

ENHANCING WRITING SKILL IN ENGLISH WITH SIMPLE SENTENCE: THE IMPACT OF STAD AND PEER REVIEW FOR EFL UNDERGRADUATE STUDENTS

Anusit Panklam¹

วันที่ส่งบทความ: 11 พฤษภาคม 2567, วันที่แก้ไขบทความ: 10 ตุลาคม 2567,

วันที่ตอบรับบทความ: 13 ธันวาคม 2567

Abstract

This study aimed to investigate the effectiveness of using STAD and Peer Review in enhancing the writing skills of EFL undergraduate students, with a focus on constructing simple English sentences, and to assess the students' satisfaction with the use of STAD and Peer Review as methods for improving their English writing skills. The participants comprised 26 first-year undergraduate students in the English program at the Faculty of Education, Kamphaeng Phet Rajabhat University, during the first semester of the 2022 academic year enrolled the Format Writing Course by using purposive sampling. The research instruments included lesson plans, a writing achievement test (pretest and posttest), and a questionnaire. Quantitative data were analyzed using the mean and standard deviation.

The findings were as follows: 1) The effectiveness of using STAD and Peer Review in enhancing writing skills of EFL undergraduate students, with a focus on constructing simple English sentences was demonstrated by a significant increase in the posttest mean score (18.65) compared to the pretest mean score (14.08), with a T-test confirming the improvement ($P < .05$). 2) Students' satisfaction the use of STAD and Peer Review as methods for improving their English writing skills was at the highest level ($\bar{x} = 4.50$).

Keywords: WRITING SKILL WITH SIMPLE SENTENCE, STUDENT TEAMS ACHIEVEMENT DIVISIONS (STAD), PEER REVIEW, ENGLISH AS A FOREIGN LANGUAGE (EFL)

¹ Affiliation (Education Faculty Kamphaeng Phet Rajabhat University, Thailand.)

E-mail: anusit_p@kpru.ac.th, Tel. 0877309521

Introduction

Writing in English reflects a broad spectrum of skills and practices across both academic and everyday contexts. The act of writing bridges tradition and modernity, as R.K. Narayan humorously explores in *The Vendor of Sweets*, revealing the evolving nature of English writing (Sadana, 2012). The integration of technology further complicates this evolution, influencing how writing is approached in daily life (Allington & Hewings, 2012). Social identity also plays a significant role in writing, as Brian Street's concept of literacy emphasizes the importance of context (Chan et al., 2016). The challenges faced by non-native speakers highlight the need for clarity, persuasion, and conciseness in academic writing, while also adapting styles to specific contexts. The lack of comprehensive surveys on Indo-Anglian literature further complicates navigating the English writing landscape (Yu et al., 2021). Additionally, Thai EFL students struggle to develop proficient writing skills due to limited exposure, cultural-linguistic differences, and ineffective instructional methods (Chamcharatsri, 2017; Gunn, 2015). Their difficulties in understanding writing structures, compounded by inadequate feedback, hinder their progress (Martínez & Gómez, 2023). However, collaborative learning approaches, particularly the Student Team Achievement Division (STAD), have been shown to effectively promote student achievement and teamwork (Rungkat & Rogahang, 2023). The STAD model is a cooperative learning strategy that enhances academic performance and skills by promoting teamwork, individual accountability, and group success. It has shown significant improvements in students' learning outcomes and process skills (Touwe & Lasaiba, 2024; Ariningsih et al., 2023). Studies reveal increased problem-solving abilities, and creativity through its application (Sirait et al., 2024). STAD also serves as an effective tool for real-time assessment fostering a collaborative environment (Rachana, 2024). While it offers considerable educational benefits, its success relies on proper implementation, teacher training, and balancing group and individual learning needs (Siska et al., 2024).

To further enhance the benefits of collaborative learning, peer review fosters critical thinking, engagement, and constructive feedback, which are crucial for improving writing clarity and effectiveness. It encourages students to reflect on their own writing while learning from their peers' styles, offering insight into

common mistakes and areas for improvement. By exchanging targeted feedback, students refine their writing in real time and develop a deeper understanding of the revision process. Additionally, peer review creates a supportive environment where students strengthen their grasp of writing conventions and structure, while gaining confidence through multiple perspectives (Chakarvarti, 2023). Together with STAD, peer review equips students with both the technical and cognitive skills necessary for effective writing.

