

# The Effectiveness of Teaching Negotiation Text Writing Using the Group Investigation Model and the Creative Productive Model Assisted by Video Media for Grade X High School Students

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DOI: <https://doi.org/10.52403/ijrr.20260137>

## ABSTRACT

Writing negotiation texts plays an important role for students in stimulating critical thinking skills and honing communication skills. The objectives of this study are (1) to analyze the effectiveness of teaching negotiation text writing to 10th grade high school students using a group investigation model assisted by video media; (2) to analyze the effectiveness of teaching negotiation text writing to tenth-grade high school students using a creative-productive model assisted by video media, and (3) to analyze the difference in the effectiveness of teaching negotiation text writing to tenth-grade high school students through a group investigation model and a creative-productive model assisted by video media. This research is an experimental study used to find the effect of treatment given under certain conditions. The design used in this study is a quasi-experimental factorial design (simple factorial design). The population in this study was all high school students in Magelang Regency, consisting of 37 schools. The sample included class X-2 of Taruna Nusantara High School as the experimental group and class X-C of Mertoyudan 1 Public High School as the control group. The results indicate that (1) the group investigation model assisted by video media is effective when applied to teaching 10th grade high school students to write negotiation texts, (2) the creative-productive model assisted by video media is effective when applied to

teaching 10th grade high school students how to write negotiation texts, and (3) teaching 10th grade high school students how to write negotiation texts using the group investigation model assisted by video media is more effective than using the creative-productive model assisted by video media.

**Keywords:** negotiation text writing, group investigation model, creative productive model, and video media

## INTRODUCTION

Writing is a communication activity in the form of conveying messages (information) in writing to other parties using written language as a tool or medium (Dalman, 2021:3). One of the learning outcomes in the Indonesian Language Subject Phase E is that students are able to write ideas, thoughts, views, directions, or written messages for various purposes logically, critically, and creatively in the form of informational and/or fictional texts. The focus of this learning is to write narrative negotiation texts logically and present negotiation texts in the form of dialogues in a coherent, creative, and appropriate manner.

Writing negotiation texts plays an important role for students in stimulating critical thinking skills and honing communication skills. According to Aulia et al. (2023:126), negotiation is basically a bargaining or haggling activity to reach a mutual

agreement between two or more parties (people/groups/organizations). This agreement is achieved after overcoming various differences or disputes between the parties. Mastering negotiation texts benefits students by developing problem-solving abilities, improving communication skills, enhancing critical thinking, and achieving mutually beneficial agreements.

The results of the researcher's interviews with Indonesian language teachers in Magelang Regency revealed several obstacles in writing negotiation texts, including (1) learning to write negotiation texts is considered difficult by students in terms of expressing their ideas or thoughts in writing, (2) learning strategies that are more teacher-centered hinder student activity during learning. (3) Students tend to work individually and are less involved in group work. (4) Students are not yet able to express their ideas creatively or productively in their writing. (5) The limited selection of learning media prevents students from fully understanding the material. These various problems indicate that teaching negotiation text writing has not fully encouraged students to be active, think critically, and innovate.

To overcome these various obstacles, it is necessary to implement a learning model that can build positive social interactions while fostering creativity in students. The implementation of a varied learning model will help improve teaching and learning activities and foster students' motivation to learn. This study aims to (1) analyze the effectiveness of teaching negotiation text writing to 10th grade high school students using a video-assisted group investigation model, (2) analyze the effectiveness of teaching negotiation text writing to 10th grade high school students using a video-assisted creative productive model, (3) analyze the difference in the effectiveness of teaching 10th grade high school students to write negotiation texts through the group investigation model and the creative productive model assisted by video media.

The novelties in this study are (1) the difference in the effectiveness of the two learning models

studied in writing negotiation texts, (2) the effectiveness of video media in writing negotiation texts, (3) the testing of the effectiveness of the group investigation model and the creative-productive model assisted by video media in writing negotiation texts.

## **LITERATURE REVIEW**

Doyin et al. (2018:2) define writing as a language skill used in indirect communication. Writing skills are not acquired naturally but must be learned and practiced.

