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EFFECTIVENESS OF DEVELOPING A STAD MODEL INTEGRATED INTO GROUP WORK PROJECTS TO ENHANCE STUDENTS' WRITING SKILLS

Karnedi*
Universitas Persada Bunda Indonesia, Jalan Diponegoro No 42, Pekanbaru 28116, Indonesia

*Correspondence E-Mail: karnedilpbamecpku@gmail.com
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ABSTRACT

This study aims to analyze and characterize the effectiveness of developing the Student Teams Achievement Division (STAD) model integrated with group work projects to improve students' writing skills. A mixed-method approach, combining qualitative and quantitative methods, was employed in this research. The study utilized a pretest-posttest design for both control and experimental classes. The participants were fifth-semester English Education students at the Faculty of Teacher Training and Education (FKIP), Lancang Kuning University, with samples drawn from two classes: Regular A and Regular B. Writing tests served as the primary instrument for data collection. The STAD model integrated with group work projects was implemented in Regular A as the experimental class, while the conventional teaching method was applied in Regular B as the control class. The findings revealed that in the business letter writing test, the experimental class scored an average of 76.13, indicating a good quality rating, whereas the control class scored an average of 67.22, with some ideas and supporting evidence lacking. From the first to the sixth meeting, the experimental class demonstrated significant improvement in their business letter writing performance. The students showed an enhanced ability to provide the required information, respond to questions, and include additional details when prompted. They were trained to adhere to proper writing mechanics and to produce writing that is clear, vivid, precise, and specific. The novelty of this research lies in integrating the STAD model with group work projects, which proved effective in improving students' writing skills, particularly in the context of business letter writing. This study recommends applying similar models in diverse learning contexts to foster broader writing skills development, thereby contributing to advancements in educational practices within the social and humanities fields.

Keywords*: Business Letter Writing, Collaborative Learning, Group Work Projects, STAD Model, Writing Skills*

INTRODUCTION

Group projects in educational settings are designed to promote teamwork, collaboration, and shared responsibility among students (Karnedi et al., 2021; Maelasari & Wahyudin, 2017). However, despite their potential to foster valuable skills, group projects often face challenges in their implementation and outcomes. Issues such as ineffective communication, uneven task distribution, conflicts among group members, and lack of accountability can hinder the success of group-based learning (Aranzabal et al., 2022). Moreover, if group projects are not carefully designed and managed, they may perpetuate misconceptions about teamwork and lead to suboptimal learning experiences (Ramdeo et al., 2022).

Existing research highlights various aspects of group projects and their impact on student learning. For instance, teamwork in group projects involves collaborative efforts, effective communication, and shared responsibilities, including task division, regular meetings, and peer reviews (Mobolade & Akinade, 2021; Strode et al., 2022). Constructive feedback and conflict resolution are essential for ensuring smooth project progress. However, Klonek & Parker (2021) emphasize that poorly designed and executed group projects can reinforce negative stereotypes about teamwork. Conversely, when managed effectively, team-based learning can provide significant educational benefits. Further exploration by Rijken & Fraser (2024) assesses group projects among first-year college freshmen, utilizing a questionnaire to examine student experiences. Their findings reveal both positive and negative experiences, along with insights into how tutors can enhance group-based learning. These studies collectively underscore the importance of careful planning, clear communication, and supportive mechanisms to address potential challenges in group projects.

Writing skills are crucial for students to have an authoritative voice in the academic world (Makaruku et al., 2022; Mayuni & Anwar, 2022). However, students often struggle with writing due to factors such as cognitive background, linguistic deficiency, and academic writing problems. Fitrianto & Saif (2024) and Li et al. (2024) has shown that traditional teaching methods can lead to passive and monotonous classroom activities. Despite differences in performance across genders, schools, and educational contexts, students with language use and coherence issues often struggle. The main factor is the lack of experience and knowledge about academic writing conventions and institution expectations (Cox, 2021; Yu, 2021). University students face various English writing problems, including morphology, syntax, usage errors, punctuation, and capitalization. Students' writing mistakes stem from less focus on writing skills (Akbar et al., 2023; Khan et al., 2023). Tertiary-level students in Bangladesh still face significant writing problems. Non-native students may struggle with grammar, vocabulary, coherence, and restructuring ideas (Qadir & Bostanci, 2023).

