



## Developing an ADDIE-Based TGTW Learning Model for Editorial Text Writing: An Evaluation of Its Validity, Practicality, and Effectiveness

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### Abstract

This study aims to develop and evaluate the effectiveness of the TGTW (Team Game Tournament Writing) method in enhancing vocational high school students' ability to write editorial texts. It adopts a Research and Development (R&D) design based on the ADDIE model, followed by an effectiveness evaluation using a one-group pretest–posttest design involving 40 twelfth-grade vocational students. The data were analyzed using the Shapiro–Wilk test for normality, a paired-samples t-test, N-Gain analysis, and effect size calculation (Cohen's d). The validation results indicated a very high level of feasibility, with an average score of 94.66%. The effectiveness test revealed a statistically significant improvement between pretest ( $M = 61$ ) and posttest ( $M = 85$ ) scores ( $p < 0.05$ ). The N-Gain value of 0.62 was categorized as moderate to high, while the effect size exceeded 2.0, indicating a very large impact. Beyond the statistical findings, the implementation of TGTW reflects key principles of the social constructivist paradigm, particularly through collaborative role distribution and the integration of prewriting and drafting processes within a structured group dynamic. Compared to prior studies on cooperative learning which typically report moderate effect sizes—this study demonstrates a notably stronger impact. Overall, these findings contribute to the advancement of collaborative, argument-based literacy models in vocational education. Future research is recommended to extend this work by employing more rigorous experimental designs, such as control-group comparisons, to further validate and generalize the results.

**Keywords:** Collaborative writing; Cooperative learning; Team game tournament writing; Editorial texts

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## INTRODUCTION

Writing literacy skills are a fundamental indicator of the success of learning Indonesian at the Vocational High School (SMK) level. Literacy is a tool for students to study and understand other subjects. The Content Standards for Primary and Secondary Education affirm that learning Indonesian language is directed to develop students' ability to communicate effectively and efficiently in accordance with ethics, both orally and in writing (Ministry of Education and Culture, 2016). In the Independent Curriculum, these competencies are expanded through an emphasis on critical literacy, reflective thinking skills, and strengthening argumentative skills in responding to actual issues. One of the concrete implementations of this competency is the learning of editorial texts that require higher *order thinking skills (HOTS)*, including issue analysis, the preparation of fact-based

arguments, and the formulation of solutions systematically according to linguistic structures and rules (Dewi, 2025).

However, the reality in the field shows that the ability to write editorial texts for vocational school students is still not optimal. Students tend to have difficulty developing arguments logically and concisely, integrating data as an opinion reinforcement, and maintaining coherence between parts of the text. This problem is not solely caused by the complexity of the material, but also by the teacher-centered approach to learning. The dominance of the lecture method limits the space for interaction, discussion, and negotiation of meaning between students, so that the writing process takes place individually without adequate collaborative support. This condition is contrary to the demands of 21st century learning which emphasizes collaboration, communication, and critical thinking as the main competencies (Arifin & Mu'id, 2024).

Theoretically, effective writing learning needs to be based on the paradigm of social constructivism. Vygotsky emphasized that cognitive development occurs through social interaction in the *zone of proximal development*, where students gain support (*scaffolding*) through collaboration (Wu & Abu Bakar, 2025). In line with that, the theory of *cooperative learning* and *social interdependence* emphasizes the importance of positive dependence, individual responsibility, and promotive interactions between group members (Johnson & Johnson, 2017; Nihayah, 2020). In the context of writing, *the writing as a process* approach views writing activities as a gradual process—starting from pre-writing, drafting, revision, to publication which will be more effective pedagogically if strengthened through collaborative activities (Widiarto & Nugroho, 2023). The integration of these three theoretical frameworks confirms that learning to write editorials should ideally be designed through a structured, role-based, and process-oriented collaborative mechanism. All of this is appropriate if implemented through the TGTW method.

