

ABSTRACT

The objectives of the research were to find out the significant difference in students' writing skill in narrative text through cooperative approach and scientific approach, the implementation of cooperative approach and scientific approach in writing narrative text, and students' difficulties in writing narrative text. This research used quasi-experimental design. The population of the research was the first grade students in one of vocational high school in Cimahi. The data were obtained through test (pretest & posttest), interview, and observation. There are three results of the research. First, there is significant difference between students who were taught using cooperative approach (experimental class) and scientific approach (control class). In other words, H_0 was rejected with significant (1-tailed) score = 0.000 or less than 0.05, and the mean score of posttest experimental class is higher than the mean score of posttest control class ($84.8958 > 76.0208$). Second, cooperative approach and scientific approach were effective to stimulate students in learning process, increase students' motivation, creativity, ability in solve problems, and participation, and create fun learning atmosphere in the classroom. Last, students' difficulties in writing narrative text were lack of grammar, limited vocabulary, and error spelling.

Keywords: *writing skill, narrative text, cooperative approach, and scientific approach*