According to Nursolihah (2020:25), negotiation is a process that occurs between two or more parties who initially have different ideas, until they finally reach an agreement. The characteristics of negotiation texts include involving several parties, having the same goal, seeking agreement, and prioritizing mutual interests. The structure of a negotiation text according to Aulia et al. (2023:136) is as follows: (1) orientation, which is the introduction or explanation of the issue to be negotiated; (2) proposal, which is a statement from one party regarding what they want to achieve or resolve in the negotiation; (3) the offer, which is the core part of the negotiation, a process of bargaining between the two parties to reach a mutually beneficial agreement; and (4) the agreement, which shows the result of the offer process, whether the two parties agree or disagree with the agreement that has been reached.

The group investigation model is a learning model that is suitable for integrated study projects related to matters such as mastery, analysis, and synthesis of information in relation to efforts to solve multi-faceted problems (Slavin, 2020:215). The syntax of the group investigation model is (1) Identifying Topics, (2) Cooperative Planning, (3) Conducting Investigations, (4) Preparing Final Reports, (5) Presentations, and (6) Evaluation. The social system in this learning model is the closer relationship between students without regard to their respective backgrounds. Then, the social skills of students can also be honed because it emphasizes the process of cooperation between

group members, so that it can be ensured that the social skills of each individual will be honed. The Reaction Principle is a pattern of activities carried out by teachers in assisting and responding to students. Teachers act as counselors, consultants, and friendly critics. The Support System required to implement the group investigation model includes everything that students need to explore various information to solve the problems they face. For example, libraries, teaching materials, and other media. Instructional Impact is the learning outcome that will be achieved directly by directing students to the expected goals. Teachers create processes for grouping and manage them effectively. Accompanying impact is other learning outcomes from a teaching and learning process as a result of achieving a learning atmosphere that is directly experienced by students. Teachers strive to improve students' performance and motivate them to be active in the learning process.

Mulyadinata et al. (2020:105) argue that the advantages of the group investigation learning model are student-centered learning, which results in students being active in exploring, constructing, and developing concepts; each stage of learning trains scientific process skills such as observing, predicting, designing and conducting experiments, and communicating; and it improves cooperation, interaction, and student participation in the learning process.

According to Kurniasih and Berlin (in Handayani et al. 2021:137), the disadvantages of the group investigation learning model include: (1) This learning model is complex and difficult to implement in cooperative learning. (2) This model takes a long time.

The creative productive learning model is a learning model developed with reference to various approaches, namely active, creative, constructive, collaborative, and cooperative, which are assumed to be able to develop creativity and produce something as a product sourced from the students' understanding of the concepts being studied (Wena, 2018:138). This approach is in line with 21st-century learning competencies. The syntax of the creative

productive learning model is (1) Orientation, (2) Exploration, (3) Interpretation, (4) Recreation, and (5) Evaluation. The social system in this learning model encourages students to be democratic, engage in cooperative dialogue, and take responsibility for problem solving. Teachers act as facilitators who provide guidance and support during the learning process. The Reaction Principle refers to how teachers observe and treat their students. In this model, concepts are not conveyed directly by teachers, but are constructed by students through experience and interaction with the environment as they explore and interpret. The Support System consists of the means, materials, tools, or learning environment that supports the implementation of learning. Learning to write negotiation texts in the creative-productive model requires a comfortable, calm, and conducive atmosphere, as well as supportive learning facilities (laptops, LCD screens, speakers, teaching materials, use of video media) so that students are motivated to come up with creative ideas. The instructional impact of applying the creative-productive model is that students become more skilled at developing ideas, composing dialogues, and understanding the structure of negotiation texts. The accompanying impacts of the creative productive learning model include: (1) understanding of a particular value, concept, or issue; (2) the ability to apply concepts/solve problems; and (3) the ability to create something based on that understanding (Solihatini, 2014:163).

