



The Effectiveness of the Think Talk Write Model and Genre Based Approach Assisted by Disaster Videos in Learning to Write Argumentative Texts

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ABSTRACT

Learning to write argumentative texts requires a learning model that can develop critical thinking skills and systematic argumentation skills. The Think Talk Write (TTW) and Genre Based Approach (GBA) models, assisted by video, are believed to be effective in teaching argumentative writing skills. This study aims to determine the effectiveness of the TTW and GBA models, assisted by video, in teaching argumentative writing. The research used a quantitative method with a quasi-experimental design, conducted at SMP Diponegoro 7 Gumelar, involving two classes as the research sample. Data were gathered through argumentative text writing tests and analyzed using the Wilcoxon test and the Mann-Whitney U test because the data did not meet the assumptions of normality and homogeneity. The results showed that learning with the TTW model, aided by videos, effectively improved students' ability to write argumentative texts, evidenced by an increase in the average score from 51.47 to 71.18 and the Wilcoxon test result of $0.000 < 0.05$. Learning with the GBA model, supported by videos, was also effective, with an increase in the average score from 52.06 to 69.41 and a Wilcoxon test result of $0.000 < 0.05$. Furthermore, the TTW model is more recommended because it has a higher average posttest score and mean rank than the GBA model. However, the Mann-Whitney U test results indicate no significant difference in effectiveness between the two learning models, as the significance value exceeds 0.05.

Keywords: *think talk write, genre based approach, disaster video, write argumentative texts*

Efektivitas Model Think Talk Write dan Genre Based Approach Berbantuan Video Bencana dalam Pembelajaran Menulis Teks Argumentasi

ABSTRAK

Pembelajaran menulis teks argumentasi memerlukan model pembelajaran yang mampu mengembangkan kemampuan berpikir kritis dan keterampilan menyusun argumen secara sistematis. Model *Think Talk Write* (TTW) dan *Genre Based Approach* (GBA) berbantuan video diyakini efektif digunakan dalam pembelajaran keterampilan menulis teks argumentasi. Penelitian ini bertujuan untuk mengetahui efektivitas model TTW dan GBA berbantuan video dalam pembelajaran menulis teks argumentasi. Penelitian ini menggunakan metode kuantitatif dengan desain kuasi eksperimen yang dilaksanakan di SMP Diponegoro 7 Gumelar dengan melibatkan dua kelas sebagai sampel penelitian. Data dikumpulkan melalui tes menulis teks argumentasi dan dianalisis menggunakan uji *Wilcoxon* serta uji *Mann Whitney U* karena data tidak memenuhi asumsi normalitas dan homogenitas. Hasil penelitian menunjukkan bahwa pembelajaran menggunakan model TTW berbantuan video efektif meningkatkan kemampuan menulis teks argumentasi peserta didik, dibuktikan dengan peningkatan nilai rata-rata dari 51,47 menjadi 71,18 dan hasil uji *Wilcoxon* sebesar $0,000 < 0,05$. Pembelajaran menggunakan model GBA berbantuan video juga efektif, dibuktikan dengan peningkatan nilai rata-rata dari 52,06 menjadi 69,41 dan hasil uji *Wilcoxon* sebesar $0,000 < 0,05$. Selain itu, model TTW lebih direkomendasikan karena memiliki nilai rata-rata *posttest* dan *mean rank* yang lebih tinggi dibandingkan model GBA. Namun, hasil uji *Mann Whitney U* menunjukkan bahwa tidak terdapat perbedaan efektivitas yang signifikan antara kedua model pembelajaran karena nilai signifikansi lebih besar dari 0,05.

Kata Kunci: *think talk write, genre based approach, video bencana, menulis teks argumentasi*

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INTRODUCTION

Humans and language are inseparable in life. Therefore, language is learned systematically through both formal and non-formal education. In the context of formal education, learning Indonesian is a compulsory subject for students. Learning Indonesian encompasses four components of language skills that students must master: listening, speaking, reading, listening, and writing. One of the language skills frequently practiced by students is writing. This skill plays a crucial role because it trains students to express their ideas in writing. In this process, students actively build understanding through seeking, discovering, and absorbing new knowledge (Hastuty, 2023). The more frequently students write, the more their insight, thinking skills, imagination, and intelligence will expand.

