The Effect of Task Based Learning Method on Students' Writing Advertisement Text at Eightgrade of SMPN 1 Badiri in 2022/2023 Academic Year

Asriani Hasibuan [1], Gabby Maureen Pricilia[2] , Derlina Sari Rambe [3], Sri Rahayu Silalahi [3],

English Language Education Study Program, Social Sciences and Language Education Faculty, Institut Pendidikan Tapanuli Selatan, Padangsidimpuan, Indonesia

Article Info

Corresponding Author:
Name: Asriani Hasibuan
Institution: English Language Education Study Program, Social Sciences and Language Education

Abstract

The purposes of this research are to find out: 1) the extent of using task-based learning method in teaching writing advertisement text at the eighthgrade students of SMP Negeri1 Badiri. 2) the extent of the students' writing advertisement text before and after using task-based learning method on students' writing advertisement text ability at the eighthgrade students of SMP Negeri 1 Badiri. 3) whether there is a significant effect of using task-based learning method on students' writing advertisement text ability at the eighthgrade students of SMP Negeri 1 Badiri. The population of this research were all the eighthgrade students of SMP Negeri 1 Badiri totaling 242 students. The sample was the class VIII4 students, which consist of 32 students who were taken by purposive sampling. The data collected by using observation sheet and test. The results of this research: 1) The use of task-based learning method was 3.6, it was categorized "very good". 2) The mean score of the students' writing advertisement text ability before using task-based learning method was 54.12, it was categorized "bad". Meanwhile, after using task-based learning method was 85.4 it was categorized "very good". 3) the results of data analysis showed that the ttest is higher than ttable (ttest 15.52> ttable 2.04). The hypothesis was accepted. It means that there is a significant effect of tas-based learning method on students' writing advertisement text ability at the eighth grade of SMP Negeri1 Badiri in 2022/2023 academic year.

INTRODUCTION

In learning English, students must master the four basic skills in English, namely listening, speaking, reading and writing. As an English language skill, writing is important because of writing can persuade the other people to do something and stimulate the reader minded. Writing is a process where students can express their feelings, ideas, desires, and thoughts in the form of correct sentences. Students express their feelings, think, share opinions or ideas, and express what they feel in writing.

Nowdays many students are lazy and not interested in writing. Meanwhile, in this era English is not foreign language anymore, we can see English words everywhere. By writing can help students to improve students' vocabulary and can also improve their grammar skills. In other words writing is useful, it includes structure, vocabulary, word formation and other aspects like spelling, capitalization, pronouns too. These skills are used to communicate with each other through writing.

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Based on the curriculum in SMP (K13) the types of texts that must be taught to students include: descriptive text, procedure text, recount text, and narrative text. Apart from the text that has been mentioned, students also study advertisement text. In this research the researcher focuses on writing advertisement text. Advertisement text is text that contains product information and is distributed to the public and promotes the product to the public. In studying advertisement text students must be understand the purpose of advertisement text, generic structure of advertisement text, and lexicogramatical of advertisement text. By understanding all of the aspects, the students can write advertisement text well.

In fact, there are still many students who have difficulty in writing, especially writing advertisement text. In SMP Negeri 1 Badiri, there are many students have low ability in writing advertisement text. To find out the initial ability of students related to advertisement text, the researcher do the pretest. It can be seen based on the researchers' observation and pretest on March, 9th 2023 the researcher found the data pretest from 32 students got the average score in writing advertisement text was 54.12. Meanwhile, based on the Kemendikbud (2013) state the minimum completeness criteria (KKM) in learning, if students have got minimum score of 75. This means that students' writing ability is low, especially in writing advertisement text.

Students need to know what the meaning of advertisement text. Studying advertisement text it will train students to be able to communicate their messages, ideas or thoughts well to others through products or services offered to the public. Considering that in this era we can see advertisement text anywhere, such as in media digital, social media, and also can be found in print media. This makes that advertisement text really needs to be studied by students. In accordance with the curriculum, advertisement text is part of the competencies that must be mustered by students. This shows how important it is to study advertisement text, so teacher must also ensure students are able to write advertisement text well to achieve the learning objectives that have been set.