Therefore, an integrated approach combining STAD and Peer Review presents a comprehensive framework that fosters engagement, mutual learning, and improved writing skills among EFL students. This method enhances sentence structure comprehension and critical thinking through collaborative planning and clear guidelines. By emphasizing a structured framework with clear assessment criteria and instructor guidance, this approach offers empirical insights into effective strategies for promoting EFL students' writing proficiency, providing a practical solution to the challenges identified.

Research Objectives

1. To investigate the effectiveness of using STAD and Peer Review in enhancing the writing skills of EFL undergraduate students, with a focus on constructing simple English sentences.

2. To assess the students' satisfaction with the use of STAD and Peer Review as methods for improving their English writing skills.

Related Literatures Review

Teaching Procedures of Writing in English

Teaching writing proficiency in English requires more than just mastering language mechanics. A holistic approach integrates instruction in genre, audience, and context, alongside explicit teaching of rhetorical strategies and cultural nuances (Cosmiano, 2023). The process emphasizes the importance of feedback and revision, combining teacher and peer input to improve accuracy and coherence. Additionally, technology enhances engagement, promotes collaboration, and supports autonomous learning, creating a comprehensive framework for developing proficient English writers (Martínez & Gómez, 2023). Foundational writing structures, such as sentence construction, paragraph

organization, and coherence, are critical for effective communication (Anderson, 2022). Explicit instruction in these areas helps learners produce cohesive texts, and systematic practice paired with meaningful writing tasks fosters continuous improvement (Tahir, 2023). Teaching simple sentences, in particular, forms a crucial starting point for building more advanced skills, as it simplifies grammar learning while boosting confidence in idea expression (Zhu & Huang, 2023). A structured approach to writing instruction includes pre-writing, writing, and post-writing stages (Kalin, 2023). Pre-writing activities like brainstorming and outlining help organize thoughts, while the writing stage involves drafting and revising with peer and teacher feedback. Post-writing focuses on editing, proofreading, and reflection, which refine writing quality and promote metacognitive growth, enabling students to continuously improve their skills.

While a structured approach to writing instruction focuses on individual processes like pre-writing, writing, and post-writing stages, collaborative methods such as the Student Team Achievement Division (STAD) can further enrich the learning experience by encouraging group work, promoting engagement, and enhancing writing skills through teamwork and accountability.

Student Team Achievement Division (STAD)

The Student Team Achievement Division (STAD), developed by Slavin (1978), enhances student engagement and academic performance by organizing students into diverse groups working toward common goals. STAD promotes group work by emphasizing positive interdependence, accountability, and social skills (Sari, 2022). This approach fosters positive relationships, communication, and understanding. While challenges exist in monitoring equitable participation, STAD improves performance, self-esteem, and social skills, benefiting students across different backgrounds.

In addition to the collaborative benefits of STAD, peer review further supports student development by fostering critical thinking and enhancing writing proficiency through constructive feedback.

Peer Review

Peer review, where students give feedback on their peers' work, enhances both learning outcomes and writing proficiency (Topping, 2001). It fosters critical

thinking and improves content, organization, and language use. The process of providing and receiving feedback encourages reflection, builds metacognitive skills, and promotes active engagement. Peer review also creates a collaborative environment that nurtures mutual support and communication skills, motivating students to revise their work and meet academic expectations.

Therefore, combining the Student Team Achievement Division (STAD) approach with Peer Review creates a practical framework for enhancing writing skills, particularly in constructing simple sentences in English. STAD's collaborative structure, emphasizing positive interdependence and individual accountability, complements Peer Review's feedback-driven process, offering students a supportive environment for mastering writing tasks. Heterogeneous groups in STAD ensure students work together to achieve proficiency, while Peer Review facilitates draft exchange and sentence improvement suggestions. Although existing research highlights the benefits of both STAD and Peer Review individually, there is a gap in exploring their combined potential to enhance students' simple sentence construction skills. Investigating their integration could provide valuable insights into improving writing instruction for undergraduate students. Building on this, a potential study could further explore how STAD and Peer Review complement each other in addressing challenges related to simple sentence construction, while also examining their impact on students' writing fluency, accuracy, and confidence. Such research would offer valuable contributions to pedagogical practices aimed at improving writing proficiency among undergraduate students.