The TGTW (Team Game Tournament Writing) method has different characteristics compared to other cooperative models such as *Two Stay Two Stray*, *Think Talk Write*, and *Jigsaw*. While *Two Stay Two Stray* emphasizes the exchange of information through the movement of group members, TGTW focuses more on strengthening interaction within the group through targeted discussions and continued with tournament activities. Meanwhile, compared to *Think Talk Write* which is linear (think–discuss–write), TGTW presents an element of competition that encourages active student involvement more comprehensively.

Unlike *Jigsaw*, which divides the material into sections and assigns students as "experts" on a particular topic, TGTW puts all group members on the same responsibility to understand the material as a whole. Each student not only participates in discussions, but is also required to be prepared individually due to the evaluation in the form of tournaments. This makes student involvement more evenly and does not depend on just one or two members (Himawan, 2025).

In addition, TGTW directly directs the results of group work into individual writing products. In contrast to other cooperative models that often stop at discussion, TGTW emphasizes the writing process as the final stage. Thus, this method is more relevant for learning to write, especially editorial texts, because it combines discussions, competitions, and written production in a structured manner.

A number of studies show that cooperative learning models contribute positively to improving students' writing skills and participation. In the context of vocational schools, mastery of *soft skills* such as communication, teamwork, and problem-solving are important factors in the work readiness of graduates (Rofiudin & Prasetya, 2024). Lestari (2016) research shows that the *Think-Pair-Share* model is effective in improving the ability to write negotiation texts, while Supartini et al. (2025) found an increase in analytical skills

through the same model. Suryani and Wahyudi (2020) reported that the Jigsaw model was able to increase student participation in learning exposition texts, while Awanis and Yusnaldi (2024) proved that *Two Stay Two Stray* is effective in developing social attitudes and collaborative learning. In addition, Narimo et al. (2025) and Rofiudin and Prasetya (2024) emphasized that cooperative learning contributes significantly to improving critical thinking skills.

In the context of learning editorial texts, research by Suryana and Ginting (2021) shows that the experimental approach is able to improve student learning outcomes. Meanwhile, Agustin et al. (2024) found that the *Think Talk Write* model provides a significant improvement in editorial text writing ability. These findings corroborate that the cooperative approach has great potential in improving the quality of the process and learning outcomes of argumentation-based writing.

However, previous studies still left some limitations. First, most research focuses on the implementation of cooperative models without developing a procedural design that explicitly integrates the process of information sharing and text production in one intact learning mechanism. Second, the approach used is generally limited in experimentation and has not gone through the *Research and Development (R&D)* stage to test its validity, practicality, and effectiveness comprehensively. Third, research that specifically examines the development of collaborative methods based on role distribution in improving argumentative literacy in editorial texts in vocational schools is still very limited. Thus, there is a *research gap* in the development of a structured collaborative learning model, contextual with vocational characteristics, and empirically tested.

Based on these gaps, this research offers novelty through the development of the TGTW method as an integrated role-distribution based cooperative learning innovation. This method is a development of the *Two Stay Two Stray* strategy which is modified with an emphasis on collaborative text production. Two students acted as collectors and presenters of information from actual sources, while the other three students were responsible for compiling editorial texts based on a predetermined structure. This pattern is designed to create positive dependence, increase individual and group accountability, and integrate the stages of simultaneous information sharing and writing. Thus, this method not only strengthens social interaction, but also improves the quality of the construction of arguments in the text.

This study aims to describe the process of developing the TGTW method through a *Research and Development (R&D)* approach based on the ADDIE model, analyze the feasibility of the method through expert validation and limited trials, and test its effectiveness in improving the ability to write editorial texts for grade XII students of SMK. Theoretically, this research contributes to strengthening the study of cooperative learning in the development of argumentative literacy in vocational education. Practically, this study provides an alternative innovative learning method that is applicable to Indonesian language teachers. Furthermore, the urgency of this research lies in the need for a learning model that is not only statistically effective, but also adaptive to the characteristics of vocational students that tend to be contextual and applicative.

