

## The Effect Of The Combination Of Task Repetition And Post -task Transcribing On Students' Fluency In Speaking English

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### Abstract

This research was quantitative research that aimed to find out how the development of students' speaking fluency when the teacher applied the combination of task repetition and post-task transcribing in the speech class at Universitas PGRI Sumatera Barat. The technique of data collection was purposive sampling. research instruments were a video recorder and document. The researcher used the speech rate indicator (the number of syllables produced in one minute) to know students' speaking fluency. From the research data, it was found that the average of students' speech rate is increasing in each meeting and the speaking level of students remained at a slow level. Based on data analysis and discussion, the researcher concluded that the combination of task repetition and post-task transcribing was not very effective in improving students' speaking fluency in English because not all students increased their speech rate in each meeting.

**Keyword:** *task repetition, post-task transcribing, speech rate.*

### Abstrak

Penelitian ini menggunakan metode kuantitatif. Tujuan dari penelitian adalah untuk mengetahui bagaimana perkembangan kelancaran berbicara siswa bila guru menerapkan penggabungan task repetition dan post-task transcribing pada kelas pidato di Universitas PGRI Sumatera Barat. Teknik pengambilan data yang di gunakan adalah purposive sampling. instrument penelitian adalah dengan menggunakan video recorder dan document. Peneliti menggunakan indicator speech rate (jumlah suku kata yang di hasilkan dalam waktu satu menit) untuk melihat kelancaran berbicara siswa. Dari data penelitian di temukan bahwa rata-rata speech rate siswa berkembang setiap pertemuan dan level berbicara siswa tetap dalam level lambat. Berdasarkan analisis data dan discussion, peneliti menyimpulkan bahwa penggabungan task repetition dan post-task transcribing tidak terlalu efektif untuk meningkatkan kelancaran berbicara siswa dalam bahasa inggris di karnakan tidak semua siswa meningkat speech rate nya setiap pertemuan.

**Key word:** *task repetition, post-task transcribing, speech rate.*

### INTRODUCTION

Speaking skill is very important, it is the most used skill when someone wants to convey messages and exchange information. Richards (2009), concerned that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. learners can be said to be proficient in English if they can speak English fluently and easily understood by listeners.

Speaking is an activity used by someone to communicate with others, it takes place everywhere and has become part of our daily activities and uses the language to express his or her ideas, feeling, and thought information with others through communication (Argawati, 2014). It shows that speaking ability is an important point that reflects on the knowledge, thought, and behavior of someone. Thus, having good speaking ability is very helpful for students. Selti et al (2019), Speaking is the process of giving and/or sharing information, idea, or a concept to the listener. It means that good speakers could deliver the message they want

to express to the listener speaking in a process of giving and or sharing information. Brown (2004), speaking is a productive skill that can be directly and empirically observed. It means that in speaking the speaker produces a message and receives it to be the listener to by sending a message.

Rahayu et al (2020), "The ability to speak English fluently is a goal for the majority of English language learners". To make it happen, the teacher gives the speaking task to the students in learning English to help students in improving students' speaking skills and understanding using English. Crowther et al (2015), by Giving the speaking task to students in English learning is very influential in students' comprehensibility of English and the quality of speakers in speaking English.

Ellis (2009), defined a task as any activity that requires learners to embrace the target language, focusing on the meaning in order to attain a certain goal or perform a certain action. Learners engage in a set of lesson plans that are interactive, to aid them in comprehending and manipulating the target language. Ellis (2009) also notes that tasks embrace a cognitive process that involves selecting, reasoning, classifying, sequencing information, and transforming that information from one form to the other.

Oxford (2006), a task can be defined as " task is a structured instructional plan that requires learners to move toward an objective or outcome using particular (teacher-given) working procedures or processes." Moreover, the task should have a sense of completeness, and be able to stand alone as a communicative act in its own right with a beginning, middle, and end.

