

**DESIGNING CONVERGENT AND DIVERGENT TASKS FOR PROMOTING
STUDENTS' SPEAKING PERFORMANCE AND AUTONOMY**

(A Thesis)

**By
Novita Nurdiana**



**MASTER ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER AND TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2017**

**DESIGNING CONVERGENT AND DIVERGENT TASKS FOR PROMOTING
STUDENTS' SPEAKING PERFORMANCE AND AUTONOMY**

**By
Novita Nurdiana**

**A Thesis
Submitted in a Partial Fulfillment of
The Requirement for S-2 Degree**



**MASTER ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER AND TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2017**

ABSTRACT

DESIGNING CONVERGENT AND DIVERGENT TASKS FOR PROMOTING STUDENTS' SPEAKING PERFORMANCE AND AUTONOMY

By

Novita Nurdiana

The present study aimed at investigating whether convergent and divergent tasks result in different students' speaking performance in term of complexity, accuracy and fluency. In addition, it was aimed at investigating which one of task between convergent and divergent is able to optimize learners' autonomy. This research was conducted to 42 students of Muamalah majoring at Raden Intan University in 2006/2007 academic year in odd semester which came from two classes. To collect the data, the researcher administered speaking test and gave questionnaire. Then data were analyzed quantitatively.

The result showed that there was no a significance difference between convergent and divergent tasks on students speaking performance in term of complexity. The t-test revealed that t-table was higher than t-value and two tail significance showed that $p > 0.05$. Referring to the criteria, H_0 was accepted. But in term of accuracy, it was found that there was a significance difference between convergent and divergent tasks. Convergent group has higher mean on the posttest of students' speaking accuracy than the divergent group. Furthermore, independent t-test revealed that t-value was higher that t-table and the two tail significance showed that $p > 0.05$. Referring to the criteria, H_0 was rejected. Related to fluency, it could be seen that there was no significance difference between convergent and divergent tasks on students' speaking performance. The t-test revealed that t-table was higher than t-value and two tail significance showed that $p > 0.05$. Referring to the criteria, H_0 was accepted. The last but not least, it was found that divergent task is better in optimizing students' autonomy. The divergent group ($M = 3,25$ $SD = 0,33$) had higher mean on the posttest of students' questionnaire than the convergent group. Therefore, the researcher recommended English teacher/lecturers to use convergent and divergent tasks since they may help students for optimizing their speaking performance and autonomy.

Research Title : **DESIGNING CONVERGENT AND DIVERGENT TASKS FOR PROMOTING STUDENTS' SPEAKING PERFORMANCE AND AUTONOMY**

Student's Name : **Novita Nurdiana**

Student's Number : **1523042041**

Study Program : **Master in English Language Teaching**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**



Advisor

Prof. Ag. Bambang Setiyadi, M.A. Ph.D.
NIP 19590528 198610 1 001

The Chairperson of Department
of Language and Arts Education

Dr. Mulyanto Widodo, M.Pd.
NIP 19620203 198811 1 001

Co-Advisor


Mahpul, M.A., Ph.D.
NIP 19650706 199403 1 002

The Chairperson of Master
in English Language Teaching

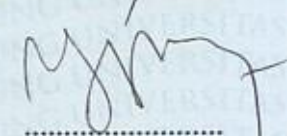
Dr. Flora, M.Pd.
NIP 19600713 198603 2 001

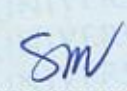
ADMITTED BY

1. Examination Committee

Chairperson : Prof. Ag. Bambang Setiyadi, M.A. Ph.D. 

Secretary : Mahpul, M.A., Ph.D. 

Examiners : I. Hery Yufrizal, M.A., Ph.D. 


II. Prof. Dr. Patuan Raja, M.Pd. 

The Dean of Teacher Training and Education Faculty


Dr. Muhammad Fuad, M.Hum.

NIP. 19590722 198603 1 003

Director of Postgraduate Program


Prof. Dr. Sudjarwo, M.S.

NIP. 19530528 198103 1 002

4. Graduated on : August 16th, 2017

LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

1. Tesis dengan judul "**Designing Convergent and Divergent Tasks for Promoting Students' Speaking Performance and Autonomy**" adalah hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan atas karya penulis lain dengan cara tidak sesuai tata etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut plagiatisme.
2. Hal intelektual atas karya ilmiah ini diserahkan sepenuhnya kepada Universitas Lampung

Atas pernyataan ini, apabila dikemudian hari ternyata ditemukan adanya ketidakbenaran, saya bersedia menanggung akibat dan sanksi yang diberikan kepada saya, saya bersedia dan sanggup dituntut sesuai hukum yang berlaku.

Bandar lampung, 16 Agustus 2017
Yang membuat pernyataan,



Novita Nurdiana
NPM 1523042041

CURRICULUM VITAE

The researcher's name is Novita Nurdiana. She was born in Mojokerto, East Java, on September 16th, 1987. She is the last child of a nice couple, Supadi and Sumarlik.

She started her study at TK Modongan, East Java in 1992. Then, she entered SDN 1 Modongan East Java and graduated at 1999. In the same year, she continued studying at SMPN 1 Sooko, Mojokerto and completed three year study program in 2002. Then she continued her study at SMAN 1 Sooko, Mojokerto East Java and finished three years later.

In 2006, she was admitted as S-1 student of English Education at University of Lampung in 2006. She obtained her bachelor's degree in 2011. In 2015, she was admitted as a student of the 3rd batch of Master's Degree Program in English Language Teaching at Lampung University.

DEDICATION

This thesis is sincerely dedicated to:

My beloved parents, Sumarlik and Supadi

My beloved husband, Erwantoro

My beloved daughter, Alifia Kinandra Putri

My beloved sister, Siti Rukhanah, S.T., M.M.,

My beloved brothers, Irfannunnasir and Hendra Susanto, S.Pd.,

My beloved friends of 3rd batch of Master in English Language Teaching and Study Program
My best friends

My almamater, Lampung University

MOTTO

“God taught mankind eloquent speech”

(QS, AR-Rahman : 4)

ACKNOWLEDGEMENTS

Alhamdulillahirobbil' alamiin, Praise is merely to the Greatest Allah SWT for the gracious mercy and tremendous blessing that enables me to accomplish this thesis entitled "Designing Convergent and Divergent Tasks for Promoting Students' Speaking Performance and Autonomy." *Shalawat and Salaam* is for prophet Muhammad SAW, his family, his followers, and all Moslems. This thesis is submitted as a compulsory partial fulfillment of the requirements for S-2 degree of Language and Arts Education Department at Teacher Training and Education Faculty, Lampung University.

In addition, the writer would like to address her gratitude and respect to some georgeous people because without their support, encouragement, and assistance this thesis would never have come to existence. They are:

1. Prof. A.g. Bambang Setiyadi, M.A., Ph.D. as the writer's first advisor, for his inspiration, kindness, invaluable evaluations, comments, and suggestions in guiding the writer finishing thesis.
2. Mahpul, M.A., Ph.D. as the writer's second advisor, for his ideas, encouragement, willingness to give assistance.
3. Hery Yufrizal, M.A., Ph.D. as the writer's first examiner, for his great ideas, suggestions and encouragements during seminar until the thesis examination.
4. Prof. Dr. Patuan raja, M.Pd. as the writer's second examiner for his encouragements, contributions, and suggestions.
5. Dr. Flora, M.Pd. as the writer's the Chairperson of Master in English Language Teaching and Study Program for her encouragements and suggestions.
6. Prof. Dr. Sudjarwo, M.S. as the Director of Postgraduate Program.
Dr. Mulyanto Widodo, M.Pd. as the Chairperson of Language and Arts Education Department.
7. Dr. H. Muhammad Fuad, M.hum. as the Dean of Teacher Training and Education Faculty.
8. My beloved parents, Supadi and Sumarlik. Thank you for your great love, support, and pray. May Allah gives you His never ending blessings.

