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# 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

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**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 eighth grade 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 eighth grade 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 eighth grade students of SMP Negeri 1 Badiri. The population of this research were all the eighth grade students of SMP Negeri 1 Badiri totaling 242 students. The sample was the class VIII<sup>4</sup> 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  $t_{test}$  is higher than  $t_{table}$  ( $t_{test} 15.52 > t_{table} 2.04$ ). 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.*

**Keywords:** *Task-Based Learning Method, Writing Advertisement Text*

**ABSTRAK:** Tujuan penelitian ini adalah untuk mengetahui: 1). Bagaimana penggunaan metode task-based learning method dalam pengajaran menulis teks iklan pada siswa kelas delapan SMP Negeri 1 Badiri. 2). Sejauh mana kemampuan menulis teks iklan siswa sebelum dan sesudah menggunakan metode task-based learning terhadap kemampuan menulis teks iklan siswa pada kelas delapan SMP Negeri 1 Badiri. 3). Apakah ada pengaruh yang signifikan penggunaan metode task-based learning terhadap kemampuan menulis teks iklan siswa pada siswa kelas delapan SMA Negeri1 Badiri. Populasi dalam penelitian ini adalah seluruh kelas delapan SMP Negeri 1 Badiri yaitu 242 siswa. Sampel penelitian ini adalah siswa kelas VIII<sup>4</sup> yang berjumlah 32 siswa yang diambil secara purposif. Teknik pengumpulan data menggunakan lembar observasi dan tes. Hasil penelitian ini: 1) Penerapan metode task-based learning adalah 3.6, termasuk kriteria "sangat baik". 2) Rata-rata skor kemampuan menulis teks iklan siswa sebelum menggunakan metode task-based learning adalah 54.12.33 dikategorikan "buruk". Sedangkan setelah menggunakan metode task-based learning adalah 85.4 dikategorikan "sangat baik".

3) hasil analisis data menunjukkan bahwa thitung lebih besar dari ttabel (thitung 15.52 > ttabel 2.04). Hipotesis diterima. Artinya ada pengaruh yang signifikan dari penggunaan metode task-based learning terhadap

**Kata Kunci: Metode Task-Based Learning, Menulis Teks Iklan**

## I. INTRODUCTION

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. In English, writing is one of the four skills that must be mastered by students.

By writing can help students to improve students' vocabulary and their grammar skills. From the observation that have been made by researcher found that students' writing skills were low. This is reinforced by the low students pretest result. Their writing ability is low especially on content and vocabulary indicators, where students have difficulty in pouring their ideas when writing.

In fact, there are still many students who have difficulty in writing, especially in writing advertisement text. They have difficulty in pouring their ideas into writing form, and followed the generic structure and the lexicogrammatical features of the text. Of the 32 students, they only get average score 54,12. It means that students' writing

advertisement text ability is still low. Meanwhile, based on the Kemendikbud (2013) state the minimum completeness criteria in learning, if students have got minimum score of 75. This means that

students' writing ability is low, especially in writing advertisement text.

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 mastered 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.

The teachers of English have conducted some efforts to solve the problems, to increase the students' writing advertisement text ability such as asking students to study hard, giving motivation, more practice, and using several teaching methods, but students' writing ability still low. There are no significant effect on students' writing advertisement text ability. 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.

In this study, the researcher focused on the external factor teaching method used in teaching. The researcher interested in using task-based learning method on students' ability to write advertisement text. Task-Based Learning Method 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. So, The researcher hopes by using task-based learning method can be effective on students' ability to write advertisement 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".

### 1) Definition of Writing

In English, writing is one of the four skills that must be mastered by students. Writing is the process of organizing ideas, opinions, and feelings into words and arranging them properly into sentences that clear, understand able 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.

Hasibuan, et al., (2018:25) state that by writing students express their feelings, thought, 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 mechanism of writing but also develops ideas to the readers do or not do things related to the events that occur.

According to Irmayana and Lubis (2018:77), says writing is medium of human communication that represents language and emotion with sign and symbols. Writing relies on many of the structures as aspect, such as vocabulary, grammar, and semantics, with the added dependency of a system of sign or symbols.

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.

