

ABSTRACT

THE USE OF TASK COMPLEXITY IN SPOKEN PERFORMANCE BY THE 10TH GRADE STUDENTS OF SMAN 2 PADANG CERMIN

Vivian Agustina

vivian02@gmail.com

Magister of English Education
Lampung University

Speaking is a crucial part of second and foreign language learning and teaching. Task-Based Language Teaching (TBLT) has become popular in the field of foreign language teaching and learning. In TBLT, task complexity should be the sole basis for making prospective sequencing decisions since it can be anticipated in advance of implementation of syllabus. The current research aimed to investigate the effect of four types of task complexity manipulated along with the number of elements and prior knowledge on students' spoken performance in terms of complexity, accuracy, and fluency (CAF) and to elaborate the students' perceptions of the four types of task complexity. This research used quantitative method. The instruments were four types of monolog tasks and questionnaires. The data took the forms of a students' utterances and students' perception. The subjects were 33 of the tenth grade students of SMAN 2 Padang Cermin. The result showed that the tasks which are made simple or complex in resource-directing (number of elements) generated more fluent utterances on the students' spoken performance since they were simple in resource-depleting (prior knowledge). This finding partly supports the cognition hypothesis. With respect to the students' perceptions, the current research found out that prior knowledge became the major reason for the students to do the task easily, successfully, and confidently. It also arises the students' interest, motivation, and learning opportunity. The finding suggests that task complexity which is manipulated along with the number of elements and prior knowledge facilitates students to improve the speaking performance.

Key words: *Speaking, TBLT, task complexity, CAF, students' perceptions.*