CHAPTER II

LITERATURE REVIEW

A. Previous Studies

Several previous studies have been conducted on the implementation of the STAD cooperative learning model, with results generally showing an increase in student engagement and learning outcomes, especially in English language learning. Research by Badrut Tamam & Nur Hikmah (2023), entitled "**STAD Cooperative Learning Model to Improve Students' Ability to Determine the Main Idea of a Paragraph**" This study examined the application of STAD in English reading skills, specifically in finding the main idea. The results show that students find it easier to understand texts and are better able to identify main ideas. STAD encourages students to be more active in working together in groups and improves their reading comprehension skills.[10]

Another study by Sri Handayani Parinduri & Makmur Sirait (2022), entitled "**The Effect of the STAD Cooperative Learning**

[10]Tamam, B., & Hikmah, N. (2023). STAD cooperative learning model to improve students' ability to determine the main idea of a paragraph. Journal of Education, 14(2), 55–64. https://www.researchgate.net/publication/372363038_Cooperative_Learning_Model_Type_STAD_for_Improving_Students%27_Skills_in_Determining_Main_Ideas_of_Paragraphs

Model with Presentation Media on Student Learning Outcomes" compared the learning outcomes of students between classes that used STAD with presentation media and classes that used conventional methods. The results showed that students in the STAD class demonstrated a significant improvement in their understanding of the material because learning was conducted interactively and in groups.[11]

In addition, Miswadi, Dasa Ismaimuza, & I Nyoman Murdiana (2014), entitled "**The Application of the STAD Cooperative Learning Model to Improve Students' Understanding of Square and Rectangle Areas in Grade IV**" conducted research on mathematics. The results showed that STAD was able to improve students' understanding of the concept of flat shapes. Student learning completeness increased to more than 90%, and students became more enthusiastic during discussions.[12]

Another study by Masniati, A. (2024), entitled "**The role of social media in improving English language learning among**

[11] Parinduri, S. H., & Sirait, M. (2022). *Pengaruh model pembelajaran kooperatif tipe STAD dengan media presentasi terhadap hasil belajar siswa*. Jurnal Pendidikan Indonesia, 3(1), 45–56. https://jurnal.politap.ac.id/index.php/intern/article/download/1358/901

[12] Miswadi, M., Ismaimuza, D., & Murdiana, I. N. (2014). Application of the STAD cooperative learning model to improve students' understanding of the area of squares and rectangles in fourth grade. Journal of Mathematics Education, 5(2), 102–110. https://media.neliti.com/media/publications/111896-ID-penerapan-model-pembelajaran-kooperatif.pdf

students" conducted research at IAIN Ambon. This study did not directly discuss STAD but showed that the use of social media such as YouTube and WhatsApp in English language learning can improve students' language skills. This supports the idea that social interaction-based learning (as in STAD) can increase motivation and language skills.[13]

In addition, Fitri Patricya dkk. (2023), **in their article "Implementation of Student Teams Achievement Divisions (STAD) Cooperative Learning Model to Optimize Elementary School Students' Reading Comprehension Skills**" conducted a literature review (bibliographic study). The results of the analysis show that the application of STAD in various elementary schools consistently improves students' reading comprehension skills. STAD is considered effective because it emphasizes teamwork and individual responsibility within the group.[14]

B. Theoritical Framework

1. Cooperative Learning process

a. The Definition of Cooperative Learning Model

[13] Masniati, A. (2024). *Peran media sosial dalam meningkatkan pembelajaran bahasa Inggris kalangan mahasiswa: Studi kualitatif pada IAIN Ambon*. EMPIRIS: Jurnal Sains, Teknologi dan Kesehatan, 1(3), 129–136.