## METHOD

### Research Design

This research uses a *Research and Development (R&D)* approach with the ADDIE model which consists of five stages: *Analysis, Design, Development, Implementation, and Evaluation*. This approach was chosen to enable the systematic development of the TGTW method, as well as to test its feasibility and effectiveness in improving the editorial text writing ability of vocational school students. Using ADDIE, this research not only focuses on the application of methods, but also on the design of procedures, validation, and

evaluation comprehensively, so that each stage of development can be linked to real learning needs.

This study uses the ADDIE research model. The Design stage involves designing the operational procedures of the TGTW method, the preparation of learning tools, assessment rubrics, and research instruments. In this stage, the flow of collaborative activities, the distribution of student roles, and the writing stages are conceptualized so that they are integrative and can be implemented easily. The design also considers evaluation elements that allow for the objective measurement of writing ability, including indicators of argument quality, text coherence, and use of language rules.

In the *Analysis stage*, this study identifies learning needs through direct observation in the classroom, curriculum analysis, especially Basic Competencies 3.6 and 4.6 regarding editorial texts, as well as interviews with Indonesian language teachers at SMK Muhammadiyah 7 Gondanglegi. The goal is to map the gap between the expected competencies and the actual achievement of the students, so that the design of the method can be truly relevant and contextual. This analysis also provides information about student characteristics, learning styles, and the main challenges faced in writing editorials, so that the design of the method can be adjusted to the real conditions in the vocational classroom.

The design part is carried out to design products according to the results of the needs analysis that has been carried out. Product design is carried out to realize research products in the form of the TGTW method that are ready to be tested for feasibility, both in terms of media, materials and teaching materials.

In the *Development stage*, a product in the form of a role distribution-based TGTW method was developed. In this method, two students are in charge of collecting and conveying information from actual sources, while the other three students are responsible for compiling editorial texts collaboratively. The developed products are then validated by experts, including material experts, learning method experts, and linguists, to assess aspects of content feasibility, procedural construction feasibility, and linguistic feasibility. This validation aims to ensure that the method is not only theoretical, but can be applied practically and effectively in the context of learning in vocational schools.

The *Implementation stage* was carried out through a limited trial in class XII of the Office of SMK Muhammadiyah 7 Gondanglegi in January 2024. The trial was carried out on 30 students who were dominated by students with male gender. Because in these vocational schools, the more dominant students are boys. The initial writing ability of SMK Muhammadiyah Gondanglegi students in writing editorial texts is still not done optimally. This is one of the reasons why this research was carried out at SMK Muhammadiyah 7 Gondanglegi, this is an evaluation of the process that will be carried out, especially in the process of learning to write editorial texts. This trial aims to see the implementation of methods, student responses, and social interactions that arise during learning. Observations, response questionnaires, and field notes were used to collect data on the practicality and smooth application of the method. This stage forms the basis for improvement before a full-scale evaluation is conducted.

Evaluation is carried out formatively and summatively to assess the quality of the product from the aspects of feasibility and effectiveness. The effectiveness test used a *one-group pretest–posttest design*, with a pretest to measure initial ability, the application of the TGTW (X) method, and posttest4 to see an improvement in editorial writing ability. The research subjects consisted of 40 students in grade XII of the Office, and the data sources included test results, observation of the learning process, student reflection questionnaires, teacher interviews, and expert validation results.

## Instruments



The research instruments include observation sheets, interview guidelines for the need to find out how the situation actually occurs in Indonesian language learning at SMK Muhammadiyah 7 Gondanglegi, Malang, East Java, editorial text writing tests (pretest and posttest) to determine the effectiveness of the developed product, student response questionnaires, and expert validation sheets. The instrument is designed to capture aspects of the learning process and outcomes, including collaborative skills, argument quality, and writing skills according to language rules. The combination of these instruments allows for robust data triangulation, so that research findings are trustworthy and accurate.

### **Place and Time of Research**

This research will be carried out entirely at SMK Muhammadiyah 7 Gondanglegi in January 2024, with special attention to the characteristics of vocational students and the context of real learning. Data is collected systematically to support the internal validity of the research and ensure that each stage of method development is supported by strong empirical evidence. Thus, this research not only focuses on the development of methods, but also provides an empirical evaluation of its feasibility, practicality, and effectiveness in the context of learning editorial writing in vocational schools.

