
Social Intelligence's (SI) Role in Implementing Student Teams Achievement Divisions (STAD) in Writing Business Letters to Enhance Students' Learning Motivation

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Abstract

Purpose: Even though writing abilities are critical for academic success, many undergraduates struggle with English writing. Engaging and assisting students in the writing process have been demonstrated to boost students' writing performance in their studies. Therefore, the current study examined to find out whether Integrated Interpersonal (Social) Intelligence through Student Teams Achievement Divisions (STAD) model of learning in teaching English business letters had a significant contribution to the student's motivation in learning English business letters.

Methods: Data were collected through 1) a questionnaire of students' learning motivation to the forty-seven students through the google forms: <https://forms.gle/1cRMJvAT5yr2U73T7>; and 2) business letter writing tests.

Results: The results of the research showed that most students were motivated. They like and understand business letter writing, know the importance of business letter writing, and like discussing it with friends. They are eager to learn business letter writing, listen and pay attention seriously. Lecturer's appreciation makes students more interested in learning business letter writing. They are happy to collaborate with others. They can think critically, and solve the problem. They are motivated to think creatively and actively to deliver ideas and concepts. They listen to the lecturer's explanation. They are motivated to have empathy and are good at understanding. Compared with the previous test results, the student's test scores were better improved after the implementation of this integrated social intelligence (SI).

Conclusions: Suggest that implementing SI through the STAD model of learning in teaching English business letters can enhance students' motivation.

Keywords: SI, STAD model, writing, business, letter.

1. Introduction

Due to rising tensions, strains, and complexity, SI is becoming more vital in today's society. Intrapersonal intelligence refers to a person's ability to reach his or her inner emotional world. SI is made up of two unique components: personal and SI (Saxena & Jain, 2013). Goleman & Boyatzis (2008) define SI refers to a set of interpersonal skills based on specific brain circuits (and related endocrine systems) that motivate others to be successful. Kobe et al (2001) state that the social component of leadership appears to be tapped through SI. Silvera et al (2001) declare that SI is a concept that appeals to laypeople as a meaningful individual distinction but also has intriguing practical implications. Björkqvist et al (2000) emphasize that varying types of aggressive conduct

are linked to different levels of SI. According to the developmental hypothesis of aggressive style, more sophisticated types of aggressiveness necessitate a higher level of SI. SI is linked to indirect aggression rather than verbal aggression, and it is the most vulnerable to physical assault. Killian (2012), SI is the ability to understand and manage other people. A person can understand their environment optimally and react appropriately for social success, and it is an important part of a person's job description, according to the Bureau of Labor Statistics.

The studies on SI back up the conclusions of academics who are experts in their fields and are pertinent to these challenges., namely; Eshghi et al (2013) found that the capacity to understand nonverbal signs or make accurate social conclusions was one definition of SI. The findings revealed a substantial link between total SI scores and overall effective influence scores. Pinto et al (2014) indicated that The findings showed that there were statistically significant differences between three school grades, problem-solving, and motivation indexes. Rahim (2013) found that socially knowledgeable Supervisors make a beneficial contribution to interpersonal justice, which improves their creative output. Baron-Cohen et al (1999) found that we used functional Magnetic Resonance Imaging (fMRI) to corroborate Brothers' hypothesis that when people use SI, the STG and amygdala become more active. Weis & Süß (2007), the research showed unique common variance within the social memory domain. It also demonstrated the discriminability of SI from academic intelligence, according to the researchers.

Furthermore, the other findings show that Wong et al (1995) found that the cognitive SI measures exhibited low convergent validity, and the study's participants were college students at a prestigious university. Marlowe (1986) the domains of emotionality and social anxiety were unexpected findings, as the prosocial attitude domain indicated both social interest and social self-efficacy. Thorndike & Stein (1937) found the test was disappointing in that it had low coefficients of correlation in validity studies, did not correlate with other SI tests, and had a reasonably high correlation with abstract intelligence tests. Kaukiainen et al (1999) found aggression, both physical and verbal, exhibited almost little association with SI. In 12-year-old youngsters, empathy was adversely and significantly associated with every kind of aggressiveness except indirect aggression. Keating (1978), The social domain was the most studied in the study. Academic measures performed better than social measures in predicting a social competence criterion. Findings suggest that academic measures performed well in predicting social competence in the social domains, but not so well in the academic domain. The other studies related to SI are strengthened by Broom (1930); Markopoulos et al (2005); Wright, (2002); Kihlstrom & John, (2000), Jones & Day, (1997); Kosmitzki & John, (1993); Riggio et al (1991); Barnes & Sternberg (1989).

