

**THE USE OF STUDENT TEAM ACHIEVEMENT DIVISION (STAD)
METHOD TO IMPROVE STUDENTS' WRITING ABILITY OF THE
SECOND YEAR STUDENTS AT SMAN 15 BANDAR LAMPUNG**

(Undergraduate Thesis)

By

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LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2025**

ABSTRACT

This study aimed to explore whether or not Student Team Achievement Division (STAD) method significantly improves students' writing ability of analytical exposition texts. This study employed quantitative approach with one group pre-test and post-test design. The subjects of this study were twenty-five students of XI.8 at SMA Negeri 15 Bandar Lampung. The data were elicited through pre-test and post-test in the form of written text. The mean of both tests was analyzed using a Paired Sample T-test. This finding showed that the STAD method significantly improved the students' writing ability. It proved by the significant value of the test was lower than alpha ($0.00 < 0.05$), while the t-value (9.441) was higher than the t-table (3.467). Therefore, it can be concluded that the STAD method can be useful in improving students' writing ability in analytical exposition text.

Keywords: writing ability, cooperative approach, STAD, analytical exposition text.

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**Submitted in a Partial Fulfillment of
The Requirement for S-1 Degree**

In

**The Language and Arts Department of Faculty of
The Faculty of Teacher Training and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2025**

Research Title

: **THE USE OF STUDENT TEAM
ACHIEVEMENT DIVISION (STAD)
METHOD TO IMPROVE
STUDENTS' WRITING ABILITY
OF THE SECOND YEAR
STUDENTS AT SMAN 15 BANDAR
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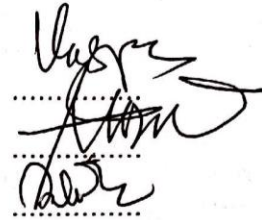
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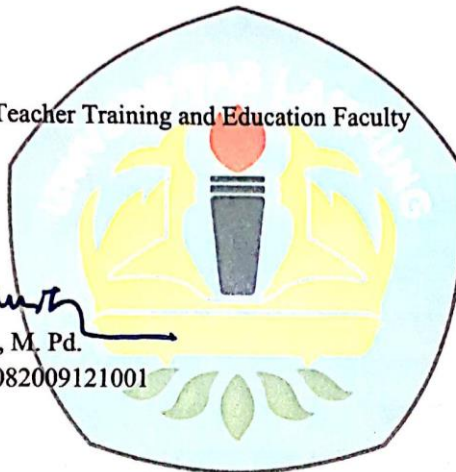


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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Sandrina Wahyuning Dias was born in Bandar Lampung on December, 13th 2001. She is the eldest child of a couple, Basri and Diah Lestari. She has only one little brother named Faddel Haryo Yudhanto, who is three years younger than her.

She began her education at an early age at TK Sejahtera 4. She continued to primary school at SD Negeri 2 Tanjung Senang the following year and graduated in 2014. In junior high school, she went to MTs Negeri 2 Bandar Lampung. After graduating, she attended SMAN 15 Bandar Lampung to continue secondary school. During her studies in high school, she already showed her passion for organization by actively joining several extracurricular activities such as the dancing club, English club, and young Indonesian red-cross society. Then, she finally graduated from high school in 2020.

Choosing an English study program as her major at university was a highly considerable decision as she didn't put an interest in this program in the first place. However, her curiosity led to favor by the time she became part of the English department. Besides doing her activity as an undergraduate student, she joined two organizations, the English Society Unila (ESo) and the Society of English Education Students (SEEDS). In SEEDS, she joined as an education Staff member for two periods, allowing her to demonstrate her ability to teach. Meanwhile, she spent more time in ESo to develop some set skills like speech and event organization. She rose to the position of general secretary last year.

During her middle year of studies, she started seeking work experience as an English part-time teacher at Just Speak Indonesia. It offers her many teaching experiences and allows her to apply what she has learned during her studies. She educates students of vast ages, like young to adult learners and many professions. Furthermore, this workplace sharpened her English ability and lit up her dream of studying abroad, where she met many great and encouraging individuals to help her pursue her goals.

MOTTO

“Do what we control, not what we can’t. There are only two things to control, thought and action”.

- The philosophy of stoicism

DEDICATION

Bismillahirrahmanirrahim, in the name of Allah *Subhanahu Wa Ta'ala*, who always blesses my life and grants me strength and direction in every step of the journey, this script is wholeheartedly devoted to:

my dearest parents, my beloved family, my inspiring lecturers and mentors, my amazing friends, and my wonderful students.

ACKNOWLEDGEMENT

Alhamdulillahirobbil'alamiin, all praise to Allah SWT for its infinite mercy and abundant blessings, which have enabled the author to complete this undergraduate thesis titled “The Use of Student Team Achievement Divison (STAD) Method to Improve Students’ Writing Ability.” This thesis is submitted as a partial requirement for obtaining a Bachelor’s degree in the English Education Study Program, Faculty of Teacher Training and Education, University of Lampung.

During the process of finishing this thesis, numerous helpful people supported the author. Therefore, the author would like to sincerely thank:

1. Mahpul, M.A. Ph.D., the first advisor for his valuable advice and guidance, extensive knowledge, and patience, who greatly helped the author in completing this final assignment.
2. Lilis Sholihah, S. Pd., M. Pd., the second advisor for her thoughtful feedback and support, and encouragement in the process of developing and refining this thesis.
3. Prof. Flora, M. Pd., the examiner, for her thorough evaluation and constructive feedback that contributed significantly to the improvement of this work.
4. Prof. Ag. Bambang Setiyadi, Ph. D., the academic advisor, for his mentorship, guidance, and support in and out of the author’s study in the English Education Study Program. I couldn’t be more grateful to always have fruitful discussions with him about language teaching or anything that curious me. I clearly remember his unique teaching style in Research class, which inspired me until this time to be a great teacher someday.
5. Dr. Muhammad Sukirlan, M.A., one of her lecturers in English Education and supervisor at English Society Unila. It’s always been wonderful moments for her to have light to heavy talks with him inside or outside the class that encourage the author to be a better version.
6. All lecturers of the English Education Study Program, for their dedication and knowledge, which have provided and facilitated the author with a strong foundation to complete this thesis successfully and have inspired me to be a better teacher in the future.