According to Suryosubroto (in Azzahra et al., 2024:672), the advantages of the creative productive learning model are as follows: (1) Students are actively involved intellectually and emotionally. (2) Achieving instructional impact, enabling the formation of accompanying impacts. (3) Students have the opportunity to interact directly with learning resources. (4) Creativity is stimulated to produce something new in accordance with the understanding of the concepts being studied through recreational activities. (5) Process assessment and comprehensive learning outcomes are carried

out throughout the teaching and learning process.

The productive creative learning model also has the following disadvantages: (1) it requires the readiness of teachers and students, (2) it requires adaptation by educators, and (3) it requires a long and flexible time frame (Suryosubroto in Azzahra et al., 2024:672).

Aliyyah et al. (2021:59) reveal that video learning media is learning media that can be seen (visual) and heard (audio) by students so that a concrete picture can be formed. With video media, students' understanding of information can increase.

Busyaeri et al. (2016:118) convey the advantages of video learning media, including the following. (1) Overcoming distance and time. (2) Able to describe past events realistically in a short time. (3) Able to take students on adventures from one country to another and from one era to another. (4) Can be repeated if necessary to add clarity. (5) Conveys messages quickly and memorably. (6) Develops students' thoughts and opinions. (7) Develops imagination. (8) Clarifies abstract concepts and provides more realistic explanations. (9) Can serve as the primary medium for documenting social realities to be analyzed in class. (10) Able to act as a storyteller that can stimulate students' creativity in expressing their ideas.

Meanwhile, the disadvantages of video media are conveyed by Agustiniingsih (2015:55), namely: (1) requires relatively large/expensive funds; (2) requires special expertise; (3) difficult to revise; (4) requires electricity.

## **MATERIALS & METHODS**

This study is an experimental study aimed to determine the effect of treatment given under certain conditions. This study uses a quantitative approach, which can be defined as an approach used to examine a specific population or sample of research data based on numerical data and statistics. The design used in this study is a quasi-experimental factorial design (simple factorial design).

This study uses an equivalent group design, because one group is tested with a video-

assisted group investigation model and another group is tested with a video-assisted creative productive model. Both groups will be given a pretest before the trial and post test. The stages in this study were divided into preliminary activities, data collection activities, and final research activities.

The population in this study comprised all high school students in Magelang Regency, consisting of 37 schools, with 10 public high schools and 27 private high schools. The sample in this study was class X-2 of Taruna Nusantara High School as the experimental group and class X-C of Mertoyudan 1 Public High School as the control group. The selection of these two schools was based on their accreditation status, which is accredited A (excellent).

In addition, the selection was based on the achievements of the two schools at the local, provincial, national, and international levels.

The variables in this study were independent and dependent variables. The independent variables were the learning models, namely the group investigation model and the creative-productive model. Meanwhile, the dependent variable was the students' ability to write negotiation texts.

The test techniques in this study were pretest and post test. The non-test techniques were observation and documentation techniques. The validity of the research data was tested using instrument validity and reliability tests. The research instruments were tested in a trial class. The results of the validity test of the instruments used in this study consisted of: (1) the suitability of the content of the negotiation text with the theme, (2) the completeness of the text structure, (3) the completeness of the linguistic rules of the text, and (4) the organization of the writing (spelling, diction, sentences, paragraphs). The instrument test was conducted with the help of the SPSS version 25 computer program using the Alpha Crombach formula by comparing the significance with a significance level of 0.6. The instrument can be declared reliable if the results obtained are  $>0.60$ . Data analysis techniques included: normality test, homogeneity test, independent sample t-test, and ANOVA test.

## **RESULT**

This study discusses three sub-sections, namely: (1) the effectiveness of teaching negotiation text writing to 10th grade high school students using a group investigation model assisted by video media, (2) the effectiveness of teaching negotiation text writing to tenth-grade high school students using a creative-productive model assisted by video media, and (3) the difference in the effectiveness of teaching negotiation text writing to tenth-grade high school students using the group investigation model and the creative-productive model assisted by video media.