Regarding business letter writing, Thavabalan et al. (2022) says that the ability to compose business correspondence is a scarce marketable skill. Mesa (2023) indicate that more broadly, the importance of letter writing can be seen in that the phenomenon has been widespread historically, being one of the earliest forms of writing. Simply, these experts' statement shows that the importance of understanding and mastering of letter writing are not only for students but also for social practices. Karnedi et al. (2021) found that a study of 62 students from two universities found that they had low skills in writing business letters. The findings revealed a lack of organization, conciseness, consideration, concreteness, clarity, courtesy, and correctness in writing. Students struggled with expressing positive facts, using appropriate language levels, and making frequent errors in grammar or word order. The Seven C's communication skills indicators were found to be difficult to implement in writing.

At the English Literature of English Department of ABA – STIBA and ASM Persada Bunda, Correspondence or letter writing is a compulsory subject. To take this subject, The ASM students

have to pass the other English subjects such as *Bahasa Inggris Niaga Dasar* (Business English 1) and *Bahasa Inggris Niaga Lanjut* (English Business 2). In other words, a student is not allowed to take a letter-writing or correspondence subject if he or she fails in taking one of the requirements of the above subject. For the English literature students, this subject is offered in the fifth semester because they have to pass some compulsory subjects such as Vocabulary Building, Intermediate Vocabulary, Writing I, Writing II, Grammar I, II, III and IV before taking the English Correspondence.

Generally, the subject covers three kinds of letters such as personal letters, social letters, and business letters. The personal letter covers a love letter and a letter for parents etc. The social letter covers apologies, condolence, invitations, thank you letter. The business letter covers acknowledgment letter, letter of requesting payment, collection letter, complaining letter, replying to complaints, orders, application letter, etc. The students of STIBA PersadaBunda focus on learning business letters. It is caused by three kinds of English letters, a business letter is one of the important and useful parts to study. The students are also expected to master the English business. In mastering a business letter, a student must understand the indicators of a good letter. The indicators of a good letter are completeness, conciseness, consideration, concreteness, clarity, courtesy and correctness. These are called the Seven C's.

English Business Letter Writing is one of the English subjects that have been taught by the lecturer for many years at some English colleges and universities in Pekanbaru. Based on the researcher's experience and observation as an English lecturer at STIBA, ABA, ASM Persada Bunda, English Teaching Training Education/FKIP of Lancang Kuning University, Bank and Banking and Economic Faculty of Muhammadiyah University Pekanbaru, the students faced many problems in letter writing. The problems were influenced by many factors. The factors may come from the students, the lecturer and the materials given to the students. Some students found that writing is hard for them because they have a limited vocabulary. In the researcher's opinion, the students also had low motivation in studying. Their low motivation was caused by two factors; internal factors and external factors. Internal factors include a lack of basic knowledge about the principles of writing letters, low vocabulary and being unable to master grammar. The external factors can be categorized into language facility or the material and the teaching method and technique. It may be that the lecturers have not had special training in this area.

Writing a letter is one of the most important activities in developing language ability but not every student shows their motivation and ability to master a good and right correspondence in English. Every semester, the researcher finds the same problem. Most students have low motivation in learning this subject. He sees the fact that; they tend to be passive in presenting their tasks. They are not so serious about studying. During the class, certain students go out of the class. A few of the students are still talking about something else while the others are discussing the subject discussed. In every task, not all students are ready to write good and right correspondence. At the end of the semester, every student has to submit a final project. It is about writing a proposal to be sent to a bank (asking for a loan to run his/her own business) or

government (asking for a scholarship for SI and S2). They find some trouble in finishing it. In every meeting, the students who have low motivation usually come late to class. A few students do not submit the final task on time.

The low students' Seven C's in writing English Business Letter writing can be seen from the observation result that had been done by the researcher. On the 28th of August 2017, at the time, the researcher taught an English Correspondence subject for the fifth semester of STIBA Persada Bunda. At the first meeting, after giving and explaining the syllabus of Business English Correspondence, the researcher gave a pre-test to the students to find out the students' ability in writing the letter. The researcher asked the students to write a simple business letter in English by using their own words. The results were not so good. Most students did some mistakes. They did not compose effective writing namely seven C's. The researcher assumed that there were several writing problems faced by the students. Even though they are English students but composing a formal English letter is still hard for them.

