

THE USE OF PRE-TASKS: REHEARSAL AND STRATEGIC PLANNING IN SPEAKING CLASSES

By

Uswatun Khoiriyah, Patuan Raja, Ujang Suparman Magister
Pendidikan Bahasa Inggris FKIP Universitas Lampung
uswatunkhoiriyah65@gmail.com

ABSTRACT

The objective of the research was to investigate whether the different types of pre- tasks (rehearsal and strategic planning tasks) result in different students' speaking performances in terms of CAF. One group repeated measure was used in this study. The subjects of the research were 30 students of IAIN Raden Intan Lampung. The results showed that there was a statistically significant difference of the students' speaking performances in terms of CAF between two types of the pre-tasks with the significant level less than 0.05. That is, the rehearsal task generated more complex and fluent oral production than the strategic planning task. On the other hand, the strategic planning task produced more accurate in the students' utterances than the rehearsal task. This suggests that the rehearsal task facilitates the students to improve better complex and fluent utterances. Then, the strategic planning task leads the students to pay more accurate language production.

Keywords: *Accuracy, Complexity, Fluency, Rehearsal task, Speaking Skills, Strategic planning task*

Tujuan dari penelitian adalah untuk menyelidiki apakah perbedaan tipe-tipe pra- tugas (repetisi dan perencanaan strategi) menghasilkan kinerja berbicara siswa yang berbeda di dalam CAF. Penilaian berulang terhadap satu grup digunakan di dalam penelitian ini. Subjek dari penelitian ini adalah 30 mahasiswa IAIN Raden Intan Lampung. Hasil penelitian ini menunjukkan bahwa ada perbedaan signifikan secara statistik dari kinerja berbicara siswa di dalam CAF diantara dua jenis pra- tugas dengan level signifikan kurang dari 0.05. Yaitu tugas repetisi menghasilkan lebih kompleks dan lancar di dalam produksi lisan daripada tugas perencanaan strategi. Sebaliknya, tugas perencanaan strategi menghasilkan lebih ketelitian di dalam ucapan-ucapan siswa daripada tugas repetisi. Hasil penelitian ini menyarankan bahwa tugas repetisi memfasilitasi siswa untuk meningkatkan kekompleksitasan dan kelancaran ucapan menjadi lebih baik lagi. Kemudian, tugas perencanaan strategi mengarahkan siswa untuk lebih memperhatikan ketelitian di dalam memproduksi bahasa.

Kata kunci: *Ketelitian, Kompleksitas, Kelancaran, Tugas repetisi, Kemampuan berbicara, Tugas perencanaan strategi*

INTRODUCTION

Speaking 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 cited in Torcky, 2006).

Developing speaking skill is important in EFL/ ESL programs. Nunan (1999) and Burkart and Sheppard (2004) argue that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. Therefore, speaking is probably a priority for most learners of English (Florez, 1999). Speaking instruction is important because it helps students acquire EFL speaking skills to converse spontaneously and naturally with native speakers. In addition, teaching speaking should be taught through attractive and communicative activities. Furthermore, TBL is the method where the task requires learners to use language which has ‘an emphasis on meaning and requires them ‘to use language and to attain a goal’. This means that the students are learning the language by using it, as assumed by the communicative style. The notion of TBL is that learning and teaching should be organized around a set of classroom tasks (Cook, 2008).

While task-based research has been able to identify a number of variables that impact on performance (e.g. whether contextual support is available, whether the information is shared or split, whether the outcome is closed or open, whether there is inherent structure to the task’s content), the results have not always been consistent. This has led some researchers (e.g. Coughlan & Duff 1994) to argue that the ‘activity’

that results from a ‘task’ is necessarily co-constructed by the participants on each occasion, making it impossible to predict accurately or usefully how a task will be performed. However, one implementation variable that has attracted considerable attention and that has been shown to produce relatively consistent effects on L2 production is task planning.

Richards (as cited in Ellis, 2005) shows how many experienced teachers adhere to a maxim of planning (‘Plan your teaching and try to follow your plan’). Teachers feel the need to be creative and varied in teaching. It provides a clear structure for a lesson and it also allows for creativity and variety in the choice of options in each phase. Planning and its role in task-based performance are of both theoretical interests to second language acquisition (SLA) researchers and of practical significance to language teachers.