The quality of students' writing is greatly influenced by their reading ability. Through reading, students gain knowledge, information, and understanding of various topics covered in their reading. Semi (2021) states that students who have a habit of reading tend to have diverse and rich ideas, enabling them to develop their writing in depth. However, it is unfortunate that literacy skills in Indonesia are still relatively low. The 2022 Programme for International Student Assessment (PISA) report released by the OECD (OECD, 2023) shows that Indonesian students' reading literacy scores stood at 365 points. Indonesia's position is still far below the average for OECD member countries, which is around 476 points (OECD, 2023). This situation indicates that Indonesia needs to take strategic and sustainable steps to improve students' literacy and writing skills.

Challenges in Indonesian language learning are often encountered directly in the field. One of these challenges is students' argumentative writing skills. Based on information obtained through interviews with Indonesian language teachers at Diponegoro Gumelar Junior High School in Banyumas Regency, it was discovered that ninth-grade students in the 2025-2026 academic year tended to be passive when faced with direct writing

exercises. The results of these exercises showed that students often struggled to find topics, were less able to present factual data, had weak logical structures, and used incohesive language. These difficulties are a serious problem because in writing argumentative texts, writers are required to be able to compose writing that can convince readers

Argumentative writing skills are a crucial competency in Indonesian language learning because they require students to think critically, logically, and systematically when expressing their opinions. Through argumentative writing activities, students are trained to express ideas supported by relevant facts, enabling them to express the truth of an idea (Keraf, 2010). Poor argumentative writing skills not only impact student learning outcomes but also affect the development of reasoning and literacy skills as a whole. According to Keraf (2010), argumentation serves as the most fundamental foundation in science. Argumentation is achieved through the process of presenting evidence through facts or determining possibilities to determine attitudes or opinions about something. Critical thinking skills are essential in the argumentation process. Thamrin (2021) explains that, in the context of argumentation, critical thinking relates to the ability to evaluate the accuracy of information and the logic used in an argument. This requires serious attention, given that current learning emphasizes mastery of higher-order thinking skills (HOTS) and strengthening a culture of literacy in the school environment.

Based on the description, the research questions are as follows: (1) How effective is the Think Talk Write learning model with video assistance for ninth-grade students at SMP Diponegoro 7 Gumelar? (2) How effective is the Genre Based Approach (GBA) learning model with video assistance for ninth-grade students at SMP Diponegoro 7 Gumelar? (3) Which is more effective for learning to write argumentative texts, the Think Talk Write model or the GBA?



These problems can be addressed through learning strategies that encourage students to be more active in developing ideas, logically constructing arguments, and using factual data in their writing. One alternative to improving argumentative writing skills is the application of a learning model that stimulates students' critical thinking skills. A learning model is a systematic pattern used in designing curricula, compiling learning materials, and serving as a guide in implementing learning (Jihad & Haris in Widayati & Muaddab, 2012). Selecting the right learning model is a crucial factor in the success of the learning process. The learning model implemented is expected to be able to adapt to the characteristics of the material, learning objectives, and student needs (Musyawir et al., 2022). According to Ariani in Zhafrirah et al., (2023), the Think Talk Write learning model can be a solution in learning because this model encourages students to go through the thinking process, express ideas through discussion activities, and practice their ability to solve problems systematically..

The addition of disaster video-assisted media in this study is intended as an initial stimulus that encourages students to be able to develop ideas, understand the context of the problem, and provide strong argumentative material before entering the discussion and writing stages. In its application, the Think Talk Write model begins with the thinking stage (Think) which is carried out after students are involved in reading activities, followed by speaking (Talk) through discussions and exchanging ideas with other group members before finally students express their thoughts at the writing stage (Write) (Aralaha & Paulus, 2023). Therefore, based on the problems that have been described, this study aims to: (1) describe the effectiveness of learning to write argumentative texts for grade IX students of SMP Diponegoro 7 Gumelar using the Think Talk Write model assisted by video; (2) describe the effectiveness of learning to write argumentative texts for grade IX students of SMP Diponegoro 7 Gumelar using the GBA assisted by video; (3) Describe a more

effective learning model between Think Talk Write and GBA in teaching argumentative text writing.