Richards (2001, p. 223), states that a task is an activity that requires the student to reach and accomplish an outcome from given information through some process of thought, and which allows teachers to control and regulate the process. So the task is an activity controlled by the teacher.

Related to the task for communication, the speaking task can be defined as activities that engage speakers in using language in order to achieve a particular speaking situation the emphasis of the speaking task is on goal-oriented language use and meaning than form. Task provides learners opportunities to interact in the target language, allows learners to incorporate authentic text into learning, and lets learners use their own insight. In addition, the activities on task to be included in language courses need to be prepared under rigorous planning and preliminary investigation.

Although there are many positive findings of the success of teaching methods to improve speaking skills, there are still many students who are lacking in speaking skills because of anxiety effects that influence their response in speaking. Yalçın & İnceçay (2014), " speaking causes the highest anxiety among foreign language learners". Gramer & Sprintschnik (2008), Cardiovascular reactivity and recovery from evaluative speaking tasks that require persuasive behavior are influenced by social anxiety. This finding is in line with Beatty & Behnke (1991), heart rates were higher for apprehensive speakers under intense conditions than for apprehensive performing under low-intensity conditions. Furthermore, the barrier in increasing students' speaking ability is caused by the level of stress. Gramer & Sprintschnik (2008), this response increased with age and pubertal status, particularly during mid-adolescence and advanced puberty. Thus, When students are adults, they will have a higher stress level

To support research, it is important to have other researches that have been made by other researchers. After reading the research done by several previous researchers, the researcher was inspired to conduct the research. The first is research that has been conducted by(Agirre & Azkarai, 2017).they did research about "Task Repetition Effects on CAF in EFL Child Task-Based Oral Interaction". the research was aimed to assess the potential impact of task repetition on CAF in oral production. And the finding of the research is procedural task repetition positively impacts fluency and accuracy. The second research is (Bozorgian & Kanani, 2017). They did research about "task repetition on accuracy and fluency: EFL learners' speaking skill". the research was aimed to investigate the effect of task repetition on their accuracy and fluency of speaking skills. The results showed that task repetition affects

speaking skills and improves the learners' accuracy and fluency. Last, the researcher also encounter research which has been conducted by (Foster & Skehan, 2013). they did research about "Anticipating a Post-task Activity: The Effects on Accuracy, Complexity, and Fluency of Second Language Performance". the research was aimed to know how a Post-task Activity Effects on Accuracy, Complexity, and Fluency of Second Language Performance In this study, the result show that it can fairly easily produce increased fluency and accuracy or increased fluency and complexity, but only rarely do they produce increased accuracy and complexity

In short, research has to know and find the purpose in conducting research. The researcher should have significance for the researcher or for the reader who reads it. So, in this study the researcher attempt to reach the following purposes, those are; investigating How is the development of students' speaking fluency as affected by the combination of Task Repetition and Post-task Transcribing (TRPT) at Universitas PGRI Sumatra Barat. In addition, the researcher wants to analyze students' speaking fluency by focusing on the students' speech rate.

## METHODS

Related to the research purpose, the researcher chooses a quantitative approach with the survey research as the research design in this study. Gay, Mills, and Airasian (2012), quantitative research is the collection and analysis of numerical data to describe, explain, predict or control phenomena of interest. A quantitative approach will be used because it enables the researcher to describe the problems and explain how the development of students' speaking fluency. Therefore, this study will use survey research. It will be chosen because it enables the researcher to describe how the development of students' speaking. Gay and Airasian (2012), there are two types of survey research. The first is a cross-sectional survey. it is one in which data are collected from selected individuals at a single point in time. Cross-sectional designs are effective for providing a snapshot of the current behaviors, attitudes, and beliefs in a population. The second is Longitudinal Surveys. In a longitudinal survey study, data are collected two or more times. These surveys are extremely useful for studying the dynamics of a topic or issue over time. In this case, the researcher used a cross-sectional survey because the researcher wants to know How the development of student's speaking fluency was affected by the combination of task repetition and post-task transcribing (TRPT) at Universitas PGRI Sumatra Barat

