to Slavin (2005:229-235), there are nine steps of the

Co-op Co-op learning model, they are:

1. Student-Centered Class Discussion
2. Selecting Students Learning Teams and Forming Teams
3. Team Topic Selection
4. Small Topic Selection
5. Small Topic Preparation
6. Small Topic Presentation
7. Team Presentation Preparation
8. Team Presentation
9. Evaluation

While, Kagan (1985:107), there are four steps to use Co-op Co-op learning model:

1. Selection of the Team Topic
2. Topic Division
3. Teaching and Sharing
4. Recognizing Winning Teams

b. The advantages of Co-op Co-op Learning Model

According to Slavin (2009:230), the advantages of the Co-op

Co-op learning model as follows:

- 1) Students can construct their own knowledge
- 2) Think complex when analyzing the material
- 3) Providing opportunities to discuss and collaborate with classmates

Meanwhile, Khasanah (2011) says that the advantages of Co-op Co-op learning model is Improve students' achievement rather than class control who did not apply this model.

Based on the both advantages above, it is concluded that the advantages of Co-op Co-op learning model giving the freedom to the students to construct, analyzing, providing and improve students' achievement on group learning

c. The disadvantages of Co-op Co-op Learning Model

According to Slavin (2009:230), the disadvantages of the Co-op Co-op Learning Model, are:

- 1) It takes a lot of time to prepare small material, discuss and present the results of group discussions so that more effective and efficient time knowledge is needed
- 2) Can be applied to tiered material, meaning that in one material or topic, sub-topics are not a requirement for other sub-topics

Meanwhile, according to Slavin (1995), the weakness of Co-op Co-op learning model is the process orientation is not focused on

combining appropriate knowledge, but as a student's personal development facility.

II. METHODOLOGY OF THE RESEARCH

The location of the research at SMK Negeri 1 Lumut in class XI TKJ 2022/2023 academic year. This school is located at Jln. M. Sorimuda Km.35 AekGambir, DesaAekGambir, KecamatanLumut, Tapanuli Tengah. Headmaster of this school is Dr. H. Sumarno. Msi, and the teacher of English is TutiPurnamasariPangaribuan, S.Pd.

The reason why the researcher chose this school because the researcher found the problem that wanted to researched when the researcher did an observation in this school in March, 3rd 2023.

The population of the research was the eleventh TKJ students of SMK Negeri 1 Lumut with a total population of 71 students of two

classes. the researcher can be concluded that researcher choose quasi experimental, because quasi experimental research is a research that have control and experimental groups method that is used to look for the effect of treatment certain by applying pre-test and post-test design.

III. RESULT

The result of this research can be concluded as follows:

1. The result of GI learning model, the data of reading comprehension of post-test GI and N-Gain from pre-test and post-test using GI in teaching reading comprehension of report text shown in the table below:

Normality test pre-test and post-test of using GI learning model in teaching reading comprehension of report text

No.	Learning Model	Sig.	α (Alpha)	Conclusion
1	Pre-test GI	0.052	0.05	Normal
2	Post-test GI	0.473	0.05	Normal

Normality test of using GI learning model in teaching reading comprehension of report text

Learning Model	α (Alpha)	Sig.	t-table	t-calc	Conclusion
Pre-test and Post-test GI	0.05	0.001	2.042	4.767	Ha is Accepted

N-Gain of GI in teaching reading comprehension of report text

No	Learning Model	N-Gain	Explanation
1	Pre-test and Post-test GI	13.887	Low category

2. The result of Co-op Co-op learning model, the data of reading comprehension of post-test Co-op Co-op used Wilcoxon signed ranks test and N-Gain from pre-test and post-test using Co-op Co-op in teaching reading comprehension of report text shown in the table below:

Normality test of using Co-op Co-op learning model in teaching reading comprehension of report text

No.	Learning Model	Sig.	α (Alpha)	Conclusion
1	Pre-test Co-op Co-op	0.099	0.05	Normal
2	Post-test Co-	0.001	0.05	Not normal

	op Co-op			
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Wilcoxon Test Statistics ^a	
	POSTCO - PRECO
Z	-4.476 ^b
Asymp. Sig. (2-tailed)	<,001

N-Gain using Co-op Co-op in teaching reading comprehension of report Text

No	Learning Model	N-Gain	Explanation
1	Pre-test and Post-test Co-op Co-op	7.755	Low category

3. The better learning model is GI than Co-op Co-op, it can be seen from score of N-Gain of GI learning model and homogeneity pre-test and post-test using Co-op Co-op shown in the table below:

Normality test of using GI and Co-op Co-op in teaching reading comprehension of report text

No.	Learning Model	Sign	α (Alpha)	Conclusion
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1	Pre-test GI	0.052	0.05	Normal
2	Pre-test Co-op Co-op	0.099	0.05	Normal
3	Post-test GI	0.473	0.05	Normal
4	Post-test Co-op Co-op	0.001	0.05	Not normal

**Homogeneity pre-test and post-test using Co-op Co-op
in teaching reading comprehension of report text**

No.	Learning Model	Sign	α (Alpha)	Conclusion
1	Pre-test Co-op Co-op	0.250	0.05	Homogeneity
2	Post-test Co-op Co-op	0.250	0.05	Homogeneity

IV. DISCUSSION

Based on the previous explanation, when the researcher conducted research at SMK Negeri 1 Lumut, the researcher gives the

implications of the research in order to improve the students' reading comprehension there was several learning models that could be used by teacher in teaching reading comprehension of report text by using GI and Co-op Co-op learning models. By using these learning models would help students be easier in comprehending the text, especially in report text. The strategies also help the students be easier to identify topic, main idea, supporting detail and vocabulary from the text. Besides that, it helps teacher by GI and Co-op Co-op learning models in solving problem that was faced by the students in reading comprehension

CONCLUSION

Based on the result of the data analysis in this script, it can be concluded as follows:

1. There is any significant effect of using GI learning model in teaching reading comprehension of report text at the eleventh grade TKJ students of SMK Negeri 1 Lumut. The score of N-Gain is 13.887 (low category).

2. There is any significant effect of using Co-op Co-op learning model in teaching reading comprehension of report text at the eleventh grade TKJ students of SMK Negeri 1 Lumut. The score of N-Gain is 7.755 (low category).
3. GI learning model is better than Co-op Co-op learning model, because N-Gain score of GI is 13.887 and it is more than N-Gain of Co-op Co-op 7.755, (13.887>7.755).

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