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THE EFFECTIVENESS OF USING STAD MODEL TO IMPROVE STUDENTS' WRITING ABILITY OF EXPOSITION TEXT

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Abstrak

Penelitian ini menyelidiki efektivitas model pembelajaran kooperatif Student Teams Achievement Division (STAD) dalam meningkatkan kemampuan siswa dalam menulis teks eksposisi. Desain kuasi-eksperimental dengan kelompok kontrol pra-uji dan pasca-uji digunakan. Partisipan adalah siswa kelas sebelas di Sekolah Asrama Islam Daar Al Ilmi, terdiri dari 29 siswa dalam kelompok eksperimen (XI IPA 2) yang diajar menggunakan model STAD dan 22 siswa dalam kelompok kontrol (XI IPS 2) yang menerima pengajaran konvensional. Data dikumpulkan melalui tes menulis yang diberikan sebelum dan sesudah perlakuan dan dianalisis menggunakan uji t sampel independen. Hasil menunjukkan perbedaan yang signifikan secara statistik dalam kemampuan menulis antara kedua kelompok ($p = 0{,}002 < 0{,}05$). Skor rata-rata pasca-uji kelompok kontrol adalah 77,82, sedangkan kelompok eksperimen mencapai skor rata-rata 80,55. Temuan ini menegaskan bahwa model STAD efektif dalam meningkatkan kemampuan menulis siswa. Selain itu, model ini mendorong partisipasi aktif, kolaborasi antar teman sebaya, dan peningkatan motivasi dalam proses pembelajaran, sehingga berkontribusi pada pengajaran menulis yang lebih menarik dan efektif.

Kata Kunci: pembelajaran kooperatif, teks eksposisi, STAD, menulis

Abstract

This study investigates the effectiveness of the Student Teams Achievement Division (STAD) cooperative learning model in enhancing students' ability to write exposition texts. A quasi-experimental design with a pre-test and post-test control group was employed. The participants were eleventh-grade students at Daar Al Ilmi Islamic Boarding School, comprising 29 students in the experimental group (XI IPA 2) who were taught using the STAD model and 22 students in the control group (XI IPS 2) who received conventional instruction. Data were collected through writing tests administered before and after the treatment and analyzed using an independent samples t-test. The results demonstrated a statistically significant difference in writing ability between the two groups ($p = 0.002 < 0.05$). The mean post-test score of the control group was 77.82, while the experimental group achieved a mean score of 80.55. These findings confirm that the STAD model is effective in improving students' writing ability. Moreover, the model fosters active participation, peer collaboration, and increased motivation in the learning process, thereby contributing to more engaging and effective writing instruction

Keywords: cooperative learning, exposition text, STAD, writing

1. PENDAHULUAN

Writing is widely recognized as one of the most complex skills in English as a Foreign Language (EFL) learning. Unlike receptive skills such as listening and reading, writing requires learners to generate, organize, and express ideas coherently while simultaneously applying vocabulary, grammar, and mechanics. In Indonesian schools, English is a compulsory subject, and students are expected to master the four language skills: speaking, listening, reading, and writing. Among these, writing is often perceived as the most demanding because it requires higher-order thinking skills and the ability to communicate ideas in a structured manner.

Writing in a foreign language is not merely a mechanical activity but a discovery process. Learners explore ideas, refine them through drafting and revising, and ultimately produce coherent texts. According to Harmer (2004), writing involves five essential components: content, organization, vocabulary, grammar, and mechanics. Content ensures that ideas are meaningful and sufficiently developed; organization provides coherence and logical

flow; vocabulary allows precise expression; grammar supports accuracy; and mechanics clarify meaning through punctuation and capitalization.

Writing is not only a linguistic activity but also a cognitive and social process. In the EFL context, students must simultaneously manage multiple demands: generating ideas, structuring arguments, applying grammar rules, and considering the expectations of their audience. This makes writing a multidimensional skill that requires sustained practice and effective instructional support. Scholars such as Hyland (2003) emphasize that writing is situated within a social context, meaning that learners benefit from interaction, feedback, and collaboration during the writing process.

In Indonesian classrooms, the challenge is compounded by limited exposure to authentic English outside of school. Students often rely heavily on textbooks and teacher explanations, which may not provide sufficient opportunities for active engagement. As a result, many learners produce texts that are grammatically correct at the sentence level but lack coherence and persuasive power at the discourse level. This gap highlights the need for pedagogical approaches that go beyond rote learning and encourage students to think critically about how ideas are connected and communicated.