9. My beloved husband, Erwantoro. Thank you for your love, support and patience.
10. My beloved daughter, Alifia Kinandra Putri. Wish all the best for you.
11. My beloved sister, Siti Rukhanah, S.T., M.M., thank you for your great contribution and support.
12. My beloved nephews and nieces.
13. My beloved brothers, Irfannunnasir and Hendra Susanto, S.Pd.,
14. My sister and brother in law, Didit Suharmawan, S.T., and Indrawati S.Pd.
15. My beloved mother and sister in law, Sakinem and Desi Aristania.
16. My lectures for sharing knowledge, experience, and spirit.
17. My beloved teaching partner at Darmajaya Language Center, Miss. Betty Magdalena, S.Pd., M.M., Miss. Nery Eka Pratiwi, S.Pd., M.Pd., Miss. Meuthia Febriyani, S.Pd.,
18. My best friend, Sulastri, S.Pd., M.Pd., thank you for your motivation, inspiration and contribution for my thesis.
19. My fantastic friends in Power Rangers Team, Novriyani, Fefiyana and Emilda Oktaviyani. Thank you for always accompanying me.
20. My amazing friends of the 3rd batch of master in English Language Teaching and Study program. Thank you for assistance, support, and suggestions.

Hopefully, this thesis would give a positive contribution for educational development and for those who want to carry out further research.

Bandar Lampung, August 2017

The researcher

Novita Nurdiana

CONTENTS

	Page
ABSTRACT	i
CURRICULUM VITAE	ii
DEDICATION	iii
MOTTO	iv
ACKNOWLEDGMENTS	v
CONTENTS	vi
TABLES	vii
FIGURES	viii
APPENDICES	ix

I. INTRODUCTION

1.1 Background of the Problem	1
1.2 Research questions	6
1.3 Objective	7
1.4 Uses of the Research	7
1.5 Definition of Term	9

II. FRAME OF THEORIES

2.1 Concept of Speaking	10
2.2 Concept of TBLT	14
2.3 Concept of Task	18
2.4 Type of Tasks	20
2.5 Concept of Convergent and Divergent Tasks	22
2.6 Convergent and Divergent Tasks Studies	24
2.7 Concept of complexity, accuracy, fluency.....	27
2.8 Concept of Learners' Autonomy.....	30
2.9 Theoretical assumption.....	33
2.10 Hypothesis.....	34

III. RESEARCH METHODS

3.1 Research Design.....	36
3.2 Setting of the Research	37
3.3 Population and Sample	37

3.4	Research Procedures	37
3.5	Data Collecting Technique	38
3.6	Validity and Reliability Instruments	39
3.7	Data Analysis	43
IV. RESULTS AND DISCUSSION		
4.1	The Report of Implementation of Research	47
4.2	The Result of The Research	49
4.2.1.	The Difference between Convergent and Divergent Tasks on Students Speaking Performance in Term of Complexity	49
4.2.2.	The Difference between Convergent and Divergent Tasks on Students Speaking Performance in Term of Accuracy	52
4.2.3.	The Difference between Convergent and Divergent Tasks on Students Speaking Performance in Term of Fluency.....	55
4.2.4.	Students' Autonomy in Convergent and Divergent Tasks.....	57
4.3	Discussion	
4.3.1.	The Finding of Differences between Convergent and Divergent Tasks	58
4.3.2.	The Finding between Convergent and Divergent Tasks on Students Speaking Performance in Term of Complexity	66
4.3.3.	The Finding between Convergent and Divergent Tasks on Students Speaking Performance in Term of Accuracy	67
4.3.4.	The Finding between Convergent and Divergent Tasks on Students Speaking Performance in Term of Fluency	69
4.3.4.	The Finding of Students' Autonomy in Convergent and Divergent Tasks	69
V. CONCLUSION AND SUGGESTION		
5.1	Conclusions	70
5.2	Suggestion	72
5.2.1.	Suggestions for Teachers/Lectures	
5.2.2.	Suggestions for Further Researchers	72
REFERENCES		74
APPENDICES		76

TABLES

	Page
Table	
3.1 The Reliability of Students' Speaking Pretest and Posttest Score	42
4.1 Calculation of Lexical Words	50
4.2 Group Statistics of Complexity	49
4.3 Independent Samples Test of Complexity	49
4.4 Group Statistics of Accuracy	51
4.5 Independent Sample Test Accuracy	54
4.6 Independent Sample Test of Fluency	56
4.7 Group Statistics of Fluency	57
4.8 Group Statistics of Questionnaire about Autonomy	58

FIGURES

	Page
Figure	
4.1 Design of Convergent Task 1	59
4.2 Design of Convergent Task 2	60
4.3 Design of Divergent Task 1	63
4.4 Design of Divergent Task 2	64

I. INTRODUCTION

This chapter is concerned with background of the problems, problems of the research, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background

In the context of learning English, getting success in speaking becomes an essential target for learners. It is an important skill for English foreign language learners. Therefore, they take many language courses in different institutes to improve their speaking abilities. In fact, Alisyahbana (1990), Nababan (1985) and Tomlison (1990) cited in Yufrizal (2007) expressed their dissatisfaction about the ability of Indonesian Students in English. It means that they are not good enough in all skills in English including speaking. It might be caused by many factors including ineffective teaching methods and low of autonomy.

As it was supported by study of Mineishi (2010) which did a research on East Asian EFL Learners' Autonomous Learning and Learner Perception, and takes as its focus the autonomy of adult EFL learners in Japan. Initially, he examines two samples of Japanese tertiary-level students' perception of learner autonomy. Two hundred and ninety, first year Japanese university students from four different departments participated in the study. The course included: vocabulary and

grammar instruction, portfolio development, reading strategy training, speed reading, writing process explanations and instructions, summary writing, and writing sessions such as quick writing, jigsaw reading and writing activities, and peer editing tasks. Throughout the last session of class, all the participants were given a questionnaire about learner autonomy. The data was analyzed both qualitatively and quantitatively then, a t-test was employed.

Based on the test scores, two groups of learners were identified in order to get two significantly different types of learner samples, successful and less successful. There were some differences between successful and less successful learners with regard to their perception of learner autonomy. Less successful learners tended to prefer working together in groups, they often felt more hesitant to 'stand out' by voicing their opinions and questions, they tended to expect the teacher rather than themselves to be responsible for evaluating how much they had learnt more strongly than successful learners did.

Findings of the study showed that teachers should develop their teaching methods appropriate to promote less successful learners' autonomy in the classroom and there are some necessity to develop a new framework of Japanese adult EFL learners' autonomy.

Related to teaching methods, Task- Based Language Teaching (TBLT, Long,1985) cited in Rahimy (2014) is considered as an approach to language

teaching which attempts to produce native- like accuracy within a communicative classroom, in which task is the unit of analysis. It also has strengthened the following principles and practices. They are a needs-based approach to content selection, an emphasis on learning to communicate through interaction in the target language, the introduction of authentic texts into the learning situation, the provision of opportunities for learners to focus not only on language but also on the learning process itself, an enhancement of the learner's own personal experiences as important contributing elements to classroom learning and the linking of classroom language learning with language use outside the classroom (Nunan, 2004, p.1).

In relation to Task based language teaching, tasks become essential part that are used in teaching activities. In this case, syllabus designers have tried to make use of meaningful tasks so that they are similar to real life tasks. During this time, they only focus on sequence of task without much care in their cognitive load and knowledge formation. Therefore, convergent and divergent tasks as one such typology of task which are derived from concepts of knowledge formation become essential and important to be investigated.

Furthermore, there have been many studies focusing on the implementation of Task-Based Language Teaching including research about convergent and divergent tasks.

The first study was done by Marashi and Sizari (2015). They investigated the comparative impact of convergent and divergent task on EFL learner's writing and motivation. The results led to the rejection of the first null hypothesis, thereby demonstrating that the learners in the convergent group benefited significantly more than those in the divergent group in terms of improving their writing. The second null hypothesis was not rejected, however, meaning that the two treatments were not significantly different in terms of improving the learners' motivation.