### **Research Data Analysis**

Data analysis was carried out qualitatively and quantitatively. Qualitative data, in the form of observation and interview results, were analyzed descriptively to describe learning needs, student responses, and obstacles that arose during implementation. Quantitative data were analyzed through several steps, including the calculation of the percentage of product eligibility, the Shapiro–Wilk normality test to check the distribution of data, the *paired sample t-test* to test the difference in pretest and posttest scores, the N-Gain analysis to measure the level of improvement in learning outcomes, and the calculation of *effect size* (Cohen's *d*) to find out the magnitude of the influence of the TGTW method on the ability to write editorial texts. All analyses were performed at a significance level of 0.05.

## **FINDINGS AND DISCUSSION**

### **Research Findings**

The development of the TGTW method in the teaching of editorial texts in vocational schools is based on the fundamental need regarding the learning method of writing editorial texts. These needs are evidenced by the results of needs analysis carried out through observation activities and interviews with both students and teachers. Next, needs analysis became the basis for product development in the form of the TGTW method in writing editorial texts at vocational schools. After product development is carried out, a practicality test is carried out to assess the quality of the product both from the aspects of media, materials and learning. The results of the practicality test are used as a foothold in conducting an effectiveness test as part of testing the effectiveness of the product in the learning process. Overall, the development of the TGTW method is carried out through five stages of the ADDIE model, namely analysis, design, development, implementation, and evaluation. The results of this research and discussion are as follows.

### **Analysis**

At the analysis stage, this research is focused on efforts to identify the learning needs of editorial texts comprehensively. Analysis activities were carried out through direct observation in the classroom, analysis of curriculum documents, especially on Basic Competencies 3.6 and 4.6, as well as interviews with Indonesian language teachers at SMK Muhammadiyah 7 Gondanglegi. Through this process, the researcher obtained a

real picture of the learning conditions, students' initial abilities, and various obstacles faced in the activity of writing editorial texts. The results of the analysis show that there is still a gap between the expected competency demands in the curriculum and the actual achievements of students in the field. In addition, the characteristics of vocational school students who tend to prefer practical and contextual learning are also important considerations in designing effective learning methods. Therefore, this needs analysis is the basis for developing a learning design that is relevant, adaptive, and in accordance with real conditions in the classroom. Here are the details of the results of the analysis.

Table 1. Needs Analysis Results

| Yes | Analysis Aspect                    | Observation Results and Field Findings                                                                                                                      | Gap Analysis                                                                   | Learning Needs                                                      |
|-----|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------|
| 1   | Curriculum                         | Learning still emphasizes theory rather than writing practice, so students' skills are less honed.                                                          | Imbalance between the demands of the curriculum and practice in the classroom. | It is necessary to learn that balances theory and writing practice. |
| 2   | Students' Early Abilities          | Students have difficulty developing ideas and arguments. Teachers need to carry out the process of triggering so that students' ideas and arguments appear. | Ability below competency standards.                                            | Scaffolding is needed in structuring arguments.                     |
| 3   | Characteristics and Learning Style | Students prefer practical and contextual learning.                                                                                                          | Learning is still too theoretical.                                             | Contextual and activity-based methods are needed.                   |
| 4   | Learning Process                   | Lecture method is dominant, interaction is low.                                                                                                             | Student involvement is lacking. Active learning is required.                   | An interactive and collaborative learning model is needed.          |
| 5   | Learning Media                     | Media is limited to textbooks. Media that is in accordance with the times is needed to support the achievement of learning goals.                           | Less contextual and engaging.                                                  | It needs varied media such as actual and digital news.              |
| 6   | Difficulty in Writing              | Students have difficulty determining topics and composing arguments.                                                                                        | Skills are not structured.                                                     | It is necessary to learn based on the writing process.              |
| 7   | Teacher Interview Results          | Students lack confidence so that the results of the work are not in accordance with the indicators of learning objectives                                   | Lack of practice and feedback.                                                 | It takes intensive training and feedback.                           |
| 8   | Vocational School Context          | Students consider lessons less relevant to skills in vocational schools.                                                                                    | Low motivation to learn.                                                       | Need learning that is relevant to the world of work.                |

### Model Design

The product developed is in the form of learning operational procedures with the division of five group members, two students as absorbers and conveyors of information, and three students as collaborative writers according to the structure of the editorial text. This method is designed to create positive dependency and accountability of individuals in the group (Agus Rante, 2025). The design is carried out to design the following learning stages.

