

ABSTRACT

Task-Based Language Teaching (TBLT) has now been widely used in language teaching. Numerous studies with respect to TBLT have recently been concerned with testing Cognition Hypothesis. According to the Cognition Hypothesis, task complexity (cognitive factor) should be the sole basis of developing tasks in language teaching. It can be developed according to three variables of resource directing dimension, that is, +/- few elements, +/- here & now, +/- reasoning demand. The objective of the current study was to investigate the effects of the use of task complexity by manipulating resource directing dimension on students' oral production in terms of complexity, accuracy, and fluency. The subjects were the ninth grade students of SMPN 11 Bandar Lampung consisting of 30 students. Eight types of tasks in the form of monologue were used to elicit the data. The result of the research showed that, the complex task 1 (- few elements, - here & now, - reasoning demand) had the highest complexity, Task 2 (- few elements, - here & now, + reasoning demand) had the highest accuracy, Task 7 (+ few elements, + here & now, - reasoning demand) had the highest fluency. This indicates that, increasing task complexity along with resource-directing dimension simultaneously pushes learners to greater complexity, but not accuracy and fluency. This research suggested teachers to design a task containing high complexity, accuracy, and fluency. Besides, it is expected that this study can inspire other researchers to have further research about task complexity.

Key words: *TBLT, task complexity, resource-directing, CAF.*