[14] Patricya, F., Hanim, W., & Hasanah, U. (2024). Implementation of the Student Teams Achievement Divisions (STAD) cooperative learning model to optimize elementary school students' reading comprehension skills. Innovative: Journal of Curriculum and Educational Technology, 13(1), 33–42. https://j-innovative.org/index.php/Innovative/article/download/10994/8143/19873

The cooperative learningThe learning process is an instructional approach that encourages students to collaborate in small groups to accomplish common learning objectives. Throughout this process, students actively engage with one another, provide mutual support, and share responsibility for both their own learning and the academic progress of their teammates.[15]

According to educational experts, cooperative learning emphasizes collaboration rather than competition. Each member of the group contributes ideas, discusses concepts, solves problems, and helps others understand the material. This creates a positive interdependence, where the success of one student is linked to the success of the entire group.[16]

b. The Implementation of Cooperative learning process

The implementation of the cooperative learning process refers to how this teaching strategy is applied in the classroom to facilitate effective group learning. It involves careful planning, organization, and management by the teacher

[15] Slavin, R. E. (2020). *Cooperative Learning: Theory, Research, and Practice*.
[16] Johnson, D. W., & Johnson, R. T. (2021). *Joining Together: Group Theory and Group Skills*.

to ensure that all students actively participate and achieve the learning objectives.[17]

c. The challenges of Cooperative learning process

Although the cooperative learning process offers many benefits, its implementation in the classroom also faces several challenges that teachers and students need to overcome. One major challenge is unequal participation. In some groups, certain students may dominate the discussion, while others remain passive or rely too much on their peers. This can reduce individual accountability and affect overall learning outcomes.[18]

Another challenge is lack of social skills. Not all students are accustomed to working collaboratively. Some may have difficulty communicating, listening to others, or resolving conflicts within the group. This can lead to misunderstandings or ineffective teamwork. Time management is also a common issue. Cooperative learning activities often require more time than traditional teaching methods. Teachers need to carefully manage classroom time to ensure that all stages discussion, presentation, and evaluation are completed effectively.[19]

[17] Jacobs, G. M. (2020). *Student-Centered Cooperative Learning*.
[18] Gillies, R. M. (2022). *Cooperative Learning: Review of Research and Practice*.
[19] Tran, V. D. (2021). *The Effects of Cooperative Learning on Students' Achievement*.

2. STAD (Student Teams Achievement Devision)

a. The Implementation of STAD

The implementation of STAD involves structured steps: class presentation, team formation, group study, individual quizzes, improvement scoring, and team recognition. This model effectively combines cooperation and individual responsibility, making it suitable for improving students' academic achievement and engagement.[20]

b. The Definition of STAD

The Student Teams Achievement Division (STAD) is a cooperative learning model that organizes students into small, heterogeneous groups composed of members with different academic abilities. Within this approach, students collaborate to accomplish common learning objectives while helping one another understand the lesson content. The STAD model promotes both teamwork and individual accountability, requiring each student to take responsibility for their own learning as well as contribute to the learning progress of their group members but also for contributing to the team's success. After the teacher presents the material, students discuss it in their respective groups, help one another solve problems, and ensure that all members understand the content before taking

[20] Slavin, R. E. (2020). *Cooperative Learning: Theory, Research, and Practice*.

an individual quiz. These individual assessment results contribute to the team's overall achievement, thereby encouraging students to actively participate and support their classmates. Therefore, STAD is considered an effective cooperative learning model that improves academic achievement, fosters positive interactions among students, develops communication and collaboration skills, and enhances students' motivation and sense of responsibility in the learning process.[21]

c. The Challenges of STAD

The challenges of STAD include unequal participation, differences in students' abilities, time and classroom management issues, assessment complexity, and limited social skills. Therefore, teachers need strong planning, guidance, and classroom control to implement STAD effectively.[22]

The implementation of the STAD learning model in the English learning process includes several stages, namely:

1. **Class Presentation**

The teacher delivers new material for 10-15 minutes through a short lecture, demonstration, instructional video, or guided questions. The goal is to

[21] Tran, V. D. (2021). *The Effects of Cooperative Learning on Students' Achievement*.
[22] Gillies, R. M. (2022). *Cooperative Learning: Review of Research and Practice*.

provide a clear basic understanding to all students before moving on to group activities, including simple example questions and explanations of important vocabulary in English.[23]

