ABSTRACT

THE EFFECT OF FOCUSED AND UNFOCUSED TASKS ON THE STUDENTS’ SPOKEN PERFORMANCE AT JUNIOR HIGH SCHOOL 4 BANDAR LAMPUNG

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The objective of current research was to find out the effect of focused and unfocused tasks on the students’ spoken performance in terms of complexity, accuracy and fluency (CAF). The research is a quantitative descriptive research. The Independent Paired sample T-test was used to determine the statistical evidence by comparing the means of two independent groups. The results showed that both focused and unfocused tasks had different effects on CAF in which the students’ mean scores of focused tasks in lexical complexity and in accuracy are better than the mean scores of unfocused tasks. Meanwhile, the students’ mean scores on focused tasks in terms of fluency are lower than those of unfocused tasks. This suggests that focused tasks facilitate learners to improve their spoken performance in terms lexical and grammatical aspects while unfocused tasks excel in improving students’ spoken performance in terms of fluency.

Key words: Focused Task, Unfocused Task, Spoken Performance, CAF.