Teachers can employ motivational approaches and initiatives to improve student performance and foster positive attitudes toward learning (Wlodkowski, 1978). Motivation is defined as a deep-seated experiment, want, or interest in achieving specific wishes, goals, and images. It allows a person to experience changes as a result of their feelings, souls, and emotions to motivate them to act on their needs, desires, and goals. Njoroge & Yazdanifard (2014) found the implications of emotional and SI by demonstrating these abilities can help organizations develop environments that boost employee enthusiasm. Ryan & Deci (2000), intrinsic motivation is still a significant notion, reflecting the human proclivity to acquire and integrate new information. Extrinsic motivation is said to vary greatly in its relative autonomy, and so can indicate

either external control or actual self-regulation. Shipe et al (1973), it was Ss with high levels of SI and attachment motivation (AM) are predicted to have higher levels of interpersonal effectiveness than any other group. Cecere et al (2014) examined That extrinsic motives, such as social norms, or internal motivations, such as altruistic preferences, drive individual behavior toward waste reduction. Regarding writing, various researches had been conducted in many different countries to examine students' difficulties in writing such as Vandermeulen et al (2020) declare that a strong understanding of the synthesis writing processes that underpin a high-quality synthesis text is critical to designing effective training and feedback for synthesis writing on both writing processes and outputs. Sutarman (2019) investigated and created a writing learning process that can generate both motivation and results from the activities of writing. House (1982) found individual and small-group rewriting letter exercises were more effective than standard lecture-discussion methods in enhancing student achievement of positive and negative message achievement. talents in writing business letters Lin, (2015), research findings explored some of the effects of those writing challenges on ELL writing as well as some implications for ELL instruction. Many researchers have already completed studies on STAD, however, no research issues surrounding SI intelligence integrated STAD in teaching writing in a business letter have been discovered in this case. Although the STAD model has been used in a variety of fields around the world, this study is unique in that it integrates STAD with interpersonal intelligence to improve students' business letter writing skills.

The researcher uses SI and the STAD model in his research for a variety of reasons. To begin with, English Literature and English Teaching Training of Education students come from a variety of ethnic backgrounds, including Malay, Chinese, Minangnese, Javanese, Bataknese, and others. They are of various ages. Some of them are employees, while others are recent graduates. STAD's Integrated Social is regarded as a suitable model for teaching the English Business Letter subject to pupils. Students are sorted into four or five groups throughout the implementation of STAD, with each group having distinct levels of intelligence, races or ethnicities, ages, social classes, and backgrounds. Secondly, in teaching English business letters, some students do not focus on following the presentation; instead, they talk to their friends, play with their phones, and come in and out of the classroom. The researcher recognizes the importance of instilling in students a sense of the value of personal or SI. They must show respect for others during the presentation, have empathy, be good at understanding, become good listeners, recognize another person's feelings, build positive relationships, love social activities, and like teaching and helping others.

STAD model of learning belongs to one of the cooperative learnings. Sharan & Sharan, (1992) mention that wherever teachers use the potential of cooperative learning to increase students' involvement in their learning and to improve their abilities to create an interactive and nurturing learning environment (CL). Khan & Inamullah, (2011) state that according to a new study, learning styles can be useful in training a wide range of students. It looked at how a type of cooperative learning instruction compared to regular lectures and STAD. Tarim & Akdeniz, (2008) The impact of Team Assisted Individualization (TAI) and STAD on fourth-grade kids' academic achievement and attitudes toward mathematics were compared by researchers. They discovered that the TAI approach had a greater impact than the STAD method. Besides, Armstrong & Palmer, (1998) found that Students who taught using the STAD method had a better attitude toward social studies.

During teaching English Business Letter, while a certain group presents their material, some other students do not focus on following the presentation, they talk to their friends, play with handphones, and go in and out of the class. The researcher recognizes the importance of instilling in students a concept of personal SI intelligence. They must respect other people during the presentation, have empathy, be good listeners, accept another person's feelings, build positive relationships, love social gatherings, and enjoy educating and helping others. These are the reasons why the researcher integrates interpersonal intelligence into the STAD model of learning. To achieve the aims of the research the following objectives are set: 1) To find out whether the Integrated SI through STAD model of learning in teaching English business letters had a significant contribution to the student's motivation in learning English business letters; and 2) To identify students' ability in writing business letters before and after Implementing SI through STAD Model based on Seven C's such as completeness, conciseness, concreteness, consideration, clarity, courtesy, and correctness.