As a result, after getting a final exam only 30% of the students got an excellent grade. In other words, most of the students failed. After scoring the students' test results, the researcher found that the average scores of each component of seven C's business letter writing indicators as follow: Completeness (60%), Conciseness (56,7 %), Consideration (53,7 %), Concreteness (53,3 %), Clarity (52,9 %), Courtesy (52,9 %) and Correctness (41,8). The Mean Score of the test was 53.2. It meant their rating quality was inadequate. They got poor scores. The other facts, the researcher found that students got low or bad grades in letter writing. 5 from 35 students (14.3%) got 70. 10 students (28.5%) got 50 and 20 students (57.2%) got 30. They can not compose an effective English letter. It takes time when they try to write an English letter. The sentences are messy. Simply, the students have no background knowledge about the indicators and components of a good letter.

The English lecturers have already introduced students with many good strategies, appropriate teaching techniques and models to make them able to master the subject easier, for example through photographs, scaffolding, a genre-based approach, and collaborative learning (Jiang et al., 2022; Morgan, 2022; Nguyen & Truong, 2024). Some methods have been applied in the teaching and learning process, but in fact, the students still have trouble and difficulties in mastering letter writing. To achieve the best result of teaching letter writing to English FKIP Unilak students, good strategies have a very important role. Simply, strategies are some steps or actions that are taken by students to make them more effective, easier, enjoyable, understandable and faster in achieving a goal of the teaching-learning process. By doing the right model, it is believed that students can improve and increase the development of their skills to achieve the main purpose of writing, some strategies are needed that can be helpful and useful during the learning-teaching process.

A good teaching strategy should make students more active than teachers. This is one of the main reasons why the researcher is interested in choosing a STAD Model in doing his research. Because in this cooperative learning strategies, the students work in a group

cooperatively and actively. Every student gets involved to be active in their group tasks. Every student has to present her or his topic a group work. Normally, a student is more motivated to do her or his task in a group discussion. Simply. many types of research had been done by the experts, teachers, and lecturers by conducting a STAD model. It can be useful and helpful in every subject. It is not only used for speaking classes, writing subjects but also many other sciences. It is done for language sciences and non-language sciences such as mathematics, chemistry and so on.

The STAD (Student Teams Achievement Division) model has consistently demonstrated effectiveness across disciplines and countries. Grouping students by ability has shown positive outcomes in learning achievement (Aslan, 2021; Hwang et al., 2021), while significant post-test improvements were noted in idiom comprehension (Almogheerah, 2021; Ghufron, 2023). Enhanced reading interest and question-answering performance were reported by Nair and Kim (2014), and Ramdeo et al. (2022) confirmed STAD's success in improving both academic achievement and attitudes toward mathematics in Vietnam. Its application through Moodle also boosted learning in computer programming (Tiantong & Teemuangsai, 2018). Hidayat (2024) observed superior English achievement in STAD-based classes. In economics education, STAD outperformed direct instruction in fostering motivation and learning outcomes (Atradinal & Ockta, 2024; Faozi et al., 2024). Furthermore, Shafiee Rad et al. (2023) emphasized STAD's positive influence on both achievement and student attitudes. While widely used, this study explores a novel use of STAD by integrating it with group projects to improve business letter writing—highlighting its potential for developing specific, collaborative skills.

RESEARCH METHOD

This study adopts a mixed-method approach, combining quantitative and qualitative methods to provide a comprehensive understanding of the research problem (Hendren et al., 2023). The quantitative approach focuses on measurable outcomes, particularly the improvement in students' business letter writing skills, while the qualitative approach delves into the learning processes and the factors that influence student performance. By integrating these methodologies, the study aims to offer a balanced and reliable analysis of the effectiveness of the STAD model integrated with group work projects (Mukumbang, 2023).

The research examines two main variables: the independent variable, which is the implementation of the STAD model combined with group work projects, and the dependent variable, which is the students' mastery of business letter writing skills based on the Seven C's framework—clear, concise, concrete, correct, coherent, complete, and courteous. These variables are assessed to determine the extent to which the intervention impacts students' writing abilities. Data were collected from 48 fourth-semester English Education students at Lancang Kuning University. The participants were divided into two groups: an experimental class, where the STAD model was applied (24 students), and a control class, where conventional teaching methods were used (24 students). The participants were selected purposively based on

their enrollment in the relevant course, and the data collection was conducted in August 2024. To gather the necessary data, the study employed several instruments. A business letter writing test was administered at the end of the research to evaluate students' understanding and skills in writing business letters. The test results were scored using an assessment rubric based on the Seven C's framework, incorporating an analytic scoring system. Additionally, the study tracked individual score improvements and team rewards in the experimental class using Slavin's categorization, which classifies teams as "Good," "Great," or "Super" based on their average improvement scores.