This research contains benefits that encompass both theoretical and practical aspects. From a theoretical perspective, the research results provide additional research on Indonesian language learning, particularly in developing argumentative text writing skills. From a practical perspective, the research results can be used as considerations in selecting learning models, as a supporting tool for improving students' writing skills, and as a reference for developing further research.

Several previous studies indicate that the use of innovative learning models can improve students' writing skills. Previous research by Simorangkir et al. (2025) entitled "The Effectiveness of the Think Talk Write (TTW) and Cooperative Integrated Reading and Composition (CIRC) Learning Models in Writing Skills provides evidence in the form of 83.33% of students achieving a passing grade using the Think Talk Write (TTW) model, and 96.64% of students achieving a passing grade in the experimental class (CIRC). The implementation of certain learning models, such as TTW and Cooperative Integrated Reading and Composition (CIRC), significantly improves students' writing skills.

These findings were reinforced by Aulia & Pratiwi (2025) in their study, "The Effectiveness of the Think Talk Write Model in Teaching Argumentative Writing to Students at SMP Negeri 1 Gunungsari," which found that learning models involving critical thinking and discussion can help students develop more structured argumentative texts. The results indicated that students using the Think Talk Write (TTW) learning model were able to formulate theses, develop main arguments, and present logical and coherent restatements in their writing. The average score in the experimental group increased to 83.5, while the control group only achieved 71.3.

In addition to the Think Talk Write learning model, there is another method that can be applied in learning and become a solution to improve

students' writing skills, namely the Genre-Based Approach. The GBA is based on the Systemic Functional Linguistics (SFL) theory developed by Halliday. This theory emphasizes that language is a means of constructing meaning in a social context (Zohbie, 2024). This can be interpreted as meaning that GBA requires individuals to write or speak with a systematic and complete structure from beginning to end. This genre-based learning approach can be implemented in the form of a learning model through systematic syntax. The GBAs a learning approach that focuses on mastering text types based on communicative purposes, structure, and linguistic characteristics. Brown (2001) argues that in GBA, text is viewed as a structured sequence of language used as a social and cultural practice and has a specific purpose. This means that each text genre has a unique and distinct social purpose.

In its classroom implementation, this learning model is realized through systematic stages. According to Emilia (2018), the GBA implementation often used in Indonesia consists of four stages: building knowledge about the topic and providing model texts as references (Building Knowledge of the Field), then providing examples or model texts as references (Modeling of the Text), continuing with collaborative writing (Joint Construction), and concluding with students' ability to write independently (Independent Construction). The Building Knowledge of the Field stage in this study used disaster videos because the researchers believed they could contribute to building students' readiness before writing. Disaster videos function as scaffolding to help bridge the gap between students' limited prior knowledge and their mastery of the material needed to independently compose argumentative texts.

Several previous studies have demonstrated that this approach is effective in improving writing skills. A study conducted by Zhang & Zhang (2021) entitled "Taking Stock of a Genre-Based Pedagogy: Sustaining the Development of EFL Students' Knowledge of the Elements in

Argumentation and Writing Improvement" examined the application of the GBA to EFL students' argumentative writing instruction. This study involved 74 students using a quasi-experimental design. Analysis of the results showed that the group implementing GBA in their learning experienced significant improvements compared to the group still using conventional learning. These improvements included understanding text structure, linguistic features, and the quality of argumentative writing. This study shares similarities with Zhang & Zhang's (2021) study because it focused on writing instruction using GBA and argumentative text learning materials. However, there are differences in the additional learning model in the form of TTW and disaster video media as scaffolding, as well as the research subjects being at the junior high school level. Furthermore, this study emphasized improving writing skills more generally, while Zhang & Zhang's (2021) study examined GBA in more depth. Thus, this research offers new learning models and media in the context of secondary education.

In line with this research, a study by Juliana et al. (2025) entitled "Implementation of the Genre-Based Approach in Improving Students' Academic Writing Competence" also revealed that the application of the Genre-Based Approach (GBA) had a significant impact on improving the academic writing skills of vocational high school students. The research data obtained showed an increase in scores in three aspects: understanding text structure from 65 to 85, linguistic features from 65 to 85, and the ability to construct coherent and cohesive arguments from 60 to 80. Furthermore, student responses to the implementation of this model were positive, with a percentage of 80%-85%, indicating that the GBA was successful not only in improving cognitive aspects but also affective aspects such as student self-confidence.