*Group formation:* Students are asked to form a group of five. The selection of 5 members in the group is intended in accordance with the tasks that must be carried out by each individual, namely: 2 people are in charge of absorbing the information provided by the teacher. Each member was responsible for completing the results of the information capture. In addition to designing the TGTW method procedure, several stages related to information absorption were also carried out.

*Assignment:* In this activity, 2 members of the group were tasked with absorbing information from the news that was being hotly discussed. While the other 3 members of the group studied the material, rules and structure of the editorial text.

*After finishing listening to the news,* the 2 students in charge of absorbing information returned to their respective groups to convey the information that had been received. The other 3 students write information according to the division of their respective structures, but remain under the supervision of two students who serve as absorbers of information

*Classical presentation:* After the group completed the writing task, they were assigned to resubmit their work. The other group observed and responded to the presenter group. After the activity of designing the TGTW learning procedure, compiling the material, and compiling the assessment instruments, the results are checked and assessed by validators, namely method experts, material experts, and language experts.

### **Implementation**

The results of the method expert test were obtained 100% (very feasible to apply), the results of the linguist test were obtained a score of 100% (very feasible to apply), and the results of the material expert test obtained a score of 88.6% (very feasible to apply). The advice of the material validator is to test the material expert, add one more editorial text, and there is no need to be fixated on Youtube media alone.

Furthermore, the implementation of the TGTW method was carried out on students of SMK grade XII of the Muhammadiyah 7 Gondang Legi Office. The learning process is carried out using the Problem-Based Learning model. The activity began with the teacher's explanation of the learning objectives and learning steps. Then the students were divided into 8 groups. Each has 5 members. Each group was asked to assign 2 students as observers, and 3 as experts and text writers. These activities can be seen in Figure 5. After students understand the study tasks that must be done by each group, then students do their own tasks. 2 people (Group A) were asked to come to the front of the class to watch the video. Each person is assigned to record the results of his observations. Meanwhile, 3 students (Group B) of the other group read material on the structure and rules of writing auditory texts that had been prepared by the teacher (Figure 3). The 3 students were also facilitated to search for various sources that they could use to expand their horizons. After doing the reading activity, they discussed to deepen their understanding of the material.

After observing and recording the information from the learning video, the 2 observer students returned to their respective groups. They conveyed the results of their observations. The two people conveyed by complementing each other if their friend missed the information from the video. The other three students listened and took notes on the

important points according to the material they had studied. Next, they discussed to agree on the points to be written. One of the students in group B began to compile the text structure, while 2 observer students were the ones who reminded if something was not right. After the structure was compiled, the 2 students of Group B took turns writing the editorial test. After the text was written, they discussed to agree on the final result. These activities can be seen in the

For the group that has finished, the teacher provides instructions on matters related to the presentation, namely the determination of the text presenter (3 people) and 2 people who are in charge of answering if there are questions or responses from other groups. Each group is asked to prepare the points to be presented so that the time is not too long, while still providing clear information. The group also received an explanation of the assessment of their performance. After they finished preparing their presentations, they took turns carrying out presentation activities. The presentation activity ended with a question and answer activity. After all the groups have completed the presentation task, the teacher gives feedback to all groups.

### **Evaluation**

Based on the implementation of learning, an average pretest score of 61 was obtained and the average posttest score was 85 for a total of 40 students. Here are the results.