7. The administration staff of the English Department, Mba Nur, for the technical and administrative help.
8. The principal of SMAN 15 Bandar Lampung, English teacher, Mr. Edi Sutopo, S. Pd., and students of class XI.8, who have helped the author during the research.
9. Mr. Nyoman, my always-be-favorite English teacher in high school involved me to countless discussions and showed me the beauty and setback of being an English teacher that I took as my major four years ago and found my passion here. Like a majority of high school students who were blinded and questioned about choices for campus and study, I was happy that he was willing to share his best insights and advice whenever I needed it.
10. My dearest parents and siblings, for their countless support, pray, and endless love. They have been one of my motivations for completing this final assignment. Thank you for always being my home.
11. Fifi Afiyah Ramadita Hermawan, my best friend, co-worker, and neighbor, for her time, presence, and effort to listen to my stories, exchange thoughts, be a skripsi mate, and more I couldn't express but be more grateful. I have known her since junior high school, and fortunately, we have stuck together until this time. Still fresh in my mind was the first time I met her in the first Math talk show, which gathered us as strangers coming from two different classes, and accidentally became rival when the talk show began. Years later, we entered the same school –the less popular one and united as friends though taking different study concentrations and having other interests. Above all, it is a pleasure and an incredible journey to grow and pass many special moments together. As I hoped on your last birthday card, let's be two Sigma women!
12. Ace, Dani, and Giok were part of the SINGA gank. The author is always grateful to have them in life since being a partner in ESo. Thank you to Ace for being the best president ever who gave emotional support throughout this assignment besides the author's duty in ESo. Her vibes can cheer everyone, including me. The talks we spent have always been funny and sweet to remember. I really thank you for putting your trust in me as more than just a secretary in an organization. Although we passed the board year in blood and tears, we nailed it at the end, and more importantly, I found myself joyful during the process. Thank you also to Dani, my best guy friend, for his precious help and presence. His willingness to give any favor is meaningful. We've been close friends since LOVE-Comp, but never do I regret to build and nurture the friendship. In spite of all of our disagreements or even clashes, I highly appreciate your presence. Thanks to Giok, well-known as

Madam Gi. Her happy virus and optimism remain until the end and encourage me to move forward whenever I feel tired.

13. Just Speak Family, Rizal, Kak Tri, Kak Rei, Kak Fadlan, Kak Daka, Kak Dewi, Kak Marza, Kak Ayu, Cika, and all teams whom the author is unable to mention one by one. Thank you for all your warm and valuable. I am definitely grateful and happy to have such a growing workplace and meet many inspiring people that not only support me to improve my capability as a worker but also offer thousands of opportunities to grow as the best version of myself.
14. Tata, Aria, Hanny, Yuda, Anta, Yaya, Nadia, Clau, Adira, Acecil, and my other buddies and partners in English Society (ESo) Unila. I passed many amazing experiences in ESo with these wonderful people. I learned and experienced a lot of amazing stories in my college life while joining this organization and meeting them. Hopefully, ESo can still be “a home” for the all family member.
15. Lili, Dita, Ilma, Oca, and my other friends in English Education Department. Although I just got closely to them in my second year due to Covid-19 era, I couldn't be more thankful for helping me throughout my study in ED. Further, the favor they gave to assist me in finishing this thesis is hugely meaningful.

Bandar Lampung, February 2025
The author,

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I. INTRODUCTION

1.1 Background

Writing plays an important tool in daily communication. People express their thoughts and feelings not only in spoken way but also in written form. Especially with the advancement of technology, people use many platforms or social media to communicate with others, and this frequently involves writing activities. Moreover, writing boosts students' ability in other language skills. Klimova (2014) discovers that writing has a distinctive function that requires reading, listening, and speaking ability. If students have a good ability in writing, they are good in other language skills as well. Further, writing has become a vital competence, but the most difficult language skill to teach and master, as refers to a statement from Elliot and Williamson in Elboshi, A. (2021) that claims writing is the most complex of human behaviour. According to Hyland in Cholifah et al. (2022), writing involves both perception and cognition, where students elaborate their knowledge of language aspects with their personal opinions or experiences. Veramuthu and Shah (2020) mention writing as an intricate task that requires grammar knowledge, spelling, sentence structures, and vocabulary. Thus, students have to be able to understand the language structure and explain their ideas clearly in order to construct good writing. During the process, students need to select ideas, make meaningful sentences, use appropriate words, and organize them coherently.

In teaching, students must apply several writing stages: brainstorming, collecting information, drafting, revising, and editing. Students usually do these activities as

individual, pair-up, or group activities. The Indonesian curriculum highlights writing ability as one of the output skills that students should learn and master from junior to senior high school. For the learning output, the students are expected to be able to produce writing tasks such as text, essay, or project paper with particular text genres. The process of writing helps students to foster their cognitive development. It initially shapes students' knowledge when they have to think creatively, analyze sources, and elaborate all information into writing pieces. Veramuthu and Shah (2020) explain in their research that creating authentic and fine writing involves crucial elements such as imagination, creativity, and organization.

However, many studies report that students still have less sufficient writing ability. Research from Barus and Niswa (2020) reported that the average score of an Indonesian student group in the recount text test was 49.73, while the passing minimum score was supposed to be 75. The researcher explained further that this low result was due to students' inability to develop ideas and lack of language use. The result research is supported by an observation from an assistant professor at Al-Imam University in Saudi Arabia who has taught writing since 2010. He argues that there might be several factors in students' writing problems, which are cognitive background (reflected on how students can develop ideas), linguistic deficiency (representing students' knowledge of spelling, structure, capitalization, and vocabulary), and academic writing problem that refers to design and elaborate paragraphs cohesively.