The second study was done by Nezhad and Shokrpour (2013). They aimed to explore the influence of the cognitive style, convergent/divergent thinking, on reading comprehension performance through convergent versus divergent task types. For this purpose, 93 Iranian EFL students who were 18-26 and studied at the B.S. level at University of Social Welfare and Rehabilitation Sciences were selected. Being within the same range of reading performance, they were given the Torrance Divergent Thinking Test and were assigned to two groups so that there were roughly equal numbers of divergent and convergent thinkers in each.

Next, the two groups took the Nelson's reading comprehension test to ensure initial reading ability homogeneity. The experimental and the control groups then received treatment in the form of task-based instruction through either divergent or convergent tasks respectively over a period of one semester. To assess the reading comprehension gains of the participants at the end of the treatment, four

types of reading multiple choice items, i.e. simple factual, referential, inferential, and multiple-response items, were used. The collected data were analyzed through Multivariate ANOVA, using SPSS software. Results indicated that the best results were achieved when divergent thinkers of the divergent task type group answer referential, and multiple-response items whereas the worst results were obtained when convergent thinkers in the convergent task group's performance on multiple-response items was used as the criterion for reading assessment.

Results also showed that a task-based course of instruction through convergent or divergent tasks causes the participants to have respectively lower or higher gains on the divergent thinking test

In relation to autonomy, the number of studies dealing with autonomy and EFL learning success is limited but autonomy in language learning has been the topic of many researchers and practitioners for a few decades. Xu (2009) reported a survey of the autonomous L2 learning by 100 first-year non-English-major Chinese post-graduates via the instruments of a questionnaire and semi-structured interview after the questionnaire. It attends to address the following research question: to what extent do Chinese postgraduate students conduct autonomous L2 learning? It was found that the overall degree of the postgraduates' autonomous English learning is not satisfied as expected. Much needs to be done in order to have a deeper insight into the essence of the learner autonomy and make contributions to the realization of learner autonomy for postgraduates.

In addition, Godrati, Ashraf and Motallebzadeh, (2014) conducted a study related to TBLT and autonomy. This study employed an experimental method in which two classes of Iranian Intermediate students of Kish Institute of Science and Technology in Bonjour, Iran were chosen and instructed by the same teacher as experimental and control groups. Eighty subjects, selected from 230 students based on their scores in PET test and Learner's Autonomy in Language Learning Questionnaire, participated in the study. The results revealed the fact that task-based speaking activities had positive effect on improving learners' autonomy in experimental group.

In accordance with those previous studies above, none of them investigate convergent and divergent tasks and learners' autonomy on students' speaking performance. This might be the gap that the researcher wants to fill through this research. Thus, this research intends to focus on it.

1.2. Problems of the Research

As the concerns of this research, there are two problems of the research that are formulated as follows:

1. Do convergent and divergent tasks result in different students' speaking performance in term of complexity?
2. Do convergent and divergent tasks result in different students' speaking performance in term of accuracy?

3. Do convergent and divergent tasks result in different students' speaking performance in term of fluency?
4. Which one of task condition is able to optimize learners' autonomy?

1.3. Objectives of the Research

The objective of the research might be as follows:

1. To investigate whether convergent and divergent tasks result in different students' speaking performance in term of complexity.
2. To investigate whether convergent and divergent tasks result in different students' speaking performance in term of accuracy.
3. To investigate whether convergent and divergent tasks result in different students' speaking performance in term of fluency.
4. To investigate which one of task between convergent and divergent is able to optimize learners' autonomy.

1.4. Uses of the Research

This research might be useful both practically and theoretically,

1. Practically

Hopefully, this research is useful for English lecturers, students, and also college.

a. Lecturers

Through this research, lecturers might use the convergent and divergent tasks and they might know what type of tasks that can be beneficial to enhance students' speaking performance and autonomy.

b. Learners

Since the task-based language teaching focus on form, students might be facilitated and enriched with various kinds of tasks that provide them communicative activities without ignoring the grammatical rules. Hopefully, this research might make them more active to communicate in English. Besides, it might make them realize what type of tasks that enhance their speaking performance and autonomy.

c. College

The result of this research might be used as a consideration for college, whether a certain type of task might be applied to improve the learners' speaking performance or not.

2. Theoretically

The result of this research might complete the previous findings and support the previous theories about manipulating task.

1.5. Scope of the Research

This research conducted at UIN Raden Intan. The sample was the third semester of students in Muamalah majoring. There were two classes that became the sample of this research. The researcher distributed two kinds of tasks (convergent and divergent tasks).

The material for that process was describing popular figure. In this research, the researcher investigated the differences between convergent and divergent tasks on students' speaking performance in terms of complexity,

accuracy, and fluency and students' autonomy. Thus, the data collected were in the form of students' utterances that were transcribed and analyzed so as to find out the complexity, accuracy, fluency and autonomy.

1.6. Definition of term

1. *Speaking Performance* is an action to use language orally.
2. *Task* is defined as a communicative activity that is applied in meaningful context.
3. *Convergent task* is defined as task in which provides students to attain one correct/ single answer. For example, jigsaw task.
4. *Divergent task* is defined as task in which provides students to attain variety ideas. For example, opinion exchange task.
5. *Learners' autonomy* is defined as the ability of learners to take responsibility for one's own learning.
6. *Complexity* is defined as how complex is language used which contains of lexical and syntactical aspects.
7. *Accuracy* is defined as the structure of language used.
8. *Fluency* is defined as smoothness of conveying the message while communicating.

That is the introduction of this research. Then the next chapter will discuss the literature review of this research.

II. LITERATURE REVIEW

This chapter deals with the concept, theory, and previous researches which are related to the present study as follows.

2.1. Speaking Performance

One of the most important goals of teachers is to enable learners to use English for speaking. Speaking performance is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns and Joyce, 1997 in Torkey, 2006). In addition, it is a complex skill, which should be taught everywhere, and it is a skill that learners learn better in group (Celce-Murica, 2001 cited in Derakhsan, Khalili and Behesti, 2016).

In addition, speaking is the production skill that is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities, fluency take into account “the ability to keep going when speaking spontaneously” (Gower, Philips, and Walter, 1995)

Furthermore, according to many teaching theories, speaking skill can be developed through communication activities which include an information gap, a jigsaw puzzle, games, problem-solving, and role-playing (Oradee, 2012).

Evidence shows that speaking should incorporate activities in a group work. Speaking does not cover just knowing the linguistic feature; linguistic feature of the message expanding oral communication requires more than memorized vocabulary and grammatical comprehension. One of the obstacles of learning speaking is contradiction between class materials and courses, so that most of the teachers do not facilitate situations for real practice in speaking; Besides, the teacher should take into account learners' interest and needs. Learners should take part in oral activities to exchange spontaneously their thought in second language speaking (Derakhshan et al., 2015) cited in Derakhsan et al (2016).

Bygate (1987) identified two elements: production skill and interaction skill. In production skill, speaking ability take place without time limit environment and in interaction skill, there is a negotiation between learners. Both skills help learners to improve their speaking ability easier.

There are some types of speaking performance that can help students to improve speaking skill (Brown, 2007).

2.1.1. Imitation

Students should pay attention to certain vowel sounds and intonations; next they should imitate correctly. Meanwhile learners need to practice an intonation contour or to find exactly certain vowel sound.

2.1.2. Responsive

It refers to short replies to teachers. It can be learners to initiated questions or comments. Students should be active in the classroom. They should reply to teachers' questions and comments. They should participate in the classroom. For example:

T: How's it going?

S: Pretty good!

2.1.3. Intensive

Any speaking performance is planned to practice some phonological or grammatical features of language that can be self-initiated or pair work activity.

2.1.4. Transactional Dialogue

It is used to convey a message or exchange the information. In addition, it is utilized to elaborate a concept or to manifest the purpose of something. Learners should participate in conversation. For example:

T: What is the main idea in this essay?

S: The USA should have more power.

T: What do you mean?

S: Well, for example the USA should have the power to destroy the others countries.

