

ABSTRACT

Writing is one of the complicated and hard skills comparing with the other three English language skills Listening, Speaking and Reading. Writing is the important skill of the cooperative language teaching in a second and foreign language. Teaching writing recount text by using cooperative learning and discovery learning is aimed 1) To know whether there is any significant difference between cooperative learning and discovery learning in teaching writing recount text, 2) To describe the implementation of cooperative learning and discovery learning implemented in teaching writing recount text, 3) To find out students' difficulties by using cooperative and discovery learning in writing recount text. This research applied Quantitative Research and the design was Quasi Experimental study. The instruments were test, observation, and interview. The population was all tenth grade students. The sample is X TEI C and X TPD B. The data were obtained by using pretest and posttest. The result of the research shows that there is any significant difference between students who were taught by using cooperative learning and discovery learning. It can be seen in the result of the calculated the posttest, the score of Sig 2-tailed was 0.36 it lower than index 0.05. It means that H_0 (H-Null) hypothesis was rejected. The implementation of cooperative learning and discovery learning were successful in enabling both of classes increase in writing recount text, because they already understood about generic structure of recount text and language feature. The students' difficulties in learning writing were grammar and Vocabulary.

Keywords: Cooperative Learning, Two Stay Two Stray, Discovery Learning, Writing, Recount Text