ABSTRACT
THE USE OF TASK COMPLEXITY IN WRITTEN DATA
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The present study aimed to investigate the effect of types of task complexity in students’ written performance in terms of complexity, accuracy, and fluency (CAF) and to find out the significant different aspect of task. The instruments were three types of complex simple task in form of written task that manipulated and combined along resource directing (i.e. –few elements, -there and then, -reasoning demands) and resource depleting (+planning, +single task, +prior knowledge). The subjects of the research were the tenth grade students of SMAN 7 Bandar Lampung consisting of 30 students. The data was analyzed by using CAF formula such as the number of clause for complexity, error-free clause for accuracy and the number of words for fluency. The result of the research showed that the task which was designed -reasoning demands/+planning, +single task, +prior knowledge were able to encourage the students to produce language more complex and more fluent. The mean score of complexity and fluency in the task was 1.307 and 9.572. On the other hand, the task in form of -there and then/+planning, +single task, +prior knowledge had positive effect on accuracy in student written performance. The mean score of it was 77.687. It indicates that manipulating and combining the number of elements in resource directing and resource depleting result in different effect on students’ written performance. The results also partly support the Robinson Cognition Hypothesis in which the students produce more complex and more accurate in producing language in certain types of task. This research suggested teachers to design a task with complex simple of task complexity to facilitate the students’ achievement in producing language both oral and written in terms of complexity, accuracy, and fluency. Besides that, it is expected that this study can inspire other researchers to have further research about task complexity.

Key words: Task complexity, Resource directing-Resource depleting, CAF