The students' scores were calculated using the formula: $X = \frac{\sum xi}{n}$ where X represents the mean score, $\sum xi$ is the sum of individual scores, and n is the total number of students. This formula helped in assessing overall performance and identifying progress over time. Quantitative data were analyzed statistically to measure improvements in students' writing skills, while qualitative data from observations and feedback provided deeper insights into the dynamics of group work, challenges encountered, and students' perceptions of the learning experience. Together, these methods captured the richness and complexity of the educational process, ensuring a well-rounded analysis.

Despite its strengths, the study has certain limitations. It was conducted within a single institution, focusing on a specific group of English Education students. Consequently, the findings may not be entirely generalizable to other contexts or disciplines. Additionally, the research concentrated solely on business letter writing, which might not reflect the full range of writing skills or the diverse dynamics of group work in other educational scenarios. Nonetheless, the study provides valuable insights into the integration of collaborative learning models in fostering writing proficiency.

RESULT AND DISCUSSION

Comparison Test Results between Experiment Class and Control Class From meeting 1 to meeting 6 based on Seven C's Indicators of Business Letter Writing

Figure 1 illustrates the comparison of test results between the experimental class and the control class from Meeting 1 to Meeting 6, based on the Seven C's indicators of business letter writing. The data presented highlight the average scores of students' communication skills in writing business letters. In the first meeting, the experimental class achieved a score of 68.20, indicating a good quality of writing. In contrast, the control class scored 62.60, which was categorized as fair quality. A score of 62.60 reflects writing that has an adequate title, introduction, and conclusion. The body of the text is acceptable, although some evidence may be insufficient or missing. Certain ideas are not fully developed, and while the sequence of the content is logical, transitional expressions may be absent or misused. The essay addresses the primary issues but overlooks some key points, and the development of ideas could be more comprehensive. Additionally, some extraneous material was noted in the writing. This

comparison underscores the differences in writing performance between the two groups and highlights areas requiring further improvement.

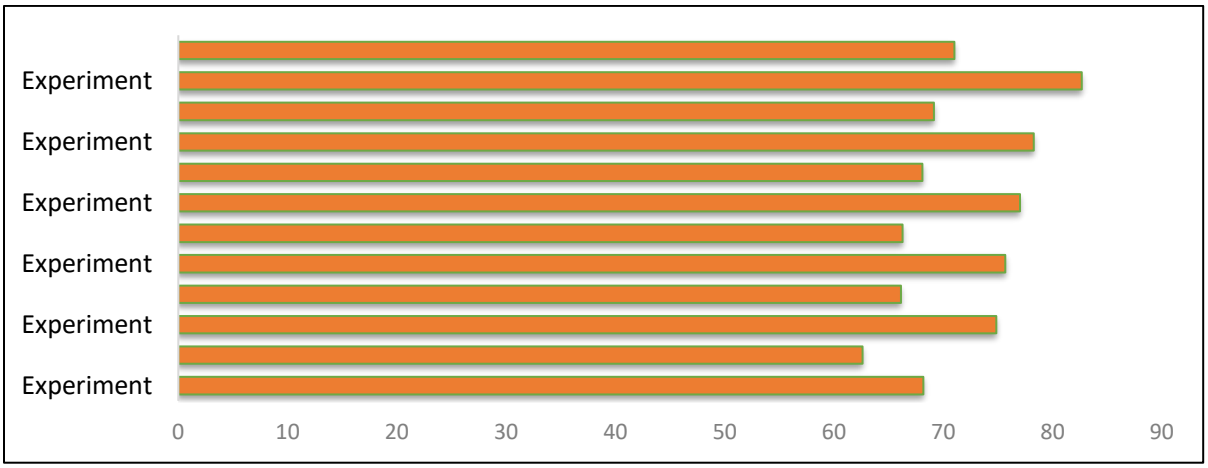

Figure 1 The Comparison of the average value of the test results between the experimental class and the control class
Source: Primary Data Processed, 2024

In the second meeting, the student's average score for the experimental class was 74,85 points. It was a good rating quality, and the student's average score for the control class was 66,14 points. It was still a fair rating quality. In the third meeting, the experimental class got 74,85 points, and the control class got 66, 27 points. In the fourth meeting, the experimental class got 77,85 points, and the control class got 68, 10 points. In the fifth meeting, the experimental class got 78,30 points, and the control class got 69, 16 points. In the sixth meeting, the experimental class got 82,67 points, it was a very good rating quality. Control class got 71,04 points. The rating quality was good. The comparison of the average value of the test results between the experimental class and the control class are described in the following graph.