English teacher have conducted some efforts to solve this problem, to improve students' ability to write advertisement text such as asking students to study hard, giving motivation, more practice, and using several teaching methods but students' writing ability still low. If this problem is not solved, students will not be able to write advertisement text correctly. So that, it will affect for their ability in writing another text.

Based on the explanation above, the researcher is interested in conducting research entitled "The Effect of Task-Based Learning Method on Students' Writing Advertisement Text at The Eighth Grade Students of SMP Negeri 1 Badiri in 2022/2023 Academic Year."

Based on the background of the problem in this research, it can be identified that the eighth grade of SMP Negeri 1 Badiri in 2022/2023 Academic Year has a problem in writing advertisement text. There are several factors that cause students' low ability to write advertisement text, namely internal factors and external factors. Internal factors are: 1) less students' interest, 2) low students' motivation, 3) students still have difficulty in pouring their ideas into writing form, 4) lack of knowledge.

While the external factors are: 1) students' environment, 2) the teacher's technique in teaching still use unattractive methods which makes students bored or monotonouns, in such circumstances learning to write advertisement text becomes less enthusiastic.

Based on the background of the problem above, the researcher formulated the problem as follows:

1. To what extent is the application of Task-Based Learning Method in teaching writing advertisement text at the eighth grade students of SMP Negeri 1 Badiri in 2022/2023 academic year?
2. To what extent is the students' writing advertisement text before and after using Task-Based Learning at the eighth grade students of SMP Negeri 1 Badiri in 2022/2023 academic year?

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3. Is there a significant effect on students' ability to write advertisement text after using Task-Based Learning at the eighth grade students of SMP Negeri 1 Badiri in 2022/2023 academic year?

Definition of Writing

In English, writing is one of the four skills that must be mastered by students. Writing is the process of organisazing ideas, opinions, and feelings into words and arranging them properly into sentences that clear, understandable to readers. So it's not enough for a writer to just have an idea. Writing is not only a matter of the ability to arrange writing and ideas, but the writer must also put it in a linear form, write for the reader, so that the idea is meaningful. It same as Hasibuan, et al., (2018:25) state that by writing students express their feelings, thingking, share opinion and ideas.

According to Pricilia and Rahmansyah (2018:65), writing is a complex activity that requires the ability to organize words and sentences to be understood by readers. It is a process when a writer not only learns the nechanism of writing but also develops ideas to the readers do or not do things related to the events that occur.

From some of the explanations above, the researcher can conclude that writing is an activity where a person can express his feelings in writing. We can remember, tell stories and channel the ideas we have into writing. As we know to write something, the writer must first get an idea and think in advance what to write to convey to readers. This is the same thing as what Huy in Ningsih (2016:130) claims that writing is one of the ways to transmit thoughts or ideas to the other people.

Indicators of writing

Brown (2007) states that there five significant indicator of writing. They are content, organization, vocabulary, language use and mechanics. 1) Content: There at least two things which can be measured in connection with content; the point that are presented and formal signals given the reader to guide understanding topic fully. 2) Organizational; The process of organizing materials in writing involves coherence, order of importance, general specific to general, chronological order and special order pattern. 3) Vocabulary: Vocabulary is one of the language aspects deadling with the process of writing. 4) Language Use: For language use in writing recount text and other form of writing, it involves correct usage and points of grammar. 5) Mechanics: Mechanics of writing deals with capitalization, spelling, and punctuation.

Heaton in Pratiwi (2012) states that varied skills are necessary for good writing which can be grouped into five general indicators or main are as: 1) Language Use: The ability to write correct and apporiate sentences. 2) Mechanical Skills The ability to use correctly those conventions peculiar to the written language, for example punctuation, and spelling.3) Treatment of Content: The ability to think creatively and develop thoughts, excluding all irrelevant information. 4) Stylistic Skills: The ability to manipulate sentences and paragraphs, and use language effectively. 5) Judgement Skills: The ability to write in an appropriate for particular purpose with particular audience in mind, together with an ability to select, organize and order relevant information.

Based on the explanation above, the researcher can conclude that there are five significant indicators of writing. They are: 1) Content is the points presented with formal signals that are given to the reader to guide them in understanding the topic properly, 2) Organization is the process of organizing materials in writing, 3) Vocabulary is the ability to manipulate sentences and paragraphs and use language effectively, 4) Language use is the ability to write correct sentences, 5) Mechanic is the ability to use correctly those conventions peculiar to the written language.

