

ABSTRACT

THE USE OF TASK COMPLEXITY IN INTERACTIONS AMONG INDONESIAN EFL LEARNERS

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The current study explored the effect of task types manipulated along with complex resource-directing and complex resource-depleting on student interactions in terms of comprehension check, confirmation check, and clarification request. Fifteen pairs of tenth graders from SMAN 1 Pringsewu, consisting of high and low English proficiency levels, participated. Three task types were administered, and student utterances were transcribed, coded, and statistically analyzed. The results showed that the task consisting of many unfamiliar elements generated more comprehension checks and clarification requests. Similarly, the task which included people with various age ranges resulted in more clarification requests. In contrast, none of the tasks generated more confirmation checks. These findings, supported by statistical analyses, suggest that complex resource manipulation promoted more interaction only for clarification request measures. This partially supports the Cognition Hypothesis. Concerning this, further research should explore interactions across different task types and student proficiency levels, focusing on how students negotiate for meaning.

Keywords: *cognition hypothesis, interaction, negotiation of meaning, task complexity*