2. Team Formation and Introduction

Students are divided into heterogeneous groups of 4-5 people based on ability (high, medium, low) for 1-2 fixed meetings. The teacher gives the teams interesting names, assigns roles (chair, note-taker, presenter), and sets group success criteria to build teamwork spirit from the start.[24]

3. Team Study

For 20-30 minutes, group members teach each other using worksheets, flashcards, or role-play dialogues. High-achieving students explain to others, while everyone ensures that each member understands through joint practice quizzes and discussions on English comprehension.[25]

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[23] Suprayitno, E. (2023). Peningkatan Hasil Belajar Siswa Pada Mata Pelajaran Bahasa Inggris Melalui Model Pembelajaran Kooperatif Tipe Stad di Kelas Ix. B Smp Negeri 1 Jayapura. *Teacher: Jurnal Inovasi Karya Ilmiah Guru*, *3*(1), 63-69.

[24] Shchelokova, S. D. (2024). *Implementation of teamwork in high school lessons*. https://doi.org/10.37539/231024.2023.19.62.022

[25] Potane, J. (2023). Use of group work activities in the english language performance of junior high school students. *European Journal of English Language Teaching*, *8*(2). https://doi.org/10.46827/ejel.v8i2.4751

4. **Individual Quizzes**

Each student completes a short test (10-15 minutes) independently without helping each other, in the form of multiple choice, short essays, or oral tests on the material. Scores are calculated based on personal improvement from previous tests to assess individual responsibility.[26]

5. **Team Scores and Rewards**

Individual scores are converted to team points (e.g., A=10, B=7 points) using the following formula: points = actual score - previous starting score. Teams with the highest average scores receive certificates, public praise, or simple gifts every week/month to motivate ongoing cooperation.[27]

d. Advantages of Student Teams Achievement Division (STAD)

The Student Teams Achievement Division (STAD) is a cooperative learning model that offers various benefits in the

[26] Akbaev, R., & Babichev, N. (2023). Tests as a control of knowledge and a key link in improving the educational process. *Rossijskij Veterinarnyj Žurnal*, *2023*(1), 7–9. https://doi.org/10.32416/2500-4379-2023-1-7-9

[27] Zhao, X., Chotipiboonsub, J., Vongchavalitkul, B., & Reangsuwan, A. (2024). Factors Influencing Team Performance: A Case Study of Teachers in Three Vocational Colleges in Weifang, Shandong Province, China. *International Journal of Sociologies and Anthropologies Science Reviews*, *4*(3), 375–386. https://doi.org/10.60027/ijsasr.2024.4209

teaching and learning process. According to Robert E. Slavin, STAD encourages students to learn collaboratively in heterogeneous groups composed of students with different abilities, backgrounds, and characteristics. Through this collaboration, students can help and support one another in achieving learning objectives. Therefore, the STAD model has various advantages that can improve the quality of the learning process.[28] The advantages of STAD are as follows:

1. **Improving Students' Academic Achievement**

   One of the key strengths of the Student Teams Achievement Division (STAD) learning model is its effectiveness in enhancing students' academic performance. By engaging in collaborative group discussions, students are able to share ideas, clarify concepts, and support one another in understanding the lesson content. These collaborative interactions promote a deeper comprehension of the material and contribute to improved learning outcomes.[29]

   Students who have a better grasp of the material can assist their peers who are struggling. Through this

[28] Pranilsa, F., Juita, R., & Budiman, S. (2022). Meningkatkan Kerja Sama Peserta Didik melalui Model Pembelajaran Student Teams Achievement Division (STAD) di Kelas IV SD Negeri 112/I Perumnas. *As-Sabiqun : Jurnal Pendidikan Islam Anak Usia Dini*, *4*(2), 375–394. https://doi.org/10.36088/assabiqun.v4i2.1762

[29] Aufa, M., & Haq, A. L. A. (2020). *Implementation of Model Student Team's Achievement Divisions to Student Achievement*. 361–364. https://doi.org/10.2991/ASSEHR.K.200529.074

collaboration, students can collectively overcome learning obstacles and receive explanations that are easier to understand from their peers. As a result, students' understanding of the material improves, which ultimately leads to better learning outcomes and academic achievement.[30]

