INVESTIGATING ASYMMETRY IN COMMUNICATION
(A Study at the Department of English Language Education UIN Ar-Raniry)

THESIS

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AR-RANIRY STATE ISLAMIC UNIVERSITY
BANDA ACEH
2019 M/1440 H

THESIS

Submitted to Fakultas Tarbiyah dan Keguruan

Universitas Islam Negeri Ar-Raniry Banda Aceh,

in partial fulfilment of the requirement for *Sarjana Degree* (S-1)

On Teacher Education

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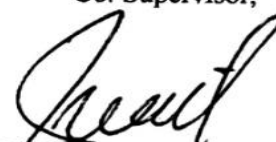
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It has been Defended in *Sidang Munaqasyah* in front of
the Council of Examiners for Working Paper and has been
Accepted in Partial Fulfillment of the Requirements for
Sarjana Degree (S- 1) on Teacher Education

on:

Thursday, $\frac{\text{January 17th, 2019 M}}{\text{10 Jumada Al-Awwal 1440 H}}$

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Saya yang membuat surat pernyataan,

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillahi rabil 'alamin, I would like to express the highest gratitude to Allah SWT. for blessing, love, opportunity, health, and mercy to complete this thesis. Peace and Salutation be upon the prophet Muhammad SAW., the role model and the the last of all prophets to proclaim the message of Allah SWT., and the one who have guided the mankind of the world of knowledge.

In writing this thesis, some people have provided me motivation, advice, and support. Additionally, I would like to express my sincere gratitude and appreciation to all of them. Starting with, this thesis would not have been possible without the help, support and immense knowledge of my first supervisor, Safrul Muluk, S.Ag., MA., M.Ed., Ph.D and my second supervisor, Dr. phil. Saiful Akmal, S.Pd.I., M.A for their supervision, who has helped me patiently finishing this undergraduate thesis by giving suggestion, motivation, guidance from the early stage of this research and willingness to spend plenty of their precious time until the completion of this thesis, and also giving me extraordinary experiences.

Then, my deepest appreciation and endless love go to my beloved family, my mother Ely Yetti, my father Kamarsyah, my younger brother Fathan and Fatdhal, and my only one younger sister Ica for the motivation, love, and support during my study.

Furthermore, I address my special thanks to my friends Fira, Siska, Dinda, and Ana, my dearest friends Zee, Elsa, Rani, and Juli my favorite unit 04 PBI friends, my nicest KPM and PPL friends who always support and be a good listener for every problem that I faced during the completion of the thesis.

Finally, I would like to thank everybody who was important to the successful realization of this thesis, and hopefully this thesis will be useful for everyone. May Allah SWT., always gives us mercy of Him in our life.

Banda Aceh, January 17th, 2019

Fatma Stialanri Ellisyah

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ABSTRACT

This research is entitled Investigating Asymmetry in Communication; a study at the department of English language education UIN Ar-Raniry. The aims of this research are to identify the aspects that trigger asymmetry in communication and to find out the way students handle asymmetry in classroom communication. In this research, the researcher uses qualitative research as the method and the data was collected by semi-structured interview and classroom observation. The samples of this research were five fifth semester students of Department of English Language Education or the student in academic year 2016 in UIN Ar-Raniry that was chosen by purposive sampling. The result of this research showed that it is difficult to get balance communication in classroom because the asymmetry still happened in students' classroom communication. There were three aspects that cause asymmetry in communication, namely; anxiety, noise, and communication style.

Keyword: *Asymmetry, Communication.*

CHAPTER I

INTRODUCTION

A. Background of Study

Communication is an activity to share or change knowledge and information between two people or more. The specific of communication is called conversation. It happens when we need to talk and speak to other people and also to inform what we have known. Communication would be important when people could get feedback from it. Communication would be more delightful if people know and understand what the topics are. People communicate with different style in different situations, which could lead the messages having various meanings. Communication is a symbolic, which means the words or the gestures have no inherent meaning. The meaning of communication is expressed through verbally and non-verbally (Martin & Nakayama, cited in Bratton, J & Gold, J 2003, p.366). Creating a good communication requires the same knowledge, interest, and comprehension about the topic deeply.

