
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.

INTRODUCTION

Background of the Problem

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. Someone able to enhance thinking powers, sharpen views, broaden horizons, gain information, knowledge, and new experiences that have never known before after reading.

Comprehension is one of the abilities to understand the content that has been read. There are two skills in English teaching that have comprehension, namely listening and reading. Meanwhile, writing and speaking are related to ability. In this addition, the research focusses discussed reading comprehension, so reading comprehension is the ability to process text, understanding its meaning and integrate the reader already knows.

Students at the eleventh grade of SMK Negeri 1 Lumut also learn about reading comprehension. There some kinds of reading comprehension that learned in the class, such as reading comprehension of narrative text, descriptive text, report text, recount text, explanatory text, exposition text, procedure text, anecdote text, news text and normative text. This addition, the researcher will highlight reading comprehension of report text because .

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”, the score is not like the expectation of the English teacher because according to the school their minimum score is “75”. There are some efforts that have been conducted to improve students’ reading comprehension of report text. The teacher sometimes gives extra lesson in teaching reading comprehension, improve vocabulary and grammar, giving various learning models and the others.

There are some factors why the students get difficulties in reading comprehension of report text, such as the lack of learning motivation, the lack of learning interested, the lack of vocabulary mastery, the lack of grammar mastery and the lack of educational background, the lack of facilities, the lack of various learning models, the lack of peer motivation and the lack of family motivation. The lack of various learning models were highlighted in this addition.

There are some various learning models, that had conducted by the teacher in the classroom such as discovery, reciprocal teaching, self-directed, cooperative, collaborative, contextual, concept, problem-based, project-based, Team Assisted Individualization (TAI) learning models. Those learning models have been given many impacts to the students, but the English teacher needs the new learning models to be conducted by researcher in the school to improve reading comprehension in the school.

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.

Group Investigation (GI) is a learning model emphasizes individual interaction in a group to work together so that learning objectives can be achieved properly. The advantages of GI learning model are students improve learning to work together, learn to solve and deal with a problem, learn to communicate well with friends and teachers, learn to respect other people’s opinions, students are trained to be accountable.

Meanwhile, Cooperative Cooperation (Co-op Co-op) is a learning model consisting of four to five students to provide opportunities for each student to be able to interact in discussion. The advantages of Co-op Co-op are students improve self-understanding and provide opportunities to sharing with group mates.

The reason why these learning models were chosen to be compared because they can foster an enthusiastic attitude towards the material presented so as to create a pleasant impression on students because these students can optimize their activities with groups that foster self-confidence and enthusiasm for learning enthusiasm in students. Then, researcher needs to get the validate data which learning model is better to improve students’ reading comprehension. The both learning models have opportunity to be success in teaching reading comprehension of report text. Based on the advantages of the both learning models, the researcher was compared which one is better in teaching reading comprehension of report text, so the title of this research is “A Comparative Study Between Using GI (Group Investigation) and Co-op Co-op (Cooperative Cooperation) Learning Models on Students’ Reading Comprehension of Report Text at the Eleventh TKJ Students of SMK Negeri 1 Lumut in 2022/2023 Academic Year”.

Identification of the Problem

Based on the problem in the background above, eleventh grade students of SMK Negeri 1 Lumut have several problems in reading comprehension especially in reading the report text. Actually, the problem caused by two main factors, namely internal factors and external factors. Internal factors are factors that come from the students themselves which included the lack of learning motivation, the lack of learning interested, the lack of vocabulary mastery, the lack of grammar mastery and the lack of educational background. While, external factors are come from outside students, they are the lack of facilities, the lack of various learning models, the lack of peer motivation, the lack of family motivation and the lack of environment.

Formulation of the Problem

Based on the background of the research above, the researcher formulated the problems of the research as follows:

1. Is there any significant effect of GI learning model on students' reading comprehension of report text at the eleventh TKJ students of SMK Negeri 1 Lumut?
2. Is there any significant effect of Co-op Co-op learning model on students' reading comprehension of report text at the eleventh TKJ students of SMK Negeri 1 Lumut?
3. Which one is better on students' reading comprehension of report text at the eleventh TKJ students of SMK Negeri 1 Lumut by using GI and Co-op Co-op learning models?

Theoretical Description

Definition of Writing

Reading comprehension is the ability to process text, understand it meaning, and to integrate with what the reading already knows. Similarity 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.

Indicators of Reading Comprehension

1. Topic: The topic is the subject contained in a text, it can be described whatthe 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 paragraphis about. Someone will be able to found the main idea after read the paragraph. Next, according to Langen and Jenskin (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 mainidea 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 inerativeparagraph. 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". 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".

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 tell 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 inferens or 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.

Next, Siahaan (2008:43) says, "Report text is a text which can be written out with a descriptive technique". While according to Kurniawan et al, (2008:29) said that report text is a text which content describe something as result of systematic or analysis observation. To know more about report text and also all of the important part of this text, you can see an example of report text as follow, adapted from Djuharie (2007:26).

Based on the explanation above, the research concludes that report text is the text have the purpose to entertain the reader, then the report text is the text describe noun, animals, persons place and using the rational process.

