

ABSTRAK

Siti Hajar. 2017. Comparison of Science Literacy Between Students Using Group GI (*Group Investigation*) Co-operative Learning Model and Guided Inquiry Model To Improve Student Learning Outcomes In Virus Materials. Under the guidance of Prof. Dr. H. Toto Sutarto Gani Utari, M.Pd. and Mimi Halimah, S.Pd.M, Si.

This study aim to describe: (1) The difference between the scientific literacy of students who take the GI cooperative learning model and students who take the guided Inquiry learning model, (2) The effect of the interaction between the model of learning and achievement motivation toward science literacy among students. (3) The difference in ability scientific literacy among students who take the GI cooperative learning model and students who take the Guided Inquiry learning model for a group of students who have high achivvement motivation, (4) Differences in the ability of science literacy among students who take the GI cooperative learning model and students who follow learning model Guided Inquiy for a group students who have low achievement motivation. This research uses experimental design the posttest-only control group design and 2x2 factorial design analysis. Population in the research was class X SMA Negeri 1 Margaasih , amounting to 174 students, with a sample of 116 students was determined by purposive sampling technique to the class. Data collected were analyzed by analysis of variance (SPSS). The results showed that: (1) There was a significant difference in scienttific literacy among students who take the guided Inquiry learning model (A2), the price of a FA count = 12,98 ($p < 0,05$), where in the A1 group mean = 78,53 with the high category, while the A2 group mean = 75,56 with the median category. (2) There was an interaction between the model of learning and achievement motivation toward science literacy, Fhitung amounted to 4,151 ($p < 0,05$). (3) There was significant difference in scientific literacy among the group of students who take the A1 and A2 on the student who has a high achievement motivation, price $t = 1.026 < t_{table} = 2.000$, which mean $A1B1 = 76,50$ with high category and mean $A2B21 = 73,38$ with high category. (4) There was a significant difference inscientific literacy among the group of students who take the A1 and A2 on the student who has a low achievement motivation, price $t = 3,905 > t_{table} = 2.000$, which mean $A1B2 = 75,06$ with high category, while the mean $A2B2 = 63,18$ with medium category.

Keyboard: Model of learning, Achievement Motivation, and Science Literacy.