2.1.5. Interpersonal Dialogue

It is regarded as maintaining social relationships not for transmission of facts and information involves factors like: casual register, colloquial language, slang, ellipsis, sarcasm and a covert “agenda”.

For example:

Carol: Hi, Tom, How’s it going?

Tom: Oh, not bad.

Carol: Not a great weekend, huh?

Tom: Well, I’m really miffed about last week.

2.1.6. Extensive

It refers to students at intermediate to advanced levels that are asked to provide extensive monologues in the form of oral reports, summaries or short speech. In order to improve second language skills, learners should practice regularly. First learners should expand their general vocabulary and then they can improve their domain of vocabulary by listening from simple sentences to complex sentences.

Based on theories of speaking above, it can be stated that speaking performance is a way of producing, receiving and processing information which involves accuracy and fluency.

2.2. Task Based Language Teaching

Generally, TBLT is considered as an approach to language teaching which attempts to produce native-like accuracy within a communicative classroom, in which task is the unit of analysis. Since TBLT contains a variety of methodological principles, the weakness of the earlier-mentioned programs can be compensated.

In addition, task-based language is an approach to language teaching that provides opportunities for students to engage in the authentic use of the target language through task. As the principal component in TBLT, the task provides the main context and focus for learning, and it encourages language use similar to the way language is used outside of the classroom. Students learn language and develop skills as they work toward completing task, which motivates them stretch their available language resources (Ellis, 2003 cited in Douglas and Kim, 2014).

In addition, there are seven principles for task-based language teaching (Nunan, 2004 p. 35). They are :

Principle 1: Scaffolding

- Lessons and materials should provide supporting frameworks within which the learning takes place. At the beginning of the learning process, learners should not

be expected to produce language that has not been introduced either explicitly or implicitly.

A basic role for an educator is to provide a supporting framework within which the learning can take place. This is particularly important in the case of analytical approaches such as TBLT in which the learners will encounter holistic 'chunks' of language that will often be beyond their current processing capacity. The 'art' of TBLT is knowing when to remove the scaffolding. If the scaffolding is removed prematurely, the learning process will 'collapse'. If it is maintained too long, the learners will not develop the independence required for autonomous language use.

Principle 2: Task dependency

- Within a lesson, one task should grow out of, and build upon, the one that has gone before.

The task dependency principle is illustrated in the instructional sequence which shows how each task exploits and builds on the one that has gone before. In a sense, the sequence tells a 'pedagogical' story, as learners are led step by step to the point where they are able to carry out the final pedagogical task in the sequence. Within the task dependency framework, a number of other principles are in operation. One of these is the receptive-to-productive principle.

Principle 3: Recycling

- Recycling language maximizes opportunities for learning and activates the 'organic' learning principle.

An analytical approach to pedagogy is based on the assumption that learning is not an all-or-nothing process, that mastery learning is a misconception, and that

learning is piecemeal and inherently unstable. If it is accepted that learners will not achieve one hundred per cent mastery the first time they encounter a particular linguistic item, then it follows that they need to be reintroduced to that item over a period of time. This recycling allows learners to encounter target language items in a range of different environments, both linguistic and experiential. In this way they will see how a particular item functions in conjunction with other closely related items in the linguistic 'jigsaw puzzle'. They will also see how it functions in relation to different content areas. For example, they will come to see how 'expressing likes and dislikes' and 'yes or no questions with do or does' function in a range of content areas, from the world of entertainment to the world of food.

Principle 4: Active learning

- Learners learn best by actively using the language they are learning. A key principle behind this concept is that learners learn best through doing through actively constructing their own knowledge rather than having it transmitted to them by the teacher. When applied to language teaching, this suggests that most class time should be devoted to opportunities for learners to use the language.

Principle 5: Integration

- Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning. Until fairly recently, most approaches to language teaching were based on a synthetic approach in which the linguistic elements – the grammatical, lexical and phonological components were taught separately.

This approach was challenged in the 1980s by proponents of early versions of communicative language teaching who argued that a focus on form was unnecessary, and that all learners needed in order to acquire a language were opportunities to communicate in the language. This led to a split between proponents of form-based instruction and proponents of meaning-based instruction, with proponents of meaning-based instruction arguing that, while a mastery of grammar is fundamental to effective communication, an explicit focus on form is unnecessary. More recently, applied linguists working within the framework of systemic functional linguistics have argued that the challenge for pedagogy is to 'reintegrate' formal and functional aspects of language, and that what is needed is a pedagogy that makes explicit to learners the systematic relationships between form, function and meaning.

Principle 6: Reproduction to creation

- Learners should be encouraged to move from reproductive to creative language use. In reproductive tasks, learners reproduce language models provided by the teacher, the textbook or the tape. These tasks are designed to give learners mastery of form, meaning and function, and are intended to provide a basis for creative tasks. In creative tasks, learners are recombining familiar elements in novel ways. This principle can be deployed not only with students who are at intermediate levels and above but also with beginners if the instructional process is carefully sequenced.

Principle 7: Reflection

- Learners should be given opportunities to reflect on what they have learned and how well they are doing. Becoming a reflective learner is part of learner training where the focus shifts from language content to learning processes. Strictly speaking, learning-how-to-learn does not have a more privileged place in one particular approach to pedagogy than in any other. TBLT introduces learners to a broad array of pedagogical undertakings, each of which is underpinned by at least one strategy.

Related to theories of TBLT above, it can be stated that TBLT is a practical approach which task is the unit of analysis and it provides learners communicative situation.

2.3. Task

According to Long (1985: 89) in Nunan (2004) based on frames his approach to task-based language teaching, defines task as a piece of work undertaken for oneself or for others, freely or for some reward. Thus examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, making a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play and in between.

In addition, according to Richards, *et al.* 1986: 289 in Nunan (2004) defines pedagogical task as an activity or action which is carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake.

On the other hand, Breen (1987: 23) offers another definition of a pedagogical task as any structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. 'Task' is therefore assumed to refer to a range of work plans which have the overall purposes of facilitating language learning – from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision-making.

Furthermore, Skehan (1998), drawing on a number of other writers, puts forward five key characteristics of a task:

1. Meaning is primary.
2. Learners are not given other people's meaning to regurgitate.

3. There is some sort of relationship to comparable real-world activities.
4. Task completion has some priority.
5. The assessment of the task is in terms of outcome.

In line with theories of task above, it can be stated that task is as an activity or action which is carried out as the result of processing or understanding language (i.e. as a response) and it also facilitates language learning – from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision-making.

2.4. Type of Tasks

There are some tasks which are proposed by Prabu in Nunan (2004). They are:

(1) Information-gap activity, which involves a transfer of given information from one person to another – or from one form to another, or from one place to another generally calling for the decoding or encoding of information from or into language. One example is pair work in which each member of the pair has a part of the total information (for example an incomplete picture) and attempts to convey it verbally to the other. Another example is completing a tabular representation with information available in a given piece of text. The activity often involves selection of relevant information as well, and learners may have to meet criteria of completeness and correctness in making the transfer.

(2) Reasoning-gap activity, which involves deriving some new information from given information through processes of inference, deduction, practical reasoning,

or a perception of relationships or patterns. One example is working out a teacher's timetable on the basis of given class timetables. Another is deciding what course of action is best (for example cheapest or quickest) for a given purpose and within given constraints. The activity necessarily involves comprehending and conveying information, as an information-gap activity, but the information to be conveyed is not identical with that initially comprehended. There is a piece of reasoning which connects the two.

(3) Opinion-gap activity, which involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation. One example is story completion; another is taking part in the discussion of a social issue. The activity may involve using factual information and formulating arguments to justify one's opinion, but there is no objective procedure for demonstrating outcomes as right or wrong, and no reason to expect the same outcome from different individuals or on different occasions.