This research is novel in examining and directly comparing the effectiveness of the TTW learning model and the GBA assisted by



video media in teaching argumentative text writing. Previous research has focused more on implementing each model separately or comparing them with other learning models. Therefore, this study provides a new contribution in uncovering how both models can improve students' writing skills.

METHOD

This research is an experimental study using a quasi-experimental design with a Nonequivalent Control Group Design. According to John in Lasaiba et al. (2023), Razak (2017), quasi-experimental research design uses two groups assumed to have similar/identical conditions. The research subjects were not selected randomly but rather used pre-existing classes. The first class was the experimental class and the second class was the control class, both of which received a pretest and posttest.

The design in this study consisted of two variables: the independent and the dependent variables. The independent variable (X) was intended for the TTW learning model (X1) and the GBA (X2) in writing argumentative texts assisted by disaster videos, while the variable (Y) was intended for students' ability to write argumentative texts assisted by disaster videos.

Both groups were given a pretest to determine the initial abilities of the students and also to ensure the equality of the research groups. The pretest results were then analyzed using the Kolmogorov-Smirnov normality test and Levene's homogeneity of variance test. If the data were normally distributed, the hypothesis was tested using an independent sample t-test. However, if the data were not normally distributed, the nonparametric Wilcoxon and Mann-Whitney tests were used to determine whether there were differences in initial abilities between the research groups.

After the pretest results were known, learning was implemented using each learning model. The learning procedure for both groups began with the provision of a disaster video stimulus to build context and students' prior knowledge. In the TTW

group, learning was implemented through the Think, Talk, and Write stages, where students watched the video to generate ideas, discussed their thoughts in groups, and independently composed argumentative texts. Meanwhile, in the GBA group, learning followed the Teaching and Learning Cycle, which included context building, text modeling, guided construction, independent construction, and strengthening textual connections.

Next, both the TTW and GBA groups were given a final test or posttest to determine the effect of the learning. The results of the final test for both groups were compared using a difference test to determine whether there were differences between the two treatments. The test also aimed to determine the effectiveness of each learning model and identify the most effective learning model in improving students' argumentative writing skills.

The population of this study was ninth-grade students at SMP Diponegoro 7 Gumelar in the 2025/2026 academic year. Learning took place over two weeks (2x2JP) with a total population of 34 students. Class IX A served as the experimental class (TTW model) with 17 students, and class IX B served as the control class (GBA model) with 17 students. This study used quantitative data obtained from the results of students' argumentative writing tests. These data came from written tests (descriptions) administered to both the control and experimental classes during the pretest and posttest.

Students in both classes had several similarities, which were considered heterogeneous. Both classes were taught by the same Indonesian language teacher, so the material and student absorption were considered similar. Students also have similarities in argumentative text material, where students have never received instruction in writing argumentative texts using the TTW and GBA models. Students in both classes also receive the same facilities and infrastructure from the school, so the environmental conditions do not affect learning outcomes. These similarities include the use of

classrooms, learning media, and access to learning resources that support the optimal learning process.

The instruments used in this study were tests and non-test instruments. The test instrument was a written essay-style test, which involved students writing argumentative texts, and the non-test instruments were observation sheets and documentation. Other supporting instruments included learning modules, instrument outlines, and assessment rubrics. Before the instruments were implemented in learning, a validity test was conducted. The instrument validity test in this study used content validity, conducted through expert judgment to ensure the instrument design was valid and reliable. An instrument was declared valid if it met the learning objectives and indicators for argumentative writing skills.

The development of the argumentative writing skills test instrument was carried out in several stages: (1) determining the competencies

and learning objectives to be measured; (2) establishing indicators for argumentative writing skills tailored to students' critical thinking skills; (3) compiling the test outline based on the established indicators; (4) compiling the argumentative writing test instrument; (5) compiling the scoring rubric; and (6) validating the instrument before use in the study.