2. Enhancing Student Motivation to Learn

STAD can enhance students' motivation to learn because each group member is responsible for contributing to the team's success. In this learning model, individual achievements not only impact the student personally but also influence the group's overall grades and performance. Therefore, students are motivated to study more diligently so they can make the best possible contribution to their group.[31]

In addition, the reward system given to the top-performing groups serves as a strong motivator for students to actively participate in the learning process. These rewards foster a healthy competitive atmosphere among groups, thereby motivating students to better understand the material,

[30] Sidgi, Dr. L. F. S. (2022). The Benefits of using Collaborative Learning Strategy in Higher Education. *International Journal of English, Literature and Social Science*, *7*(6), 217–224. https://doi.org/10.22161/ijels.76.31

[31] Adawiyah, R., Zubaidah, S., Listyorini, D., & Astriani, M. (2021). *The potential of Remap STAD in improving motivation and academic achievement*. *2330*(1), 030032. https://doi.org/10.1063/5.0043280

complete assignments thoroughly, and achieve the best possible results on individual quizzes. Consequently, students' motivation to learn increases, which ultimately contributes to better learning outcomes.[32]

3. Improving Students' Social Skills

Through cooperative learning activities in the STAD model, students have the opportunity to interact directly with their peers in groups. During the learning process, students learn how to communicate effectively, express their opinions clearly, and engage in discussions to achieve common goals. These active interactions help students develop strong communication skills in the learning environment.

In addition, students also learn to listen to others' opinions, respect differing viewpoints, and collaborate to complete group assignments. These experiences help them develop tolerance, a sense of responsibility, and the ability to work in a team. These social skills are crucial not only for supporting students' academic success but also for shaping

[32] Liu, F., Liu, F., Wu, J., Huang, X., & Fong, P. S. W. (2020). Impact of intra-group coopetitive incentives on the performance outcomes of knowledge sharing: evidence from a randomized experiment. *Journal of Knowledge Management*, *24*(2), 346–368. https://doi.org/10.1108/JKM-05-2019-0256

their character and ability to interact in society in the future.[33]

e. Limitations of the Student Teams Achievement Division (STAD) Model

Despite its many advantages, the Student Teams Achievement Division (STAD) model also presents several limitations and challenges that may influence its effectiveness in classroom implementation. Therefore, teachers should recognize these potential weaknesses and apply appropriate strategies to ensure that the learning process remains effective and that instructional objectives are successfully achieved:

1. Requires More Time

The implementation of the STAD model consists of several instructional stages, including teacher-led presentations, collaborative group discussions, individual assessments, score computation, and team recognition. awarding prizes to groups. This entire series of activities takes longer than conventional teaching methods. Therefore,

[33] Taloen, S. Y., & Susanti, A. E. (2023). Model pembelajaran kooperatif tipe stad (student team achievement division) dalam mengupayakan tanggung jawab siswa [stad (student teams achievement division) cooperative learning model for student responsibility]. *Polyglot: Jurnal Ilmiah*, *19*(2), 14–14. https://doi.org/10.19166/pji.v19i2.6562

teachers need to manage class time effectively so that each stage can be carried out efficiently.[34]

2. Challenges in Classroom Management

Managing multiple groups simultaneously presents a unique challenge for teachers. Teachers must be able to monitor the progress of discussions in each group, ensure that all students participate actively, address misunderstandings of the material, and maintain overall classroom order. This requires strong classroom management skills to ensure that the learning process remains conducive.

3. Uneven Student Participation

In group work, not all students contribute equally. Some students tend to dominate discussions, while others remain passive and rely solely on more active group members. This situation can lead to an imbalance in learning, preventing the goals of group collaboration from being fully achieved if not properly managed by the teacher.