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". According to Gerot and Wignell (1994:196-197) in Khairani state "Report text is a text which functions to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment". Report means a text which describe specific things in general. Based on Pestaria, et al (2014:29), "Report text is a text which can be written out with a descriptive technique. It describes an object to the readers. The length of the text depends on the specific details of the object being described".

Generic Structure of Narrative Text

In reading the text, the reader must know about the generic structure of the text. The generic structure itself is the parts or body of the text that contains information for each part. The parts discussed here are the structure of the narrative text.

According to Sailendra (2017:138), generic structure of narrative text are: 1) Orientation: this section introduce the setting and characters in the story 2) Complication: this section contains the problems contained in the story. 3) Resolution: this section tells how the problem was resolved. 4) Re-orientation: this section is the closing of the story which also contains the author's comments.

Generic Structure of Report Text

According to Sailendra, et al (2017:131), there are two generic structure of report text, namely: General Classification: introduce the definition and specification that need to described.

1) Description: this section contains an explanation of the characteristics, physical appearance,

habits, behavior and so on of the things that are described.

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

- 1) General Classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general.
- 2) Description: Describing the thing which will be discussed in detail; part per part. Customs or deed for living creature and usage for materials.

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 to state what is and that which it is
- 3) Use of simple present tense
- 4) No temporal sequence.

Based on the both opinions above, it is concluded that the true lexicogrammatical of report text are 1) general aspect, 2) relational process, 3) using simple present tense, 4) no temporal sequence.

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. A GI learning model activity infuses a speaking assignment with imagination, creatively and motivation.

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". It means that Group Investigation model begin with divide the group. But often teacher frustrated with the quality of speaking completed by the students' speaking that is too brief, lacking in details, poorly organized and carelessly thrown together.

Based on the explanation above, it is concluded that GI learning model is an organizational approach that allows a class to work actively and collaboratively in small groups and enables students to take an active role in determining their own learning goals and process.

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
It is possible for students to know the competence the extent of their abilities

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 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

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". This model used to improve students' collaboration in group to be able to interact with students and teacher. Many benefits of this model, including students can construct their own knowledge, think complex when analyzing the material and provide opportunities to discuss and collaborate with classmates.

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". Co-op Co-op gives students the opportunity to work together in small groups, first to increase their understanding of themselves and the world, and then to give them the opportunity to share this new understanding with their classmates. The method is simple and flexible. Once teachers can embrace the Co-op Co-op philosophy, then they can choose from a variety of ways to apply this approach in the classes they teach. However, following the nine specific steps increases the chances of success of this method.

Based on the explanation above, it is concluded that Co-op Co- op learning model is a kind of teaching model that improve students' collaboration in a group to be able to express views and opinion in the public area or classroom.

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

At the beginning of starting a unit of study in a classroom where Co-op Co-op is used, encourage students to discover and express their own interest in the subject to be covered.

2. Selecting Students Learning Teams and Forming Teams

Students need to have a working group with good skills and built trust before starting Co-Op Co-Op

3. Team Topic Selection

Let students choose a topic for their team. Encourage students to discuss a variety of topics among themselves so they can determine the ones that interest their team members the most.

4. Small Topic Selection

Each student chooses a small topic that covers one aspect of the team topic.

5. Small Topic Preparation

After students have divided their team topic into small topics, they will work individually. They each knew they were responsible for their little topic and that the group depended on them to find out the important aspects of the team's efforts.

6. Small Topic Presentation

After the students finished their individual work they presented their small topic to their teammates. Small topic presentations within the team should be formal.

7. Team Presentation Preparation

Students are encouraged to incorporate all the minor topics into team presentations. There has to be an active synthesis of these small topics so that during the discussion the team presentation will become more than just a bunch of small group presentations.

8. Team Presentation

During presentation time, the team is in control of the class. All team members are responsible for how the time, space, and materials available in class are used during their presentation; they are highly encouraged to make full use of the facilities in the classroom.

9. Evaluation

Evaluation is carried out at three levels: (1) when the team's presentation is evaluated by the class; (2) individual contributions to team efforts are evaluated by teammates; and (3) repetition of material or small topic presentations by each student evaluated by fellow students. Following each presentation, the teacher may lead a class discussion on the strong and weak elements in the content and format of the presentation.

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

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

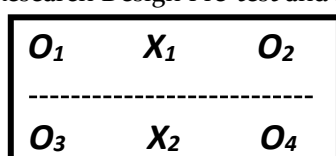
METHOD

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

Figure 3. Research Design Pre-test and Post-test Groups



Instrument is a tool that helps the researcher in conducting research, researcher was used instrument interview include to GI and Co-op Co-op learning models in reading comprehension of report text.

1. Interview

Interview is the ask-answer activities by directly to get some information. The form that has been got usually such as audio and visual that can be rewritten into writing, picture, concept and design. According to Arikunto (2007:202), "Interview is a method used by researcher face to face between researcher and the teacher".