Writing ability data was obtained through a performance test using an assessment rubric consisting of five aspects, namely content and argumentation, use of evidence or data, structure and integration, language and clarity, and spelling and mechanics. The rubric was compiled by paying attention to indicators of critical thinking skills reflected in the development of arguments and the use of supporting evidence.). The scores obtained were converted into grades using the formula: $\text{grade} = (\text{score obtained} / \text{maximum score}) \times 100$. Statistical analysis used individual student scores obtained from the scoring results.

Table 1
Scoring Rubric

No.	Indicator	Score 1	Score 2	Score 3	Score 4
1	Content and Argumentation	The content is not relevant to the topic and no argument is evident.	The content begins to address the topic, but the argument is still limited.	The content is relevant to the topic with fairly clear arguments.	The content is relevant to the topic and presents clear, logical, and in-depth arguments.
2	Use of Evidence/Data	Does not use evidence or supporting data.	Uses evidence/data, but it is not sufficiently appropriate.	Uses evidence/data that adequately supports the argument.	Uses relevant evidence/data that clearly strengthens the argument.
3	Organization and Coherence	The text structure is incomplete and relationships between ideas are unclear.	The text structure is somewhat incomplete and coherence is still weak.	The text structure is fairly complete and relationships between ideas are reasonably clear.	The text structure is complete with coherent and logical connections between ideas.
4	Language and Clarity	Language is difficult to understand and contains many errors.	Language is understandable but still contains several inaccuracies.	Language is fairly clear with only a few errors.	Language is clear, effective, and easy to understand.



5	Mechanics and Conventions	Contains many errors in spelling, punctuation, and writing conventions.	Contains several errors in spelling and punctuation.	Only a few spelling and punctuation errors are present.	Excellent spelling, punctuation, and writing conventions.
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The students' argumentative writing ability was categorized based on their scores. The assessment results were then categorized into five criteria: "very good" (86–100), "good" (76–85), "adequate" (60–75), "poor" (55–59), and "very poor" (54 or less). The higher the score, the better the students' mastery of content and argumentation, use of evidence or data, structure and coherence, language and clarity, and spelling and mechanics. Data analysis was conducted through several stages, including prerequisite tests in the form of normality and homogeneity tests to determine the type of statistical analysis used. Hypothesis testing was then conducted using an independent sample t-test if the data met the assumption of normality. Furthermore, the learning effectiveness was analyzed using the Normalized Gain (N-Gain) calculation to determine the improvement in students' argumentative writing ability using IBM SPSS 26. Conversely, if the data were not normally distributed, the nonparametric Mann-Whitney U and Wilcoxon tests were used.

RESULTS

1. Results of the Pre-test Analysis of Argumentative Text Writing Skills in the Experimental and Control Classes

Based on the results of the descriptive statistical analysis, we obtained an overview of the argumentative text writing skills of ninth-grade students at SMP Diponegoro 7 Gumelar before implementing the TTW and GBA learning models with video assistance. In the experimental class TTW, the pre-test score showed an average of 10.29. Meanwhile, in the control class (GBA), the pre-test score had an average of 10.41.

Table 2
Results of the Pre-test Analysis of Argumentative Text Writing Skills in the Experimental and Control Classes

No.	Class	Mean	Category
1	Experimental	10.29	very less
2	Control	10.41	very less

Based on the data in the table, students' argumentative writing skills before the treatment showed no significant difference between the average scores in the experimental and control classes. The experimental class (TTW) obtained an average score of 10.29, equivalent to 51.47, while the control class (GBA) obtained an average score of 10.41, equivalent to 52.06. These results indicate that both classes achieved similar results, but fell into the same category: very poor. Therefore, before the implementation of the different learning models, the argumentative writing skills of both classes could be said to be at nearly the same initial level.

2. Results of the Posttest Analysis of Argumentative Writing Skills in the Experimental and Control Classes

Based on the results of the descriptive statistical analysis, the average scores for the experimental and control classes after the treatment were obtained. After receiving the treatment, the posttest results for the experimental class (TTW) improved, with an average score of 14.24, equivalent to 71.18, in the sufficient category. Meanwhile, the posttest scores for the control class (GBA) increased to an average score of 13.88, equivalent to 69.41, in the sufficient category. Overall, both classes experienced an increase in average scores from pretest to posttest. The increase in the TTW class was 3.95, equivalent to 19.71, while the GBA class increased by 3.47, equivalent to 17.35.