One of terminologies in communication analysis is called Asymmetry. The asymmetry is imbalance information in communication or imbalance relationship between speaker and listener(s). The asymmetry means that only one side is more active than the others. According to Janet Bean (1999) communicational asymmetry is *"Signal relationship where only one speaker more active, for example, when one*

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speaker have more talking time or controls topic selection" (as cited in *Feminist Empirical Research*). Stolyarov (2006, p, 1) said that the asymmetry power happens among individuals when one side can do interruption whilst the others cannot. The asymmetry also happened in the classroom, while the teacher or presenter talk too much and the students as listeners did not even give response to the teacher. For the new English students, speaking English would be difficult for them because they may not have a deep understanding of the topic.

Previously, a result of study conducted by Yate (2009) showed that to get an ideal job someone should have a good communication skill. One of job or the activities that requires a good communication skill is teaching, because in teaching and learning process the speaker has to deliver the knowledge clearly to the listener(s). A good communication between speaker and listener(s) would ease the teaching and learning process, and the listener(s) did not only listen to the teacher explanation but also would get the main point of the materials and gave response to the materials that they have learned. When the speaker could handle the class well, the listener(s) also enjoy it. However, the perfect balance is difficult to achieve in class situation, because there are various of reasons that could cause asymmetry in communication. On the high level, we could distinguish between *internal* and *external* causes.

For senior English students, studying and speaking English language may be easy for them, because they have learned the material before. Speaking English with

friends or with lecturer/teacher may not be a big problem for them. However, not all students want to speak up even though they knew how to explain their ideas. Class communication without getting any feedback means nothing. There are some sources of asymmetry in communication: status, knowledge, and agency (Stivers, 2011, p. 285).

When the communication is imbalance, there is one side that would get noise. The noise is all of things or aspects disturbing the process of communication (Pauley, 2010). One side would become a passive responder because they could not get what the topic about. Reading a lot and be confidence are the ways to avoid asymmetry in the communication. People can have many references by reading a lot and they can share it to other people, and people have to be brave to tell the information that they knew to other. In addition, the lack of reference and lack of confidence could also cause the asymmetry in communication.

As cited in Jonhson (2002), Horwitz (1986) stated that there were several causes of asymmetry in communication while teaching and learning process. However, the indicators of asymmetry consist of:

1. Fear of negative evaluation

2. Performance evaluation

3. Worry and fear of failure (Covington, 1985)

4. Worry about coping, failure anticipation, self-concern, escape cognitions, and irrelevant thinking (Schwarzer&Quast, 1985).

Chapman and Hyatt (2011) agreed that in the communication process, we should give appropriate preparation. This model might work great as a way to avoid asymmetry and provide support by engaging all listeners' creativity. It is also have possibility of fostering self-advocacy as listeners' were responsible for analyzing the topics and finding appropriate resources so the communication could run well. Speaker or another side in classroom communication need to know that the listener had been co-teaching before or not. This aspect also would help the topic that they talk easily to understand. Based on the reasons above, the researchers want to know what the effect of asymmetry in students' communication. In this research, it conducted for senior English Students.

B. Research Question

Based on the background of study above, the researcher would like to answer the following question:

1. What are the aspects that influence the existence of asymmetry in classroom communication?

2. How do students cope with asymmetry in classroom communication?

C. Aims of Study

1. To identify what the aspects that triggers asymmetry in communication are.

2. To find out the way students handle asymmetry in classroom communication.

D. Scope of Study

Although there are so many problems in the education during learning process or in their daily communication faced by English students, the researcher focused in their communication in the classroom, whether there are asymmetry in their communication for English students in last year or not. In this research, the researcher would discover whether asymmetry still happened to senior students or not.