In the case of SLA researchers, planning is important because it links in with the current interest in the role of attention in language learning. Whether learners plan strategically before they perform a task or engage in careful within-task planning, opportunities arise for them to attend to language as form.

Over the past decade, researchers have remarkable attention to the role of planning in the process of task-based language learning (Abdi, Eslami & Zahedi, 2012). Planning is one of the significant factors in the studies of TBLT. Understanding more about the construct of planning is of worth for both SLA researchers, who are primarily interested to develop a set of ideas about L2 acquisition, and language teachers, whose aim is to help learners to learn languages more

effectively and efficiently. Planning is essentially a problem-solving activity; it involves deciding what linguistic devices need to be selected in order to affect the audience in the desired way (Ellis, 2005). Planning and its influence in task-based language performance are extensively studied in the literature (Wang, 2008). But there have only been few studies that have considered the issue of how different task planning might have an influence on complexity, fluency, and accuracy of L2 learners' performance in terms of their oral production (Ahmadian, 2011).

This research aimed at filling this gap which might help language practitioners in their everyday teaching activities to promote their students' speaking performances in terms of complexity, accuracy, and fluency (CAF). 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. Then, 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 Skehan and Foster (as cited in Mahpul, 2014).

Fluency is rapid, smooth, accurate, lucid, and efficient translation of thought or communicative intention into language under the speaking constraints of on-line processing Lennon (as cited in Nurdiana, 2017).

The choice of planning task was used to design the lesson by using types of pre-task planning that was rehearsal task and strategic planning task where rehearsal entailed providing learners with an opportunity to perform the task before the 'main performance'. In other words, it involved task repetition that is rehearsal task with the first performance of the task viewed as a preparation for a subsequent performance. Then the strategic planning task entailed learners preparing to perform the task by considering the content they will need to encode and how to express the content (Ellis, 2005). Both rehearsal and strategic planning were done in the pre-task. The purpose of pre-task phase itself was to prepare the students in performing the task.

From the explanation above it could be summarized that the aim of this research is to investigate whether the different types of pre-tasks (rehearsal and strategic planning tasks) result in different students' speaking performances in terms of CAF.

METHOD

In this study, the researcher used quasi-experimental design in term of using one experimental group repeated measure. The group was chosen by using purposive sampling technique. The experimental group was taught by using rehearsal and strategic planning tasks designed by the researcher.

This research was conducted in academic year of 2016/2017. The population of this research was all of IAIN Raden Intan Lampung students in the 2nd semester. The sample of the research was chosen from English Department's classes. Then, two different types of pre-tasks (Rehearsal

and Strategic Planning Tasks) were used as the instruments for answering the research question. Those tasks were designed in such a way that doing rehearsal task and strategic planning task to be implemented in the classroom activities. The first task was rehearsal task. It was expected that the task train the students to perform the main task based on their background knowledge from the pre-task so they have known what should they perform in the main task.

Then the second task was in a form of strategic planning task which was expected to make the students' easy in preparing their selves to complete the whole task and give positive impact on the students' speaking performance. In strategic planning task, the students were given the time to plan what were they going to do to complete the task.

The data of this research was students' utterances. The data was carried out by using recorder to record the students' utterances. They were transcribed, coded, analyzed, and measured to answer the research question. The students' utterances were analyzed in terms of complexity, accuracy, and fluency (CAF) to evaluate the participants' oral performance. The data was analyzed and calculated by using SPSS

RESULTS AND DISCUSSION

The researcher investigated the students speaking performances to get the data. There were two types of tasks that were performed by the students. The first one was rehearsal task and the second was the strategic planning task. The results of both of tasks from the students speaking performances were explained as below:

The Mean differences of Task 1 (Rehearsal Task)

The following table showed the means of syntactic complexity (SC), lexical complexity (LC), accuracy (A), and fluency (F) after the scores were analyzed by using SPSS from Task 1 (Rehearsal Task).