2. Methods

2.1 Integrating SI intelligence into the STAD model

In teaching business letter writing, the researcher integrated SI intelligence into the STAD model. The interpersonal SI material was presented in the first phase of the Integrated STAD model. The detailed activities in each phase can be seen in the following Table 1 below.

Table 1. Developed syntaxes of STAD model and SI intelligence in enhancing seven C's
No Developed STAD and Interpersonal Intelligence (Henderson, 2005; Slavin et al., 2008)

Class presentation	
1	<ol style="list-style-type: none"> Lecturer shows the business letter topics to the students to present in their STAD groups through audiovisual presentations. Lecturer explains the business letter topics to the students to present in their STAD groups through audiovisual presentations. The students pay attention to lecturer's presentations
2 Team-work (STAD)	
	<ol style="list-style-type: none"> The lecturer asks students to discuss the materials in team-work (STAD groups) so that all members master the material. The lecturer asks group STAD to present the materials through audiovisual presentations. The lecturer asks the moderator of STAD group to offer the other STAD groups to give comments, suggestions, and questions. Lecturer concludes the material that had presented by STAD group
3 Practice empathy	
	<ol style="list-style-type: none"> Students listen to the lecturer's and STAD group's presentations with focused curiosity and look the speaker in the eye (don't stare but try to maintain eye contact). Students sit facing the person, and try to gain a deeper understanding of someone else's perspective without immediately saying that it is bad or good.
4 Become an active listener	
	<ol style="list-style-type: none"> Students use body language to show that they are listening and paying attention. Look at the speaker directly and put aside distracting thoughts. Use their own body language and gestures to show you are engaged. Nod

occasionally. Smile and use other facial expressions.

2. Students provide feedback understand, reflect on what is being said, and ask questions, assert their opinions respectfully. They don't interrupt with counterarguments. Be candid, open, and honest in your response.
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5 Test or quiz

1. The lecturer gives a business letter writing test to every STAD group members based on the Seven C's indicators.
 2. The lecturer reminds every member of STAD group to write the letters by using their own words.
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6 Seven C's in writing business letter

1. The lecturer asks every member of STAD group to write a complete paragraph in writing a business letter.
 2. The lecturer asks every member of STAD group to write a concise paragraph in writing a business letter.
 3. The lecturer asks every member of STAD group to write a considerate paragraph in writing a business letter.
 4. The lecturer asks every member of STAD group to write a concrete paragraph in writing a business letter.
 5. The lecturer asks every member of the STAD group to write a clear paragraph in writing a business letter.
 6. The lecturer asks every member of the STAD group to write a courteous paragraph in writing a business letter.
 7. The lecturer asks every member of STAD group to write a correct paragraph in writing a business letter.
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7 Individual score improvements

1. The lecturer asks students to submit their writings.
 2. The lecturer checks the students' writings error.
 3. The lecturer Scores students' writing and filling in the scores into a student's test or quiz sheet.
 4. Students and lecturer calculates students' scores improvement
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8 Team reward (recognition)

Teams will get a certificate or other form of an award if their average score is a certain criterion. Student team scores can also be used to determine twenty % of their ranking:

1. The lecturer gives reward for both effort and individual and group tests and presentation outcomes.
 2. The lecturer gives the Average Scores of Team Reward (Recognition) with the ranks: goo, great, and super team.
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The present research was at two classes of different universities namely English Teaching Training Education of Lancang Kuning University and the English Literature College of STIBA Persada Bunda, Pekanbaru, Riau, Indonesia. The participants were forty-seven from students who had taken the business letter writing course. To collect the required data, the researchers used two instruments that consisted of some activities through 1) questionnaire of students' learning motivation; and 2) business letter writing tests.

2.2 Questionnaire of students' learning motivation

The purpose of the questionnaire is to determine how interested students are in learning English business letter writing at this college or university, as a result, the researcher needs responses from students to complete this questionnaire, which is based on the actual conditions that students confront in the field. A questionnaire with 15 different elements is used to assess students' enthusiasm to learn. These include a desire to study, knowledge of the materials, the seriousness of learning, appreciation of learning, and collaboration in problem-solving.