E. Significance of Study

1. PBI's Students

This research will be useful for students as the information to know how to avoid the aspect that cause asymmetry in classroom communication during teaching and learning process, and also this research could help the students to understand what they have to do when they learn English as foreign language, so it can give some positive impacts to the students.

2. Teacher

The result of this research would give new information for the teacher whether asymmetry happened in their class or not. Teacher needs to make sure all of the information and communication in the class room balance between the teacher and the students, then the teacher could manage the class and achieve the goal easily. Therefore, this research could be used as reference to avoid asymmetry in the teaching learning process in English subject.

3. Researcher

This research gives many advantages because the researcher would find out the result and get some information about Asymmetry itself. In addition, this research could be a reference to the next researcher that also has same the research topic.

F. Terminology

1. Asymmetry

As cited in Nordquist (2015), Hutchby and Woofit (2008) mentioned that asymmetry is a feature argument in a conversation that struggles over who sets their opinion on the point first and never give the other chance who get to go second. In this research, researcher found that asymmetry is imbalance between one and another to get the point about the topic in a conversation.

Teaching process is a process of transferring knowledge between students and lecturer/teacher. Actually, recognition of asymmetry of information between lecturer/teacher and students can improve of the students' quality. An important step of lecturer/teacher is to take a proper attitude to asymmetry of information **(Hong-wu, 2013).**

2. Communication

Based on Lunenburg (2010) communication is the process of transmitting information and common understanding from one person to another. According to some articles that have been read by researcher, the communication constructs an interaction between one and another to share or inform knowledge and information,

and this is what human always do. Communication is not only done in verbal, but also in non-verbal and electronic communication.

Communication is the process of managing messages and media for the purpose of creating a good meaning (Frey, Botan, & Kreps, 2000). Massages are all of words, sounds, actions, gestures, and all of symbols that someone expresses to share the information, so the others would get what the meaning of all massages and get good interaction. Media is anything that help transmitted the information, then, someone could get the meaning of information well. The meaning is what we want to interpret to someone.

CHAPTER II

LITERATURE REVIEW

A. Definition of Asymmetry

Nordquist (2015) said that asymmetry is one feature argument in a conversation that struggles over who sets their opinion on the point first and never give the other chance who get to go second. The asymmetry here means that only one side is more active than other side, and it is called conversational asymmetry and language asymmetry. In most cases, asymmetry is not dialogue which is called two-way symmetrical communication. Two-way symmetrical model will focus on two-way communication as a media of conflict resolution and to promotion of each understanding of organization (Guth & Marsh, 2006, p. 9). In Tymson and Lazar (2006) two-way communication is the true communication.

Holtzhausen (2000) point out that the symmetry has become "consensus" that showed the practitioners to see the agreement in communication as main purposes. It is almost forgotten that consensus does not automatically show the way the dialogue happened. Moreover, most of consensus is the result of persuasion or "asymmetrical communication" which is a form of communication and public relation practice that is generally considered as bad communication.

1. **Cause of Asymmetry**

   a. **Anxiety**

   Anxiety is a common phenomenon for human. The highest level of appearing and subjective feeling of fear is the characteristic of all major categories of anxiety disorder. Anxiety is a common mood of condition that can be happen without any certain triggering stimulus indicated. Thus, anxiety is different from fear, which is an emotional response to felt of threat. Furthermore, fear is related to the specific to protect our self from what we fear of, while anxiety is related to situation which we could not control or avoid it (Parashal et al. 2012).