Furthermore, Richards (2001: 162) has proposed the following typology of pedagogical tasks:

- a. Jigsaw tasks: These tasks involve learners in combining different pieces of information to form a whole (e.g. three individuals or groups may have three different parts of a story and have to piece the story together).
- b. Information-gap tasks: These are tasks in which one student or group of students has one set of information and another student or group has a complementary set of information. They must negotiate and find out what the other party's information is in order to complete an activity.

c. Problem-solving tasks students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single resolution of the outcome.

d. Decision-making tasks: Students are given a problem for which there are a number of possible outcomes and they must choose one through negotiation and discussion.

e. Opinion exchange tasks: Learners engage in discussion and exchange of ideas. They do not need to reach agreement.

Related to theories of task type above, it can be stated that pedagogical tasks are classified into five types. They are jigsaw tasks, information gap tasks, problem solving tasks, decision making tasks, opinion exchange tasks.

2.5. Convergent and Divergent Task

TBLT focuses on the use of authentic language and on asking students to do meaningful activities using the target language with the tasks serving as the core unit of planning and instruction in language teaching (Richards and Rodgers, 2001 in Marashi and Sizhari, 2015). There are indeed numerous types of tasks within TBLT, the application of which is usually determined by interactive conditional factors (Robinson, 2005 cited in Marashi and Shizari); one such typology is convergent or divergent tasks derived from concepts of knowledge formation.

Convergent emphasizes recognizing the familiar outcome, reapplying techniques, and accumulating information. Divergent thinking, however, causes the learner to

generate and evaluate many creative ideas and draw unexpected connections (Duff, 1986 cited in Nezard and Shorkhpour, 2013)

In addition, convergent tasks are defined as those tasks “that require true justified knowledge, abstract conceptualization, and active experimentation. They allow for collaboration in meaning negotiation of where a single goal is needed; thus, collaborative work is required” (Skehan, 2001, p. 49 in Marashi and Shizari, 2015). Such tasks should prompt “only one correct answer, allow collaborative work with short answers of which are not highly cognitively demanding, and so require no reference making” (Astika, 2004, p. 30, in Marashi and Shizari, 2015).

Convergent tasks demand all participants to have the same goal as a regarded outcome; with divergent tasks, the goals are expected to be different. The two task types activate different cognitive strategies. Therefore, the outcomes of the two task types may be different when performed by learners with different cognitive styles (Pica *et al.*, 1993 cited in Nezard and Shorkhpour, 2013)

Convergent tasks encourage learners to reach a consensus in order for a reasonable solution to be produced (Wegerif, Mercer, and Dawes, 1999). Furthermore, students work interdependently and need to interact and communicate in a manner that necessitates more negotiation and interaction (Cropley, 2006)

Contrary to convergent tasks, divergent tasks are those that require new significant knowledge and have various outcome options with possibly more than one goal (Hommel, 2011 cited in Marashi and Sizari, 2015). “These types of tasks allow independent works which individuals can perform differently according to their cognitive styles and which might lead to different outcomes” (Swan, 2005, p. 382 in Marashi and Sizari, 2015). Questioning in divergent tasks enables students to raise questions with more than one correct answer. In such a situation, there is no correct answer or answers as the possible responses depend on one’s point of view or experience (Nielsen, Bayard, Pickett, and Simonton, 2008 cited in Marashi and Sizari, 2015).

Nunan (1989 in Marashi and Sizari, 2015) reports the finding of his study: convergent problem-solving tasks prompted significant interactional and discourse differences with more and shorter turns than divergent debating tasks.

In line with theories of convergent and divergent tasks above, it can be stated that convergent task is a type of task which demands all participants to have the same goal as a regarded outcome and encourage learners to reach a consensus in order for a reasonable solution to be produced. On the other hand, divergent task is defined as a type of task which demands all participants to have the different goal or various outcome.

2.6. Convergent and Divergent Task Studies

Marashiand Sizari (2015) investigated the comparative impact of convergent and divergent task on EFL learner's writing and motivation. The results led to the rejection of the first null hypothesis, thereby demonstrating that the learners in the convergent group benefited significantly more than those in the divergent group in terms of improving their writing. The second null hypothesis was not rejected, however, meaning that the two treatments were not significantly different in terms of improving the learners' motivation.

Nezhad and Shokrpour (2013) investigated the influence of the cognitive style, convergent and divergent thinking, on reading comprehension performance through convergent versus divergent task types. For this purpose, 93 Iranian EFL students who were 18-26 and studied at the B.S. level at University of Social Welfare and Rehabilitation Sciences were selected. Being within the same range of reading performance, they were given the Torrance Divergent Thinking Test and were assigned to two groups so that there were roughly equal numbers of divergent and convergent thinkers in each. Next, the two groups took the Nelson's reading comprehension test to ensure initial reading ability homogeneity.

The experimental and the control groups then received treatment in the form of task based instruction through either divergent or convergent tasks respectively over a period of one semester. To assess the reading comprehension gains of the participants at the end of the treatment, four types of reading multiple choice

items, i.e. simple factual, referential, inferential, and multiple-response items, were used. The collected data were analyzed through Multivariate ANOVA, using SPSS software. Results indicated that the best results were achieved when divergent thinkers of the divergent task type group answer referential, and multiple-response items whereas the worst results were obtained when convergent thinkers in the convergent task group's performance on multiple-response items was used as the criterion for reading assessment. Results also showed that a task-based course of instruction through convergent or divergent tasks causes the participants to have respectively lower or higher gains on the divergent thinking test.

Ghodrati, Ashraf and Motallebzadeh (2014) employed an experimental method in which two classes of Iranian Intermediate students of Kish Institute and science technology in Bojnourd Iran were chosen and instructed by the same teacher as experimental and control group. In addition, eighty subjects, selected from 230 students based on their scores in PET test and Learner's Autonomy in Language Learning Questionnaire, participated in the study.

Learner's Autonomy in Language Learning Questionnaire was used as the pretest and posttest. Also, some qualitative data were collected through interviews. The participants in experimental group received twenty sessions of task-based speaking activities. Then, the collected data from pretest and posttest were analyzed through SPSS. The results revealed the fact that task-based speaking

activities had positive effect on improving learners' autonomy in experimental group.

The results led to the rejection of the first null hypothesis, thereby demonstrating that the learners in the convergent group benefited significantly more than those in the divergent group in terms of improving their writing. The second null hypothesis was not rejected, however, meaning that the two treatments were not significantly different in terms of improving the learners' motivation.

2.7. Complexity, Accuracy, and Fluency (CAF)

In TBLT research, complexity, accuracy, and fluency are regarded as the manifestation of learners' language performance (Mahpul, 2014). Then, according to Housen and Kuiken (2009) cited in Agustina (2016), CAF emerge as principal phenomena of the psycholinguistic mechanisms and process underlying the acquisition, representation and processing L2 knowledge. Therefore, the speaking performance of this research will be measured in terms of CAF. They are explained as follows:

1. Complexity

Complexity is defined as the capacity to use more advanced language, with the possibility that such language may not be controlled so effectively. This may also involve a greater willingness to take risk and use fewer controlled language subsystems. This area is also taken to correlate with a greater likelihood of

restructuring, that is, change and development in the inter language system Skehan and Foster (1999) in Mahpul, (2014). This means that complexity concerns to how students modify the language. This gives the students a space to use the language for communication without any burden.

Syntactical complexity will be measured by means of the total number of clauses per AS unit and by a subordination index: the ratio of subordinate clauses per total number of clauses. While, lexical complexity will be measured by calculating the ratio of lexical words to function words (Gilabert, 2005) cited in Agustina (2016).

Related to theories of complexity above, it can be stated that complexity is the ability to use more advanced language and it may also involves a greater willingness to take risk and use fewer controlled language subsystems.

2. Accuracy

According to Skehan and Foster (1999) in Mahpul (2014) accuracy is the ability to avoid error in performance, possibly reflecting higher levels of control in the language as well as a conservative orientation, that is, avoidance of challenging structure that might provoke error. The definition shows that accuracy refers to the structure of the language used.