The participants in this research were selected using the purposive sampling technique. Airasian P (2012), "purposive sampling, in which the researcher deliberately identifies criteria for selecting the sample". Sugiono (2014,p.85), purposive sampling is a sample collection technique with certain considerations. The participants for this study were 31 students of the 2020A English education program at Universitas PGRI Sumatra Barat. Then, the researcher limited participants become 24 students because only 24 students were regularly to follow the first meeting until the fourth meeting. The participants were chosen by using the purposive sampling technique because the data was taken from the class that implement task repetition and post-task transcribing in the class.

The researcher used a video recorder and document as an instrument. Creswell (2012), the instrument is a tool for measuring, observing, or documenting quantitative data. It is used to know the development of the combination of task repetition and post-task transcribing to students' speaking fluency. In order to collect the data, the researcher used observation as the technique of data collection. Marshall & Rossman as quoted by Kawulich (2015), Observation is the systematic description of the events, behaviors, and artifacts of a social setting. There were several steps that the researcher did for collecting the data. First, the researcher made a letter to ask permission from the head of the study program to ask the data of students from class 2020 A. Second, the researcher asked permission from the lecturer to ask the lecturer to be able to apply the method of combination of Task Repetition and Post-task Transcribing in the speech class. Third, the researcher asked the lecturer the data of students' video recorders and documents once a week. Fourth, the researcher made the feedback for the

student based on video recorders and the document that have gotten. Finally, the researcher would analyze all the data

After collecting the data, the researcher would analyze the data based on the instruments given. Arikunto (2013, pp. 278–281), there are three steps in analyzing the data such as the preparation, tabulation, and the implementation of data based on the approach of research. To count the speech rate, the researcher use the method by Rigenbach in (Kormos & Dénes, 2004), (Hsu, 2017) The total number of syllables produced in a given speech sample was divided by the amount of total time required to produce the speech sample, (including pause time) expressed in seconds. This figure was then multiplied by sixty to give a fig. expressed in syllables per minute. Then, to know the level of students' speech er used a scale created by (Tauroza & Allison, 1990). The table can be seen below:

**Table 1. Estimate of the standard rate of speech (syllables per minute)**

NO	CATEGORY	SCORE
1	Fast	>320
2	Moderately Fast	280-320
3	Average	230-280
4	Moderately Slow	190-230
5	Slow	<190

## FINDING AND DISCUSSION

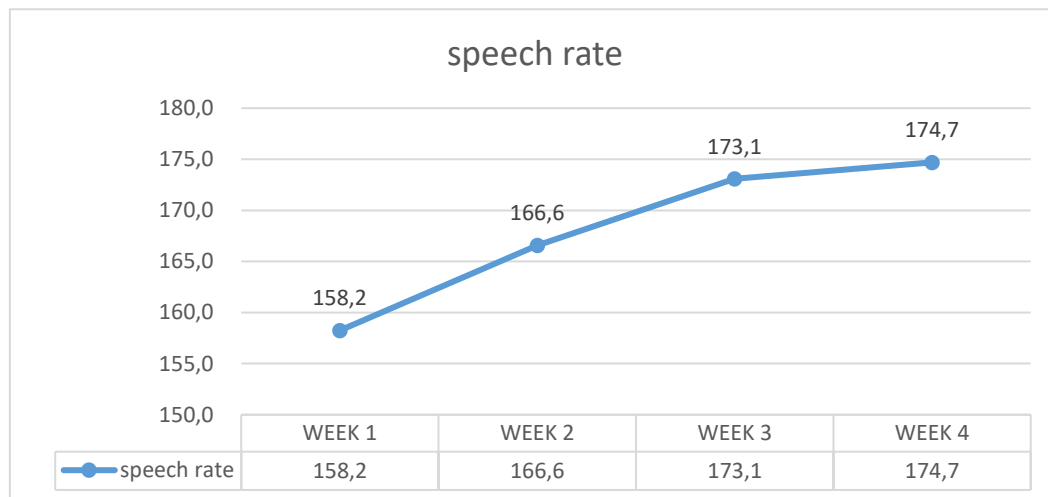
### 1. Finding

This research shows that after implementing task repetition and post-task transcribing to class 2020 A at Universitas PGRI Sumatra Barat, the result shows that the average students' speech rate from the first meeting to the fourth meeting is increasing in each meeting. The table can be seen below