Based on observation assisting an English teacher at SMAN 15 Bandar Lampung in teaching students at the secondary level, the researcher also discovered several obstacles experienced by students to accomplish their writing tasks. Initially, students often struggled to express ideas cohesively. This challenge showed up in their work as they tended to include unrelated ideas within sentences and paragraphs. Additionally, they mostly did not use correct vocabulary and grammar. For example, the teacher explained language features in the recount text, one of which was simple past tense. In students' works, it was discovered

that they frequently used the simple present tense or, worse, used any verb form that they knew.

To face the challenges, the teacher occasionally discussed common mistakes at the end of the meeting. However, students still failed to attempt writing assignments well. The researcher ever discussed this fact with the English teacher, and he acknowledged the language barrier and lack of grammar knowledge as one of the problems of teaching English. As a second language, students only have a few lexical sources to express their opinions in words, especially when selecting which one is the proper and contextual vocabulary. Despite obstacles in the writing aspects in the case, mechanics is also an important aspect of writing, according to Jacob et al. (1981). The teacher gave the least feedback regarding this aspect of students' essays. Consequently, students were less concerned about putting correct capitalization, commas, dots, and other writing symbols.

To overcome the learning problem above, Slavin (1985) introduces an instructional approach called cooperative learning. Cooperative learning relies on social psychological studies and principles, with root tracking back to the early 1900s (Slavin, 1985). Cooperative learning covers several methods, including the Student Team Achievement Division (STAD) method. STAD method is one of the most prominent 10 Cooperative Language Learning approaches (Nair & Sanai, 2018). The teacher explains a certain topic in the class. Following the session, the teacher assigns and composes students in groups of four to six members based on their academic achievement level. In a smaller group, students discuss the topic and work together to finish the given worksheet. In the meantime, the teacher facilitates students with feedback and correction if there might be confusion or errors in using particular writing aspects such as grammar, vocabulary, mechanics, content, and organization. As a result, this method helps students to collaborate in developing the topic and the language use. Previous research on the STAD method proves that students scored higher when they wrote collaboratively than when working individually (Anggraini et al., 2020).

To prove whether this method can work on another group of high school students in one of the SHS in Lampung, the researcher taught analytical exposition text through the STAD Method. In detail, the researcher explained basic information regarding analytical exposition text and applied writing aspects. It also followed with errors that students may find in the passage. The next step was group work, where students were given a set of worksheets. Through this process, they can share ideas or prior knowledge related to the topic. It also engages them to learn about linguistic features with group members. Simultaneously, the process of group work can decrease the knowledge gap among students and erase confusion in elaborating ideas. Meanwhile, the researcher's assistant is also highly needed to evaluate students' errors.

In line with previous problems in elaborating ideas, this text requires students to argue and think critically to inform readers about the standpoint of particular societal issues. Previous research has studied STAD and proved significant improvement in students' writing ability through other types of texts such as descriptive, recount, and argumentative texts. Current research uses analytical exposition text to examine whether the STAD method can help and experience students to state their point of view regarding a particular issue.

1.2 Research Question

Based on the problems above, this study presents the following question:

Was there any significant improvement of students' writing ability after the students were taught by using Student Team Achievement Division (STAD) method?

1.3 The Objectives of the Research

The objective of this research is stated below:

To know where there was significant improvement of students' after the students were taught by using Student Team Achievement Division (STAD) method.

1.4 The Uses of the Research

This study probably gives some beneficial purposes both theoretically and practically. The uses of the Research are:

1. Theoretically, it can support previous study regarding the use Student Team Achievement Division (STAD) method to teach writing.
2. Practically, it can help teacher to provide diverse ways in teaching writing specifically using Student Team Achievement Division (STAD) method.

1.5 The Scope of the Research

This study used a quantitative approach to analyzing data. The researcher used the STAD method to enhance students' writing ability on senior high school level. The researcher provided the materials and activities. Furthermore, the researcher arranged pre-tests and post-tests for writing tests by asking each student to construct an analytical exposition text based on the given topic. The results of the pre-test and post-test were assessed later using the writing aspect.

1.6 Definition of Terms

Writing

Writing involves process to deliver thought, experience, and knowledge, also acquire knowledge or information by comprehending writing (White, 1994).

STAD Method

Student Team Achievement Division (STAD) is one of method in Cooperative Language Learning which caters groups with varying abilities by emphasizing both team acknowledgement and collective accountability for individual learning (Slavin, 1978).

Analytical Exposition Text

Analytical exposition text is type of text that aims to provide a comprehensive explanation of an issue by carefully presenting supporting arguments, with its purpose to inform and persuade reader about a particular standpoint on social issues (Hartati, 2020).

II. THEORITICAL FRAMEWORK

This chapter discusses some theories supporting the research in a framework. It consists of previous studies, the concept of writing, aspects of writing, the process of writing, teaching writing, the concept of the STAD Method, procedures of teaching writing through the STAD Method, an analytical exposition text, advantages and disadvantages, theoretical assumptions, and hypotheses.

2.1 Previous Study

This sub-chapter provides several studies dealing with the topic of this research. The keywords used in this research are the STAD method for teaching writing in L2 classes. The first study was investigated by Nair S.M. & Sanai M. (2019), with the title "Effects of Utilizing the STAD Method (Cooperative Learning Approach) in Enhancing Students' Descriptive Writing Skills." The study focused on applying and examining whether the STAD Method can develop students' writing ability. The researcher utilized action research, which combines quantitative and qualitative approaches. The finding in this study shows significant results between the pre-test and post-test in students' writing ability through descriptive essays. The mean score for the post-test is higher than the pre-test score. The researcher figured out that most students performed better specifically in terms of content, structure, style, and grammar, and even the low-ability students could produce a good quality essay with more creative content, varied use of descriptive words, and fewer grammatical errors as they received guidance and support from the higher ability students during the group work. Further, according to the results of interviews with some students, the STAD method also boosts students' motivation and learning engagement. The students found the class interesting and fun when

doing collaborative work in groups, which allowed them to exchange ideas and give feedback.