   1) **Cause of anxiety**

   According to Essel and Owusu (2017: 21) there are three factors causes of anxiety:

   a) **Personal factors**

   Personal factor is a main factor someone can be stress up. There are so many factors that have variance results for each person, attitudes and behaviors. Personal factor can affect student achievement in developing their ability and its make student stress up.

   b) **Academic factors**

   There are some factors that happen in the academic curriculum that causes so much stress to students. So many things take place in the day to day activities of the academic processes that make students stress up. Example:

(1) Increased class workload and hours of studies

An increase in class workload stresses up students in the taste that when students have to do more than they can, and it will make them frustrated and cannot focus. When students have over schedule on workload, they will focus on '*how to get good score'* then they will ruin it all. Especially when they have to do a lot of assignment after having a long day at work will make students getting confused. Too much workload can also make students to be stressed, its mean that too much courses in the school will make students cannot focus for one course only, because all of the courses pressing them to solved it perfectly. When the students think too much how to get perfect scores in each course, it will be stressed the student up because they think of it over their limit. So, this situation will be effected to students' performance in academic.

Students have their own life out of academic curriculum and environment. When students have to deal with their private time and share it to others activities such as study, they will get bored and lost interest in study. At the long run, this situation will make stress them up which cause them to lose focus on academic work (As cited in Essel and Owusu, 2017).

(2) Procrastination

Procrastination is the way of avoiding to solve the task by the students. It is the act of carrying out more enjoyable things than solving the assignment. When the

students keeps doing this, they will lack of interesting in doing that particular assignment and once the lack of interest sets in, stress follows up due to they will think how to solve the assignment with the deadline (As cited in Essel and Owusu, 2017).

c) Environmental Factor

The environment that the students leave in plays a major role in how their life will be in school. Some students turn to adapt to new environment while the other also feel discomfort being in a new environment. The environment students finds themselves in new atmosphere can stress them up which may cause they not focus on their studies or other academic or work (As cited in Essel and Owusu, 2017).

b. Noise

Depends on the context there are many ways to describe noise. In a physical sense noise is mechanical oscillations shared as motion medium elastic wave. The concept of noise also can be explained as an auditory perception. The noise is all of things or aspects disturbing the process of communication (Pauley, 2009) or generally described as unwillingness.

1) Noise Exposure in Classrooms

There are so many people working in classroom together, a teacher with 30 students and will find many problems. Teaching nowadays is focused on problem-solving. Students are more interactive, working in groups and projects. The teacher

has become a supervisor, guiding not lecturing. Due to these changes most of the noise is likely to originate from human activities. A Danish survey (Bredo, 2000) identifies chatter and laughter, noise from chairs and tables, and noise from other classrooms as the forms of noise most annoying to some people. Schools, business premises, service institutions and offices are examples of environments where speech is often regarded as a serious problem (Landström et al. 2002).

2) Effects of noise

Until the mid-seventies, information about effects of noise exposure on young students were for the most part according to result from studies on adults. For example, claim that young students' listening skills are not fully developed yet and that they are more easily distracted by background noise than adults (Haines et al. 2000)

On the basis of the sound level/effect relationship for hearing loss and the known exposure levels in classrooms it would seem that the risk of hearing damage is likely to be low. Critical noise levels may be attained during music lessons, gymnastics and woodwork instruction. Tinnitus, the perception of a sound without cause in an acoustical signal, is often associated with hearing loss, although it is considered that factors other than sound exposure may be the cause (Johansson, 2003).

c. Communication Style

Norton (1978, as cited in Waldherr and Muck, 2011) was the first to introduce the term communication style as "the way one verbally or para verbally interacts to signal how literal meaning should be taken, interpreted, filtered, or understood". In brief, he defined communication style as a interaction pattern verbal and non-verbal which is relative stable with a specific individual and influenced by part of cultural expectation. Based on Wofford, Gerloff and Cummins (1977, as cited in Schlegel, 2016, p. 9) the meaning of communication style is as a "specialized set of interpersonal behaviors with related purposes and similar approaches used consistently by a person in similar situations".