**Table 2. The development of students' speech rate each meeting**

No	NPM	NAMA	WEEK 1	WEEK 2	WEEK 3	WEEK 4
1	20040001	Ayu Cantika Putri	180.0	171.3	170.6	166.8
2	20040002	Tiara Aprili Sumita	183.3	197.6	224.4	210.4
3	20040003	Zeppi Marziki	113.3	120.8	111.5	127.0
4	20040007	Tassya Monika	163.5	176.3	175.2	195.7
5	20040009	Dini Putri	194.0	195.3	196.7	195.3
6	20040012	Rani Syerli Octavia	203.6	187.5	208.0	204.0
7	20040013	Ratih Marlina	183.1	189.2	202.7	155.3
8	20040014	Fakhri Naufal	157.3	150.6	164.7	142.3
9	20040017	Yunita Sanjaya	151.8	166.0	175.2	171.0
10	20040019	R.A Sherly Tridayanti	181.1	172.0	192.2	175.2
11	20040020	Dwi Bora Kurniawati Sinaga	126.7	154.4	173.3	188.8
12	20040021	Rifat Sessha	202.3	191.4	206.7	192.7
13	20040023	Fany Agustin	136.8	175.2	158.9	163.1
14	20040024	Amora Diona	127.2	142.6	139.1	154.9
15	20040025	Azura Mulyani putri	174.1	176.3	190.4	199.7
16	20040026	Iqbal Elga Pramesya	140.4	146.2	183.9	178.1
17	20040027	Sefhia Kurnia Putri	169.3	204.6	210.7	211.1

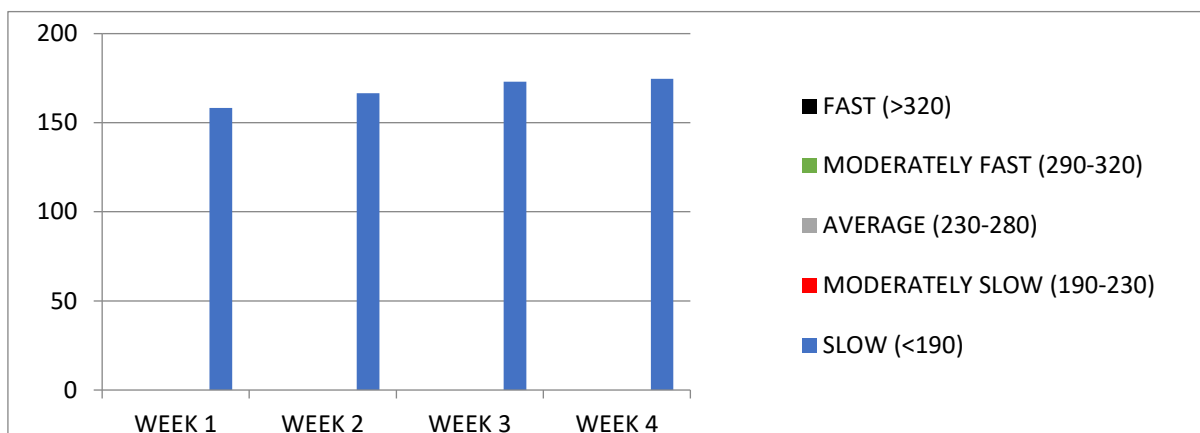
18	20040028	Niken Wulanda	130.2	132.6	108.3	149.4
19	20040032	Ayuni Sulistiawati	165.9	171.8	172.7	177.4
20	20040033	Shania Amanda	121.3	141.2	159.4	172.0
21	20040034	Dhea Amanda Putri	147.4	177.8	175.6	192.2
22	20040035	Yolanda Netrisia	174.5	170.3	164.4	162.7
23	20040036	Ajra Bin Tarania	144.4	149.7	140.1	160.7
24	20040037	Putri Annisa	126.7	137.1	149.4	147.0
AVERAGE			158.2	166.6	173.1	174.7