The questionnaire of students' learning motivation was sent to 47 students through google forms <https://forms.gle/1cRMJvAT5yr2U73T7>. It aims to find out whether the SI through STAD model of learning in English business letters had a significant contribution to the students' motivation.

Table 2. The indicators of students' learning motivation

No	Indicators	Sub-Indicators
1	Like to learn	Students like business letter writing
2	Materials understanding	Students understand business letter writing materials.
3	The importance of learning	Students know the importance of business letter writing.
4	Being active to ask	Students like business letter writing materials.
5	Being active to discuss	Students like discussing with friends
6	Being eager to learn	Students are eager to learn business letter writing.
7	Learning interest	Students have learning interests.
8	Seriousness of learning	Students listen and pay attention seriously.
9	Appreciation of learning	Lecturer's appreciation make students more interested in learning.
10	Collaboration	Students are happy to collaborate with others.
11	Thinking critically in solving the problem	Students can think critically and solve the problem
12	Creativity and innovation	Students are motivated to think creatively.
13	Active Communication	Students are active to deliver ideas and concepts.
14	Interpersonal (social) intelligence	Students listen to lecturers' explanation.
15	Indicators of SI	Students are motivated to have empathy, good at understanding.

2.3 Business letter writing tests

To evaluate the participants' SI and motivation, the researchers employed tests. Hunt (1928) states that SI is described as the ability to cope with people, and this test is used to assess that skill. Analysis of the motivation questionnaire data was carried out by comparing the questionnaire scores after and before the implementation of SI through STAD to enhance students' Seven C.s of business letter writing skills. To see an overview of the increase in motivation between before and after in general, a Gain normality test is performed first before testing the hypothesis. Here is the gain normality test formula.

$$\text{Normalized Gain (g)} = \frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Maximum Score} - \text{Pretest Score}}$$

Meanwhile, to perform statistical tests on the improvement of Seven skills, aspects of student knowledge and student learning motivation, a prerequisite analysis test was conducted using SPSS 16 software.

3. Results

The main research question of the present study is to explore whether integrated interpersonal (Social) intelligence through the STAD model of learning in teaching English business letters had a significant contribution to the student's motivation in learning English business letters. The results are presented in Table 3 below.

Table 3. The questionnaire of students' learning motivation results (adapted from STAD – Slavin & Lake, 2008; and multiple intelligence – Gardner, 2000)

No	Students code	INDICATORS															Mean %ages	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
1	A	3	3	4	4	2	3	3	4	4	4	3	3	2	3	3	3.20	80%
2	B	3	3	3	3	4	3	4	3	3	3	3	3	3	3	3	3.13	78.2%
3	C	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4.00	100%
4	D	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3.00	75%
5	E	4	3	3	3	4	3	4	4	4	4	4	4	4	3	3	3.60	90%
6	F	3	3	4	2	3	2	3	3	4	4	3	3	3	3	3	3.07	77,7%
7	G	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3	2.80	70%
8	H	4	4	4	3	4	3	4	4	4	4	4	4	4	4	4	3.87	96,7%
9	I	3	4	4	3	4	3	3	4	4	4	4	4	4	4	4	3.73	93,3%
10	J	4	3	4	4	3	3	4	4	4	4	4	4	4	4	4	3.80	95%
11	K	4	3	3	3	3	3	4	4	4	3	3	3	3	4	3	3.33	83,2%
12	L	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	2.93	73,2%
13	M	3	3	4	2	2	3	3	3	3	1	2	3	2	3	3	2.67	66,7%
14	N	4	4	4	4	4	4	3	3	3	3	4	4	3	4	3	3.60	90%
15	O	3	3	4	4	3	3	4	3	4	3	4	4	4	4	3	3.53	88,2%
16	P	2	3	1	2	2	2	2	2	1	1	3	3	2	2	3	2.07	51,7%
17	Q	3	3	4	2	3	3	3	3	3	2	4	4	3	3	4	3.13	78,2%
18	R	4	3	4	3	3	4	4	4	4	4	4	3	3	3	3	3.53	88,2%
19	S	3	3	3	3	3	3	4	3	3	3	3	3	3	3	4	3.13	78,2%
20	T	4	3	4	4	4	3	3	3	3	4	3	3	3	3	2	3.27	82,7%
21	U	3	3	4	2	2	2	3	3	3	2	3	2	2	3	2	2.60	65%
22	V	3	3	3	2	2	2	2	3	4	3	3	3	2	4	3	2.80	70%
23	W	4	3	3	4	3	4	4	4	3	4	3	3	4	4	3	3.53	88,2%
24	X	4	3	4	3	4	3	3	3	4	4	4	3	3	4	3	3.47	86,7%
25	Y	3	3	4	4	4	3	4	4	4	4	4	4	4	4	4	3.80	95%
26	Z	4	4	4	3	3	4	4	4	4	4	4	4	3	4	4	3.80	95%
27	AA	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3.07	76,7%
28	BB	4	2	3	4	4	4	3	4	3	3	4	3	3	2	4	3.33	83,2%
29	CC	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4.00	100%
30	DD	3	3	3	3	3	3	3	3	3	3	3	4	3	3	4	3.13	78,2%
31	EE	3	3	4	4	3	3	4	4	4	4	4	3	3	4	3	3.53	88,2%
32	FF	3	4	4	3	3	4	3	4	3	2	4	4	3	3	3	3.33	83,2%
33	GG	4	3	3	3	3	2	4	4	4	4	3	3	3	4	4	3.40	85%
34	HH	3	2	3	4	4	3	3	4	3	4	3	3	3	3	3	3.20	80%