Teaching negotiation text writing to tenth-grade high school students using the video-assisted group investigation model has met the criteria for effectiveness. The group investigation model has been proven to improve students' writing skills by fostering cooperation in problem solving and improving critical thinking skills. In addition, the effectiveness is also proven by the results of the Independent Sample T-Test in the (sig-2 tailed) column, which shows that the significance value (sig-2 tailed) reaches  $0.000 < 0.05$ . These analysis results show that  $H_0$  is rejected and  $H_a$  is accepted, meaning that there is a difference in the pretest and posttest average scores for negotiation text writing skills in the class tested using the video-assisted group investigation model. This shows an improvement in students' ability to write negotiation texts using the group investigation model.

The results of learning to write negotiation texts among 10th grade high school students before being tested using the video-assisted group investigation model were 68. After being tested using the video-assisted group investigation model, students scored 90.55. The difference in the average score between before and after testing using the video-assisted group investigation model was 22.55.

The process of learning to write negotiation texts using the group investigation model guided students to be proactive, creative in problem solving, and active in discussions. The students' ability to solve problems, analyze data, and

work together also improved. As a result, the negotiation text material was well understood. It can be concluded that the video-assisted group investigation model is effective in teaching negotiation text writing.

Based on these test results, this study proves that the group investigation model is effective for teaching negotiation texts. The results of this study reinforce previous studies on the effectiveness of learning using the group investigation model, such as the study conducted by Nasution et al. (2025:61), which revealed that the Cooperative Learning Group Investigation model has been proven effective in teaching 10th-grade students at SMAN 1 Cisarua to write negotiation texts.. The Wilcoxon test results show that there is an effect on learning outcomes before applying the Cooperative Learning model and after using the Cooperative Learning model. With an Asymp Sig (2-tailed) of  $0.000 < 0.05$ ,  $H_0$  is rejected while  $H_a$  is accepted. This means that there is an effect of applying the Cooperative Learning model in teaching 10th grade students to write negotiation texts.

Teaching 10th grade high school students to write negotiation texts using a creative and productive model assisted by video media has met the criteria for effectiveness. The creative-productive model has been proven to improve writing skills by encouraging students to actively engage in discussions and foster creativity in producing work. In addition, effectiveness is also proven by the results of the Independent Sample T-Test in the (sig-2 tailed) column, where it can be seen that the significance value (sig-2 tailed) reaches  $0.000 < 0.05$ . The results of this analysis show that  $H_0$  is rejected and  $H_a$  is accepted, meaning that there is a difference in the pretest and posttest average scores for negotiation text writing skills in the class that was tested using the creative productive model assisted by video media. This shows an increase in students' ability to write negotiation texts with the creative productive model.

The results of learning to write negotiation texts among 10th grade high school students before

being tested using a creative productive model assisted by video media were 67.24. Meanwhile, after being tested using the creative productive model assisted by video media, students obtained a score of 87.39. The difference in the average score between before and after being tested using the creative productive model assisted by video media was 20.15.

The process of learning to write negotiation texts using the creative productive model guided students to think critically, work together to solve problems, and take responsibility for completing tasks. Students' creativity increased with the habit of working hard, high dedication, enthusiastic enthusiasm, and self-confidence applied in the creative productive model. Ultimately, the negotiation text material can be well understood by students. It can be concluded that the creative productive model assisted by video media is effective in teaching negotiation text writing.

Based on these test results, this study proves that the creative productive model is effective for teaching negotiation texts. The results of this study confirm previous studies on the effectiveness of learning using creative productive models, such as the study conducted by Aulia, Subyantoro, & Doyin (2025) entitled

The Effectiveness of Learning to Write Drama Texts through Assisted Productive Creative Models Short Film Media and Short Story Text Product Media Based on Student Learning Style, explaining that the productive creative model is effective when applied to teaching drama text writing to 11th grade students at SMA N 1 Bantan and SMA N 2 Bantan. In line with this research, Huda & Doyin (2019) in an article entitled Short Story Text Writing Learning by Creative-Productive Model based on Verbal Creativity of Eleventh Graders of VHS, explains that the creative-productive model is effective when applied to teaching short story writing.

To determine the difference in the effectiveness of learning to write negotiation texts through the group investigation model and the creative-productive model assisted by video media, an independent t-test and a two-way ANOVA test were conducted. The independent t-test was conducted on the pretest and posttest data of experimental class 1 and experimental class 2. The independent t-test was conducted using the SPSS version 25 program. The following is the data from the independent t-test of the pretest data of experimental class 1 and experimental class 2.