**Figure 1. the development of students' speech rate**

Based on the data above, The following diagram is the increase of the average students' speech rate from the first meeting to the fourth meeting, it is found that the average students' speech rate increases constantly by implementing task repetition and post-task transcribing methods. With syllables of average for the first meeting is 470.5, the second meeting is 475.7, the third meeting is 475.6, and the fourth meeting is 367.6. The average total time required in the first meeting is 183.5, the second meeting is 174.5, the third meeting is 170.2, and the fourth meeting is 128.3. then, it was found that the average of students' speech rate increases constantly, namely in the first meeting is 158.2 syllables/minute, the second meeting is 166.6 syllables/minute, the third meeting is 173.1 syllables/minute and in the fourth meeting is 174.7

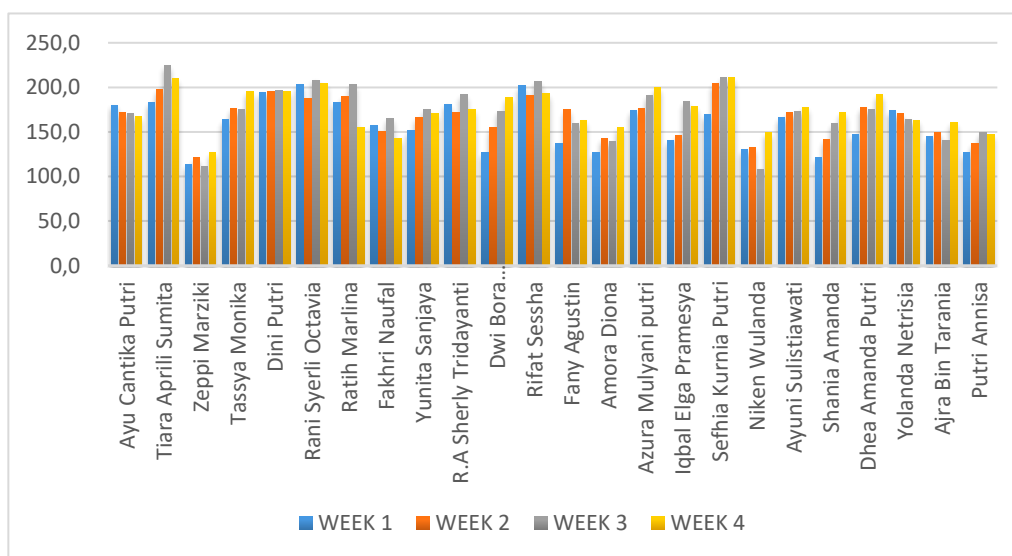
The average of students' speech rate increases every meeting but the average level of students' speech rate from the first meeting to the last meeting is always at the slow level. The diagram can be seen below:



**Figure 2. The average Level of students' speech rate first meeting to the last meeting**

Based on the diagram above, it can be seen that the level of student's speech rate from the first meeting to the last meeting constantly at a slow level because the average number of words produced by students is less than 190 syllables per minute, even though the average of students' speech rate had been increased in each meeting

## 2. Discussion



**Figure 3. The average of students' speech rate first meeting to the last meeting**

Speaking fluency is the ability to speak the rapid, smooth, accurate, lucid, and efficient Lennon in ( Lambert & Kormos, 2014). Then, fluency features include speech rate (i.e., number of syllables per minute), articulation rate (i.e., number of syllables per phonation time), and number of silent pauses Freed in (Yan et al, 2020). And in this study, the researcher only focuses on the speech rate to know the students' fluency. Then the speech rate is calculated without entering all syllables, words, phrases that were repeated, reformulated, or rephrased

In this research, The researcher agrees with the experts that by repeating the same task to students, students can be more familiar with the existing content and can increase the fluency of speaking to students, Plough and Gass as quoted by Agirre & Azkarai (2017), reveal that repeating a task, learners are already familiar with either content or procedure and may devote their processing capacity to a richer (more lexical resources) .speaking. Suzuki



(2021), the repetition of the same task induced the changes underlying cognitive fluency or proceduralization, which led to enhanced utterance fluency.