Scope of the Study

1. Scope of Population and Sample Group

1.1 Population The population consisted of 51 English program undergraduate students studying in the 1st year at Faculty of Education, Kamphaeng Phet Rajabhat University during the 1st semester of the academic year 2022.

1.2 Sample Group The sample group consisted of 26 English program undergraduate students studying in the 1st year at Faculty of Education, Kamphaeng Phet Rajabhat University during the 1st semester of the academic year 2022 and enrolled the Format Writing Course by using purposive sampling. The

reasons for using purposive sampling in this context were to specifically target students enrolled in the Format Writing course, as they represented a relevant population for the study. This method ensured that the sample included individuals who were directly involved in the course and whose experiences were pertinent to the research objectives, providing insights into writing instruction within this specific educational context.

2. Scope of Contents

The contents of this study were divided into five units (S-V, S-V-O, S-V-IO-DO, S-V-Complement (N/Adj.), S-LV-Completement (N/Adj./Adv.)) with seven weeks in the first semester in academic year 2022.

3. Scope of Variable

3.1 Independent variables: STAD and peer review

3.2 Dependent variables: Writing skill with simple sentence and student's satisfaction

4. Scope of Time

This study was conducted in 1st semester in academic year 2022.

Conceptual Framework

The conceptual framework of this study were as the followings:

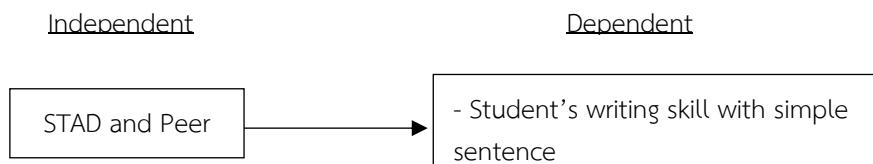


Figure 1: Conceptual Framework

Research Methodology

1. Research Design This research is quasi-experimental, One Group Pre-test Post-test Design.

2. Population and Sample Group The population consisted of 51 English program undergraduate students studying in the 1st year at Faculty of Education, Kamphaeng Phet Rajabhat University during the 1st semester of the academic year 2023. However, the participants in this study consisted of 26 English program

undergraduate students studying in the 1st year at Faculty of Education, Kamphaeng Phet Rajabhat University during the 1st semester of the academic year 2022 and enrolled the Format Writing Course by using purposive sampling.

3. Research Instrument and Validation

This study designed the 3 research instruments consisted of 1) lesson plans 2) writing achievement tests, and 3) satisfaction questionnaire.

3.1 The development and assessment of lesson plans for the Format Writing course involved a systematic process. Researchers examined the course description and relevant literature, applied STAD and peer review principles to design seven lesson plans based on Hanna Sundari's work (2013), and had experts review them using a Likert scale. With an overall rating of "The most appropriate" ($\bar{x}=4.67$), the plans were considered precise and suitable. After refining them through testing with non-sample students and incorporating feedback, the plans were finalized as an effective teaching tool to improve participants' writing skills. The writing cycles with peer review from Hui-Tzu Min (2006) were then adapted for teaching writing with simple sentences, promoting students' writing abilities through STAD as shown in figure 2.