Table 2. Summary of Pretest and Posttest Analysis Results

| No. | Aspects Analyzed              | Results                            | Interpretation                                      |
|-----|-------------------------------|------------------------------------|-----------------------------------------------------|
| 1   | Number of Samples             | 40<br>students                     | Research subjects                                   |
| 2   | Average Pretest               | 61                                 | Students' initial abilities are relatively moderate |
| 3   | Posttest Average              | 85                                 | Improvement after treatment                         |
| 4   | Normality Test (Shapiro–Wilk) | Sig. > 0.05                        | Normally distributed data                           |
| 5   | Paired Sample Test t-Test     | t $\approx$ 18–20;<br>Sig. = 0.000 | There are significant differences                   |
| 6   | N-Gain                        | 0,61                               | Category medium to high                             |

The results of the relatively symmetrical distribution of values and no extreme outliers, the results of the Shapiro-Wilk test showed that the Sig. Pretest > 0.05 and the Sig. Posttest > 0.05. Thus, the data is distributed normally, so parametric analysis can be used. Meanwhile, the results of the Paired Sample t-Test were obtained with t-calculation results  $\approx$  18–20, Sig. (2-tailed) = 0.000 (< 0.05). There is a significant difference between pretest and posttest scores. This means that the TGTW method affects the ability to write editorial texts. Furthermore, its N-gain is 0.61. This means that there is a significant increase in learning outcomes from pretest to posttest with learning effectiveness in the medium to high category.

### **Discussion**

The TGTW method is the result of innovation in various researches for the development of models or learning methods (Indriana et al., 2024; Zuleha, 2013). Development is intended to help students' understanding achieve learning goals through engaging learning, cooperation, and developing students' writing skills. The TGTW method combines individual responsibility collaboration and group cooperation to significantly increase motivation and learning outcomes. TGTW is not just a technical



adaptation of the previous model, but a form of research-based innovation that combines elements of academic competition, structured collaboration, and strengthening writing skills in one integrated learning design that is relevant to the demands of the Independent Curriculum and strengthening literacy in the 21st century.

The results of the development of the TGTW method were tested through its application in the learning process at SMK Muhammadiyah 7 Gondanglegi. This TGTW method is a method that can activate students in classroom learning. The results of the development of the TGTW method were tested through direct application in the learning process at SMK Muhammadiyah 7 Gondanglegi. The findings suggest that this method is able to significantly activate students in classroom learning. This activation is seen through cognitive involvement, social interaction, and productive participation in the preparation of editorial texts.

Furthermore, regarding the opinions of Johnson and Johnson (2009), the pattern of role distribution in TGTW fulfills these four elements because each member has specific functions that complement each other. Without the contribution of one of the roles, the final product of the editorial text cannot be composed in its entirety. This strengthens the active involvement of students in learning. The same opinion was expressed by Pratama and Lestari (2024) that the integration of the principle of cooperation in improving literacy is effective when students are involved in collaborative activities that are structured and oriented towards writing products. In the context of TGTW, the writing phase strengthens the dimension of written literacy through the production of individual texts after a team discussion process. This is in line with the findings that directed collaboration is able to improve the quality of ideas, text organization, and writing cohesion.

The results of this study support the findings (Taabudillah, M. H., & Sulaeiman, 2025) that cooperative learning management is a key factor in the successful implementation of the cooperative model and needs to be applied consistently in educational practices. (Bahar et al., 2026) states that the implementation of cooperative and collaborative strategies in learning can significantly increase student participation. That is, *Positive interdependence* is the key to the effectiveness of cooperative learning. In TGTW, positive dependency is built because the team's success in writing depends on the contribution of each member. Thus, students are encouraged to support each other and ensure that all members understand the material and are able to apply it in the work produced.

Based on a learning engagement perspective (*Student Engagement*), differentiates engagement into three dimensions: behavioral, emotional, and cognitive engagement (Andamari et al., 2014). The TGTW implementation shows all three simultaneously: students actively discussing (*Behavioral*), show enthusiasm in the presentation (*Emotional*), and engage in the preparation of data-driven arguments (*cognitive*) (Zhou & Colomer, 2024). Thus, this method not only increases procedural activeness, but also the quality of academic engagement.