Regarding accuracy, it was calculated by means of the total number of errors per AS-Unit and the number of lexical errors as well as the total number of omissions (of articles, verbs, and subjects), both in relation to the number of AS units. Furthermore, two measures with respect to self-repairs were included: the ratio of

self-repairs in relation to the number of errors as well as the percentage of self-repairs related to the total number of words. These repair measures were chosen because repair behavior is thought to reflect the speaker's self-monitoring and therefore is an indication of learners' attention to form (Gilbert, 2007) cited in Agustina (2016).

In line with theories of accuracy above, it can be stated that accuracy is the capability to avoid challenging structure that might provoke error in performance.

3. Fluency

Fluency is rapid, smooth, accurate, lucid, and efficient translation of thought or communicative intention into language under the time constraints of on-line processing (Lennon, 2000) cited in Agustina (2016). Hence, the fluency focuses on the smoothness of conveying the message while communicating.

Yuan and Ellis (2003) cited in Agustina (2016) offered two measures of fluency, Rate A and Rate B. To measure fluency by using Speech Rate A, the number of syllables generated from task performance, divided by the total number of seconds used to complete the task and multiplied by 60; Speech Rate B, the same calculation as for Rate A, but repetitions, reformulations, false starts, and comments in the L1 are excluded from the calculation.

Rate B is supposed to be more precise. It excludes elements such as repetitions or reformulations and through which learners sometimes try to gain time (Michel, Kuiken and Vedder, 2007). For that reason, this research will use Speech Rate B

since it ignores the repetitions, reformulations, false starts, and comments in the L1, so the researcher will only focus on the students' performance in L2.

Related to theories of fluency above, it can be stated that fluency is the ability to use language rapidly and smoothly.

2.8. Learners' Autonomy

Many conceptions have been proposed and many educators have tried to explain learner autonomy, for example; to define autonomy, we might quote Holec (1981, p. 3) cited in Godrati, Asraf and Motallebzadeh (2014) who considers it as "the ability to take charge of one's learning".

Benson (2001, p.2) cited in Godrati, Asraf and Motallebzadeh (2014) claims that the "Concept of autonomy is grounded in a natural tendency for learners to take control over their learning", in addition Royce (2002) cited in Godrati, Asraf and Motallebzadeh (2014) identifies autonomy as "the ability to understand the combined potential of various modes for making meaning" (p. 92).

In addition, study of Ghorb and ordinejad (2014) was conducted to investigate the possible effect of motivation and autonomy on students' English as foreign language proficiency in two universities Payamenoor (distance) and Islamic Azad universities (traditional)- in the city of Gonbad-e-Kavous. To do so, 152 Azad University students and 144 Payamenoor University students were randomly selected. Three questionnaires each dealing with one of the three variables of

motivation, autonomy and foreign language proficiency were distributed among students to collect the required data. Analyzing the data through Multiple Regression and Fisher's r to z transformation, the results revealed that there is a significant relationship between motivation and foreign language proficiency in both universities.

In regard to autonomy, however, results showed no significant relationship between autonomy and foreign language proficiency in Payamenoor University, while in Azad University this relationship was revealed meaningful and significant. The findings of the current study will inform teachers and curriculum developers of the status of motivation and autonomy in the success of students in their academic performance, pointing out some procedures to enhance this idea.

Littlewood (1999, p.73) cited in Godrati, Asraf and Motallebzadeh (2014) comments that if we define autonomy in educational terms as involving students' capacity to use their learning independently of teachers, then autonomy would appear to be an incontrovertible goal for learners everywhere, since it is obvious that no students, anywhere, will have their teachers to accompany them throughout life.

Holec (1981) cited in Ghorbandordinejad, 2014 perceives an autonomous learner as taking charge of his own learning. The individual has the responsibility for all the decisions regarding all aspects of learning, i.e. defining objectives,

choosing materials and evaluating advancement. He considers autonomy as an ability which is not inborn but must be acquired either by natural means or by formal learning, in a systematic, deliberate way.

According to Lee (1998) cited in Godrati, Asraf and Motallebzadeh (2014), all students need to be assisted to gain awareness of independent learning outside the classrooms. He adds that promoting independence in learners will help them to continue their language development and take increasing responsibility for their learning. The main aim of the classroom-based activities will be self-directed learning program. For gaining this result, he designed a research for the first year students who were taking an English Communication Skills class. The results indicated that it was a help for students to become more autonomous with necessary skills and take control over their learning.

Furthermore, a study was conducted by Nematipour (2012) to determine Iranian EFL learners' autonomy level and its relationship with learning style in a sample of 200 undergraduate students at the Department of Foreign Languages. Their major were Teaching English as a Foreign Language and Translation. In his research, three questionnaires were used. The first one was Perceptual Learning Style Preference Questionnaire (PLSPQ) developed by Reid (1987) that was used to explore the learning style preferences of the students. The next questionnaire consisted of randomly arranged sets of 5 statements on each of the six learning style preferences (visual, auditory, kinesthetic, tactile, group learning, and

individual learning). Also, a Learner Autonomy Questionnaire was administered to see how autonomous the participants were in learning English as a foreign language.

His study has provided a rich source of information on students' autonomy level about their learning styles and gender. Results obtained from study showed that most participants believed in their abilities in learning English, they were studying English due to their own interest, they thought their success and failure were due to their attempt, and they preferred pair and group work. On the other hand, they did not like to preview lessons before class, keep record of their study, prepare self exams and reward themselves due to their success.

In line with theories of learners' autonomy above, it can be stated that it is defined as the ability to take charge of one's learning.

2.9. Theoretical Assumption

The literature reviews above made the researcher predicted that convergent and divergent tasks result in difference speaking performance in term of complexity, accuracy and fluency. This was because convergent and divergent tasks have different characteristics and strenghts based on previous researches findings. The characteristics of convergent tasks were attaining single-goal collaboration, focusing on stated knowledge and having cognitively simple. In addition, theyresulted in more comprehensible input,more turns, questions, and confirmation checks per task. On the other hand, the characteristics of divergent tasks weremultiple-outcome cooperative learning,requiring new significant

knowledge, and demanding test items. They also resulted in more words and greater utterance complexity than convergent tasks. Therefore, the researcher assumed that there were different results between convergent and divergent tasks on students' speaking performance in term of complexity, accuracy and fluency.

In addition to this, the researcher assumed that divergent tasks were better in promoting students' autonomy since they provided the students to attain variety outcome and ideas. In this case, collaborative work was not required. They were demanded to explore their ideas personally based their cognitive styles. So it is possible for students to work independently.

2.10. Hypothesis

Based on the literature review and the previous studies elaborated above, the hypotheses will be formulated, as follows:

a. First Research Question

There is a significant difference between convergent and divergent tasks on students' speaking performance in term of complexity.

b. Second Research Question

There is a significant difference between convergent and divergent tasks on students' speaking performance in term of accuracy.

c. Third Research Question

There is a significant difference between convergent and divergent tasks on students' speaking performance in term of fluency.

d. Fourth Research Question

Divergent task is able to promote students' autonomy.

That is the literature review of this research. Then, the next chapter will deal with the methods of this research.

III. RESEARCH METHODS

This chapter includes research design, setting of the research, population and sample, research procedure, data collecting technique, validity and reliability of the instrument and data analysis.

3.1. Research Design

$$\begin{array}{l} G1 = T1 \quad X1 \quad T2 \\ G2 = T1 \quad X2 \quad T2 \end{array}$$

Where:

G1: experimental class 1

G2: experimental class 2

T1: pretest

T2: posttest

X1: treatment (using convergent)

X2: treatment (using divergent)

(Hatch and Farhady, 1982: 22)

This design allows researcher to compare the final post test results between the two groups, giving them an idea of the overall effectiveness of the treatment. The researcher can see how both groups changed from pre test to post test, whether one, both or neither improved over time. The result of the post test can be compared to see the difference. The internal validity of this design is strong, because the pre test ensures that the groups are equivalent. The researchers can

compare the scores in the two pre test groups, to ensure that the randomization process was effective.

3.2. Setting of the Research

The setting included the time and the place of the research. This research was conducted in the academic year of 2016/2017, and it was held at UIN Raden Intan, especially in third semester.