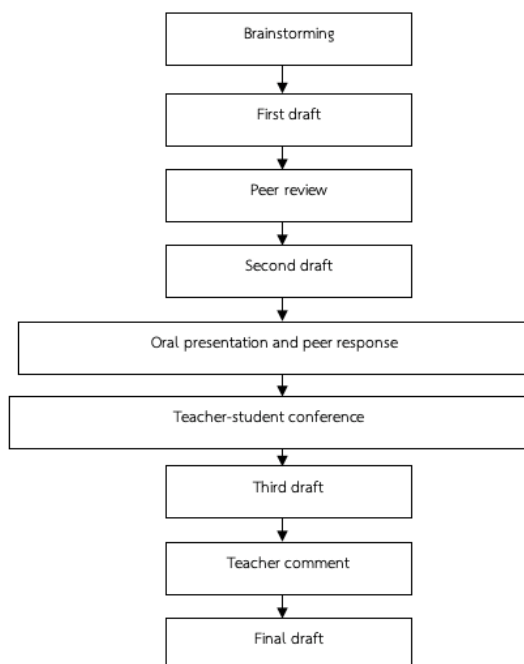


Figure 2: The Writing Cycles

The writing process in the figure incorporates STAD and peer review to enhance writing skills. It starts with brainstorming in groups, promoting idea generation and collaboration. After the first draft, peer review provides feedback, fostering accountability and critical reflection. The second draft is followed by an oral presentation and teacher-student conference for more personalized feedback. Finally, the third draft is revised with teacher comments, leading to a polished final draft, combining group-based and individual input for improvement. This iterative process aligns with students' writing development by progressively building their skills in drafting, revising, and refining their work through collaborative and guided support.

To enhance students' writing through the use of simple sentences, the learning processes were based on the development of STAD with 5 learning steps (Hasmyati and Suwardi, 2018) and Peer Review with 9 writing cycles. The results are illustrated in Figure 3.

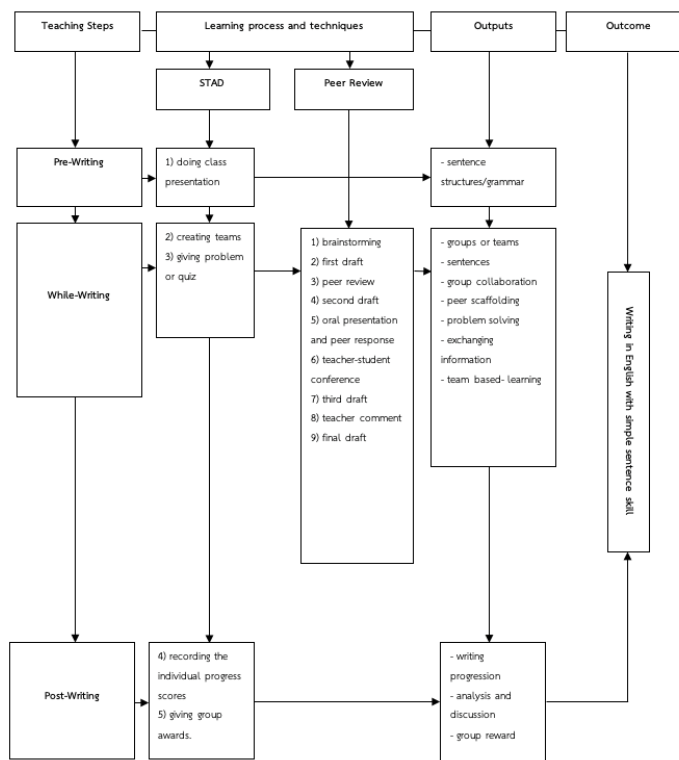


Figure 3: The Link Between process of STAD, Peer Review and Teaching Steps

According to the lesson plan designed by the researcher, the combination of the SATD and Peer Review were employed in the teaching processes of pre-writing, while writing, and post-writing.

3.1 Writing Achievement Test (pretest and posttest): The development of this test involved a comprehensive process. After studying test creation methods, a multiple-choice test with 30 questions focused on simple sentence writing was created. Experts reviewed the test and made revisions to align with objectives, achieving a high Index of Item Objective Congruence (IOC). The test's reliability and difficulty were evaluated using 25 non-participant students. After further revisions and advisor review, the test was finalized and administered to the study's sample group.

3.2 Students' Satisfaction Questionnaire: This questionnaire was developed through a structured process. A framework and structure were defined, drawing from relevant research. Advisors and experts reviewed a 20-item Likert scale questionnaire ranging from 1 to 5 for content validity. A trial implementation involving 25 non-participant students provided feedback for further refinement. After incorporating this input, the final version was utilized to collect comprehensive data from study participants.

4. Research procedures

The research has collected data and conducted research following these steps:

4.1 Prior to the research, the research team gained an understanding of students' the simple writing sentence skills through cooperative learning using the STAD and Peer review technique with the participants.