Based on the explanation above, researcher rewritten the information that caused students low in reading comprehension, they are: the lack of learning motivation, the lack of learning interested, the lack of vocabulary mastery, the lack of grammar mastery and the lack of educational background, the lack of facilities, the lack of various learning models, the lack of peer motivation and the lack of family motivation

2. Test

Test is form of questions or exercises that used to measure students' skills, knowledge, intelligent, capability by individuals or group. The test is used to measure students' reading comprehension of report text. According to Arikunto (2007:166), "Test is a way to obtain information about the quality of the instrument used, namely regarding the quality of the instrument used, namely information about whether or not the instrument in question meets the requirements". It means that test is a technique or method used in order to carry out measurement activities, in which there are various questions, statements or a series of tasks that must be done or answered by students to measure aspects of student behavior". In this research, the researcher used test for collecting data. The test in this research is consist of 20 questions. The questions can be seen in the table 3 below

Table 3 Instrument of Reading Comprehension of Report Text

No	Indicators	Number	Total Questions
1.	Topics	1, 5, 9, 13, 17	5
2.	Main Idea	2, 6, 11, 14, 20	5
3.	Supporting Details	3, 7, 10, 15, 19	5
4.	Vocabulary	4, 8, 12, 16, 18	5
Number of Items			20

Students' reading comprehension of report text were categorized into five categories, they are (1) very good, (2) good, (3) enough, (4) bad, (5) very bad. The specific category score can be seen in table 4 below:

Table 4 The Criteria of English Students' Reading Comprehension of Report Text

No	Class of Score	Predicate
1.	80-100	Very Good
2.	70-79	Good
3.	60-69	Enough
4.	50-59	Bad
5.	0-49	Very Bad

taken from Syah (2011:151)

In this research use descriptive analysis and inferential analysis

Table 5 Criteria of the Score Task-Based Learning

No	Interval	Criteria
1	3.1 – 4	Very good
2	2.1 – 3	Good
3	1.1 – 2	Enough
4	1	Bad
5	0	Fail

Table 6 Criteria of the Score Writing Advertisement Text Ability

No	Interval	Criteria
1	80 – 100	Very good
2	70 – 90	Good
3	60 – 69	Enough
4	50 – 59	Bad
5	0 – 49	Fail

While in experimental analysis is using the statistic to the hypothesis. The means is all the data that had been collected where analyzed by using statistic. In this research, to analyze the data the researcher uses t_{test} formula as Arikunto (2010:349) the formula can be seen as follow :

$$\frac{M1 - M2}{SEM1 - M2}$$

Where:

M_1 : Mean of first sample (TKJ 1 by using GI learning model)

M_2 : Mean of second sample (TKJ 2 by using Co-op Co-op learning model)

SEM_{1-M_2} : Standard error of two sample

RESULTS AND DISCUSSION

Descriptive Analysis

Based on the result obtained from the analysis from the observation sheet about the application about the use of Task-Based learning method in teaching writing advertisement text at the eight grade SMP Negeri 1 Badiri which contain 12 aspects statement of steps. The mean was 3,6. Furthermore, the researcher shows the result of observation sheet in teaching writing advertisement text after using task-based learning method in the table below:

Descriptive analysis includes: (1) describing the data before and after applying GI learning model on students' reading comprehension of report text, (2) describing the data before and after applying Co-op Co-op learning model on students' reading comprehension of report text. Here below the description data involve:

Describing the Data before and after Using GI Learning Model

The researcher describes student's achievement of reading comprehension of report text include before and after using GI learning model. The data is described in table, graphic, and histogram.

Data description of students' achievement before using GI learning model at the eleventh grade TKJ students of SMK Negeri 1 Lumut

The researcher given pre-test to students to measure students' reading comprehension of report text before using GI learning model. The sample consist of 33 students. After collected the data, researcher found the highest score 75 (good category) and the lowest score 30 (very bad category).

Data description of the students' reading comprehension after using GI at the eleventh grade TKJ students of SMK Negeri 1 Lumut

After using GI learning model in reading comprehension of report text at the eleventh grade TKJ students of SMK Negeri 1 Lumut, the researcher obtained that the highest score 75 (good category) and the lowest score 35 (very bad category), therefore the mean score 57.42 (bad category).

Describing the Data before and after Applying Co-op Co-op Learning Model

This addition, the researcher describes student's achievement of reading comprehension of report text include before and after using Co-op Co-op learning model. The data is described in table, graph, and histogram.

Data description of the students' reading comprehension before using Co-op Co-op learning model at the eleventh grade TKJ students of SMK Negeri 1 Lumut

Before on the result of the pre-test, which contained a test to measure students' reading comprehension of report text before using Co-op Co-op learning model, the researcher found that the highest score 80 (very good category) and the lowest score 35 (very bad category). Therefore, the mean of the pre-test 53.42 (bad category).

Data description of the students' reading comprehension after using Co-op Co-op at the eleventh grade TKJ students of SMK Negeri 1 Lumut

After 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 researcher obtained that the highest score 80 (very good category) and the lowest score 45 (very bad category), therefore the mean score 61.71 (enough category).

CONCLUSION

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

- 1) There is a significant effect of using GI learning model on students' 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 a significant effect of using Co-op Co-op learning model on students' 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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