The figure 2 is the results of the test from meeting one to meeting six based on the seven C's indicators of business letter writing. The graph above described that there was an improvement in students' writing skills in the experimental class and the control class. The experimental class that used the students' book titled Integrated STAD Model of learning showed a higher average score when it was compared to the control class that used conventional methods in learning. The following figure 2 is a comparison of total score test results between the experimental class and control class from meeting one to meeting six based on Seven C's indicators of Business letter writing. The students' average scores in experimental and control classes had progressed in writing Seven C's indicators of business letter writing. Both classes were able to provide all necessary information, answer all questions asked, provide something extra when desired, and prepare every message with the message receivers in mind: try to put yourself in their shoes, be specific, definite, and vivid rather than vague and general, choose precisely,

concrete, and familiar words, construct effective sentences and paragraphs, and be sincerely tactful, thoughtful, and appreciative words.

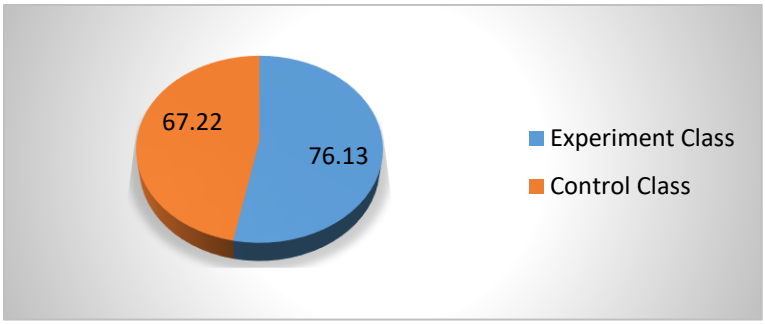

Figure 2: Comparison of the average value of the test results between the experimental class and the control class in 6 meetings
Source: Primary Data Processed, 2024

The figure 2 above emphasized a comparison of total score test results between the experimental class and control class from meeting one to meeting six based on seven C's indicators of Business letter writing. The experimental class got 76.13 points. It meant that the experimental class reached a very good rating quality. Students' writing is an appropriate title, effective introductory paragraph, the topic is stated leads to the body, transitional expression used, arrangement of material shows plan (could be outlined by the reader, supporting evidence given for generalizations, conclusion logical complete. The essay addresses the assigned topic, the ideas are concrete and thoroughly developed, with no extraneous material. Meanwhile, the control class got 67,22 points. It meant the control class had a good rating quality. The students' writing was an adequate title, introduction, and conclusion. The body is acceptable, but some evidence may be lacking. Some ideas are not fully developed. The sequence is logical but transitional expression may be absent or misused. Their essay addresses the issues but misses some points. Ideas could be more fully developed. Some extraneous material is present.

STAD Individual Score Improvement and Team Reward (Recognition) of Business Letter writing Test Results of Experimental Class from Meeting 1 to Meeting 6

The STAD model of learning is based on a grand design of syntax. individual score improvements, based on syntax 4 of the Slavin STAD model, are integrated into group work project. In this scoring system, any student can provide the most points to his team, but no student can do so without putting in their best effort. Each student receives an "initial" score based on the average performance of students who have already completed the quiz. The rate at which a student's quiz score has increased relative to their original score is then used to assign points to their team. (a).The lecturer asks students to submit their writings., (b) The lecturer checks the students' writings error, (c) The lecturer Scores students' writing and filling in the scores into a student's test or quiz sheet, and (d) The lecturer calculates students' scores improvement.

The Individual Score Improvement Test Result of Seven C's of Business Letter Writing in the First Meeting

The results of the individual score improvement of students' Seven C's of business letter writing at the first meeting can be seen in Appendix IV and briefly can be seen in the Table 1.

Table 1 Quiz Scoring Sheet of Students' Scores Improvement/ of Business Letter writing

STAD Group	No.	Students' Names	Initial Score	Quiz Score	Score Improvement
STAD I	1.	Student A	58	69	11
	2.	Student B	56	66	10
	3.	Student C	58	70	12
	4.	Student D	56	70	14
STAD II	5.	Student E	57	69	12
	6.	Student F	56	77	11
	7.	Student G	54	64	10
	8.	Student H	54	72	18
STAD III	9	Student I	55	70	15
	10.	Student J	55	72	17
	11.	Student K	55	64	9
	12	Student L	58	72	14
STAD IV	13	Student M	61	62	1
	14	Student N	56	62	6
	15	Student O	55	70	15
	16	Student P	54	66	11
STAD V	17	Student Q	55	64	11
	18	Student R	55	72	17
	19	Student S	57	67	10
	20	Student T	58	66	8
STAD VI	21	Student U	54	66	12
	22	Student V	57	68	11
	23	Student W	57	76	19
	24	Student X	54	65	11