Definition of Advertisement Text

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Advertisement text is text whose purpose is to promote something so that the product is known to the general public. In line with Kotler & Keller (2007:244) say, Advertisement text is a persuasive communication media designed in such a way as to generate responses and help achieve objectivity or marketing objectives.

According to Kriyantoro (2008:174) argues that advertisement text is a form of non-personal communication that sells persuasive messages from clear sponsors in order to persuade or lead people to take actions that are beneficial to the advertiser.

Based on the explanation above, the researcher can conclude that advertisement text is a text which contains information about a product or service in order to promote an item or service that aims to make the product known to the public and attract public interest in the product or service being offered.

Task Based Learning

One type of learning method that can be used is Task-Based Learning. Task- Based Learning is student-centered learning process by providing a series of tasks whose learning outcomes are achieved from student assignment scores.

Sari and Pangaribuan (2018:62) says, Task-Based Learning is an approach which offers students material which they have to actively engage in the process of learning teaching in order to achieve a goal or complete a task. Then, Richard and Rodgers in Angelina (2018:37) state Task-Based Learning is an approach which uses tasks as the core unit of planning and instruction in language teaching.

Furthermore, Musengimana et al., (2022:2) says, Task-Based Learning is a learner centered method in which learning outcomes are achieved in various tasks. Meanwhile, Hasibuan et al (2022:395) state that Task Based Learning is a lesson structure, a method of sequencing activities in your lesson.

Based on the opinions of various experts, it can be concluded that Task-Based Learning is a method that is given to students as the main focus of learning, aims to make students actively involved in the teaching and learning process to achieve goals, complete tasks and learning outcomes are achieved from student assignment scores.

According to Willis (1996:38), the steps of implementing Task-Based Learning on students writing advertisement text are: 1) Pre-task; Teacher explores the topic with the class, highlights useful words and phrases, helps students understand task instructions and prepare. Students may hear a recording of others doing a similar task. 2) Task; Students do the task, in pairs or small groups. Teacher monitors from a distance. 3) Planning; Having complete the task, students prepare either a written or oral report to present to the class. The instructor takes questions and otherwise simply monitors the students. 4) Report; Some groups present their report to the class, or exchange written reports, and compare. 5) nalysis; Here the focus returns to the teacher who reviews what happened in the task, in regards to language. It may include language forms that the students were using, problems that the students had, and perhaps forms that need to be covered more or were not use enough. 6) Practice; Teacher conducts practice of new words, phrases and pattern accurring in the data, either during or after analysis. Based on the explanation above, the researcher concludes that the steps of using Task-Based Learning in teaching writing advertisement text are: 1)Pre-task, Teacher explores the topic with the class, highlights useful words and phrases, helps students understand task instructions and prepare. Students may hear a recording of others doing a similar task. 2) Task, Students do the task, in pairs or small groups. Teacher monitors from a distance. 3) Planning, Having complete the task, students prepare either a written or oral report to present to the class. The instructor takes questions and otherwise simply monitors the students. 4) Report; Some groups present their report to the class, or exchange written reports, and compare. 5) Analysis Here the focus returns to the teacher who reviews what happened in the task, in regards to language. It may include language

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forms that the students were using, problems that the students had, and perhaps forms that need to be covered more or were not use enough. 6) Practice, Teacher conducts practice of new words, phrases and pattern accurring in the data, either during or after analysis.

METHOD

The research will be conducted in SMP Negeri 1 Badiri, Kelurahan Hutabalang, Kecamatan Badiri, Kabupaten Tapanuli Tengah, The headmaster of this school is Mukriman Sitompul, S.Pd., M.Si and the name of English teacher are : Siti Handayani Sanjaya, S.Pd and Boyke Edison, S.Pd. In this research, researcher used the a pre-experimental design by using one group pretest and post-test design. This design can describe as below (Sugiyono, 2014:112).