Exposition texts, in particular, demand logical reasoning and critical thinking. Students must present arguments supported by evidence, organize ideas into coherent paragraphs, and use appropriate language features. However, preliminary observations in Indonesian classrooms reveal that many students struggle with writing exposition texts. Their difficulties include limited vocabulary, frequent grammatical errors, poor organization, and lack of coherence. Teacher-centered approaches exacerbate these problems, as students often remain passive and disengaged. Address these challenges, learner-centered approaches such as cooperative learning have been proposed. Cooperative learning emphasizes collaboration, peer support, and active participation. One of the most widely used cooperative learning models is the Student Teams Achievement Division (STAD), developed by Slavin (1995). STAD encourages students to work in heterogeneous groups, share knowledge, and support one another in mastering the material. Through group competition and rewards, STAD motivates students to contribute actively to the learning process. In exposition texts, these components are particularly important. Writers must present arguments logically, use appropriate vocabulary to express opinions, and apply grammar and mechanics correctly to ensure clarity.

Exposition texts are particularly demanding because they require students to construct logical arguments supported by evidence. Unlike narrative texts, which focus on storytelling, exposition texts demand analytical reasoning and the ability to persuade readers. For example, when writing about environmental issues, students must not only describe the problem but also present arguments, counterarguments, and solutions. This requires higher order thinking skills such as analysis, evaluation, and synthesis, which are often underdeveloped in traditional classrooms.

This study explores the effectiveness of STAD in improving students' writing ability in exposition texts. By shifting from teacher-centered to student-centered instruction, STAD is expected to enhance students' motivation, critical thinking, and writing proficiency. Cooperative learning is based on the principle that students learn better when they work together. Johnson and Johnson (1999) identify five key elements of cooperative learning: positive interdependence, individual accountability, face-to-face interaction, social skills, and group processing. Cooperative learning not only improves academic achievement but also fosters social skills such as communication, empathy, and teamwork. Cooperative learning, therefore, provides a promising alternative. By engaging students in group discussions, peer feedback, and collaborative drafting, cooperative learning creates a supportive environment where learners can share ideas and refine their writing together. Research in second language acquisition suggests that peer interaction promotes noticing of language forms, negotiation of meaning, and deeper processing of input (Long, 1996). These processes are essential for developing writing proficiency.

STAD is one of the earliest and most widely used cooperative learning models. It consists of five main steps: (1) Class Presentation, the teacher introduces the material. (2) Team Work, students work in heterogeneous groups to discuss and practice the material. (3) Individual Quiz, each student takes a quiz individually. (4) Individual Improvement Score, scores are calculated based on individual improvement. (5) Team Recognition, groups are rewarded based on collective achievement. STAD motivates students by combining individual accountability with group rewards. It encourages students to help one another, as the success of the group depends on the improvement of each member. The STAD model, in particular, aligns well with the demands of writing instruction. Its emphasis on team work ensures that students are exposed to diverse perspectives, which enriches the content of their writing. The individual quiz component maintains accountability, ensuring that each student develops personal

competence rather than relying solely on group effort. The improvement score system motivates lower achieving students by rewarding progress rather than absolute performance, while team recognition fosters a sense of collective responsibility. Together, these elements create a balanced instructional framework that combines collaboration with individual growth.

International studies also support the effectiveness of STAD. For instance, research conducted in Malaysia (Kaur & Aziz, 2019) found that STAD improved students' argumentative writing by encouraging them to brainstorm collectively and critique each other's drafts. In Turkey, Yildiz (2020) reported that STAD enhanced students' motivation and reduced writing anxiety, leading to more confident and fluent compositions. These findings resonate with the Indonesian context, where writing anxiety and lack of confidence are common barriers to success. Moreover, STAD contributes to the development of soft skills that are increasingly valued in education. Through group interaction, students learn to negotiate meaning, resolve conflicts, and respect diverse viewpoints. These skills not only improve the quality of their writing but also prepare them for real world communication in academic and professional settings. In this sense, STAD addresses both linguistic and socio emotional dimensions of learning.

Taken together, the literature suggests that STAD is a versatile and effective model for teaching writing in EFL contexts. It addresses the cognitive demands of writing by scaffolding idea generation and organization, the linguistic demands by promoting peer correction and feedback, and the motivational demands by incorporating competition and rewards. This study builds on previous research by applying STAD to the teaching of exposition texts in Indonesian senior high schools, aiming to provide empirical evidence of its effectiveness and practical implications for classroom practice.