1. Cooperative Learning Theory

[34] Maulyda, M. A., Umar, U., Erfan, M., Hidayati, V. R., & Haryati, L. F. (2020). *Implementation of stad type cooperative learning to improve mathematical learning outcomes class viii students*. *5*(1). https://doi.org/10.26877/JIPMAT.V5I1.5790

The Student Teams Achievement Division (STAD) model is one of the cooperative learning models introduced by Robert E. Slavin (1995). In this model, students learn in small heterogeneous groups, with individual and group responsibilities. The main objectives are to improve students' academic achievement, sense of responsibility, and social skills.

The main characteristics of the STAD model include:

a. Presentation of material by the teacher
b. Group activities to understand the material
c. Individual quizzes
d. Calculation of group scores
e. Group rewards[35]

2. Learning Motivation Theory

The existence of individual responsibility and group rewards in STAD can increase student learning motivation. Students are motivated to learn because their individual achievements contribute to the success of the group.[36]

3. Learning Outcome Theory

Active and effective learning processes can improve student learning outcomes, especially in English language learning which

[35] Taloen, S. Y., & Susanti, A. E. (2023). Model pembelajaran kooperatif tipe stad (student team achievement division) dalam mengupayakan tanggung jawab siswa [stad (student teams achievement division) cooperative learning model for student responsibility]. *Polyglot: Jurnal Ilmiah*, *19*(2), 14–14. https://doi.org/10.19166/pji.v19i2.6562

[36] *Application of Student Team Achievement Division (STAD) in Improving Students Activities and Learning Achievements*. (2022). *1*(1), 1–16. https://doi.org/10.30762/ijise.v1i1.282

includes reading, writing, speaking, listening, vocabulary mastery, and grammar skills.[37]

4. Positive Interdependence Theory

STAD applies the principle of positive interdependence, whereby individual success depends on the success of the group. Students feel they need each other to achieve high team scores, creating social bonds and collective responsibility that increase motivation to learn English through intensive group discussions.[38]

5. Social Learning Theory

The Zone of Proximal Development (ZPD) in STAD is realized when high-achieving students become "more knowledgeable others" for their peers. Heterogeneous interactions enable weaker students to learn from stronger ones through scaffolding peer teaching, which is highly effective for mastering reading comprehension and English vocabulary in junior high school.[39]

6. Extrinsic-Intrinsic Motivation Theory

STAD combines extrinsic rewards (certificates, public praise) with intrinsic motivation through a sense of personal achievement and

[37] Amri, S. & Syafrizal. (2021). *Boosting English Competency and Learning Motivation Through the Integrated Approach For Non-English Departments Students*. *8*(1), 1–14. https://doi.org/10.31849/ELT-LECTURA.V8I1.5556

[38] Nazari, A., Tabatabaei, O., & Shahreza, M. A. H. (2021). Impact of STAD model of Cooperative Learning on Iranian EFL Learners' Critical Thinking and Motivation. *International Journal of Foreign Language Teaching and Research*, *9*(38), 191–203. https://doi.org/10.52547/JFL.9.38.191

[39] Soliha, H. A., Fauzi, C., Rezeki, Y. S., & Apriliana, L. (2023). Stad technique to improve reading comprehension in recount text. *Language and Education Journal*, *8*(2), 79–87. https://doi.org/10.52237/lej.v8i2.433

group pride. The individual improvement scoring system ensures that students of all ability levels feel valued, reducing the social loafing that often occurs in traditional group work.[40]

7. Group Dynamics Theory

STAD through Tuckman's 4 stages: Forming (heterogeneous groups are formed), Storming (role conflicts arise), Norming (rules for cooperation are created), Performing (individual quizzes are successful). Teachers facilitate the transition between stages for the ethnically and economically diverse 8th grade class at SMP 9 Huamual.[41]

8. Theories on Challenges Faced by Teachers When Using the STAD Model.

a. Teachers are exhausted from juggling multiple tasks at once. Teachers become three people at once: instructor (15 minutes), supervisor of five groups (25 minutes), and quiz grader for 21 students (15 minutes). Teachers' brains are full, making it difficult to focus.[42]

b. Teachers Fear Uncontrollable Classes

[40] Adawiyah, R., Zubaidah, S., Listyorini, D., & Astriani, M. (2021). *The potential of Remap STAD in improving motivation and academic achievement*. *2330*(1), 030032. https://doi.org/10.1063/5.0043280