3.3. Population And Sample

There were eight classes of the third semester students at Muamalah majoring in UIN. Two classes which consisted of 21 students each class were taken as the sample. The first class was taught through convergent tasks and the second class was taught through divergent tasks. Those classes were chosen since the speaking ability of the students in the class was homogenous, in other words, their ability in speaking was almost similar. The data were gotten from the previous result of their speaking test.

3.4. Research Procedures

In doing the research, there are some procedures that were done. They were as follows:

3.4.1. Preparing the tasks

There were 2 kinds of tasks that were given to the students. They were convergent and divergent tasks. Topic for the tasks was about describing popular figure.

Before administering the tasks to the sample chosen, firstly they were tried out to another group of students who were supposed to be homogenous. This was done since the tasks designed were not valid and reliable yet. By doing so, it was expected that the valid and reliable tasks can be obtained.

3.4.2. Determining Sample

In determining the sample, the researcher chose third semester which consisted of 21 students, due to the assumption that the class was homogeneous. The homogeneity was gotten from the result of their speaking scores in the second semester of the academic year 2014/2015 and also their speaking score in the previous material in the academic year 2015/2016.

3.4.3. Conducting Tasks

In conducting the tasks, the researcher conducted them in four meetings. For the first meeting, the students did convergent Task 1, then, in the second meeting, they did Convergent Task 2, in the third meeting they did Divergent task 1 and in the fourth they did divergent task 2.

3.5. Data Collecting Technique

The data that were collected were the students' utterances. They were transcribed, coded, analyzed, and measured. To answer the research questions, there were some steps that were done by the researcher, they were as follows:

3.5.1. Determining the instrument

The instruments for answering the first, the second, the third research questions were speaking performance tasks. There were two different types of tasks condition as they were mentioned in the first step of research procedure. In addition, questionnaire of autonomy was used for answering fourth research question.

3.5.2. Recording the students' utterances

To obtain the data, the researcher recorded the students' utterances by using recorder application in the cell-phone. In fact, the students could record the utterances produced with their own cell-phones.

3.5.3. Transcribing and coding the students' utterances

The students' utterances need to be transcribed. It means the spoken forms were transferred into the written form. Having done it, the written utterances were coded by certain symbols. They were coded into AS-unit, lexical words and function words for complexity, number of errors for accuracy, and number of syllables and length of time for fluency. These two processes were carried out by the researcher and an inter-rater.

3.6. Validity and Reliability of the Instrument

To get valid and reliable data, the instrument used should fulfill the validity and reliability. Regarding validity, the instrument should at least fulfill content validity and construct validity.

3.6.1. Validity

The tasks given to the students were composed based on the theories of some experts and also experts' judgments in order to get construct validity. Since speaking performance was going to be investigated, thus the tasks made were based on the theory of speaking performance on the second chapter. Besides, because this research was included in TBLT research, thus the speaking performance was measured in terms of complexity, accuracy, and fluency.

Additionally, the tasks made should also be based on the theories of convergent and divergent task.

In line with content validity, it emphasizes on the equivalent between the material that has been given and items tested. In brief, the items in the test must represent the material that has been taught. In addition, to get content validity of speaking test, the material and test were composed based on syllabus. Related to this research, the result showed that the material in treatments were in line with the syllabus, that is, focusing on speaking performance. Next, the test given were also in line with the material that they got.

Related to the validity of questionnaire, the researcher chose an expert judge or rater to correct and meaning of the questionnaire items. The questionnaire consisted of 20 items. The questionnaire statements were in Bahasa Indonesia. Furthermore, specifications about students' autonomy questionnaire were describe on the table as follows.

Table 3.1
Specification of Students' Autonomy Questionnaire

Objective	Aspect	Indicators	Number of Items
This specification is used to assess students' autonomy related to implementation of convergent and divergent task on students' speaking performance	Students' Autonomy	1. Learning ability	3, 8, 9, 11
		2. Active participation	12, 13, 14, 15
		3. Learning organization	1, 2, 4, 5, 6, 7, 10

3.6.2. Reliability

Reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurate the test score are (Hatch and Farhady, 1982: 244). In this research, inter-rater reliability was used. It refers to the concern that students' score may vary from rater to rater. The formula of the reliability was as follows:

$$R = 1 - \left(\frac{6(\sum d^2)}{N(N^2 - 1)} \right)$$

Note:

- R : Reliability
 N : Number of Students
 D : The different of Rank Correlation

The criteria of the reliability were as follows:

- a. 0.8 - 1.0 : very high reliability
- b. 0.6 - 0.79 : high reliability
- c. 0.4 - 0.59 : medium reliability
- d. 0.2 - 0.39 : low reliability
- e. 0 - 0.19 : very low reliability

After calculating the reliability of students' speaking test, it was found that every score was reliable. In details, the results of the realilby of each score were as follows.

Table. 3.1. The Reliabilty of Students' Speaking Pretest and Posttest Score

	Reliability Pre test	Criteria	Reliability Posttest	Criteria
Convergent	0.97403	Very high realibility	0.89481	Very high realibility
Divergent	0.95714	Very high realibility	0.99058	Very high realibility

In line with table 3.1. above, the reliability of speaking pretest from first experimental class (convergent group) was 0.97403. Referring to the criteria, it belonged to very high reliability. Then the realibility of speaking posttest was 0.89481. It also belonged to very high reliability. Related to second experimental class (divergent group), the reliability of speaking pretest was 0.95714 and the reliability of speaking posttest was 0.99058. They belonged to very high reliability.

In the case of questionnaire, the researcher analyzed the reliability of the instrument by using Cronbach Alpha Formula. The questionnaire consisted of 15 items. The questionnaire statements were in Indonesian. From the analysis through SPSS, it was found that the coefficient Alpha obtained was **0.838**. Referring to the criteria, it belonged to very high reliability as well.

3.7. Data Analysis

After the data needed were collected, then they were coded and counted in terms of complexity, accuracy, and fluency. The explanation is as follows:

3.7.1. Complexity

This research analyzed complexity in terms of lexical complexity, because according to Ellis (2005) cited in Dwi Ratih (2016), complexity is often concerned with syntactic and lexical aspects. Syntactical complexity can be measured by means of the total number of clauses per AS unit and by a subordination index: the ratio of subordinate clauses per total number of clauses. However, this research just measured lexical complexity by means of calculating the lexical complexity by calculating the ratio of lexical words to function words Gilabert (2005) cited in Dwi Ratih (2016).

In addition, this research analyzed complexity in terms of lexical complexity. It was measured by calculating the percentage of lexical words to total number of words Mahpul, (2014: 68).

Lexical Complexity

$\frac{\text{Lexical words}}{\text{Total Number of words}} \times 100\%$
--

3.7.2. Accuracy

Regarding to accuracy, it was calculated by means of determining the percentage of error-free AS-units to number of AS-units (Mahpul, 2014: 69) cited in Agustina (2016). It is argued that it best represents the accuracy learner performance in terms of syntax, morphology, and native like lexical choice or word order.

$$\frac{\text{Error-free-AS-Units}}{\text{Total Number of AS-Units}} \times 100\%$$

3.7.3. Fluency

To measure fluency, this research implemented Speech Rate B in which the number of syllables generated from task performance, divided by the total number of seconds used to complete the task and multiplied by 60 (Mahpul, 2014: 70) cited in Agustina (2016).

$$\frac{\text{Number of syllables} \times 60}{\text{Time of seconds}}$$

For Speech Rate B, repetitions, reformulations, false starts, and comments in the L1 are excluded from the calculation. Thus, the researcher only focused on the students' utterances in L2.

3.8. Hypothese Testing

To test the first, second and third hypothesis, IBM SPSS 23 was used. The hypotheses were analyzed at significance level of 0.05 in which the hypothesis was approved if Sig <... It means that probability of error in hypothesis is only about 5%. The hypotheses were drawn as follows:

a. First Research Question :

H01 : There is no significant difference between convergent and divergent tasks on Students' speaking performance in term of complexity.

H1 : There is a significant difference between convergent and divergent tasks on students' speaking performance in term of complexity.