<div align="center">

Research design
Pre-test and Post-test Group

$$O_1 \; X \; O_2$$

</div>
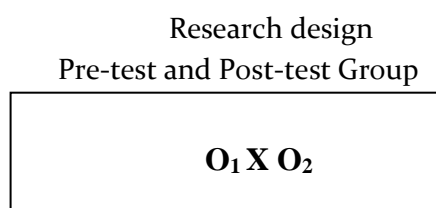
The population in this research are all class VIII SMP Negeri 1 Badiri, which consist of seventh classes consisting of 242 students and the the sample is class VIII-3 as a sample with a total of 32 students. For more details see the table below:

<div align="center">

Tabel 1. The State of the Student Population of Class VIII SMP Negeri 1
BadiriAcademic Year 2022/2023

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No	Class	Total
1	VIII-1	35 students
2	VIII-2	35 students
3	VIII-3	36 students
4	VIII-4	32 students
5	VIII-5	35 students
6	VIII-6	35 students
7	VIII-7	34 students
Total		**242 students**

Instrument in this research, researcher use observation sheet and test tomeasure variable.

Observation Sheet

Data collection technique is the methods used by researcher in obtaining data in the field. According to Marshall in Sugiyono (2014:226) says, "though observation, the researcher learn about behavior and the meaning attached to those behavior" 2) **Test:** Test is data collections techniques carried out by providing a series of questions or assignments done by students to measure students skills, knowledge, capabilities by individuals orgroup. The test is use to measure student's writing advertisement text ability.

<div align="center">

Tabel 2. Scoring rubric of Writing Advertisement Text at the Eighth Grade Students' of
SMP Negeri 1 Badiri in 2022/2023 Academic Year

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Item Analysis	Rubric	Score
Content	Knowledge, substantive, throughDevelopment of thesis, mostly relevant to assigned topic.	30-27 Excellent to verygood
	Some knowledge of subject, adequateRange, limited development of thesis,Mostly relevant to topic, but lacks detail.	26-22 Good to average
	Limited knowledge of subject, little substance, inadequate developmentof topic.	21-17 Fair to poor
	Does not show knowledge of subject, non substantive, not pertinent, or not enough to evaluate.	16-13 Very poor
Organization	Fluent expression, ideas clearlystated/ supported, succinct, well organized, logical sequencing, cohesive.	20-18 Excellent to verygood
	Somewhat choppy, loosely organizedbut main ideas stand out, limited support, logical but incomplete sequencing.	17-14 Good to average
	Non-fluent, ideas confused orDisconnected, lacks logical sequencing, and development.	13-10 Fair to poor
	Does not communicate, noorganization, or not enough to evaluated.	9-7 Very poor
Vocabulary	Sophistricated range, effective word/idiom choice and usage, word formmastery, appropriate register.	20-18 Excellent to verygood
	Adequate range, occasional errors ofword/idiom form, choice, usage but meaning not obscured.	17-14 Good to average
	Limited range, frequent errors ofword/ Idiom form, choice usage, meaning Confused or obscured.	13-10 Fair to poor
	Essentially translation, tittle knowledge of English vocabulary, idioms, word form, or not enough to evaluate.	9-7 Very poor
Grammar (Language Use)	Effective complex construction, few errors Of agreement, tense, number, word order/ Function, articles, pronouns, prepositions.	25-22 Excellent to very good
	Effective but simple constructions, minor Problems in complex constructions, several errors of agreement, tenses, number, word order/ function, articles, pronouns, preposition, but meaning seldom obscured.	21-18 Good to average
	Major problems in simple/complex constructions, frequent errors of negation, agreement tense, number word order/ function, articles, pronouns, prepositions, and or fragments, run-ons deletions, meaning confused or obscured.	17-11 Fair to poor
	Virtually no mastery of sentence construction rules, dominated by errors, does not communicated or not enough to evaluate.	10-5 Very poor
Mechanics	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, and paragraphing.	5 Excellent to very good
	Occasionally errors of spelling, punctuation, capitalization, paragraphing,	4 Good to average

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poor handwriting, meaning confused or obscured.	
Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriTeting, meaning confused or obscured.	3 Fair to poor
No mastery of convention dominated by errors of spelling punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.	2 Very poor

Based on Hughes in Pricilia and Rahmansyah (2018)