## 2) Indicators of Writing

Brown (2007) states that there five significant indicator of writing. They are content, organization, vocabulary, language use and mechanics. 1) Content: given the reader to guide understanding topic fully. 2) Organization: the process of organizing materials in writing to general. 3) Vocabulary: it is one of the language aspects dealing with the process of writing. 4) Language use: it involves correct usage and points of grammar. 5) Mechanics: it deals with capitalization, spelling, and punctuation.

## 3) Definition of Advertisement Text

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), advertisement text is a persuasive communication media designed in such a way as to generate responses and help achieve objectivity or marketing objectives.

Next, 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.

Then, Dyer (2009:2) says that advertisement is text that draws attention to something or informs something to a lot of people about a product or service through a public announcement. Furthermore, Setyawati (2018:531) states that advertisement text is a very effective communication medium for conveying information to the target audience with the aim influencing, promoting, increasing, informing, persuading, and seducing the target audience.

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.

#### **4) Task-Based Learning Method**

##### **a. Definition of Method**

Method is a way or systematic process used to carry out an activity so that the desired goals can be achieved.

According to Hasibuan et al., ( 2022:395) Method is a way, system, procedure, and rule by researcher to make the process of studying to be simple and should be followed by

evaluate the research.

Then, Sanjaya (2010:147) state that method is a way used to implement plans that have been prepared in real activities so that the goals that have been prepared are achieved optimally. Based on the opinions of various experts above, it can concluded that the method is a way, procedure, that teacher can use in learning to make the process of studying to be simple and should be followed by evaluate the research.

#### **b. Definition of Task-Based Learning Method**

One type of learning method that can be used in teaching writing 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.

Next, Musengimana et al., (2022:2) says, Task-Based Learning is a learner centered method in which learning

outcomes are achieved in various tasks. Furthermore, 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.

## II. METHODOLOGY OF THE RESEARCH

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.



The reason of the researcher chooses SMP Negeri 1 Badiri as the place of this research namely:1.The problem of writing advertisement text ability was found there when the researcher had done an observation on March 9<sup>th</sup>, 2023 at the eighth grade. 2. The title has never been researched in this school. The time of the research will

be carried out by researcher last for three months. In this research, researcher used the pre-experimental design by using one group pretest and posttest design. The researcher used observation sheet and test as the instrument. The population in this research were all class VIII students SMP Negeri 1 Badiri, which consist 242 students and the sample was class VIII<sup>4</sup> which consist 32 students.

### III. RESULT

Based on the result obtained from the analysis of observation sheet about the use of task-based learning method in teaching writing advertisement text at the eighth grade students, which contain 12 statement about the steps. The mean of the score from 12 aspects of observation sheet is 3.6. So, it is categorized “very good”.

#### 1. Students’ Writing Advertisement Text Before and After Using Task-Based Learning Method

##### a. Before

After giving pretest which is formed writing advertisement text, it was found that the highest score was 69 and the lowest score is 34. From the whole data of pretest, the researcher found the mean score is 54.12, it was categorized bad, median score was 55 and mode was 69. The researcher shows the specification of the

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calculation in the table below:

Table 12

**Indicators of Writing Advertisement Text Ability Before Using Task-Based Learning Method**

<b>No</b>	<b>Item</b>	<b>Average Score</b>	<b>Category</b>
1	Content	16.31	Poor
2	Organization	11.59	Fair
3	Vocabulary	11.72	Fair
4	Language Use	11.63	Fair
5	Mechanics	3	Fair

- a. The first indicator of writing advertisement text ability is content, the students at the eighth grade of SMP Negeri 1 Badiri got average score 16.31 it is "Poor" category.
- b. The second indicator of writing advertisement text ability is organization, the students at the eighth grade of SMP Negeri 1 Badiri got average score 11.59, it is "Fair" category.
- c. The third indicator of writing advertisement text ability is vocabulary, the students at the eighth grade of SMP Negeri 1 Badiri got average score 11.72, it is "Fair" category.
- d. The fourth indicator of writing advertisement text ability is

language use, the students at the eighth grade of SMP Negeri 1 Badiri got average score 11.63, it is “Fair” category.

- e. The fifth indicator of writing advertisement text ability is mechanics, the students at the eighth grade of SMP Negeri 1

Badiri got average score 3 it is “Fair” category.

Based on the explanation above, the researcher concluded that the calculation of mean score of students’ writing advertisement text ability before using task-based learning method at the eighth grade students of SMP Negeri 1 Badiri is “Bad”.

