ABSTRACT

THE EFFECT OF TASK COMPLEXITY AND TASK CONDITION ON SPOKEN LANGUAGE PRODUCTION BY INDONESIAN EFL LEARNERS

By

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This study investigates the effect of task complexity and task condition (gender) on the CAF (Complexity, Accuracy, and Fluency) of spoken language performance by Indonesian EFL learners, framed within Robinson's (2007) Triadic Componential Framework. Adopting an exploratory mixed-methods, the research was conducted in two phases. In the first phase, a Topic Preference Questionnaire identified gender-based topic preferences among twelfth-grade students at MAN 1 East Lampung. Based on these preferences, a series of monologic speaking tasks of varying cognitive complexity were designed and administered in the second phase. The learners' oral performances were analyzed using CAF measures. Statistical analysis using Mann-Whitney U tests revealed significant gender differences in complexity and fluency, with female learners producing more complex and fluent speech, while accuracy showed no significant difference between groups. These findings partially support Robinson's Cognition Hypothesis, indicating that increased task complexity can promote syntactic elaboration and align with Skehan's Trade-Off Hypothesis, reflecting limited attentional resources distributed among CAF dimensions. The study concludes that gender functions as a significant influencing factor in managing cognitive load during task performance. Pedagogically, the findings highlight the need for gender-sensitive and cognitively principled task design to enhance spoken fluency and linguistic sophistication in EFL contexts.

Keywords: *task complexity, task condition, gender, speaking performance, CAF, Triadic Componential Framework.*