Aspect value

Content	30
Organization	20
Vocabulary	20
Grammar	25
Mechanics	: 5 +
The Highest Score	= 100

$$Nilai\ siswa : \frac{skor\ perolehan}{skor\ tertinggi} \times 100$$

In this research use descriptive analysis and inferential analysis

Table 3. Criteria of the Score Task-Based Learning

No	Interval	Criteria
1	3.1 – 4	Very good
2	2.1 – 3	Good
3	1.1 – 2	Enough
4	1	Bad
5	0	Fail

Tabel 4. Criteria of the Score Writing Advertisement Text Ability

No	Interval	Criteria
1	80 – 100	Very good
2	70 – 90	Good
3	60 – 69	Enough
4	50 – 59	Bad
5	0 – 49	Fail

While in experimental analysis is using the statistic to the hypothesis. The means is all the data that had been collected where analyzed by using statistic. In this research, to analyze the data the researcher uses t_{test} formula asArikunto (2010:349) the formula can be seen as follow :

$$t = \frac{Md}{\sqrt{\dfrac{\sum x^2 d}{N(N-1)}}}$$

Where:

t : Test

Md : Mean of deviation (d) between pretest and post-test

xd : The Differences of deviation with mean deviation (d - Md)

$\sum x^2 d$: Number of squares of

deviationN : Subject on sample

RESULTS AND DISCUSSION
Subheading 1 (research question 1)
Subheading

Application of Task-Based Learning Method in Teaching WritingAdvertisement Text

Based on the result obtained from the analysis from the observation sheet aboutthe application about the use of Task-Based learning method in teaching writing advertisement text at the eight grade SMP Negeri 1 Badiri which contain 12 aspects statement of steps. The mean was 3,6. Furthermore, the researcher shows the result ofobservation sheet in teaching writing advertisement text after using task-based learning method in the table below:

Table 9
The Result of Observation Sheet in Teaching Writing AdvertisementText
using Task-Based Learning Method

No	Indicators	Mean
1	Pre-task	3.7
2	Task Cycle	3.6
3	Language Focus	3
Score Total		43
		3.6

From the explanation above, it can be seen that the mean of using Task-Based Learning method is 3.6 it is categorized "Very Good", especially on the pre task section it got mean score 3.7 it is categorized "Very Good". When researcher teach advertisement text using Task-Based Learning method this can help studentsmore understand the subject matter given before. It means that the researcher had used Task-Based Learning method in teaching writing advertisement text well.

Student's writing advertisement text before and after applying task based learning method
Before

After got the data by given pre-test which is formed writing advertisement text,it was found that the highest score was 69 and the lowest score was 34 (see appendix 6). From the whole data of pre-test, the researcher found the mean score was 54.12 it was categorized bad, median score was 55 and mode was 69. It can conclude students'writing advertisement text ability before using task-based learning method at the eighth grade students of SMP Negeri 1 Badiri can be seen it is 54.12 is categorized "Bad".

After

After collected the data by given post-test about the students' writing advertisement text ability by using task-based learning method.The researcher found that the highest score was 93 and the lowest score was 76

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(see appendix 9). Futhermore,the researcher found mean score was 85.4, it categorized very good, median score was 89 and mode score was 88.1 From the data that found by researcher showed, that beforeused task-based learning method the most of the students' score is 64-69. It is categorized "enough". After using task-based learning method, the score 88-90 were 9students or 28.13% in categorized "good". It means that task-based learning method cangive effected on students' writing advertisement text ability.

Hyphotesisi Testing

The hypothesis is tested by using the formula of t-test. The result of the calculation of t-test is called t-observed (t_o) and t-critical is called t-table (t_t). These areused to show whether the null hypothesis (H_o) and the alternative hypothesis (H_a) accepted or rejected. Hypothesis is acceptable if value $t_o>t_t$, and hypothesis was rejectedif $t_o<t_t$.

$$t = \frac{Md}{\sqrt{\dfrac{\sum x^2 d}{N(N-1)}}}$$

$$t = \frac{29.28}{368\sqrt{\dfrac{4.47}{32(31)}}}$$

$$t = \frac{29.28}{\sqrt{\dfrac{368}{4.47992}}}$$

$$t = \frac{29.28}{1.92}$$

$$t = 15.25$$
$$df = n\text{-}1$$
$$= 32 - 1 = 31 \; t_{table} \, 5\% = 2.04$$

So from the 15.25 > ttable 2.04. The score of ttest was 15.25 and ttable is 2.04 at 5% significances level with degree of freedom (df) = N – 1 = 32 – 1 = 31. The researcher found that ttest was higher that ttable (ttest 15.25 > ttable 2.04). Based on the previous explanation, it means that there is a significant effect of using task-based learning method on students' writing advertisement text ability at the eighth grade of SMP Negeri 1 Badiri. The researcher can say that Alternative Hypothesis (Ha) was accepted.