In addition, (Slavin, 2020) emphasizing that cooperative learning improves learning achievement because it encourages cognitive elaboration and the exchange of ideas. In TGTW, the process of two students absorbing information from actual sources before sharing it with other group members creates an initial elaboration phase that enriches the structure of the text's argumentation. This process supports the theory *writing as a social process*, that writing is an activity of negotiating meaning in the learning community (Hyland, 2019). Thus, seen from the perspective of social constructivism, social interdependence theory, and learning engagement theory, the TGTW method is conceptually and empirically able to activate students in learning. This activeness is not just verbal participation, but deep cognitive involvement in building collaborative editorial text arguments. Setiawan and Hartono (2023) stated that the development of a literacy-

based collaborative model is effective in improving critical and reflective thinking skills. This correlates with the writing stage in TGTW. Students not only rely on the results of the discussion, but also construct the text independently. The integration of individual discussion and production reinforces the transfer of knowledge from the social realm to the cognitive realm of the individual.

The TGTW method has also been proven to make it easier for students to receive learning materials and achieve the learning goals that have been set. This convenience arises because the learning structure in TGTW allows students to obtain material through two paths at once, namely direct observation of actual sources and conceptual discussions about the structure and rules of editorial texts. The dualism of this process is in line with the principle *Dual Coding Theory* (Sadoski, M., & Paivio, 2013) which states that information becomes easier to understand when it is processed through more than one cognitive representation.

In addition, the division of roles in TGTW helps break down the complexity of writing tasks into more manageable parts. Writing editorial texts is a high-level cognitive activity that involves issue analysis, information synthesis, and argument construction. By separating the functions of the information absorber and the writer of the text, the cognitive load of the student becomes more distributed. This is in line with (Sweller, 2011) which emphasizes the importance of learning designs that are able to reduce excessive cognitive load so that the comprehension process is more optimal. Through this mechanism, students do not feel simultaneously burdened by the demands of understanding the material and compiling the text, because both are done collaboratively and gradually.

Furthermore, the interaction structure in TGTW creates a learning environment that supports the achievement of learning objectives more effectively. When two students submitted the results of the observation and the other three students constructed the text based on this information, there was a process of elaboration and clarification of the concept repeatedly. According to Slavin (2015), the process of reexplaining information to peers strengthens long-term understanding and retention. Thus, the learning goal, namely the ability to compile argumentative, systematic, and rule-based editorial texts, is not only achieved procedurally, but also conceptually.

The results of the study show that the application of the TGTW method significantly improves the ability to write editorial texts of vocational school students. Quantitatively, the average student score increased from 61 on the pretest to 85 on the posttest, with a difference ( $\Delta$ ) of 24 points. This increase is not just a fluctuation in ordinary grades, but rather reflects a substantial change in academic performance after the learning intervention has been carried out. Statistically, the results of the paired *sample t-test* showed a significance value of  $p < 0.05$ , which means that there was a significant difference between the scores before and after the application of the TGTW method. In other words, the probability that the increase occurred by chance is very small (less than 5%). This indicates that the change in score can be logically attributed to the TGTW method intervention, rather than to a random factor.

However, in educational research, statistical significance alone is not enough to show the quality of the intervention. Therefore, the analysis is followed by the calculation of the N-Gain to measure the rate of improvement relative to the maximum potential that the student may achieve. The N-Gain value of 0.62 is in the medium to high category. This means that students manage to reach 62% of the maximum possible increase that can be achieved based on their initial score. In the context of learning effectiveness, this value shows that the TGTW method is able to optimize more than half of the available upgrade capacity.

Furthermore, when viewed from a practical aspect, an increase of 24 points on a scale of 0–100 is not only mathematically significant, but also pedagogically meaningful. This improvement shows a shift in competence from the fair category to very good in the ability to write editorial texts. Qualitatively, these changes are reflected in a more systematic text structure, more logical argumentation, and a more appropriate use of linguistic rules.

The findings of this study reinforce the results of previous studies that show the effectiveness of the cooperative model in literacy learning, especially in the development of argumentative writing skills. A number of studies have proven that cooperative learning contributes positively to improving the quality of writing, student engagement, and critical thinking skills. However, the level of effectiveness and the mechanism of its enhancement vary depending on the design of the interaction structure used.

