

ABSTRACT

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

By

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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.