Source: Primary Data Processed, 2024

Table 1 showed that there were six STAD groups in the experimental class, each with four members. In the experimental class, each STAD group member received a higher value. Individual score improvement was achieved by lowering the quiz score given to the experimental class at the end of each lecture, then lowering the value by the initial score earned by students in the pre-test before the implementation of the integrated STAD model of learning.

The Team Reward (Recognition) Test Result of Seven C's of Business Letter Writing in the First Meeting

The 5 STAD model of learning is a grand design of syntax. Adapted Team Reward (Recognition) from syntax 5 of Slavin STAD model is integrated to Interpersonal intelligence. If a team's average score meets a specified threshold, they will receive a certificate or other kind of recognition. Scores from student teams can also be utilized to determine 20% of their overall ranking:(a) The lecturer rewards both effort and the results of individual and group tests and presentations. (b) The lecturer presents the Average Team Reward (Recognition) Scores, which are ranked as follows: good team, great team, and super team.

Table 2 Team Name STAD Group I

No.	Team Members Names	Improvement Score
1.	Student A	11
2.	Student B	10
3.	Student C	12
4.	Student D	14
	Team Score Total	47
	Average Score of Team	11,75
	Team Predicate	Good Team

Source: Primary Data Processed, 2024

Table 3 Team Name STAD Group II

No.	Team Members Names	Improvement Score
1.	Student E	12
2.	Student F	11
3.	Student G	10
4.	Student H	18
	Team Score Total	51
	Average Score of Team	12,75
	Team Predicate	Good Team

Source: Primary Dat Processed, 2024

Table 4 Team Name STAD Group III

No.	Team Members Names	Improvement Score
1.	Student I	15
2.	Student J	17
3.	Student K	9
4.	Student L	14
	Team Score Total	55
	Average Score of Team	13,75
	Team Predicate	Good Team

Source: Primary Data Processed, 2024

Table 5 Team Name STAD Group IV

No.	Team Members Names	Improvement Score
1.	Student M	1
2.	Student N	6
3.	Student O	15
4.	Student P	11
	Team Score Total	33
	Average Score of Team	8,2
	Team Predicate	Good Team

Source: Primary Data Processed, 2024

Table 6 Team Name STAD Group V

No.	Team Members Names	Improvement Score
1.	Student Q	11
2.	Student R	17
3.	Student S	10
4.	Student T	8
	Team Score Total	46
	Average Score of Team	11,5
	Team Predicate	Good Team

Source: Primary Data Processed, 2024

Table 7 Team Name STAD Group VI

No.	Team Members Names	Improvement Score
1.	Student U	12
2.	Student V	11
3.	Student W	19
4.	Student X	11
	Team Score Total	53
	Average Score of Team	13,25
	Team Predicate	Good Team

Source: Primary Data Processed, 2024

Slavin (2016a, 2016b) classified the students' score improvement and team reward (recognition) based on the following average score and qualification a). 0 ≤ 15 for a good team, b) 16 ≤ 20 for a great team, and c) 21 ≤ 30 for a super team. The STAD individual score improvement and team reward (recognition) of Business letter writing test results in meeting one are shown in the tables above. The average score of Team I was 11,75 improvement score. The team predicate was a good team. The average score of Team II was 12,75 improvement scores. The team predicate was a good team. The average score of Team III was 13,75 improvement scores. The team predicate was a good team. The average score of Team IV was 8,2 of improvement scores. The team predicate was a good team. The average score of Team V got 11,5 improvement scores. The team predicate was a good team. The average score of Team

VI got 13,25 improvement scores. The team predicate was a good team. In conclusion, all STAD groups in the experimental class got individual score improvements if it was compared to the initial scores that they got in the pre-test before students' books, lecturers' books, and model books were implemented.