[41] *Model Pembelajaran Kooperatif Tipe Stad (Student Teams Achievement Division) Di SMP IT Muhammadiyah Takengon*. (2023). *2*(1), 47–56. https://doi.org/10.30640/dewantara.v2i1.659

[42] Fabella, I. R. & Rosnawati. (2022). Scientific approach with cooperative settings STAD: Effective teacher strategy in terms of student achievement and learning motivation. *Nucleation and Atmospheric Aerosols*. https://doi.org/10.1063/5.0109729

Teachers who lecture normally can control all students. STAD: 5 groups talking at once = noisy. Senior teachers worry about unruly students.[43]

c. STAD preparation is extensive and time-consuming.

One STAD cycle requires: 5 group worksheets + answer keys + 21 individual quizzes + team score tables = 3 hours of preparation. Lectures only take 15 minutes to write.[44]

d. Difficult to Manage Time in Class

Classes are 2x45 minutes long. STAD requires a full 60 minutes. Often running out of time, quizzes are rushed or team awards are hurried.[45]

e. Teachers Are Not Used to Being Group Managers

Teachers are used to standing in front of the class and talking. STAD: teachers walk around, listen to group A, help group B, organize group C = physically tiring + confused priorities.[46]

f. Not All Students Are Diligent in Studying Together

[43] *Model Pembelajaran Kooperatif Tipe Stad (Student Teams Achievement Division) Di SMP IT Muhammadiyah Takengon*. (2023). *2*(1), 47–56. https://doi.org/10.30640/dewantara.v2i1.659

[44] Sasomo, B., & Rahmawati, A. D. (2022). *Efektivitas pembelajaran student teams achievement divisions (stad) -virtual flipped classroom*. *10*(1), 37–45. https://doi.org/10.30738/union.v10i1.12154

[45] Li, P. (2023). Student Teams Achievement Division (STAD) and Teams-Games-Tournaments (TGT) in Cooperative Learning

 . *Education Journal*. https://doi.org/10.11648/j.edu.20231205.16

[46] *Model Pembelajaran Kooperatif Tipe Stad (Student Teams Achievement Division) Di SMP IT Muhammadiyah Takengon*. (2023). *2*(1), 47–56. https://doi.org/10.30640/dewantara.v2i1.659

3-4 smart students work hard,1-2 lazy students follow along. Teachers must encourage the lazy ones so that everyone does well on individual quizzes, adding to their mental burden.[47]

9. STAD Steps

1. Class Presentation (Penyajian kelas)

Teachers deliver new material for 10-20 minutes through interactive lectures, question and answer sessions, educational videos, or visual media. The main objective is to provide a clear basic understanding to all students, explaining what will be learned and why it is important (for example, vocabulary reading in English). Teachers also distribute guide worksheets and answer sheets for the next group preparation.[48]

2. Team Formation and Team Study (Pembentukan tim dan studi tim)

Students are divided into heterogeneous groups of 4-5 people (based on academic ability, gender, background) that remain the same for 1-2 weeks. For 20-30 minutes, group members teach each other using worksheets: discuss the material, do practice questions

[47] Guan, K. (2024). Challenges in Group Work from the Perspective of College Students. *Lecture Notes in Education Psychology and Public Media*. https://doi.org/10.54254/2753-7048/45/20230468

[48] Wulandari, S. R. V., & Jasuli, J. (2022). Application of Cooperative Learning Type of Student Team Achievement Divisions in Fiqh Subjects at MIMA 42 Wuluhan. *EDUCARE*, *3*(1), 49–64. https://doi.org/10.35719/educare.v3i1.103

together, role-play English dialogues, use vocabulary flashcards, or engage in peer teaching where smart students explain to others. Everyone ensures that each member understands before the individual test.[49]