The second research conducted by Barus and Niswa (2020) was "The Effect of Student Teams Achievement Divisions (STAD) the Students' on Recount Text." The participants of this research were tenth-grade students at SMA HKBP 1, who had taken two classes as objects; one was a control class, and another was an experimental class. The research results showed improvement in using the STAD strategy in writing a recount text with a significant increase in scores from the pre-test to post-test.

An article entitled "Effect of Student Team Achievement Division Through WebQuest on EFL Students' Argumentative Writing Skills and their Instructors' Perceptions" investigated the effectiveness of integrating Student Team Achievement Division (STAD), a structured cooperative learning method, and "WebQuest," an inquiry-based technological model (IBTM) on improving college student in English as a Foreign Language (EFL). The result indicates that participants with lower skills in the experimental and control groups experienced notable enhancement in their ability to write persuasive arguments. However, the instructors' perspectives became more favorable towards pedagogy, and they encountered fewer difficulties due to implementing instruction based on the STAD IBTM approach.

Based on the previous study above, the researcher intended to discuss students' writing ability after they were taught through the STAD method. The difference between those previous research is that the researcher aimed to investigate the improvement when teaching analytical exposition text in different high school group by using quantitative research only as the previous study took place in different school and grade with different topic focuses.

2.2 Concept of writing

Writing is how we convey ideas, beliefs, and imagination into words. However, many people believe that writing is the most difficult language skill to teach and learn. It is supported by research that states writing as the most complex of human behavior (Elliot & Williamson, 2013 in Elboshi, A., 2021). People should generate their ideas in a well-structured and meaningful sequence to express their opinions. We also intend to have background knowledge about language components such as grammar, punctuation, discourse, and others to support building good writing.

Although writing is a complex skill, learners overcome obstacles by maximizing the writing process. Writing helps students present their best writing, not as a one-shot process skill to be mastered. Bai in Abedianpour, S. & Omidvari, A. (2018) argues that writing includes planning, drafting, proofreading, revising, and collecting, where the role of the teacher and other students is needed.

2.3 Aspects of writing

There should be a categorization for people to get to know, especially teachers, to produce good writing. The teacher will measure students' written production, and it is important to determine what should be measured. This aspect is also an essential part of enhancing writing capability. As a consequence, we know what things should be improved more. According to Jacob et al. (1981), writing ability has five aspects. There are as follows:

1. Content is a deep outlook on the writing process. It assesses whether the topic is compatible with the discussion or how the topic is developed from sentence to paragraph.
2. The organization tends to be coherent when producing written work. It is part of constructing an idea, where logical relations make the idea meaningful.
3. Vocabulary refers to suitable selection used in making writing work. There are a thousand words, but the writer should select words that may suit the context of their writing.

4. Language use is one of the writing components and depends on the writer's prior knowledge. It can be seen in the construction of well-form each sentence in their writing. It involves correct grammatical and syntactic patterns.
5. Mechanics is considered to be what it seems to be by wild eyes. For instance, it has highlighted spelling, punctuation, and capitalization.

2.4 Process of writing

Writing as such is remediated because the teacher does introduce the writing process. This approach assists writers in paying attention not only to the content but also to the order and some technical aspects as well so that when writers choose the necessary words and grammar, they work in the right context. Graves (1983) prescribed the stages of the writing process to be five: pre-writing, drafting, revising, editing, and publishing. In the pre-writing stage, students can work individually or collaboratively to brainstorm and collect ideas relevant to their writing. The next stage is drafting, where students write about the topic that they have chosen. At this time, they focus on the cross-cutting ideas that need to be written down as well, including vocabulary, language use, mechanics, content, organization, and many more. Drafting involves students writing and organizing ideas, and this needs providing effective feedback through self-assessment or other means, like peers or teachers. When the revising stage is completed, the final draft is ready for submission. This process can be repeated as necessary to improve the quality of the writing.

2.5 Teaching writing

Teaching writing meets various challenges to overcome. Because writing is considered the most difficult skill to learn, teachers should already master this skill first. A challenge for those who teach writing is to provide a fun and easy way to improve their writing competence. It involves several considerations before teaching writing. Firstly, teachers should select what kind of approach they will use in teaching writing. It will determine how the class goes. Literally, the two common learning approaches are the Teacher-centered approach and the Student-centered approach (Al-Zu'be, 2013). These days, many parties intend to

apply a student-centered approach with many advantages offered, like suitable for today's life. At this point, the role of the teacher should be very clear as the facilitator and understand various activities categorized as a student-centered approach.

Moreover, selecting instructional material becomes another important step in teaching writing. Many books and the internet provide learning activities for students, but the teacher has to be able to choose the most suitable and authentic materials. Teachers broadly try to make their material due to different discussions and students' levels. Moreover, creating learning material depends on the writer's knowledge and understanding of the language (Setyowati, L. & Sukmawan S., 2019). The emergence of internet helps teacher to facilitate learning material and designing creative ways in teaching. Also, it has become a life need because technology is very close to our daily lives.

2.6 Writing Ability

According to Morris & Smith (1999), writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make readers understand the ideas conveyed. In light of the writing concept, some experts state that writing is the most difficult skill to master. Meanwhile, writing has become an important ability to maintain communication within the scope of daily needs and academic demands. Indonesian curriculum leads students to have good writing and speaking abilities. In addition, one of the indicators of the successful learning process for students is the ability to write (Sulisworo et al., 2016 in Toba et al., 2019). However, in light of the research findings, many Indonesian EFL students still lack writing ability. Megaiab (2014) states in his research that Indonesian EFL learners in the first-year secondary stage students reach low scores on their writing tasks. He adds that learners often make writing errors, especially grammar. Other research shows that Indonesian EFL learners have a problems making an argumentative essays which includes linguistic, cognitive, and psychological factors (Rahmatunisa. 2014 in Toba et al., 2019).

