

ABSTRACT

The objectives of this study were to know whether or not there is any significant difference between students who were taught by using cooperative learning and those who were taught by using discovery learning, to describe the implementation of cooperative learning in teaching reading skill, and to identify the students' difficulties in reading. This study was held at SMPN 2 Padalarang. The method used in this study was quantitative method with quasi-experimental design. The population of this study was the second grade students of SMPN 2 Padalarang that consist 315 students. The two classes were taken as the samples of this study namely VIIIF as experimental class and VIIIB as control class. The experimental class was taught by using jigsaw technique and the control class was taught by discovery learning. The data were collected by using tests, observations and interviews. Then, the collected data were analyzed by using SPSS. The results of the study showed that (1) there is a significant difference between students who were taught by using cooperative learning and those who were taught by using discovery learning. It can be seen from the result of the independent sample t-test that the value of significance (2-tailed) was lower than significance level (0,05). Moreover, the mean of N-gain score of the experimental class (58,52) is higher than control class (51,19). (2) The result showed that the implementation of cooperative learning in the form jigsaw technique could improve the student cooperative skill, their responsibility and the students participation in class. (3) the students' difficulties in reading were their limited vocabularies and low motivation due to lack of interest in reading.

Keywords: Cooperative Learning, Discovery Learning, Reading.