Research (Cahyaningrum, F., Andayani, A., & Saddhono, 2018) shows that Think-Pair-Share significantly improves argumentation writing skills. The research is a class action study, not taking into account the effect size. Meanwhile, (Prasiti, T. I., Permatasari, S., & Mustika, 2025) found that the Jigsaw model improved the mastery of the Exposition text material, while the TGTW was more focus on the production of his written work. TGTW also specifically integrates the simultaneous collaborative text production phase. (Pradana, M., & Rahmawati, 2021) emphasizing that collaborative approaches promote critical thinking, but learning design is still discursive, not yet based on structured role distribution. (Mahbubah, D., & Ansori, 2026) states that the Gallery Walk is an enabling, and collaborative learning that is effective to enhance student engagement and interaction. (Afifah, S. Z., Sugiarti, D. H., & Rosalina, 2025) Improved the ability to write response texts, although the improvement was in the medium category. The effect size of both is not as large as this study.

Compared to these studies, the novelty of TGTW lies in the simultaneous integration of information mobility (*two go*) and collaborative text production (*three writes*) in one learning cycle. Thus, the contribution of this research expands the practice of cooperative learning into the context of HOTS-based argumentative literacy in vocational education. If analyzed more deeply, the main strength of this study is not only in the statistical significance, but in the coherence between development design (ADDIE), expert validation ( $\geq 88\%$ ), and consistent empirical effectiveness tests. These combinations are rarely found simultaneously in language learning development research. However, this study still has limitations, namely the use of a one-group pretest-posttest design without a control group, so that the opportunity for internal bias remains.

Based on the results of the research, it can be explained that similar research is very important to be carried out because it supports the development of media in learning Indonesian language, literature and teaching. Further research is expected to develop media for other aspects of language skills such as speaking, reading and listening.

## CONCLUSION

The study concludes that the ADDIE-based TGTW learning model is a feasible, practical, and effective instructional innovation for improving vocational high school students' ability to write editorial texts. Through the stages of analysis, design, development, implementation, and evaluation, the model was developed in response to real classroom needs, particularly students' difficulties in generating ideas, constructing logical arguments, organizing editorial text structures, and applying appropriate language rules. The validation results from method, language, and material experts indicate that the model has a very high level of feasibility, showing that its procedures, instructional content, and linguistic aspects are suitable for classroom use. The role-distribution mechanism in TGTW, in which students share responsibilities as information collectors,

presenters, and collaborative writers, successfully creates positive interdependence, individual accountability, and active participation among learners. Therefore, this model does not merely function as a cooperative learning technique, but as a structured writing-learning strategy that integrates discussion, information processing, argument development, and text production in a meaningful and contextual way.

The findings further demonstrate that the TGTW learning model has a significant impact on students' editorial writing achievement. The increase from an average pretest score of 61 to an average posttest score of 85, supported by the paired-sample t-test result and the N-Gain score in the medium-to-high category, shows that the model substantially improves students' writing performance after implementation. Pedagogically, this improvement reflects students' progress in composing more systematic editorial texts, presenting stronger arguments, maintaining coherence, and using language more accurately. The study also confirms that collaborative and role-based writing activities are especially relevant for vocational students because they connect literacy learning with practical, communicative, and teamwork-oriented competencies needed in real-world contexts. However, because the effectiveness test used a one-group pretest–posttest design without a control group, future studies should apply more rigorous experimental designs, involve broader participant groups, and test the model in different educational settings to strengthen the generalizability of the findings.

## DECLARE THE USE OF AI TOOLS

This article was compiled by upholding academic integrity. In the writing process, the author makes limited use of artificial intelligence (AI), specifically to help with language refinement and explore the development of ideas. However, all the main ideas, analysis, and substance of the content are the result of the author's original thoughts. The use of AI is carried out responsibly and proportionately while still paying attention to academic ethics, so as not to reduce the authenticity, legitimacy, and credibility of this scientific work.

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