**b. 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. Futhermore, the researcher found mean score was 85.4, it is categorized very good, median score was 89 and mode score was 88.1.

Table 15

**Indicators of Writing Advertisement Text Ability After Using Task-Based Learning Method**

No	Item	Average Score	Category
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1	Content	25.44	Good
2	Organization	17.72	Very Good
3	Vocabulary	17.28	Good
4	Language Use	20.22	Good
5	Mechanics	4.81	Very Good

- a. The first indicator of writing advertisement text ability is content, the students at the eighth grade of SMP Negeri 1 Badiri got

average score 25.44, it is categorized "Good".

- b. The first indicator of writing advertisement text ability is content, the students at the eighth grade of SMP Negeri 1 Badiri got average score 25.44, it is categorized "Good".
- c. The second indicator of writing advertisement text ability is organization, the students at the eighth grade of SMP Negeri 1 Badiri got average score 17.72, it is categorized "Very Good"
- d. The third indicator of writing advertisement text ability is vocabulary, the students at the eighth grade of SMP Negeri 1 Badiri got average score 17.28, it is categorized "Good"
- e. The fourth indicator of writing advertisement text ability is language use, the students at the eighth grade of SMP Negeri 1 Badiri got average score 20.22, it is categorized "Good"
- f. The fifth indicator of writing advertisement text ability is mechanics, the students at the eighth grade of SMP Negeri 1 Badiri got average score 4.81, it is categorized "Very Good".

Based on the explanation above, it can be seen that after using task-based learning method, students writing advertisement



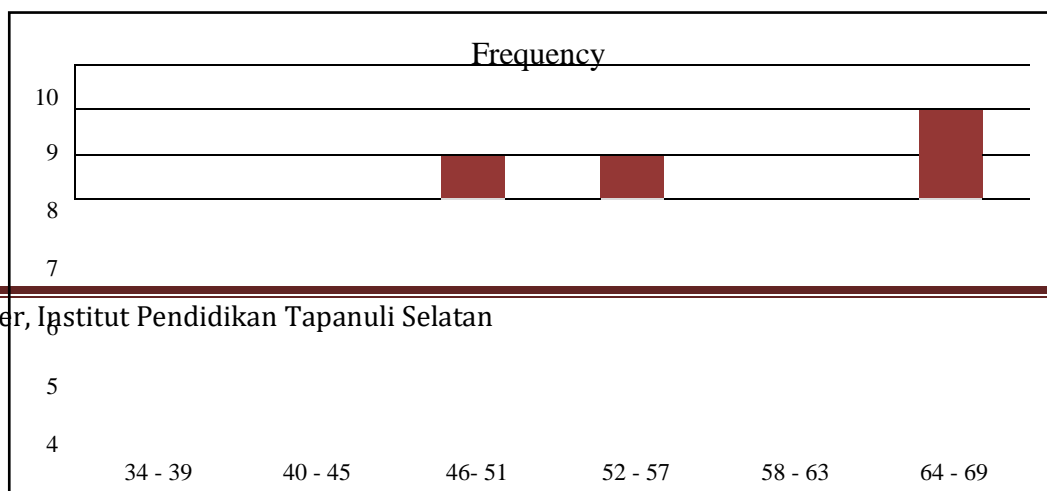
text ability had a significant effect, especially on content indicator.

This can be seen from the results before used task-based learning

method, the students' mean score on content indicator was 16.31.

Meanwhile, after using task-based learning method, the students' mean score on content indicator was 25.44. It means, when researcher teach advertisement text using task-based learning method, this can help students understand the subject matter provided so they can write advertisement text well.

Furthermore, the calculation of mean score of students writing advertisement text ability after using task-based learning method can be seen 85.4 is categorized "very good". The mean score of the students' writing advertisement text before taught by using task-based learning method was 54.12. It is categorized as "bad". While, after taught by using task-based learning method, the mean score of the students' writing advertisement text was 85.4. It is "very good" category.