The criteria for accepting the hypotheses is as follows:

H01 : is accepted if t-value is lower than t-table.

b. Second Research Question :

H02 : There is no significant difference between convergent and divergent tasks on Students' speaking performance in term of accuracy.

H2 : There is a significant difference between convergent and divergent tasks on students' speaking performance in term of accuracy.

The criteria for accepting the hypotheses is as follows:

H02 : is accepted if t-value is lower than t-table.

c. Third Research Question :

H03 : There is no significant difference between convergent and divergent tasks on Students' speaking performance in term of fluency.

H3 : There is a significant difference between convergent and divergent tasks on students' speaking performance in term of fluency.

H03 : is accepted if t-value is lower than t-table.

d. Fourth Research Question :

Concerning with the fourth research question, the hypotheses were drawn as follows.

H04 : Convergent tasks are better for promoting students' autonomy.

H4 : Divergent tasks are better for promoting students' autonomy.

The criteria for accepting the hypotheses is as follows:

H04 is accepted if the T-value is lower than t-table.

This is the end of the discussion in this chapter. The methods of this research have been all discussed.

V. CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the result of the research and suggestions from the researcher to the English teachers and the other researchers who want to conduct the research about convergent and divergent task and learners' autonomy

5.1. Conclusions

In line with the analysis of the data gained during the research, the findings and the result of the present study in the previous section, the researcher draws these following conclusions:

1. Both of convergent and divergent tasks provide students the opportunity to attain their complexity. It is necessary for involving single-goal collaboration and multiple-outcome cooperative learning, between focusing on stated knowledge and requiring new significant knowledge, and between cognitively simple and demanding test items.

That was in line with the finding in this study that there was no a significant difference between convergent and divergent tasks on students' speaking performance in term of complexity. The result also showed that t-table was higher than t-value and the two tail significance showed that $p > 0.05$.

2. Convergent tasks provide enough input for learners. But it does not lead more output. They learn better by examples and referring to their prior knowledge for deciding on a single solution rather than brainstorming and try to find different solutions for a problem. They are asked to work in collaboration with others

toward the same outcome. It does not provide learners opportunity to produce more words. So it is possible for learners to attain better accuracy. They are able to avoid provoked error in their speaking performance.

That was in line with the finding in this study that there was a significant difference between convergent and divergent tasks on students' speaking performance in term of accuracy. The result also showed that t-value of accuracy aspect was higher than that of in t-table and the two tail significance showed that $p < 0.05$.

3. Both convergent and divergent tasks provide students a comfortable learning environment that allow students to overcome stress or fear and speak or have discussions with others. Therefore, it is possible for them to produce words fluently. Furthermore, the learners in both groups were motivated to do the tasks that were real and meaningful for them while being provided the opportunity to actively participate in completing the tasks.

That was in line with the finding in this study that there was no a significant difference between convergent and divergent tasks on students' speaking performance in term of fluency. The result also showed that t-table was higher than t-value and the two tail significance showed that $p > 0.05$.

4. Divergent tasks encourage students to have various outcome options with possibly more than one goal. In addition, questioning in divergent tasks enables students to raise questions with more than one correct answer. In this case, collaborative work is not required. Furthermore, types of tasks allow independent

works which individuals can perform differently according to their cognitive styles and which might lead to different outcome.

That was in line with the finding in this study that divergent tasks are better in promoting students' autonomy than convergent task. The result reported that the divergent group ($M = 3,25$ $SD = 0,33$) had higher mean on the posttest of students' questionnaire than the convergent group ($M = 2,93$ $SD = 0,56$).

5.2. Suggestions

Related to the problem of this research and the information from the discussion of this research, the researcher would like to suggest:

5.2.1. Suggestion for English teachers:

1. The English teachers/lecturers should use both of convergent and divergent tasks for optimizing students' speaking performance.
2. The English teachers/lecturers should use divergent tasks for promoting students' speaking autonomy.

5.2.2. Suggestion for further researchers:

1. It is necessary to emphasize that this study needs to be repeated with larger samples. In line with the current study, it will be interesting to add other factors that may possibly contribute to other skill (e.g. gender, motivation, language proficiency, etc.). In addition, other studies should be conducted with participants from the higher level of education that is in tertiary level of students.
2. As this study is only about the difference between convergent and divergent tasks on speaking performance, more research should be carried out to investigate

convergent and divergent tasks on different language skills such as listening in order to investigate which one of task is more effective.

3. In the process of teaching using convergent and divergent task students find some difficulties. Further researcher can focus on their difficulties or problems in the classroom.

This is the end of the discussion in this chapter. The conclusions and suggestions of this research have been all discussed.

REFERENCES

- Alisyahbana, S.T. (1990). The teaching of English in Indonesia. In J.M. Britton, R.E., Shaffer and K. Watson (eds). *Teaching and learning English Worldwide*. Clevedon : Multilingual Matters, Ltd.
- Agustina, D. R. (2016). The Effects of Manipulating Task Complexity of Students' Speaking Performance at 9th Grade of SMPN 11 Bandar Lampung. Unpublished Master Thesis. Department of English Education, Lampung University.
- Derakhshan, A., Khalili, N.A, and Behesti, F. (2016). Developing EFL Learners' Speaking Ability, Accuracy and Fluency. *English Language and Literature Studies* 6 (2), 177-186.
- Douglas, R.S, and Kim, M (2014). Task Based Language Teaching and English for Academic Purposes : An Investigation into Instructor Perception and Practice in The Canadian Context. *TESL Canada Journal vol 31, pp: 1-5*
- Godrati, M, Asraf, H and Motallebzadeh, K. (2014). Improvement of Iranian EFL Learners' Autonomy Through Task Based Speaking Activities. *International Journal Multidisciplinary and Current Research, Vol 2*.
- Ghorbandordinejad, F. (2014). Motivation and Autonomy as Predictors of Foreign Language Proficiency among the Iranian Students of Distance vs.Traditional Universities. *International Journal of Applied Linguistics & English Literature, 3 (6)*
- Hatch, E. and Farhady, H. 1982. *Research Design and Statistics for Applied Linguistics*. London: Newbury House, Inc.
- Mahpul. (2014). *Task Complexity in Dialogic Oral Production by EFL Indonesian Learners*. Unpublished Thesis.
- Marashi, H and Sizari, T. Parisa. (2015). Using Convergent and Divergent Tasks to Improve Writing and Language Learning Motivation. *Iranian Journal of Language Teaching Research. 3 (1) 99-117*.
- Mineishi, M. (2010). East Asian EFL Learners' Autonomy Learning, Learner Perception on Autonomy and Portfolio Development: In the Case of

- Educational Context in Japan. *International Journal of Arts and Science*. 3 (17), 234-241.
- Nezhad, R. Gholam, Shokrpour, N. (2013). The Impact of Task Type and Divergent Thinking on Reading Proficiency. *International Journal of English Language and Literature Studies*. 2 (2) :124-137.
- Nunan, D. (2004). *An Introduction to Task Based Teaching*. Cambridge: Cambridge University Press.
- Oradee, Th. (2012). Developing speaking skills using three communicative activities (discussion, problem-solving, and role-play). *International Journal of Social Science and Humanity*, 2(6), 532- 533.
- Rahimy, R. (2015). Examining the Effect of Task Complexity and Sequence on Speaking Ability of Iranian EFL Learners. *International Journal of Applied Linguistics & English Literature*. 4 (1) : 247-254
- Reid, J. (1987). The Learning Style Preferences of ESL Students. *TESOL Quarterly*, 21(1), 87–111.
- Salimi, A and Dadashpour, S. (2012). Developing Task Complexity in EFL Context. *Procedia - Social and Behavioral Sciences* 46 726 – 735.
- Xu, J. (2009). A Survey Study of Automous Learning by Chinesse Non-English Major Post-Graduates. *The Journal of English Language Teaching*, 2 (4) 25-35
- Yufrizal, H. (2007). *Negotiation of Meaning By Indonesia EFL Learners*. Pustaka Reka Cipta.