No	Students code	INDICATORS															Mean %ages	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
35	II	3	2	4	4	3	4	4	4	4	4	4	3	4	3	3.60	90%	
36	JJ	4	3	3	3	3	2	4	4	4	4	3	3	3	4	3.40	85%	
37	KK	3	2	4	4	3	3	3	3	3	2	3	4	4	4	3.27	81,7%	
38	LL	4	4	4	4	4	2	4	4	4	4	4	3	4	4	3.80	95%	
39	MM	2	2	4	3	3	2	3	3	3	2	4	4	2	2	2.80	70%	
40	NN	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4.00	100%	
41	OO	4	4	3	3	3	3	3	4	4	4	3	4	4	4	3.60	90%	
42	PP	4	4	4	4	4	4	3	4	3	4	4	3	3	3	3.67	91,7%	
43	QQ	3	3	3	4	2	3	4	3	4	2	3	3	3	4	3.13	78,2%	
44	RR	3	4	4	4	4	4	4	4	4	4	4	4	4	4	3.93	98,2%	
45	SS	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4.00	100%	
46	TT	3	4	3	4	4	3	4	3	3	3	4	3	3	4	3.40	85%	
47	UU	4	3	4	4	3	3	4	4	4	4	3	3	4	4	3.67	91,7%	
Mean In %ages		3.485	3.178	3.588	3.383	3.280	3.178	3.485	3.588	3.588	3.383	3.485	3.485	3.178	3.485	3.485	3.38	85%
																		83,6%

Notes: The indicators of students' learning motivation: 1) Like to learn; 2) Materials understanding; 3) The importance of learning; 4) Being active to ask; 5) Being active to discuss; 6) Being eager to learn; 7) Learning interest; 8) The seriousness of learning; 9) Appreciation of learning; 10) Collaboration; 11) Thinking critically in solving the problem; 12) Creativity and innovation; 13) Active Communication; 14) Interpersonal SI; and 15) Indicators of SI.

As revealed in Table 4 above, the results of students' responses to the motivation questionnaire indicated that forty-seven students were motivated by implementing the Integrated Interpersonal SI through the STAD model of learning in teaching English business letters. 85% of students agreed with implementing SI. The lowest scores of the students' responses were 2.60 points or 65% and 2.80 points or 70%. It meant only 3 of the students were not motivated, and 44 of them were motivated.

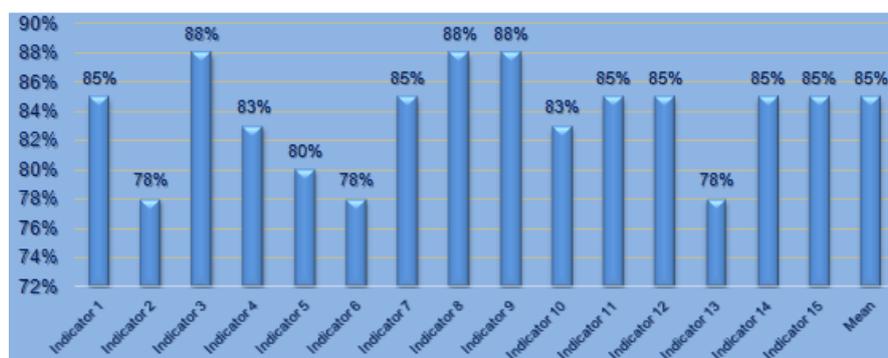


Fig 1. Students' learning motivation results

Fig 1 above shows that 83,6% of the students' responses mean score indicated that they agreed with implementing the Integrated SI Intelligence through the STAD model of learning in teaching English business letter writing. There were 15 questions related to students' motivation, and the students' responses were described as follows; 85 % of the students agreed that they like business letter writing, and 78% of them understand