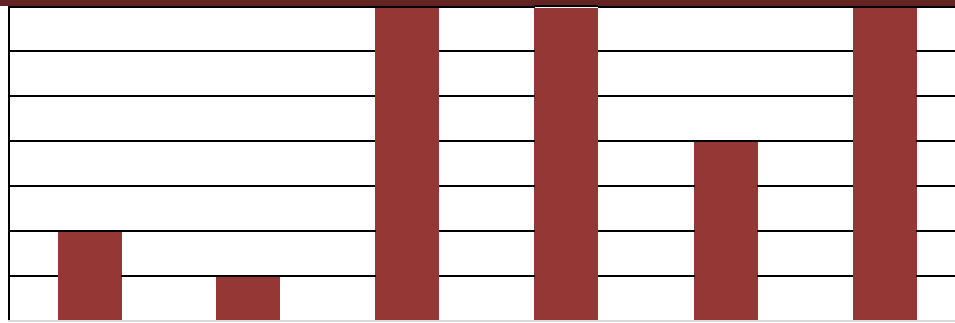


Figure 2 : Histogram of Students' Pre-test in Writing Advertisement Text

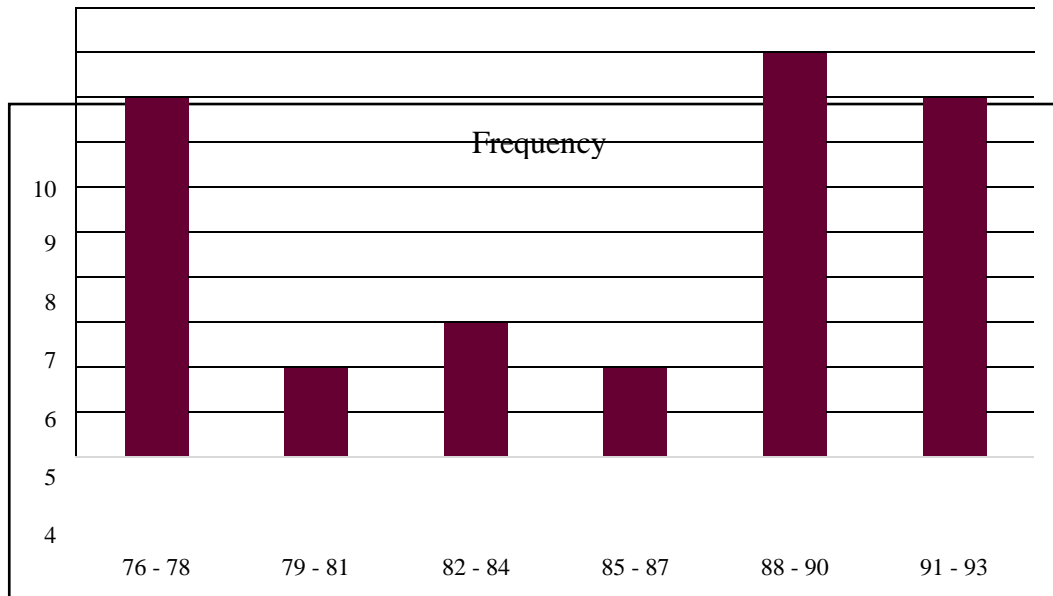


Figure 3 : Histogram of Students' Post-test in Writing Advertisement Text

#### IV. DISCUSSION

Based on the observation sheet, the result of application Task-Based Learning Method in teaching writing advertisement text, the

researcher found that the score is 3.6. The score is categorized “Very Good”. Furthermore, the result of students’ writing advertisement text before taught by Task-Based Learning method was 54.12 and it is included in “Bad” criteria. While, the result of students’ writing advertisement text after taught by using Task-Based Learning method is 85.4. It is included in “Very Good” criteria. The students' writing ability got a significant effect in the content indicator, previously the average score obtained by the students in the content indicator was 16.31.

Meanwhile, the students' average score in 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 task-based learning method in teaching writing advertisement text is very good, so students can express their ideas in writing well. The teaching and learning process using task-based learning make students more interested and active during the learning process.

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 hypothesis testing show that the  $t_{test} = 15.25$  meanwhile  $t_{table} 2.04$ , and  $t_{test}$  was higher than  $t_{table}$  ( $t_{test} 15.25 > t_{table} 2.04$ ). It means, the world alternative hypothesis ( $H_a$ ) 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

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  $t_{table} = 2.04$ ,  $t_{test}$  is higher than  $t_{table}$  ( $t_{test} = 15.52 > t_{table}$

= 2.04), or the word alternative hypothesis ( $H_a$ ) is accepted.

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