Lack of writing ability possibly happens because of writing problems that students should encounter. Husin & Nurbayani in Toba et al. (2019) mention two factors of writing problems in students: internal and external factors. The internal factor refers to low English writing ability, and the external factor is insufficient exposure to learn writing ability. Moreover, low ability in writing can be caused by ineffective teaching methods of writing, lack of writing practice, low motivation, and limited ideas (Toba et al., 2019). Thus, current research undertakes the use of the Student Team Achievement Division (STAD) as one of the writing methods, in particular, to increase students' motivation and brainstorm ideas.

2.7 Concept of STAD method

Student Team Achievement Division (STAD) is one of the methods of Cooperative Language Learning discovered by Slavin (1978). The STAD method caters to groups with varying abilities by emphasizing both team acknowledgement and collective accountability for individual learning. This collaborative learning encourages students to think critically and creatively. As one of the Cooperative Language Learning methods, the implementation of STAD should rely on the principle of its approach, which is CLL. Cooperative learning (CL) was discovered based on social constructivist theory by Vygotsky in Slavin (1978). There are four principles in CL which will be explained further:

1. Positive Interdependence

It creates sense of mutual support among students, promotes students norms that prioritize achievement, and enhances the occurrence and effectiveness of peer tutoring.

2. Individual Accountability

Every student is responsible for their learning and contribution to the group. While the group works together, it boosts students in team to perform. This can prevent students from relying solely on others.

3. Equal participation

Equal participation indicates that involvement of every student is not optional, but required. Active participation in class leads to content processing through engagement and learning. Failure to participate can hinder learning process.

4. Simultaneous Interaction

To establish simultaneous interaction, it breaks down the conventional whole-class approach and forms smaller learning teams and pairs. Without the presence of team or pairs, learning is limited to either whole-class instruction or independent work. However, by utilizing teams and pairs, we enable simultaneous learning as interaction takes place concurrently within each group.

The STAD method involves social interaction to boost individual students' achievement. Social practice can improve students' independent thinking abilities and problem-solving abilities, which are essential in building content. There is much previous research that proves the implementation of STAD in learning English skills, especially writing, which is the most challenging skill to master. Hayashi (2005) points out that the most challenging areas in writing for ESL learners are the development of writing and the organization of ideas. The finding shows improvement in students' ability to answer questions. Moreover, Khan and Akhtar (2017) demonstrated the effectiveness of STAD in improving learners' grammar proficiency.

Furthermore, STAD requires peer feedback during the procedure, which can increase the vocabulary bank. In similar research, Mahmoud and Mohamed (2014) utilize the STAD method to enhance the EFL writing of Saudi university students. The finding shows that students have improved significantly in writing after being taught the STAD method. Despite writing ability, the STAD method has also been implemented to improve speaking and reading ability. Zulfa (2015) researches to apply the STAD method to enhance student's speaking ability. The study was conducted among eleventh-grade students in Surakarta, Indonesia. The

study used a pre and post-test to measure the students' speaking ability. The research showed that the students participated actively in the learning process and were encouraged and more keen to speak in English than before.

2.8 Procedures of applying STAD method at class

Based on the STAD method, there are several steps to apply the STAD method in teaching writing. Slavin (1985) mentions several stages to imply the Student Team Achievement Division (STAD) method in class; there are as follows:

1. After a teacher presents a lesson, students form four- to five-member teams.
2. Teams work together to master a set of worksheets related to the lesson.
3. Each student takes a quiz on the material.
4. Team scores are based on individual improvements over their past averages.
5. Teams with the highest scores are recognized in a weekly class newsletter.

2.9 Analytical Exposition Text

Analytical exposition text is a type of text that aims to provide a comprehensive explanation of an issue by carefully presenting supporting arguments, with the purpose of informing and persuading readers about a particular standpoint on social issues (Hartati, 2020). Hartati (2020) further explains that there are three parts to constructing an analytical exposition text: thesis, arguments, and reiteration. In the thesis, students introduce the topic and ideas before elaborating in the next part. The students explain their arguments in detail, then in the argument section, which is supported by logical explanations and facts to convince the reader. In reiteration as the last part, students conclude and restate their opinions from the thesis part. Besides, she adds that there are some language features to make analytical exposition text: simple present, connective, modal, and part of speech that aims to make the text well-structured.

Some previous research has used other types of texts, such as descriptive text, recount text, and argumentative text, to apply the Student Team Achievement Division (STAD) method. In this study, the researcher uses analytical exposition

text to engage students in processing information and expressing their opinions on specific issues. This type of text helps students develop critical thinking skills, addressing one of their challenges in writing and developing ideas. Additionally, by studying the structure of the text and the language features, students can enhance the quality of their writing.

2.10 Advantages and Disadvantages of STAD method

In conducting this research, there must be advantages and disadvantages as the impact of certain study. Some advantages of this study are:

1. Supporting modern teaching style, which there is a significant difference of more student-centered approach rather than teacher-centered.
2. Observing whether the STAD method can be applied to other subject chosen in the research.
3. Providing a good method for teachers to train students on many aspects such as social skill, critical thinking, and its English skill (writing).
4. This study allows students to work in group and individual term, so it lets them to improve individual quality of writing ability.

Meanwhile, disadvantages that may appear are:

Teachers should understand the capability of each student well. Because this method is more similar to student-centered approach, there would be a chance of becoming ineffective because the distribution of student is not unequal. Teachers must be highly aware of combining a group of students. Meanwhile, this method is more suitable to apply in the class with medium-high competence level on writing because the method is not used to teach writing at basic level.