Discussion

Based on the observation sheet, the result of application Task-Based LearningMethod in teaching writing advertisement text, the researcher found that the score is 3.6. The score is categorized "Very Good" criteria. Furthermore, the result of students'writing advertisement text before thaught by Task-Based Learning method was 54.12 and it is included in "Bad" criteria. While, the result of students' writing advertisementtext after taught by using Task-Based Learning method is 85.4. It is included in "VeryGood" criteria. The students' writing ability got a significant effect in the content indicator, previously the average score obtained by the studentsin the content indicator was16.31. Meanwhile, the students' average score in

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the content indicator increased to 25.44. It means that there is an effect on students' writing advertisement text after taught by using Task-Based Learning method, especially in the content indicator.

The effect is happened because the application of ftask-based learning method in teaching writing advertisement text is very good, so students can express their idea in writing well. The teaching and learning process using task-based learning make students more interested and active during the learning process.

This research is related to the previous research which has been discussed in chapter II. First, Kusnawati (2014) argue that students' writing skills can be improved through the use of Task-Based Learning method. The result of this study is that average score was 5.6 increase to 6.3 in the post test cycle 1 becomes 7.2 in the process of cycle 2. It means use Task-Based Learning method in skills students writing is very effective.

Second, as stated by Sari and Pangaribuan (2018) that through the application of Task-Based Learning method could improved the students interest, motivation, and involment in the classroom activities. The result of this research is that students' mean score increased continuously from 64.86 in the pre test, 74.71 in the post test cycle 1, to 86.14 in the post test cycle 2. The data showed that the learning teaching processes academic writing skill, by applying Task-Based Learning method is very good.

Third, Husain et al., (2021) argue that Task Based Learning method as an alternative method to increase students writing skills. There is the effect of Task- Based Learning method on students' writing narrative text. The result of this study is that the mean score of students' writing skills before using task-based learning method was 28.38. Meanwhile after taugh by using Task-Based Learning method the mean score was 31.50.

Based on explanation above, the researcher concludes that the use of Task- Based Learning Method was very suitable used in teaching writing advertisement text. In this study, Task-Based Learning gives significant effect on students' writing advertisement text ability. The results of hyphotesis testing show that the ttest = 15.25 meanwhile ttable 2.04, and ttest was higher that ttable (ttest 15.25 > ttable 2.04). It means, the world alternative hypothesis (Ha) is accepted. So, there is a significant effect on students writing advertisement text ability at the eighth grade students of SMP Negeri 1 Badiri in 2022/2023 Academic Year.

CONCLUSION

The use of Task-Based Learning method in writing advertisement text at the eighth grade students has a significant effect on students' writing ability. The ability and understanding of students in writing advertisement text is getting better than before. This is proven based on the research result of data analysis, the researcher describes the conclusion as follows:

1. The result of the use of Task-Based Learning method in teaching writing advertisement text at the eighth grade students of SMP Negeri 1 Badiri in 2022/2023 academic year is 3.6, it is categorized "Very Good".
2. The students' writing advertisement text ability before and after using Task-Based Learning method at the the eighth grade students of SMP Negeri 1 Badiri in 2022/2023 academic year. Before using Task-Based Learning method is 54.12 it is categorized "Bad". While, the students writing advertisement text after using Task- Based Learning method is 85.4 and it is "Very Good" category.
3. There is a significant effect of students' writing advertisement text ability after using Task-Based Learning method at the eighth grade students of SMP Negeri 1 Badiri in 2022/2023 academic year. Where the hyphotesis testing shows that ttest = 15.52 meanwhile ttable = 2.04, ttest is higher than ttable (ttest = 15.52 > ttable = 2.04), or the word alternative hypothesis (Ha) is accepted.

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