**Table 1 Independent Sample T-Test of the Pretest of Experiment Classes 1 and 2 Independent Samples Test**

		Levene's Test for Equality of Variances		T-Test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil	Equal variances assumed	.436	.512	.476	64	.635	.758	1.590	-2.419	3.934
	Equal variances not assumed			.476	63.607	.635	.758	1.590	-2.419	3.935

From the independent sample test results in Table 1, it is known that the significance value of  $0.635 > 0.05$ , so  $H_0$  is accepted and  $H_a$  is rejected. The data shows that there is no

difference in the average learning outcomes of the two groups before being given treatment. Therefore, a new strategy needs to be tested on students in order to achieve mastery in learning

to write negotiation texts with an average score of 75, which is the predetermined learning outcome achievement criterion (KKTP).

**Table 2 Independent Sample T-Test Posttest for Experiment Classes 1 and 2 Independent Samples Test**

		Levene's Test for Equality of Variances		T-Test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil	Equal variances assumed	.021	.885	2.180	64	.033	3.152	1.445	.264	6.039
	Equal variances not assumed			2.180	63.624	.033	3.152	1.445	.264	6.039

From the independent sample test results in Table 1, it is known that the significance value of  $0.635 > 0.05$ , so  $H_0$  is accepted and  $H_a$  is rejected. The data shows that there is no difference in the average learning outcomes of the two groups before being given treatment. Therefore, a new strategy needs to be tested on students in order to achieve mastery in learning to write negotiation texts with an average score of 75, which is the predetermined learning outcome achievement criterion (KKTP).

Table 2 Independent Sample T-Test Posttest for Experiment Classes 1 and 2 Independent Samples Test

Based on the results of the independent sample test in Table 2, it is known that the significance value of  $0.033 < 0.05$ , so  $H_0$  is rejected and  $H_a$  is accepted. The significance value indicates that

there is a significant difference in the posttest average scores of the students in experiment 1 and experiment 2. The posttest average score of the students in experiment 1 is 90.54, and the posttest average score of the students in experiment 2 is 87.39.

The difference in the effectiveness of teaching 10th grade high school students to write negotiation texts through the group investigation model and the creative-productive model assisted by video media can be determined by conducting a Two-Way ANOVA test. The Two-Way ANOVA test was conducted using the posttest data for experiment class 1 and experiment class 2. The following are the results of the Two-Way ANOVA test to determine the difference between the teaching models in writing negotiation texts.

**Table 3 Uji Two Way Anova**

Tests of Between-Subjects Effects						
Dependent Variable: Hasil						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	
Corrected Model	15212.356	3	5071.119	133.119	.000	
Intercept	809183.523	1	809183.523	21241.369	.000	
Model	126.068	1	126.068	3.309	.016	
Media	15040.008	1	15040.008	394.806	.000	
Model* Media	47.280	1	47.280	1.241	.028	
Error	4876.121	128	38.095			
Total	829273.000	132				
Corrected Total	20089.477	131				

a. R Squared = .757 (Adjusted R Square = .752)

Based on Table 3, three conclusions were obtained. The first conclusion is that the ANOVA test results on the learning model obtained a significance value of 0.016. This significance value is  $<0.05$ , meaning that there is a difference in the average negotiation text writing skills using the group investigation model and the creative productive model. The second conclusion is that the results of the ANOVA test on the learning media aspect obtained a significance value of  $0.000 < 0.05$ , meaning that there is a difference in the average negotiation text writing skills based on the learning media. The third conclusion is that based on the results of the ANOVA test on the learning model and media, a significance value

of  $0.028 < 0.05$  was obtained, meaning that there is a difference in the effectiveness of learning to write negotiation texts based on the group investigation model and the creative-productive model assisted by video media. Therefore, the researcher concludes that the learning model and learning media are interrelated. The following table presents descriptive statistics to compare the average learning scores of students in writing negotiation texts using the group investigation model and the creative-productive model assisted by video media in experimental classes 1 and 2.

