

ABSTRACT

THE IMPLEMENTATION OF STUDENT-TEAMS ACHIEVEMENT DIVISION IN IMPROVING STUDENTS' READING COMPREHENSION

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The objective of this study was to improve the students' reading comprehension through the use of cooperative learning: student-teams achievement division.

This case study was conducted in three meetings. The subjects of the study were junior high school students of grade IX in the academic year of 2017/2018. This study involving one of cooperative learning methods which is student-teams achievement division followed by quiz as the main activities. Giving various reading tasks and handouts of the materials were the complement of the main activities. The data of this study were qualitative. The qualitative data were obtained by observing the teaching and learning process during the implementation and interviewing the students. The instruments used in this research were observation guidelines and also interview guidelines. Data reduction, data display, and conclusion drawing and verification were used to analyze the data using Slavin's theory. The results show that the students' reading comprehension improved through the implementation of student-teams achievement division technique. The implementation of this teaching method promotes active participation in learning, better comprehension, reading interest, high confidence, and joyful classroom atmosphere for students.

Keywords: cooperative learning, STAD, reading comprehension.