Table 3
Results of the Pre-test Analysis of
Argumentative Text Writing Skills in the
Experimental and Control Classes

No.	Class	Mean	Category
1	Experimental	14.24	enough
2	Control	13.88	enough

The results of the Shapiro-Wilk normality test showed that the initial/pretest ability data in the experimental class were normally distributed, while those in the control class were not normally distributed. The final/posttest ability data were not normally distributed in the experimental class, while the control class was. The analysis continued using the Mann-Whitney U hypothesis test, as some of the data were not normally distributed and therefore did not meet the requirements for the independent sample t-test. Therefore, the analysis switched to a nonparametric test as an alternative. The data were normally distributed for the pretest data of the experimental class and the posttest data of the control class. This is evidenced by the sig. value > 0.05 . However, the data were not normally distributed for the pretest data of the control class and the posttest data of the experimental class. This is evidenced by the sig. value < 0.05 .

Table 4
Results of Normality Test for Experimental and
Control Classes

Test	Class	Shapiro-Wilk		
		Statistic	df	Sig.
Pretest	Experimental (TTW)	.912	17	.108
	Control (GBA)	.799	17	.002
Post-test	Experimental (TTW)	.843	17	.008
	Control (GBA)	.922	17	.157

Table 5
Results of the Homogeneity Test for the
Experimental and Control Classes

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Pre-test	Based on Mean	.558	1	32	.461
Post-test	Based on Mean	7.217	1	32	.011

The homogeneity test showed that the post-test data were not homogeneous because the sig value was < 0.05 . The analysis continued using the Mann-Whitney U hypothesis test, because some of the data were not normally distributed and therefore did not meet the requirements for the independent sample t-test. Therefore, the analysis switched to a nonparametric test as an alternative.

Table 6
SPSS Screenshot of the Results of the Wilcoxon
Rank-Score Test Data Analysis for Students'

Ranks				
		N	Mean Rank	Sum of Ranks
Post-Test TTW - Pre-Test TTW	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	16 ^b	08.50	136.00.00
	Ties	1 ^c		
	Total	17		
Post-Test GBA - Pre-Test GBA	Negative Ranks	0 ^d	.00	.00
	Positive Ranks	16 ^e	08.50	136.00.00
	Ties	1 ^f		
	Total	17		

a. Post-Test TTW < Pre-Test TTW

b. Post-Test TTW > Pre-Test TTW

c. Post-Test TTW = Pre-Test TTW

d. Post-Test GBA < Pre-Test GBA

e. Post-Test GBA > Pre-Test GBA

f. Post-Test GBA = Pre-Test GBA



In the TTW class, the test results showed a negative rank value of 0, meaning no students scored lower on the posttest than on the pretest. Sixteen students scored positive ranks, with a mean rank of 8.50 and a sum of ranks of 136.00. These results indicate that most students experienced an improvement in their scores after participating in the TTW model. Furthermore, one student achieved the same score on the pretest and posttest (a tie). Based on these results, posttest scores in the TTW class tended to be better than pretest scores.

In the GBA class, the analysis also showed a negative rank value of 0, indicating no students experienced a decline in their scores after the learning process. Sixteen students scored positive ranks, with a mean rank of 8.50 and a sum of ranks of 136.00. Furthermore, one student achieved a consistent score between the pretest and posttest (a tie). These findings indicate that the majority of students in the GBA class experienced an improvement in their learning outcomes after receiving the learning intervention. Overall, the results of the Wilcoxon Signed Ranks Test show that the implementation of both the TTW and GBA learning models improved student learning outcomes in both classes.

Table 7

Test Results of the Wilcoxon Pretest and Posttest of Students' Writing Ability

	Post-Test TTW - Pre- Test TTW	Post-Test GBA - Pre- Test GBA
Z	-3.529 ^b	-3.537 ^b
Asymp. Sig. (2-tailed)	.000	.000
a. Wilcoxon Signed Ranks Test		
b. Based on negative ranks.		

Based on the results of the Wilcoxon Signed Ranks Test, the Asymp. Sig. (2-tailed) value for the TTW class was 0.000. Because the significance value is less than 0.05 ($0.000 < 0.05$), there is a significant difference between the pretest and

posttest scores in the TTW class. Therefore, the implementation of the TTW model has an impact on students' argumentative writing skills.