business letter writing material, 88% of the students know the importance of business letter writing, and 83% of them like business letter writing materials, 80% of the students agreed that they like discussing with friends, 78% of them are eager to learn business letter writing, 85% have learning interests, 88% of the students agreed that they listen and pay attention seriously, and 88% of the students that appreciation makes them more interested in learning business letter writing, 83% of the students are happy to collaborate with others, 85% of them can think critically and solve the problem, 85% of the students are motivated to think creatively, and 78% of them are active to deliver ideas and concepts, 85% of the students agreed that they listen to lecturers' explanations, and of them are motivated to have empathy, and good at understanding.

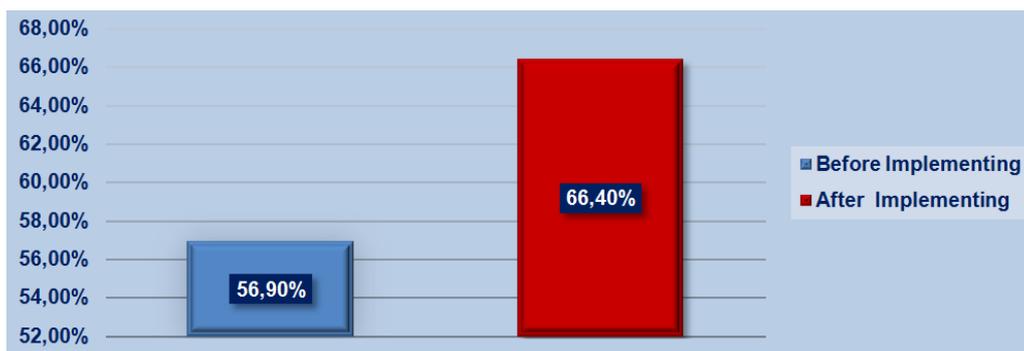


Fig 2. Students' tests result before and after implementing SI through STAD model are based on seven C's completeness, conciseness, concreteness, consideration, clarity, courtesy, and correctness (Henderson, 2005).

As revealed in Fig 2 above, the results of students' business letter tests are shown in two different score ranks. Students got 56,9% scores before implementing and 66,4% scores after implementing SI through STAD Model. The scores were calculated based on Seven C's Communication Skills namely, Completeness, Conciseness, Concreteness, Consideration, Clarity, Courtesy, and Correctness as letter writing indicators. The followings are the detailed findings of students' scores before implementing SI through STAD Model:

1. The students' ability to use completeness in letter writing was 62.4 % (Fair). It suggests that the students struggled to provide the required information to the reader, or, in other words, that they made little or no attempt at connectedness, despite the reader's ability to discern some arrangement.
2. The students' ability to use conciseness in letter writing was 58.6 %. (Fair). It suggests they didn't get rid of a wordy statement, still included irrelevant data, or had a limited vocabulary and frequent blunders, which hampered their ability to explain themselves.
3. The students' ability to write letters employing consideration was 57.6 %. (Fair). It indicates that they made little or no effort to link, however, the reader can infer some arrangement.
4. The students' ability to use concreteness in letter writing was 59.4 % (Fair). It indicates the students had a limited vocabulary when it came to writing an inquiry letter, and frequent errors hampered their ability to explain themselves.
5. The students' ability to use clarity in letter writing was 58.4 % (Fair). The students were unable to strike a balance between precise and familiar language. They had a

restricted vocabulary, and frequent blunders made it difficult for them to explain themselves.

6. The student's ability to write letters with courtesy was 58.8%. (Fair). It suggests that the children have difficulty employing respectful terms. Their communication is frequently hampered by structural or lexical items that are utterly incorrect or improper.
7. The students' ability to use correctness in letter writing was 43.6%. (In-adequate). It demonstrates that the pupils struggled with selecting the appropriate language level, verifying the accuracy of figures, facts, and words, and maintaining acceptable writing mechanics. Simply said, they committed numerous grammatical or word-order problems, forcing the reader to rely on their interpretation.