Table 1. Mean Differences of Rehearsal Task for Syntactic Complexity, Lexical Complexity, Accuracy and Fluency

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Task_1_SC	30	0.37	2.00	1.04	0.39
Task_1_LC	30	0.02	0.46	0.26	0.09
Task_1_A	30	0.00	0.73	0.19	0.17
Task_1_F	30	77.95	221.54	135.48	35.79
Valid N (listwise)	30				

Measures

With regarded to the measure of all categories from Task 1, it can be seen that fluency had the highest mean score, that was 135.48. Then the second position was followed by syntactic complexity which had the mean score 1.04. Furthermore, lexical complexity reached the third position with the mean score 0.26. The last position was accuracy that had the lowest mean score 0.19. From this result, it was suggested that the students produced more fluency and less accuracy if they were given the task 1 where it was kind of performing a similar task. It was because the more students got background knowledge about the main task in the pre-task, the more they could speak fluently in the main task.

Table 2. The Significance of Rehearsal Task to The Students' Speaking Performances in Terms of CAF

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Task_1_SC	14.78	29	.000	1.04	0.89	1.19
Task_1_LC	15.69	29	.000	0.26	0.22	0.29
Task_1_A	6.29	29	.000	0.19	0.13	0.26
Task_1_F	20.73	29	.000	135.48	122.11	148.84

From table 2, it was showed that all the significant levels were 0.000. It can be concluded that there was an effect of using rehearsal task on the students' speaking performances in terms of CAF since $p < 0.05$.

The Mean differences of Task 2 (Strategic Planning Task)

The following table showed the means of syntactic complexity, lexical complexity, accuracy, and fluency after the scores were analyzed by using SPSS from Task 2 (Strategic Planning Task).

Table 3. Mean Differences of Strategic Planning Task for Syntactic Complexity, Lexical Complexity, Accuracy and Fluency Measures

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Dev
Task_2_SC	30	0.07	1.28	0.58	0.29
Task_2_LC	30	0.09	0.33	0.19	0.06
Task_2_A	30	47.37	160.95	109.91	30.33
Task_2_F	30	0.04	0.73	0.21	0.14
Valid N (listwise)	30				

Based on table 3 above, it can be concluded that accuracy had the

highest mean score 109.91 among all categories. Then, the syntactic complexity became the second position that had a mean score of 0.58. Furthermore, the third position was placed by fluency 0.21. The lower mean score was filled by lexical complexity that was 0.19

Table 4. The Significant of Strategic Planning Task to The Students' Speaking Performances in Terms of CAF

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Task_2_SC	10.638	29	.000	0.58	0.46	0.69
Task_2_LC	16.538	29	.000	0.19	0.17	0.22
Task_2_A	8.203	29	.000	0.21	0.16	0.27
Task_2_F	19.854	29	.000	109.91	98.59	121.24

From table 4, all the significant levels were 0.000. It can be concluded that the statistical hypothesis was accepted where there was a statistically significant difference of using strategic planning task on the students' speaking performances in terms of CAF. It was seen from all of significance scores were less than 0.05.

Based on the result of the research, starting from the mean differences of Task 1 (Rehearsal Task) in terms of CAF, and the mean differences of Task 2 (Strategic Planning Task) in terms of CAF, the findings was elaborated as follows:

The result of this study showed that Task 1 (Rehearsal Task) had a higher mean score on fluency than the other skills. Furthermore, Task 2 had a higher mean score on accuracy. Then

it was also followed by syntactic complexity which had the second high score in speaking performance. The findings of this research support several studies which have shown that planning leads to gains in fluency (Foster and Skehan, 1996; Mehnert, 1998). In Ellis (2005), a number of studies have investigated the effects of planning on L2 learners' performance of oral narratives (Ellis, 1987; Foster and Skehan, 1996; Ortega, 1999; Skehan and Foster, 1997, 1999; Yuan and Ellis, 2003).

These studies showed that giving learners an opportunity to plan a narrative before they speak it (i.e., strategic planning) resulted in significant gains in both fluency (whether measured in terms of temporal variables such as number of syllables per-minute or hesitation variables such as frequency of reformulations) and complexity (measured most commonly in terms of the degree of subordination). In general, studies had shown a positive impact of planning on L2 performance.