In the GBA class, the Asymp. Sig. (2-tailed) value was 0.000. This value is less than 0.05 ($0.000 < 0.05$), so there is a significant difference between the pretest and posttest scores in the GBA class. This indicates that the implementation of the GBA model also has an impact on students' argumentative writing skills.

Table 8

Results of the Mann-Whitney U Data Analysis Test of Pretest and Posttest Scores of Students' Writing Ability

Data	TTW (Experiment al Group)	GBA (Control Group)	Description
Pre-test	16,21	18,79	GBA Slightly Higher
Post-test	18,68	16,32	TTW Slightly Higher

The results of the hypothesis test using the Mann-Whitney U test showed a significance value of 0.439 for the initial/pretest ability and 0.484 for the final/posttest ability. Both values are greater than 0.05, so H_0 is accepted. Therefore, there is no significant difference between the argumentative writing abilities of students in classes using the Think Talk Write model and those using the Genre-Based Approach.

DISCUSSION

The differences in the characteristics of the learning process were one of the factors contributing to the lack of significant differences between the two groups. This is because both learning models are oriented toward developing writing skills. According to Suyatno in Karismatika et al. (2021), the TTW model emphasizes thinking, discussion, and writing activities. The GBA model is oriented toward understanding structure, text characteristics based on genre, and also developing critical and creative thinking skills in the writing

process (Aminullah et al., 2024). Both approaches have similar goals: helping students develop ideas and construct arguments logically, resulting in balanced learning outcomes. This aligns with previous research that suggests that activity-based learning models and text structures can significantly improve students' writing skills.

Another reason for the similarity in results may be the use of the same media, namely disaster videos. This media provides a strong visual stimulus, so students in both classes have a relatively similar learning experience. Videos help students understand context, discover ideas, and develop arguments. The equally strong influence of the learning media on both groups could reduce the difference in effectiveness between the TTW and GBA models.

Furthermore, the relatively equal initial abilities of the students also contributed to the lack of significant differences between the two classes. Based on the pretest results, both classes had no significant initial abilities. This resulted in relatively balanced improvements after the treatment. The limited duration of the treatment also potentially affected the research results, as the short time was insufficient to demonstrate more significant differences between the two learning models, resulting in scores that did not meet the Minimum Completion Criteria.

This study has several strengths. In terms of data analysis, it underwent complete prerequisite testing, such as normality and homogeneity tests, thus making the selection of statistical tests more appropriate. Furthermore, the use of two different, yet equally innovative, learning models provides a more comprehensive picture of the effectiveness of writing instruction.

However, this study also has limitations. One limitation lies in the relatively small sample size, involving only two classes with a small number of students, which limits the generalizability of the research results. Another limitation is the relatively short duration of treatment, so the long-term effects of using the two models cannot yet be optimally understood.

Based on these results and limitations, it is recommended that future researchers use a larger sample size and add other relevant variables to ensure more comprehensive research results. Furthermore, longer-term research is needed to examine the effectiveness of the learning models in greater depth. For educational practitioners, these two learning models can be used as alternatives in writing instruction, as both have been shown to improve student skills, although they do not show significant differences.

CONCLUSION

First, teaching students to write argumentative texts effectively using the video-assisted TTW model. This is evidenced by an increase in the average score from 51.47 to 71.18, as well as a Wilcoxon test showing a significance value of $0.000 < 0.05$. Second, teaching students to write argumentative texts effectively using the video-assisted GBA model. This is evidenced by an increase in the average score from 52.06 to 69.41, as well as a Wilcoxon test showing a significance value of $0.000 < 0.05$. Third, learning to write argumentative text using the video-assisted TTW model is more recommended than the video-assisted GBA model. This is based on the results of the average posttest score and posttest mean rank for the TTW class, which were higher than those of the GBA class, namely $71.18 > 69.41$ and $18.68 > 16.32$. However, the results of the Mann-Whitney U test indicate no significant difference in effectiveness between the two learning models, as the significance value is greater than 0.05. Furthermore, the TTW model is easier to implement in the classroom because its learning steps are simpler and can encourage students to be more active in thinking, discussing, and writing.

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