**Table 4 Descriptive Statistics Data for Experimental Classes 1 and 2**

Model	Kelompok	Min	Maks	Sum	Mean	Std. Deviation
Investigasi Kelompok	<i>Pre test</i>	56	80	2244	68.00	6.708
	<i>Posttest</i>	80	100	2988	90.55	5.641
Kreatif Produktif	<i>Pre test</i>	51	76	2219	67.24	6.200
	<i>Posttest</i>	72	96	2884	87.39	6.093

Based on the descriptive output results of students in experimental class 1 at Taruna Nusantara High School. There were 33 students in the research sample. Before the trial, students obtained an average learning score of 68. Students obtained a minimum score of 56 and a maximum score of 80. This condition reflects that the average learning score of students has not reached the KKTm (Learning Objective Achievement Criteria), which is 75. After being tested with the group investigation model, they obtained a minimum score of 80 and a maximum score of 100. The average learning outcome of students in writing negotiation texts using the group investigation model assisted by video media reached 90.55. The data showed that the learning outcomes of students in writing negotiation texts were effective after receiving treatment using the group investigation learning model with video media.

This study was also conducted in experimental class 2 at SMA N 1 Mertoyudan. There were 33 students who participated in the study. Before the trial, the students obtained an average

learning score of 67.24. The students obtained a minimum score of 51 and a maximum score of 76. This condition reflects that the average learning score of the students has not reached the KKTm (Learning Objective Achievement Criteria), which is 75. After being tested with the creative-productive model, they obtained a minimum score of 72 and a maximum score of 96. The average learning outcome of students in writing negotiation texts using the creative-productive model assisted by video media reached 87.39.

These scores indicate the learning outcomes of students in writing effective negotiation texts after receiving treatment using a creative productive learning model assisted by video media. Therefore, researchers can conclude that there is a difference in the effectiveness of learning to write negotiation texts using the group investigation model and the creative productive model assisted by video media for 10th grade high school students.

Based on the two-way ANOVA test, the most effective learning of negotiation text writing was

carried out using the group investigation model assisted by video media, which obtained an average score of 90.55.

## CONCLUSION

The results of observing the implementation of teaching and learning activities and the average score for writing negotiation texts after being tested using the group investigation model assisted by video media show that the group investigation model assisted by video media is effective when applied to teaching writing negotiation texts in 10th grade high school.

The results of observations of teaching and learning activities and the average scores for writing negotiation texts after being tested using the creative-productive model assisted by video media show that the creative-productive model assisted by video media is effective when applied to teaching negotiation text writing in 10th grade high school.

Teaching negotiation text writing to 10th grade high school students using the video-assisted group investigation model is more effective than the video-assisted creative productive model.

Based on the results of the Two-Way ANOVA test, it shows that the hypothesis of the difference in the average effectiveness of the group investigation model is 90.55 and the average value of the creative productive model is 87.39. The data shows that teaching negotiation text writing to 10th grade high school students using the group investigation model is more effective than the creative productive model.

Based on the results of the study, it is recommended that Indonesian language teachers utilize the group investigation model assisted by video media and the creative productive model assisted by video media in teaching negotiation text writing. Further research is needed on learning models that can improve students' understanding of negotiation text writing. In addition, the use of other types of media is necessary to broaden scientific knowledge in Indonesian language learning, especially in writing negotiation texts. Policy makers should consider appropriate learning materials, models,

and learning media. This research can serve as a reference for improving the Indonesian language curriculum at the high school/vocational school/Islamic high school level.

## Declaration by Authors

**Acknowledgement:** None

**Source of Funding:** None

**Conflict of Interest:** No conflicts of interest declared.

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How to cite this article: Pebri Dwi Lesmono Nugroho, Fathur Rokhman, Rahayu Pristiwati. The effectiveness of teaching negotiation text writing using the group investigation model and the creative productive model assisted by video media for grade X high school students. *International Journal of Research and Review*. 2026; 13(1):400-409. DOI: <https://doi.org/10.52403/ijrr.20260137>

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