Finally, according to the explanation above, it could be concluded that between Task 1 and Task 2 there was a significantly different result in terms of complexity, accuracy, and fluency. Therefore, the lower score in Task 1 was achieved by accuracy. It was in line with Bygate's study (2001) that showed task repetition did not improve the accuracy. Then the lower score in Task 2 was achieved by the lexical complexity. Once more, it meant that there was a significantly difference on

the students speaking performances in terms of lexical complexity and accuracy between Task 1 and Task 2.

CONCLUSION AND SUGGESTION

Based on the results and discussions of the use of pre-tasks (rehearsal and strategic planning tasks) in speaking classes, the researcher concludes that there was a statistically significant difference between two types of pre-tasks (rehearsal and strategic planning task) to the students' speaking performances where all the scores of significance less than 0,05. The three aspects of CAF (Complexity, Accuracy and Fluency) were analyzed but not all the aspects had higher mean scores. Furthermore, the finding of the research showed that the rehearsal task was a better task to promote the students' speaking performances in terms of complexity and fluency because the rehearsal task generated more complex and fluent in the students' utterances than strategic planning task. On the contrary, the strategic planning task produced more accurate in the students' utterances than the rehearsal task.

By considering the conclusions above, the researcher proposes some suggestions as follow:

1. For English Teachers

The English teachers/ lectures should use the picture that is familiar with the students in designing the rehearsal and strategic planning task in order to make the students easy in searching the

language they needed to complete the task. Then, the Rehearsal is better to enhance the students' speaking performances in terms of complexity and fluency in English.

2. For Further Research

In the process of teaching using rehearsal and strategic planning task, this study only focuses on measuring the students' speaking performances in terms of complexity, accuracy, and fluency, more research should be carried out to investigate rehearsal and strategic planning task by using content order analysis which can detect the language properly.

In addition, there was little previous research which had conducted the study of pre-tasks planning in terms of rehearsal and strategic planning tasks in other skills. It is better to further research to fill this gap. They could examine the effect of rehearsal and strategic planning in other skills (such as: listening and reading) and also other factors that may possibly contribute to other skills (e.g. gender, anxiety, motivation, and etc.).

REFERENCES

- Abdi, M., Eslami, H., and Zahedi, Y. (2012). The impact of pre-task planning on the fluency and accuracy of iranian efl learners' oral performance. *Procedia Social and Behavioral Sciences*. 69, 2281 – 2288. doi: 10.1016/j.sbspro.2012.12.199.
- Ahmadian, M. J. (2011). The effects of guided careful online planning on complexity, accuracy and fluency in intermediate EFL learners' oral production: The case of English articles. *Language Teaching Research*, 16(1),129–149.doi: 10.1177/1362168811425433.
- Burkart, G. and Sheppard, K. (2004). *Content ESL across the USA: a training packet. a descriptive study of content-ESL practices*. National Clearing house for English Language Acquisition.
- Burns, A and Joyce, H. (1997). *Focus on speaking*. In Torcky, S., A., E., F. (2006). *The effectiveness of a task-based instruction program in developing the English language speaking skills of secondary stage students*. Ain Shams University.
- Bygate, M. (2001). Effects of task repetition on the structure and control of oral language. In M. Bygate, P. Skehan and M. Swain (eds), *Researching pedagogic tasks, second language learning, teaching and testing*. Harlow: Longman.
- Cook, V. (2008). *Second language learning and language teaching*. London: Hodder Education.
- Coughlan, P., Duff, P.A. (1994). Same task, different activities: analysis of sla task from an activity theory perspective. *Vygotskian approaches to second language research*. Michigan State University.

- Ellis, R. (2005). *Planning and task performance in a second language*. Oxford: OUP.
- Florez, M. A. (1999). Improving adult English language learners' speaking skills. *ERIC Digest*. (ERIC Document Reproduction Service No. ED: 435204).
- Mahpul.(2014). *Task complexity in dialogic oral production by EFL Indonesian learners*. Unpublished Thesis.
- Mehnert, U. (1998). The effects of different lengths of time for planning on second language performance. *Studies in Second Language Acquisition*, 20,83-108.
- Nurdiana, N. (2017). *Designing convergent and divergent tasks for promoting students' speaking performance and autonomy*. Unpublished Master Thesis. Department of English Education, Lampung University.
- Wang, Y. (2008). Influence of planning on second language performance in task-based language teaching. *English Language Teaching*. Vol.1, No.1.