3. **Individual Quizzes (Kuis individu)**

Each student completes a short quiz (10-15 minutes) independently without group assistance, in the form of multiple choice, short essay, or oral test (e.g., reading comprehension or speaking prompt). Scores are calculated based on individual improvement from the previous baseline test: 100% improvement = 10 points, 80% = 7 points, 60% = 4 points, 40% = 2 points, below that = 1 point.[50]

4. **Team Scores & Recognition (Skor tim dan penghargaan)**

Individual scores are converted into group points (weighted average). Groups are assessed as follows: Super Team (≥90% average), Great Team (70-89%), Good Team (50-69%). Weekly awards include certificates, public praise on the class board, stickers,

[49] Hadeli, H., Sugara, N., Elismawati, E., & Azmi, H. A. (2022). A Meta Analysis Study of the Student Teams Achievement Divisions (STAD) Method in English Teaching and Learning. *Al-Ta'lim*, *29*(3), 245–252. https://doi.org/10.15548/jt.v29i3.815

[50] Sakkir, G., S, N. S., & Muhayyang, M. (2022). Students' Perception of using Weekly Quizzes in EFL Classroom. *Celebes Journal of Language Studies*, 65–74. https://doi.org/10.51629/cjls.v2i1.82

or simple privileges to motivate the next cycle. Teachers announce the results for healthy competition between teams.[51]

10. Advantages of the STAD Method and STAD Weaknesses

Enhancing cooperation among students where students help and work together with each other. The motivation to learn arises because students feel they play an important role in their group to achieve group success. Reduce dependence on teachers because students are more active through group discussions.[52]

The disadvantage of STAD is that it takes longer, namely the group discussion process and quizzes, which require more time. Passive students may depend on their friends because there are students who are less active and only rely on other group members. Classroom management is more difficult; teachers must supervise extra closely to ensure that discussions remain focused and calm.

11. Input and Output Hypothesis in Language Learning

This theory originated from Stephen Krashen and Merrill Swain, who emphasized that language learning requires exposure to meaningful input (comprehensible input) and opportunities to produce language (output). In the context of STAD, students receive input from teachers

[51] Pranilsa, F., Juita, R., & Budiman, S. (2022). Meningkatkan Kerja Sama Peserta Didik melalui Model Pembelajaran Student Teams Achievement Division (STAD) di Kelas IV SD Negeri 112/I Perumnas. *As-Sabiqun : Jurnal Pendidikan Islam Anak Usia Dini*, *4*(2), 375–394. https://doi.org/10.36088/assabiqun.v4i2.1762

[52] Sriana, J., & Sujarwo, S. (2022). Analisis model pembelajaran kooperatif tipe stad dalam meningkatkan hasil belajar siswa. *Pedagogi : Jurnal Ilmiah Pendidikan*, *8*(1), 39–51. https://doi.org/10.47662/pedagogi.v8i1.245

and their peers, then produce output through discussions, presentations, and evaluations.[53]

12. Conceptual Framework

Based on Drawing on the cooperative learning framework introduced by Slavin (1995), the Student Teams Achievement Division (STAD) model emphasizes heterogeneous group learning, individual responsibility, and group rewards. In the context of English language learning, this theory is reinforced by the Input Hypothesis (Krashen) and Output Hypothesis (Swain), which emphasize the importance of exposure to comprehensible input and language production through interaction.

Thus, this study is based on the assumption that the application of STAD in English language classes will:

a. increase interaction among students
b. encourage individual and group responsibility
c. provide broader opportunities for students to receive language
d. input and produce output through discussion and presentation[54]

[53] Zhang, Y., Nair, S. M., & Wider, W. (2022). The Effects of STAD Method on Chinese Students' Motivation in Learning English Communicative Competence. *World Journal of English Language*, *12*(6), 39–39. https://doi.org/10.5430/wjel.v12n6p39

[54] Nazari, A., Tabatabaei, O., & Shahreza, M. A. H. (2021). Impact of STAD model of Cooperative Learning on Iranian EFL Learners' Critical Thinking and Motivation. *International Journal of Foreign Language Teaching and Research*, *9*(38), 191–203. https://doi.org/10.52547/JFL.9.38.191

Picture 2.1 Theoritical Framework

