

ABSTRACT

DESIGNING TASK COMPLEXITY ON THE QUANTITY OF INTERACTION AND NEGOTIATION OF MEANING

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The purpose of this study is to find out whether or not different types of task complexity produce quantity of interaction and to find out whether or not different types of task complexity produce negotiation of meaning. One group repeated measures design was carried out in this research. The subjects of the research were 30 students of IAIN Raden Intan Lampung. The result of analysis shows that there is a statistically significant differences between types of task complexity and the quantity of interaction. The significant differences were analyzed in terms of students' interaction quantity; they are length time, turns taken and the number of c- unit. Furthermore, the task which was specifically designed on the basis of prior knowledge and planning triggered the students to produce the most negotiation of meaning. This suggests that English teachers need to provide their students with types of task complexity designed along with prior knowledge and planning time.

Keywords: Task Complexity, Quantity of Interaction, Negotiation of Meaning