STAD Individual Score Improvement and Team Reward (Recognition) of Business Letter writing Test Results of Experimental Class from Meeting 1 to Meeting 6

After implementing the integrated STAD model of learning in an experimental class during six meetings, there was a significant change in the students' improvement scores. The progress of the students' improvement scores is explained in the following figure:

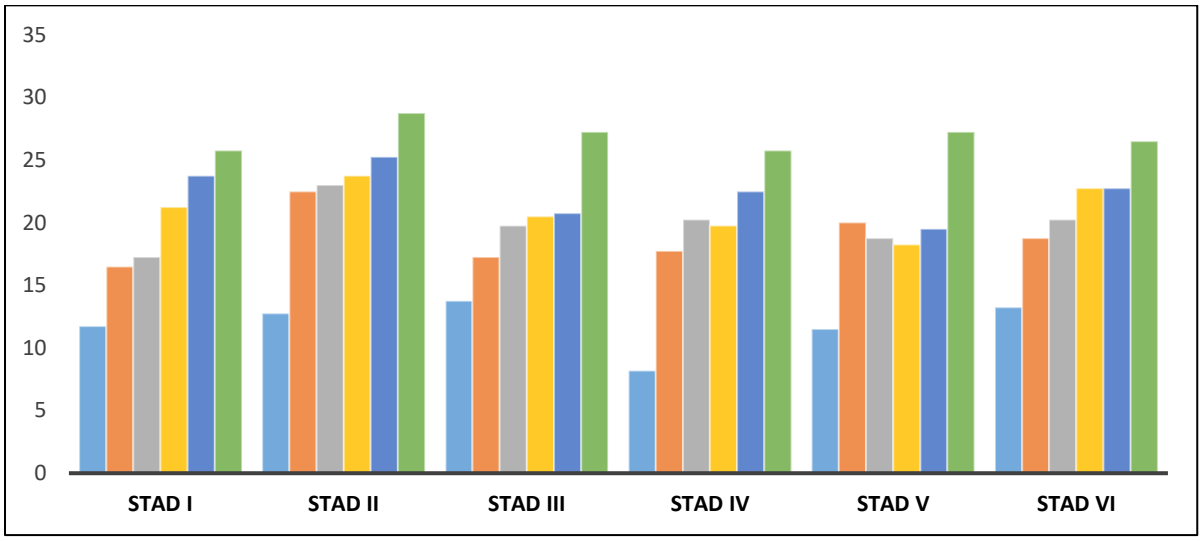

Figure 3: The Improvements Score of Experiment Class STAD Groups from Pre-test (Initial Score) to Test of Meeting 1 to 6
Source: Primary Data Processed, 2024

Slavin (2016a, 2016b) classified the STAD individual score improvement and team reward (recognition) of business letter writing test results into the average score and its qualification a) 0 ≤ 15 is a good team, b) 16 ≤ 20 is a great team, and c) 21 ≤ 30 is a super team. The following graph shows the complete explanations of the students' score improvement and team award (recognition) for business letter writing.

The STAD group score improvement and team reward (recognition) of Business letter writing test results from meeting one to meeting six are shown in the table above. In the first meeting, the average score of Team STAD I was 11,75 improvement score. The predicate was a good team. In the second meeting, the average score of STAD Team II was 16,5 improvement scores. The predicate was a great team. In the fourth meeting, the average score of Team III was 17,25 improvement scores. The predicate was a great team. In the fourth meeting, the average score of STAD Team IV was 21,25 improvement scores. The predicate was a super team. In the fifth meeting, the average score of STAD Team V got 23,75 improvement scores. The predicate

was a super team. In the sixth meeting, the average score of STAD Team VI got 25,75 improvement scores. The predicate was a super team.

STAD II score improvement, in the first meeting, the average score of Team STAD I was 12,75 improvement score. The predicate was a good team. In the second meeting, the average score of STAD Team II was 22,5 improvement scores. The predicate was a super team. In the fourth meeting, the average score of Team III was 23 improvement scores. The predicate was a super team. In the fourth meeting, the average score of STAD Team IV was 23,75 improvement scores. The predicate was a super team. In the fifth meeting, the average score of STAD Team V got 25,25 improvement scores. The predicate was a super team. In the sixth meeting, the average score of STAD Team VI got 28,75 improvement scores. The predicate was a super team.

STAD III score improvement, in the first meeting, the average score of Team STAD I was 13,75 improvement score. The predicate was a good team. In the second meeting, the average score of STAD Team II was 17,25 improvement scores. The predicate was a great team. In the fourth meeting, the average score of Team III was 19,75 improvement scores. The predicate was a great team. In the fourth meeting, the average score of STAD Team IV was 20,5 improvement scores. The predicate was a great team. In the fifth meeting, the average score of STAD Team V got 20,75 improvement scores. The predicate was a great team. In the sixth meeting, the average score of STAD Team VI got 27,25 improvement scores. The predicate was a super team.