In addition, if the students always have repetition, it will create an automatic response or habit to students and make students speak more fluently. McGlothlin & Killen (2010), As behaviors are repeated in consistent settings they then begin to proceed more efficiently and with less thought as control of the behavior transfers to cues in the environment that activate an automatic response or a habit. Besides that, Students who have self-confidence will make them more fluent in speaking. Bolívar-Cruz et al (2018), individuals who have more confidence in their speaking abilities will assess themselves better in this competence. Then, the researcher found that there were 5 students or 20.8% of students who increased their speech regularly in every meeting. then from 5 children, there are 4 children who increase their fluency and accuracy regularly and 1 child increases their fluency but does not speak accurately.

However, by using post-task transcribing and also getting feedback from the teacher, children were more aware of their mistakes and can speak more accurately but their fluency is decreased. Foster & Skehan (2013), argued that transcribing requires students to pay attention to the form of language used and might draw attention to errors identified by participants because students were more aware of their mistakes.

In addition, post-task transcribing improves student monitoring thereby it influencing their fluency and making them speak more slowing down. Motley, Camden, & Baars as quoted by Ganushchak & Schiller (2009), self-monitoring is a crucial part of speech production, especially when one considers that producing speech errors hampers the fluency of speech. The researcher found that there were 2 students or 8.3% of students who always decreased their fluency in every meeting but their speaking accuracy was increased. Then, there are 17 students, or 70.8% of students whose fluency development is unstable, but their speaking accuracy is increased. The main indicator of the cause of the reduced speech rate is the longer time required by the speaker to deliver their speech.

Based on the discussion above, it can be concluded that the combination of task repetition and post-task transcribing is not too effective to improve students' speaking fluency. students who have high self-confidence their speaking fluency is increasing in each meeting because they are more familiar with the content. Then, students who have low monitoring and less attention to the mistakes that they made in the previous meeting, the speaking more fluently but not accurately. students with low self-confidence with post-task transcribing and feedback from the teacher are more aware of the mistakes that they made in the previous meeting, thus it activates their monitoring and makes their speaking slower.

## CONCLUSION

Based on the study of the effect of the combination of task repetition and post-task transcribing on students' fluency in speaking English. the researcher concluded that to know the students' speaking fluency the researcher use a speech rate (total number of syllables) as the indicator. Then the researcher use five categories to know the level of students' fluency, those are slow, moderately slow, average, moderately fast, and fast. after doing the analysis by using a video recorder and document as an instrument for collecting the data from the student. The researcher concludes that the combination of task repetition and post-task transcribing is not too effective in improving students' speaking fluency.

Based on the finding from research data and the discussion, the researcher concludes with implementing task repetition and post-task transcribing, students who have high self-confidence in their speaking fluency is increasing in each meeting because they are more familiar with the content. Then, students who have low monitoring and less attention to the mistakes that they made in the previous meeting, the speaking more fluently but not accurately.

However, students with low self-confidence with post-task transcribing and feedback from the teacher are more aware of the mistakes that they made in the previous meeting, thus it activates their monitoring and makes their speaking slower. Regardless of the finding of this study, there are some suggestions offered by the researcher to the following person. For the English teacher is expected to use task repetition only if the teacher wants to increase students'

speaking fluency. Besides that, the researcher suggests to the next researcher to use the Longitudinal Survey design to know the development of students' speaking fluency by using task repetition and post-task transcribing.

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