4.2 Before the study, a pre-test was conducted with the sample group using a 30-question proficiency test in the simple writing sentence skills. Scores were then assessed based on predetermined criteria, and data were collected.

4.3 The teaching plan was executed according to the learning management plan. The performance of each student in the class was studied based on the pretest results to group students into three levels: high, fair and low. The teacher then formed 5 groups, consisting of 5 students in 4 groups and 6 students in 1 group.

4.4 A post-test was conducted after the lessons, using a proficiency test to measure the writing.

4.5 Students responded to a satisfaction questionnaire regarding the learning experience, using the STAD and Peer review technique.

5. Data Analysis and statistical method

The research team conducted data analysis using the following methods:

5.1 The proficiency of the participants in the simple writing sentence skills was analyzed and compared before and after lessons using STAD and Peer review technique. This was done through Dependent Samples t-test, with statistical significance set at .05.

5.2 The satisfaction of the participants with the learning process was analyzed using the STAD and Peer review technique. The satisfaction levels were determined by examining the scores in 5 different ranges and interpreting the average scores. The criteria for evaluating the quality levels based on the Likert scale adapted from Pakorn Prachanban (2009). An average appropriateness score of 3.51 and above is considered a usable satisfaction questionnaire.

Research Results

The research results are presented in alignment with the two research objectives. In response to the first objective, the study investigated the effectiveness of using STAD and Peer Review to enhance the writing skills of EFL undergraduate students in English, particularly in constructing simple sentences, as shown in Table 1.

Table 1: The Comparative Results of Pretest and Posttest

Test Type	Mean	S.D.	Mean Difference (D.)	t-value	Significance (Sig.)
Pretest	14.08	3.51			
			4.58	7.51	0.0000
Posttest	18.65	4.44			

The table shows that the average mean score increased significantly from 14.08 in the pretest to 18.65 in the post-test, with a mean difference of 4.58. The t-test result ($t = 7.51$, $p < 0.05$) indicates a significant difference between the

pretest and post-test scores, signifying the effectiveness of the implemented teaching strategies.

In addition, in response to the second research objective, a questionnaire was used to assess students' satisfaction with using STAD and Peer Review to enhance their writing skills in English, particularly in constructing simple sentences. Every element in the questionnaire was designed to gauge the highest level of satisfaction with STAD and Peer Review as teaching and learning methods. Six aspects of satisfaction are discussed in Figure 4.

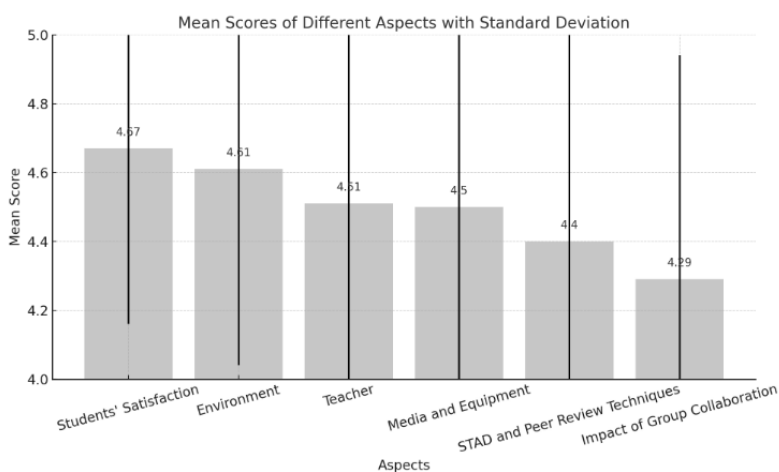


Figure 4: Students satisfaction with using STAD and Peer Review as teaching and learning methods in various aspects.

