

ABSTRACT

Reading is one important skills in English. By reading students are able to absorb information from the text. The objectives of the research were to 1) know scenarios, and implementation teaching reading recount text using cooperative learning through the jigsaw technique. 2) know teacher and students' responses, 3) find out the students' difficulties in learning reading using cooperative learning through jigsaw technique. This research used a qualitative descriptive method. The subject of this research was eighth-grade students of junior high school in Cimahi. The research chose class VIII F which consisted of 39 students. This research used observation, interviews, questionnaires, and tests as an instrument. The data showed that the implementation and scenario of teaching reading recount text using cooperative learning through jigsaw technique in the learning process very well, it only needs habituation in its implementation. Teacher and students had positive responses to the implementation of the jigsaw technique in reading learning. The teacher assumed that the jigsaw technique made students responsible for their assignments. 84% of students' responses liked the jigsaw technique, but 39% of the students thought jigsaw technique made them bored. However, students faced difficulties such as they could not filter main ideas, lack of vocabulary and jigsaw took a lot of time. Based on this result jigsaw technique helped in the process of learning to read, it only needs habituation in its implementation and students had to practiced their vocabulary.

Keyword: *Reading, Recount Text, Cooperative Learning, Jigsaw*