2.11 Hypotheses

As part of this research, they might produce a hypotheses based on problem formulated stated in the first chapter. This research is concerned with:

H1 : There is a significant improvement of students' writing ability after being taught by using STAD method.

III. METHODS

This chapter covers methodology of research. It discusses research design, population and sample, sampling technique, data collecting technique, validity and reliability of instrument, data analysis, and hypothesis testing.

3.1 Research Design

Using quantitative research, the researcher conducted this study to investigate the significant improvement of students after being taught by using the STAD method. To do the research, the researcher conducted a pre-test to determine the students' ability before taught by this method. After the pre-test, the students received three times treatments related to writing material regarding analytical exposition text. At the end, the students did a post-test to measure their progress after being taught by the STAD method. To be simpler, the design for this study is illustrated as follows:

G : T1 X T2

refers to:

G : Group/class

T1 : Pre-test

X : Treatment

T2 : Post-test

3.2 Variable of Research

Variable shows specific characteristic of particular people, group, or environment that differentiate from others (Setiyadi, 2018). This research has two types of

variable: the independent variable (X) and the dependent variable (Y). The variables in this study are defined as follows:

1. The independent variable was the use of Student Team Achievement Division (STAD) method.
2. The dependent variable was writing ability.

3.3 Population and Sample

The population of this research was eleventh-grade students from Senior High School of 15 Bandar Lampung. Moreover, there was no specific categorization for the participant. The cluster random sampling was employed to determine the research subject and this ensured that every student in the chosen class had an equal opportunity to participate. After randomly selecting a class, the researcher chose XI.8 at Senior High School of 15 Bandar Lampung for the subject in which there were 25 students aged 15 to 16 years old participating in this study.

3.4 Data Collecting Technique

The instrument used in this research was a pre-test and post-test in the form of a writing task. The researcher gathered students' writing scores on analytical exposition text both before and after teaching using the STAD method. To assess the outcomes of both the pre-test and post-test, the researcher used an authentic scoring rubric proposed by Jacobs et al. (1981), including content, organization, vocabulary, language use, and mechanics.

1. Pre-test

The pre-test was administered in the first meeting to gain each student's prior knowledge and ability in writing. In the pre-test, students are instructed to write their opinions on the topic "The Effect of Technology Dependence on the Young Generation". They were required to provide two arguments, each supported by an explanation, within 45 minutes. This task followed a brief explanation and guidance from the researcher on the general and specific requirements of the writing assignment.

2. Post-test

The post-test was given after the students had received treatment. In this case, students thoroughly created an analytical exposition text in the provided worksheet based on the same topic as the pre-test did. The post-test was done in 45 minutes or a lesson hour. After submitting the writing task, students got general feedback from the researcher on their work, followed by a discussion session.

3.5 Research Procedures

The following procedures were employed in this research:

1. Determining problem

During the observation in SMA Negeri 15 Bandar Lampung, the researcher discovered that many students found it difficult to do writing assignments. Specifically, students frequently failed to convey ideas and write them coherently. This problem was visible in their work as students attempted to incorporate unrelated ideas into sentences and paragraphs. Additionally, they didn't contextually use vocabularies, and their work occasionally contained repetitions and grammar errors. Due to time limitations, students also hardly received enough feedback on their work from teachers or friends. Meanwhile, most of the school tasks in English subject should have been done in written form. As a result, students tended to copy work from other sources fully and instantly without doing any review to improve their real ability further possibly. According to the problem, the researcher conducted this study on the use of the STAD method to examine its effectiveness in solving and increasing the students' writing ability.

2. Selecting population and sample of the research

As the research had ever an experience of observing students of SMAN 15 Bandar Lampung during her teaching assistance activity, she chose the school to do her research. The population of this research was eleventh-grade students due to her topic focused on analytical exposition text and with no more specific

categorization for the participant. After randomly selecting a class, the researcher chose XI.8 at Senior High School of 15 Bandar Lampung for the subject in which there were 25 students aged 15 to 16 years old participating in this study.

3. Preparing the materials

All learning materials prepared in the research referred to the school's curriculum and syllabus. In accordance with them, this study minimized the scope of the topic and only focused on analytical exposition text to improve students' writing ability by the STAD method.

4. Administering pre-test

As explained in the previous sub-chapter, the pre-test was done in the very first meeting of the class. It aims to measure the prior knowledge and ability in writing of every student. In the pre-test, students were asked to write their opinions on the topic "The Effect of Technology Dependence on the Young Generation". They were required to provide two arguments, each supported by an explanation within 45 minutes. This task followed a brief explanation and guidance from the researcher on the general and specific requirement of the writing assignment.

5. Conducting treatment

There were three times treatments given in this study that will be explained as follows:

- a. In the first treatment meeting, the researcher introduced the analytical exposition text to the students. In this session, the researcher had students identify components of the analytical exposition text, such as generic structure, language features, and social function. In addition, she explained how to use appropriate writing aspects, specifically by Jacob et al. (1981) to compose writing task better. The researcher summarized all of the materials through PPT which was displayed on LCD in front of class. After the lecture session, students worked in groups to finish the given

worksheet. At last, the researcher gave them individual tasks that resembled their previous group task with different passage in order to reinforce all learning activities during the class. The detail activities and students' worksheet have been attached on appendix.

- b. Unlike the first meeting, the second and third meetings focused more on students' work. In the beginning, the researcher reviewed the correct use of writing aspects on the analytical exposition text by displaying model text that included the incorrect example of using writing aspects following the correct one. During the group work, students were asked to identify errors in the given passage and revise it. After all groups had submitted their task, every student did individual quiz which they completed incomplete short passage of analytical exposition text in meeting two and wrote a complete analytical exposition text with different topic. The detail activities and students' worksheet have been attached on appendix.