Several studies have demonstrated the effectiveness of STAD in language learning. Hastuti and Suryaman (2024) found that STAD improved students' ability to write fantasy texts. Nabila et al. (2024) reported that STAD enhanced students' writing ability in recount texts. Sinaga et al. (2021) showed that STAD and small group discussions improved students' descriptive writing. These findings suggest that STAD is effective across different genres of writing.

2. METHOD

This study employed a quantitative approach using a quasi-experimental design with a non-equivalent control group. The design incorporated pre-test and post-test measures to evaluate the effectiveness of the STAD model in improving students' writing ability. In this design, participants were assigned to experimental and control groups without randomization, allowing for comparison of outcomes between the two groups (Creswell, 2018; Hardani et al., 2020). The quasi-experimental design is described in the following table:

Table 1. Pre and Post Test Design

	Pre-test	Treatment	Post-test
Experiments	0_1	X_1	0_2
Control	0_1	X_2	0_2

Description :
0_1 = initial tests in the experimental group and control group
0_2 = final Test in experimental group and control group
X_1 = student Teams Achievement Division (STAD) model
X_2 = No treatment (conventional learning)

In this research, there are two groups used in this design, the experimental group and the control group. Both groups will be given pretest (0_1), then the experimental group will be treated using Student Teams Achievement Division model (X_1) and the control group will be treated using conventional model (X_2). The last step is that both groups will be given a posttest (0_2).

A research population is typically a sizable group of people or things that are the primary subject of a scientific investigation. According to (Gay et al., 2012) stated that the accessible population, often referred to as the available population, is the group from which the researchers actually selects; the target population is the population to which the researchers would prefer to extrapolate findings. Therefore, the participants in this research were Daar Al Ilmi Islamic Boarding School eleventh grade during the 2024–2025 academic year. There were four classrooms and 91 students in the eleventh grade.

According to (Gay et al., 2012) stated that sampling is the practice of selecting a number of research participants who are representative of the larger group from which they were recruited. Sampling is done in order to learn more about a wider population. The group to which researchers hope that research findings can be applied is known as the population. This study employed purposive sampling, selecting class XI IPA 2 as the experimental group and class XI IPS 2 as the control group at Daar Al Ilmi Islamic Boarding School. The selection was based on the English teacher's assessment and the average English learning outcomes from the previous semester, with both classes considered suitable for the study and in need of improvement.

The results of the data analysis indicate that the application of the STAD model significantly enhanced students' writing ability in analytical exposition texts. This improvement was evident from the higher post-test scores in the experimental group compared to the control group.

Table 2.Sample Class

Group	Grade	Total
Experimental	11 IPA 2	29
Control	11 IPS 2	22
Total		51

A writing test (essay) was one of the tools used to gather data during the test. Pre-test and post-test were used in this research. A pre-test was used to determine the students basic proficiency and understanding before they received treatment for composing analytical exposition texts. The researchers used Brown (2004) writing assessment scoring guidance to score the students writing. The table below provides a scoring method of composition writing.

Table 3. Scoring Methods of Composition Writing

Writing Elements	Score	Criteria
Content	20-18	Uses clearly appropriate details to support or illustrate ideas.
	17-15	Uses details to support or illustrate an idea.
	14-12	Uses some details to support or illustrate an idea.
	11-6	Uses inappropriate or insufficient details to support or illustrate generalization.
	5-1	Uses little or no detail or irrelevant specifics
Organization	20-18	Well organized and well developed.
	17-15	Generally, well organized and developed.
	14-12	Adequately organized and developed.
	11-6	Inadequately organized and developed.
	5-1	Inadequately organized and developed.
Vocabulary	20-18	Demonstrates variety and appropriate word choice.
	17-15	Demonstrates some variety and range of vocabulary.
	14-12	Contains some errors that occasionally obscure meaning.
	11-6	Demonstrates inappropriate choices of words form.
	5-1	Contains serious problems with focus.
Language	20-18	Displays consistency facility in the use of language.
	17-15	Displays consistency facility in the use of language.
	14-12	Demonstrates adequate but possibly inconsistent facility with usage.
	11-6	Displays an accumulation of errors in sentences structure and/or usage.
	5-1	Displays serious and frequent errors in sentences structure or usage
Mechanics	20-18	Effectively addresses the writing tasks.
	17-15	Addresses some parts of the task more effectively than others.
	14-12	Addresses the writing topic adequately but may slightpart of the task.
	11-6	Shows errors in sentence punctuation.
	5-1	Shows severe spelling problems.