The followings are the detailed findings of the students' scores after implementing SI through STAD Model:

1. The students' ability to use completeness in letter writing was 75.8 %. (Good). It indicates that the students lacked organization, necessitating re-reading to clarify their views. They had a better knowledge of how to provide the required information and responded to the inquiry.
2. The students' ability to use conciseness in letter writing was 69.3 % (Good). It suggests that some students cut down on wordiness, provided only pertinent information, and avoided unnecessary repetition. They frequently utilized incorrect or improper words, and their ability to express themselves may be limited due to a lack of vocabulary.
3. The students' ability to write letters employing thoughtfulness was 67.8 %. (Good). It indicates that things were disorganized; re-reading was required to clarify ideas. Some demonstrated a desire to help or be interested in the receiver.
4. The students' ability to use concreteness in letter writing was 66.7 % (Good). It suggests that the kids frequently used incorrect or improper words and that their ability to express themselves may be limited due to a lack of vocabulary. Some of them chose terms that conjured up vivid images in their minds.
5. The student's ability to write letters with clarity was 66.9 %. (Good). It suggests that the kids frequently used incorrect or improper words and that their ability to express themselves may be limited due to a lack of vocabulary. Some of them came close to selecting exact, tangible, and well-known terms and creating powerful sentences and paragraphs.
6. The student's ability to write letters with courtesy was 68.4 % (Good). It suggests the students were "patchy," with some structures or vocabulary items clearly out of place with the overall style. Some of them used genuine, respectful expressions.
7. The students' ability to use correctness in letter writing was 50.5 % (inadequate). It demonstrates that students continue to struggle with selecting the appropriate language level, verifying the accuracy of figures, facts, and words, and maintaining acceptable writing mechanics. Simply said, they regularly made grammatical or word-order errors, forcing the reader to rely on their interpretation.

The findings showed that 83,6 % of the students thought using the SI through STAD model of learning to teach English business letter writing was a good idea. The 15 questions centered on keeping students interested, and the students' responses served as measures of how well they were learning. SI created a significant contribution to the student's motivation in learning English business letters. Based on the indicators, the students' development in business letters can be summarized as follows:

1. Completeness improvement, which includes supplying all necessary information, addressing all inquiries, and adding something extra when desired.
2. Improved concision, such as removing wordy statements, including just important information, and avoiding redundant information.
3. Improving consideration by focusing on "You" rather than "I" or "We," demonstrating audience benefit or interest in the recipient, and stressing positive, pleasant information.
4. Use precise facts, include action in four statements, and choose vivid, image-building words to promote concreteness.
5. Improving clarity through the use of precise, concrete, and familiar language, as well as the creation of effective phrases and paragraphs.
6. Improved courtesy, such as being sincerely tactful, thoughtful, and thankful, utilizing respectful language, and employing nondiscriminatory expressions.
7. Improved correctness, such as employing the appropriate level of language, double-checking Fig, facts, and words for accuracy, and maintaining acceptable writing mechanics.

Concerning the main research question, the results showed positive effects of implementing the Integrated Interpersonal SI through STAD model of learning in teaching English business letters. It had a significant contribution to the student's motivation in learning English business letters. This finding is in line with other similar findings in the literature Eshghi et al (2013); Pinto et al, (2014); Rahim (2013); Baron-Cohen et al (1999); Weis & Süß (2007); Wong et al (1995); Marlowe (1986); Thorndike & Stein (1937); Kaukiainen et al (1999); Keating (1978); Broom, (1930); Markopoulos et al (2005); Wright (2002); Kihlstrom & John (2000); Jones & Day (1997); Kosmitzki & John (1993); Riggio et al (1991); Barnes & Sternberg (1989); Wlodkowski (1978) Njoroge & Yazdanifard (2014); Ryan & Deci (2000); Shipe et al (1973).

4. Conclusions

People with high social intelligence can communicate effectively with others, according to the findings of this study. Even though they come from various backgrounds, they feel at ease when they are around others. Interpersonal intelligence is important for children to have during the learning process because it allows them to engage with their peers, teachers, and society. Intelligence involves knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships. People with interpersonal intelligence work well with others and often have many friends. They are masters in collaboration. Expert classifies personal intelligence into five groups: intrapersonal, social, interpersonal, emotional, and situational.

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