STAD IV score improvement, in the first meeting, the average score of Team STAD I was 8,2 improvement score. The predicate was a good team. In the second meeting, the average score of STAD Team II was 17,75 improvement scores. The predicate was a great team. In the fourth meeting, the average score of Team III was 20,25 improvement scores. The predicate was a great team. In the fourth meeting, the average score of STAD Team IV was 19,75 improvement scores. The predicate was a great team. In the fifth meeting, the average score of STAD Team V got 22,5 improvement scores. The predicate was a super team. In the sixth meeting, the average score of STAD Team VI got 25,75 improvement scores. The predicate was a super team.

STAD V score improvement, in the first meeting, the average score of Team STAD I was 11,5 improvement score. The predicate was a good team. In the second meeting, the average score of STAD Team II was 20 improvement scores. The predicate was a great team. In the fourth meeting, the average score of Team III was 18,75 improvement scores. The predicate was a great team. In the fourth meeting, the average score of STAD Team IV was 18,25 improvement scores. The predicate was a great team. In the fifth meeting, the average score of STAD Team V got 19,5 improvement scores. The predicate was a great team. In the sixth meeting, the average score of STAD Team VI got 27,25 improvement scores. The predicate was a super team.

STAD VI score improvement, in the first meeting, the average score of Team STAD I was 13,25 improvement score. The predicate was a good team. In the second meeting, the average score of STAD Team II was 18,75 improvement scores. The predicate was a great team. In the fourth meeting, the average score of Team III was 20,25 improvement scores. The predicate was a great team. In the fourth meeting, the average score of STAD Team IV was 22,75 improvement

scores. The predicate was a super team. In the fifth meeting, the average score of STAD Team V got 22,75 improvement scores. The predicate was a super team. In the sixth meeting, the average score of STAD Team VI got 26,5 improvement scores. The predicate was a super team.

Based on the explanation above, it can be concluded that there was significant progress in the STAD group score improvement and team reward (recognition) of Business letter writing test results from meeting one to meeting six. It meant every STAD team member had significant progress in their writing. Henderson (2005) strengthened that students were able to provide all necessary information, answer all questions asked, and give something extra, when desirable, preparing every message with the message receivers in mind: try to put yourself in their place, be specific, definite, and vivid rather than vague and general, choose precise, concrete and familiar words, constructing effective sentences and paragraphs, being sincerely tactful, thoughtful and appreciative, using expressions that show respect, choosing nondiscriminatory expressions, and using the right level of language, checking the accuracy of figures, facts, and words, maintaining acceptable writing mechanics.

CONLUSION

The findings of this study demonstrate the effectiveness of integrating the STAD model with group work projects in improving students' business letter writing skills. The experimental class achieved an average score of 76.13, reflecting well-structured, well-developed, and appropriate writing that met the Seven C's indicators. In contrast, the control class scored an average of 67.22, with notable shortcomings in evidence development, idea expansion, and the inclusion of extraneous material. Despite these limitations, the control class still managed to achieve a good rating quality overall. Significant progress was observed in the experimental class across six meetings. The STAD teams consistently improved their scores, starting with a "good" team classification in the first meeting and reaching a "super" team classification by the sixth meeting. This improvement highlights the model's ability to foster collaboration, enhance individual contributions, and promote team accountability in achieving writing proficiency. The novelty of this research lies in the integration of the STAD model with group work projects, which not only improved students' technical writing skills but also emphasized the importance of collaborative learning and iterative feedback in academic settings. This approach provides a replicable framework for educators seeking to enhance student engagement and performance in writing tasks. Overall, the study underscores the potential of team-based learning models to address common challenges in student writing, offering a structured pathway for continuous improvement and mastery of essential communication skills.

ETHICAL STATEMENT AND DISCLOSURE

This study was conducted in accordance with established ethical principles, including informed consent, protection of informants' confidentiality, and respect for local cultural values. Special consideration was given to participants from vulnerable groups to ensure their safety,

comfort, and equal rights to participate. No external funding was received, and the authors declare no conflict of interest. All data and information presented were collected through valid research methods and have been verified to ensure their accuracy and reliability. The use of artificial intelligence (AI) was limited to technical assistance for writing and language editing, without influencing the scientific substance of the work. The authors express their gratitude to the informants for their valuable insights, and to the anonymous reviewers for their constructive feedback on an earlier version of this manuscript. The authors take full responsibility for the content and conclusions of this article.

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