Table 4.Analytic Rating Score

No	Category	Range
1	Very Good	100-85
2	Good	84-70
3	Fair	69-60
4	Poor	59-50
5	Very Poor	<50

Source: (Brown, 2004)

Data analysis was completed once the pretest and post-test results were obtained. Descriptive statistics, normality tests, homogeneity tests, and t-tests were used in the SPSS v.22 program to identify any significant differences between applying the STAD model to enhance students' writing skills in exposition texts for the eleventh grade at Daar Al Ilmi Islamic Boarding School.

3. RESULT AND DISCUSSION

The findings of this study demonstrate that the STAD model significantly improves students' writing ability in analytical exposition texts. Statistical analysis using SPSS v.22 confirmed a significant difference between the experimental and control groups ($p = 0.002 \leq 0.05$), indicating that students taught with the STAD model outperformed those taught with conventional methods. These results highlight the effectiveness of cooperative learning in supporting writing instruction and suggest that STAD can serve as an alternative model for enhancing students' critical thinking, idea development, and collaborative skills in essay writing.

The results of this study carry important implications for classroom practice. Many students perceive English as a difficult and uninteresting subject, particularly when it comes to writing. Teachers therefore need to employ creative and engaging strategies to sustain students' interest. The STAD model provides a structured yet flexible framework that can transform writing lessons into interactive and collaborative experiences. By dividing students into heterogeneous teams, teachers can ensure that stronger students support weaker ones, while every member contributes to the group's success. This reduces anxiety, builds confidence, and encourages active participation.

Teachers should also recognize that writing is not simply about producing grammatically correct sentences but about developing ideas and arguments. Through STAD, teachers can guide students to brainstorm collectively, organize their thoughts, and refine their drafts with peer feedback. This process not only improves the quality of writing but also nurtures critical thinking and problem-solving skills. In contexts where students are reluctant to write, STAD can serve as a motivational tool, making writing tasks more enjoyable and meaningful.

Moreover, STAD helps students process their prior knowledge whether accurate or inaccurate and refine it through interaction. When students share their drafts and receive feedback, they learn to identify weaknesses and improve their writing. This iterative process builds resilience and persistence, qualities that are crucial for academic success. Writing analytical exposition texts under the STAD framework thus becomes not only a linguistic exercise but also a developmental journey that enhances confidence, enthusiasm, and intellectual growth.

Additionally, future scholars should align their research with the curriculum used in classrooms, ensuring that findings are directly applicable to teaching practice. They may also develop supplementary resources, such as lesson plans, worksheets, and digital tools, to facilitate the implementation of STAD in diverse educational settings. By doing so, researchers can contribute not only to academic knowledge but also to practical improvements in language education.The data analysis showed that the STAD model significantly improved 11th grade students' writing ability in exposition texts at Daar Al Ilmi Islamic Boarding School. This improvement was evident from the higher post-test scores achieved by the experimental group compared to the control group.

Table 5. The Result of Descriptive Statistics

		Minimum	Maximum	Mean	Std. Deviation	Variance
Pre-Test Experimental	9	52	77	65.21	7.585	57.527
Post-Test Experimental	9	72	87	80.55	3.169	10.042
Pre-Test Control	2	55	78	67.36	7.339	53.861
Post-Test Control	2	73	82	77.82	2.684	7.203
Valid N (listwise)	2					

The post-test instrument was higher than the pre-test instrument in each descriptive analysis, according to the results. The t-test was used to determine whether there was a significant difference in the mean score between the pretest and posttest. The data distribution was examined before the T-test was run. Its goal was to choose the type of T-test that would be applied. Parametric tests are used to examine data that are regularly distributed, while nonparametric tests are used to analyze data that are not. If the Shapiro-Wilk value is more than 0.05, the data are classified as normal. Table 6 provided a summary of the normalcy outcome.

Table 6. Normality Test Score

Tests of Normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
Pre-Test of Experimental Class	.947	29	.149
Post-Test of Experimental Class	.954	29	.238

Lilliefors Significance Correction

Table 7. Homogeneity Test Score

	Levene Statistic		Dfl	df2	Sig.
Pre-Test	039		1	49	.843
Post-Test	104		1	49	.748

The data are classified as normally and homogeneously distributed, according to the results of the normality and homogeneity tests, which are displayed in table 6 and 7. The Shapiro-Wilk Sig. values for the pretest and posttest are both more than 0.05. As a result, the paired sample t-test is feasible.