6. Administering post-test

The post-test was given at the last meeting of class, where student created an analytical exposition text in the provided worksheet based on the same topic as pre-test did. The post-test was done in 45 minutes or a lesson hour. After submitting the writing task, students got general feedback from the researcher on their work following with discussion session.

7. Analyzing the result

After the researcher had collected data for research which included students' score on pre-test and post-test, the two raters were in charge of examining it using scoring rubric by Jacob et al. (1981), which measures five writing aspects: content, organization, vocabulary, language use, and mechanic. The two raters aim to avoid subjectivity when scoring the pre-test and post-test of the students. The first rater was the researcher herself, and the second rater was the English teacher of SMAN 15 Bandar Lampung. Furthermore, the results of pre-test and post-test were analyzed in SPSS version 29.0 software program.

Using the tool, the researcher compared the results of both types of tests to identify improvement in both general and specific writing aspects.

3.6 Validity and Reliability of Instrument

Before the instrument is used in research, the researcher must examine whether the instrument is valid and reliable. It aims to establish whether instrument has met the criteria of good test. According to Setiyadi (2018), the discovery in research is less convincing and meaningful if the instrument doesn't have a good validity and reliability. Therefore, the researcher needs to assess whether the research instrument is appropriate.

3.6.1. Validity of Writing Test

Validity is used to assess how well the instrument can assess what is supposed to be assessed (Setiyadi, 2018). A more valid instrument means a good reliability. However, high reliability doesn't show the validity of instrument yet. The two types of validity are utilized in this research, to measure the validity the instrument.

a. Content Validity

Content validity refers to determine whether every single question in instrument matches the material that has been measured in the research. The research acquired data from syllabus made by the teacher in order to match test items with learning objectives of chosen topic which are analytical exposition text. Additionally, the test given to students is based on the indicators on the syllabus.

b. Construct Validity

Construct validity is used to measure instruments based on theory. The instrument should include writing aspects (vocabulary, language use, mechanics, content, and organization) that are applied in the research. Therefore, researchers can measure scores in a scoring system based on the chosen theory. The researcher used a scoring system introduced by Jacob et

al. (1981), which has been proven to examine writing assignments. On the other hand, both the pre-test and post-test were tested by the researcher and an English teacher at Senior High School 15 Bandar Lampung. However, there are possibilities that English teacher has different perceptions to rate the validity of the test, and students might not do the test individually.

3.6.2. Reliability of Writing Test

Reliability is about the consistency of the instrument. It will not change if the test is used at different time and condition. The researcher used *inter-rater reliability* to examine the instrument. In testing the instrument, researcher provided questions and asked writing teachers' opinion for selecting the proper questions. There were two raters which the results were compared to determine the reliability. Furthermore, the researcher used *Rank Spearman Correlation* to analyze correlation between two raters with the formula introduced by Hatch & Farhady (1982):

$$p = 1 - \frac{6 \sum d^2}{N(N^2 - 1)}$$

Note:

p : coefficient of rank order

d : difference of rank correlation

N : number of students

1-6 : constant number

After finding the coefficient between raters, the researcher will analyze the coefficient of reliability stated by Arikunto (1998) with the standard of reliability below:

- a. A very low reliability (range 0.00 – 0.19)
- b. A low reliability (range 0.20 – 0.39)
- c. An average reliability (range 0.40 – 0.59)

- d. A high reliability (range 0.60 – 0.79)
- e. A very high reliability (range 0.80 – 0.100)

According to the standard of reliability above, the writing test is considered reliable if the score reaches between 0.60 and 0.79. To simplify data analysis, the researcher used SPSS 29.0 to determine correlation between variables. The result of reliability of pre-test and post-test are presented below:

Table 3. 1 Reliability of Pre-test

Correlations				
Spearman's rho	Rater1		Rater1	Rater2
		Correlation Coefficient	1.000	.924**
		Sig. (2-tailed)	.	<.001
		N	25	25
	Rater2	Correlation Coefficient	.924**	1.000
		Sig. (2-tailed)	<.001	.
		N	25	25

** . Correlation is significant at the 0.01 level (2-tailed).

The table above clearly shows that the reliability of the pre-test is 0.924. This number has a very high level of reliability according to the reliability criteria by Arikunto (1998).

Table 3. 2 Reliability of Post-test

Correlations				
Spearman's rho	Rater1		Rater1	Rater2
		Correlation Coefficient	1.000	.838**
		Sig. (2-tailed)	.	<.001
		N	25	25
	Rater2	Correlation Coefficient	.838**	1.000
		Sig. (2-tailed)	<.001	.
		N	25	25

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the second table of post-test reliability test, it scores 0.838 which defines as very high reliability level.

In conclusion, both results of reliability in pre-test and post-test indicates a good consistency of assessment result by getting 0.924 in pre-test and 0.838 in post-test.

3.7 Scoring Criteria

To assess writing student's ability, researcher used Jacob's scoring system which has been commonly chosen to prior research in testing writing ability. Based on Jacob et., al. (1981), writing ability can be divided into five aspects which are content 30%, language use 25%, organization 20%, vocabulary 20%, and mechanics 5% of 100 points. The details of each aspect will be interpreted on the following table below:

Table 3. 3 Scoring Criteria

Aspect of Writing	Score	Category	Criteria
Content	30-27	Excellent to very good	Knowledgeable, substantive, through the development of thesis, relevant to an assigned topic.
	26-22	Good to average	Some knowledge of the subject, adequate range. Limited development of thesis and lack of detail, mostly relevant to the topic.
	21-17	Fair to poor	Limited knowledge, few substances, inadequate development of thesis.
	16-13	Very poor	Does not show knowledge of the subject, is non-substance, is not pertinent.