In Figure 4, the graph indicates high levels of student satisfaction across various aspects of the STAD and peer review methods for enhancing English writing skills. Students satisfaction was rated the highest, at 4.67, reflecting a positive overall experience. The learning environment scored 4.61, highlighting its conducive nature, while the teacher's guidance received a score of 4.51, signifying adequate support, although clarity of instructions could be improved. Media and equipment, with a score of 4.50, were considered accessible and helpful. The STAD and peer review techniques received a 4.40 rating, suggesting room for improvement in comfort levels and error identification. Finally, the impact of group collaboration on writing success scored 4.29, showing that teamwork positively influenced students' skill development and confidence, similar to Sari's (2022) study, which highlights that group work fosters interdependence,

accountability, and social skills, Topping (2001) found that peer review encourages support, communication, and motivation for revising work and meeting expectations, all of which contribute to group success and improved scores. Overall, the graph underscores that the methods used were highly effective, though improved instructional clarity and peer review could further enhance the collaborative writing experience.

However, student feedback from the open-ended questions revealed that working in groups caused some issues, particularly with task completion and scoring. For example, the relationship between peers led to problems with communication and participation while completing the tasks. Additionally, the lack of defined roles within the group caused hesitation among students in volunteering for tasks, which affected timely completion.

Due to the challenges faced by students when working in groups, particularly regarding communication and role distribution, it is suggested that structured roles and improved peer interaction are crucial for the effectiveness of group work, highlighting the need for better group dynamics and clearer task delegation to enhance student collaboration and productivity.

Discussion

Using STAD and Peer Review techniques significantly improved EFL undergraduate students' writing skills, particularly in constructing simple sentences, as evidenced by a notable increase in posttest scores. These methods foster teamwork, accountability, and overall writing proficiency, aligning with previous studies by Tamam and Nurhikmah (2023) and Eddy et al. (2019). The questionnaire revealed high student satisfaction with the learning environment, teacher guidance, and accessibility of media and equipment, though students expressed a need for clearer instructions and more comfort in identifying errors. Group collaboration was found to positively impact skill development and confidence, but further improvements in structured roles and peer interaction are needed to enhance communication, task delegation, and productivity. Overall, the research demonstrates the effectiveness of combining STAD and Peer Review in improving writing skills, while also highlighting areas for refinement to optimize group work and collaborative learning in future applications.

Conclusion

The study found that combining STAD and Peer Review techniques significantly improved EFL undergraduate students' English writing skills, as evidenced by a marked increase in post-test scores. This result highlights the combined benefits of STAD's collaborative team structure and Peer Review's constructive feedback, leading to enhanced writing proficiency. Students expressed high satisfaction with these methods, appreciating STAD's collaborative activities and effective communication along with the constructive and diverse perspectives provided by Peer Review. The guidance of an engaged instructor was essential, particularly in offering clear instructions, support, and encouragement for effective teamwork and feedback-oriented strategies. Additionally, the accessibility of media and equipment played a crucial role in facilitating group work. Educators seeking to replicate these results should focus on designing collaborative tasks that integrate teamwork and feedback, following the principles of STAD and Peer Review. Training students to provide respectful and effective feedback while fostering a supportive environment that encourages constructive critique is vital. Providing appropriate technology and resources, such as online collaborative tools, can further streamline group work, allowing STAD and Peer Review techniques to flourish. By adopting these approaches, educators can create a learning environment that nurtures accountability, collaboration, and meaningful feedback, significantly improving writing proficiency across various educational contexts.

Suggestions for Further Research

The study demonstrates that STAD and Peer Review techniques significantly improve EFL students' English writing skills; however, several limitations are evident and should be to be addressed in further research.

1. Refinement of Collaborative Techniques: The study highlights areas for improvement, such as enhancing the effectiveness of peer feedback and increasing student comfort in collaborative activities. Future research could focus on refining these techniques to achieve better outcomes.

2. Exploring Tailored Approaches: There is a call a need to explore tailored approaches to boost motivation levels within collaborative writing environments. Further research can investigate motivational strategies that cater to diverse student needs.

3. Comparative Studies and Broader Applicability: Additionally, studies could compare the efficacy of these strategies across different educational contexts or language learning scenarios, evaluating their applicability and effectiveness in varied settings.

Research Implications

The study suggests that STAD and Peer Review techniques effectively enhance EFL students' writing skills, but improvements in peer feedback and group comfort are needed. Tailored approaches to address individual motivation in collaborative writing tasks should also be explored. Future research should investigate the applicability of these strategies in different educational contexts to better understand how they can be adapted for diverse student needs.

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