Following a normal categorization and homogeneity distribution of the data, hypothesis testing was done to determine whether applying the STAD model to enhance 11th grade students writing skills in exposition texts at Daar Al Ilmi Islamic Boarding School was significantly different. The paired sample t-test was used to evaluate the hypothesis. When deciding whether to accept or reject the hypothesis, there were two requirements. The alternative hypothesis was disproved if the tobs value was less than the tcv. Conversely, the alternative hypothesis was accepted if the tobs exceeded the tcv.

Table 8. Independent Samples Test

Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	df	Sig. (2-tailed)
Pre-Test	Pre-Test	104	.748	-3.254	49	.002
Post-Test	Post-Test			-3.330	48.349	.002

The paired sample T-test result indicated that the 2-tailed Sig value was .002. This value was below the standard level (α=.050). One may say that the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected. This finding indicated that the STAD model significantly improved the writing skills of eleventh-grade students at Daar Al Ilmi Islamic Boarding School when it came to exposition texts.

The researchers used SPSS 22 using the chosen formulas to analyze the data collected for this research topic "is there any significant different score of using STAD model to improve students writing ability of analytical exposition texts at 11th grade?" and "how is the students writing ability after being taught using STAD model?". The researchers discovered evidence to back up the idea they had previously developed. Numerical data derived from the analysis procedure served as proof. Data was gathered both before and after the experiment was conducted at Daar Al Ilmi Islamic Boarding School. The experimental class used the STAD model as a learning model, whereas the control class used the traditional model.

The results by using STAD in the experimental class can improve students ability to write analytical exposition text in 11th grade students of Daar Al Ilmi Islamic Boarding School. Based on the pre-test average of 65.21 to 80.55 in the post-test. The increase in scores above is in accordance with the benefits of STAD according to (Simamora, 2024) stated that one of the benefits of STAD is that students are more actively engaged in their lessons. With students becoming more active, exchanging ideas, adding insights to knowledge with other friends so that student learning outcomes increase. The results of the data analysis above are in line with previous research which states that the use of STAD is effective for teaching writing. Hastuti & Suryaman (2024) with the title "The Effectiveness of TPS and STAD Models on Fantasy Text Writing Skills in View of Learning Motivation of VII Grade Junior High School Students". The t-test findings indicate that the t value is -18.232 and the Sig. (2-tailed) is 0.000, which means that $P < 0.05$. This demonstrates that there is a noteworthy change between the pretest and posttest results for class 7D's fantasy text writing proficiency; hence, the think-pair-share model is an effective method for teaching fantasy text writing.

The findings suggest that the STAD model enhances students' ability to develop ideas, organize paragraphs, and engage in critical thinking during the writing process. In addition, cooperative learning through STAD fosters active participation, peer support, and increased motivation, all of which contribute positively to students' writing performance in analytical exposition texts.

4. CONCLUSION AND SUGGESTION

The STAD model has proven to be an effective pedagogical approach for enhancing students' writing ability in analytical exposition texts. It addresses the cognitive, linguistic, and motivational challenges of writing by fostering collaboration, accountability, and active engagement. For teachers, STAD offers a creative alternative to traditional methods; for students, it provides a supportive environment that

encourages participation and growth; and for researchers, it presents a fertile ground for further investigation. Ultimately, the adoption of STAD can help transform writing instruction into a dynamic and empowering experience, equipping students with the skills they need to succeed both academically and beyond. For students, the study suggests that active involvement in the learning process is essential. Writing cannot be mastered passively; it requires practice, reflection, and collaboration. Students should not be afraid to express their ideas, even if they are uncertain, because group discussions provide opportunities to clarify misunderstandings and strengthen arguments. The STAD model encourages students to take responsibility for their own learning while also supporting their peers. This dual responsibility fosters a sense of accountability and belonging, which in turn increases motivationAt the institutional level, the findings suggest that curriculum designers and policymakers should consider integrating cooperative learning models such as STAD into English language teaching. Traditional teacher centered approaches may no longer be sufficient to meet the demands of modern education, which emphasizes critical thinking, creativity, collaboration, and communication. By embedding STAD into the curriculum, schools can provide students with opportunities to practice these 21st century skills while simultaneously improving their writing proficiency.

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