Aspect of Writing	Score	Category	Criteria
Organization	20-18	Excellent to very good	Fluent expression, ideas clearly stated, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to average	Somewhat choppy, and loosely organized but the main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to poor	Not fluent, ideas confused, lack of developmental.
	9-7	Very poor	Does not communicate and is not organized well.
Vocabulary	20-18	Excellent to very good	Sophisticated range, effective word choice, appropriate register.
	17-14	Good to average	Adequate range, occasional error of word or idiom form but meaning not obscured.
	13-10	Fair to poor	Limited range. Frequent errors, meaning confused.
	9-7	Very poor	Limited range. Frequent errors, meaning confused.
Language Use	25-22	Excellent to very good	Effective construction, few errors in agreement, tenses, numbers, word order, articles, pronouns, and prepositions.

Aspect of Writing	Score	Category	Criteria
Language Use	21-18	Good to average	Simple construction, several errors of agreement, tenses, number, word order, articles, pronouns, prepositions but still in line.
	17-11	Fair to poor	Major problems in simple construction, frequent errors of sentence agreement, tenses, numbers, word order, articles, pronouns, prepositions, deletions, and meaning confused.
	10-5	Very poor	No mastery of sentence construction rules, dominated by errors, not enough to evaluate.
Mechanics	5	Excellent to very good	Few errors in spelling, punctuation, capitalization, and paragraphing.
	4	Good to average	Occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured.

Aspect of Writing	Score	Category	Criteria
Mechanics	3	Fair to poor	Frequent errors in spelling, punctuation, capitalization, paragraphing, and meaning confused.
	2	Very poor	Dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

3.8 Data Analysis

The whole activity for analyzing data was processed in SPSS. The researcher inputted the data which consisted of the pre-test and post-test score from the students in order to gain the result. The steps are explained in detail below:

1. Tabulating the result of pre-test and post-test.
2. Discovering the means of pre-test and post-test in each aspects of writing.
3. Analyzing significant improvement of each aspect of writing by comparing the means of the pre-test and post-test. In this study, the researcher used *Repeated Measure T-test* which analyzes two types of data from the same sample. However, to use this kind of data analysis, there are three basic assumption that should be fulfilled (Setiyadi, 2018):
 - a. The data are an interval.
 - b. The data are taken from random sample in population (non-absolute).
 - c. The data are distributed normally.

To determine if the data is normally distributed, the researcher used the Shapiro-Wilk formula with the following hypotheses:

H_0 : The data is distributed normally.

H_1 : The data is not distributed normally.

The level of significance was 0.05. H_0 is approved if the normality test result is greater than 0.05 (sign > 0.05). The table below displays the result of normality test of this research.

Table 3. 4 Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.150	25	.150	.941	25	.154
Posttest	.078	25	.200 [*]	.974	25	.737

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

On shown table, the normality test value is 0.154 in pre-test and 0.737 in post-test. Both tests yield results higher than 0.05, implying that H_0 is accepted, so it demonstrates that the data is normally distributed.

4. Drawing conclusion by comparing the N-gain score of each writing aspects.

3.9 Hypothesis Testing

The hypothesis was analyzed by using *Repeated Measure T-Test* of Statistical Package for Social Science (SPSS) 29.0 version. It is used to prove whether the hypothesis testing is accepted or not. The formula of hypotheses is described below:

$$H_1 = \text{Sig.} < 0.05$$

H_0 : There is no a significant improvement of students' writing ability after being taught by using STAD method.

H1: There is a significant improvement of students' writing ability after being taught by using STAD method.

The criteria for accepting the hypothesis are as follows:

H0 would be accepted if the significant value is higher than 0.05 (Sig. > 0.05)

H1 would be accepted if the significant value is lower than 0.05 (Sig. < 0.05)

V. CONCLUSION & SUGGESTION

5.1 Conclusion

The use of the STAD method showed a statistically significant improvement in students' writing ability, primarily in making analytical exposition text based on the significant value of the test was lower than alpha ($0.00 < 0.05$), while the t-value (9.441) was higher than the t-table (3.467). This result is consistent with the finding by Nair & Sanai (2019), which also demonstrated improvements in students' writing ability after using the STAD method. The cooperative nature of STAD, where students with varying writing abilities work together, allows for mutual support. Higher-ability students assist the lower-ability students, which helps all of them improve and master their writing ability based on writing aspects like content, organization, vocabulary, language use, and mechanics. This nature comes from the principles of the STAD method that foster an active and collaborative learning environment. However, there were some challenges in applying the STAD method, such as a decreased number of participants, which might affect its effectiveness. Additionally, the unequal gender distribution in the class also resulted in less competitive and cooperative group dynamics, which affected the overall team performance. Despite these limitations, the STAD method proved to be an effective tool for improving students' writing ability by offering a supportive learning environment for students with varying abilities.

5.2 Suggestion

5.2.1 Suggestions for English teachers

- a. Ensuring the chosen class has a consistent and wide range in number. Due to some outside class activity, some students couldn't have complete attendance in few meetings throughout the research; meanwhile, every presence of the students is counted for their contribution in group or individual quiz. If the students don't join the group session, they may have little clue about doing the individual quiz or may not perform well in the post-test.
- b. Paying attention to group heterogeneity. To enhance the effectiveness of the STAD method, the teacher should ensure that the groups are heterogeneous in terms of writing ability level, gender, and other relevant factors. Because of its diversity, the different strengths from every student in every group can create more balanced and competitive environment.

5.2.2 Suggestions for Further Research

- a. Identifying in detail how the procedures of the STAD method help students to improve specific aspect of writing like language use or vocabulary.
- b. Identifying whether particular students' backgrounds like gender in forming group will also affect the effectiveness on applying the STAD method beside prioritizing the writing ability level of students as this study finds that the unequal distribution of gender in one group affects the learning motivation and competitiveness in that group.
- c. Examining the STAD method for improving learning motivation. Unlike this study, which showed improvement in writing ability,

further research may focus on social effects, like learning motivation. This refers to the finding of this study that boosts students' participation in group work.

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