On Snavely and McNeill (2008) research, they found that the relation between communication style and social style with the purpose of integrating both concepts into one model. They confirmed that factor analytical the social style dimensions and some of communication style dimensions and reduce the resulting components to three dimensions: Emotive, Assertive, and Relaxed.

In brief, in all the concepts discussed, communication styles are noticed as stable behavioral patterns. However, the taxonomies differ in the degree of detail and the number of proposed dimensions.

B. Definition of Communication

According to Lunenburg (2010) communication is the process of transmitting information and common understanding from one person to another. Word base of communication is form Latin word *communis* which means *common*. Figure 1 reflects the definition and identifies the important elements of the communication process (Cheney, 2011)
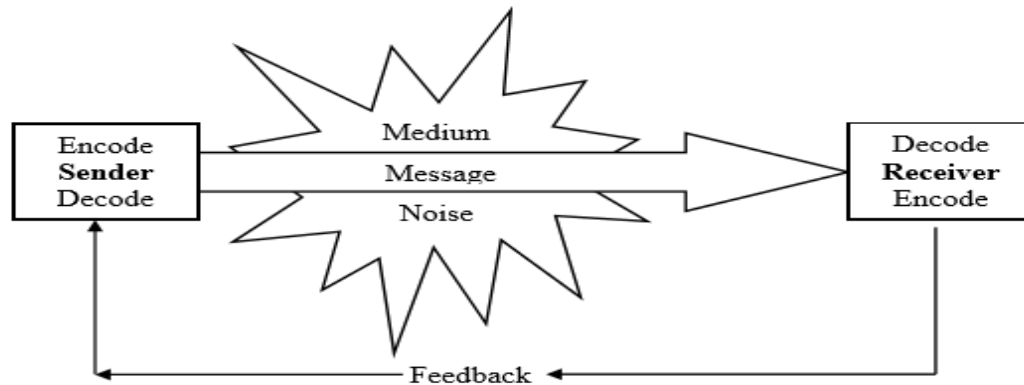
Figure 1. The communication process.

In general, there are two important elements in every communication, and they are sender (speaker) and receiver (listener). The sender initiates the communication. In a school or class environment, the sender (speaker) is a person who has a need or desire to convey an idea or concept to others. The receiver (listener) is the individual to whom the message is sent. The sender encodes the idea by selecting words, symbols, or gestures with which to compose a message that they need. The message is the outcome of the encoding, which takes the form of verbal, nonverbal, or written language. The message is sent through a medium or channel,

which is the carrier of the communication. The medium (the way we send the message) can be a face-to-face conversation, telephone call, e-mail, or written report. The receiver decodes or translates the received message into meaningful information. Noise is anything that destroys the process of sending message. Different perceptions of the message, interruptions, attitudes, emotions, and language barriers are examples of noise. In brief, feedback occurs when the receiver responds to the sender's message and returns the message to the sender. Feedback allows the sender to determine whether the message has been received and understood (Lunenburg, 2010).

The elements of communication process establish the quality of communication. A problem in any one of these elements can reduce communication effectiveness (Keyton, 2011). An example, information should be encode into a message which can be understood as a sender mean's. The way to choose particular medium to transmitting the messages can be important, because there are many choices. For written media, a school administrator or other organization member may chosen from newsletters, handbooks, bulletin boards, reports, memos, letters, and the others. For verbal media, choices include face-to-face conversations, telephone, and computer, public address systems, closed-circuit television, tape-recorded messages, sound/slide shows, e-mail, and so on. Nonverbal gestures, body position, clothing and even facial expression can transmit messages. People decode information selectively.

Individuals are more likely to perceive information favorably when it conforms to their own beliefs, values, and needs (Keyton, 2009). When feedback

does not happen, the communication process is called as one-way communication (Asymmetrical communication). Two-way communication happens with feedback and is more pleasing.

According to Gómez-Mejía, Balkin & Cardy (2001, p.431), there are two different forms of information that are sent and received: facts and feelings. Facts are little bits of information that can be measured or described objectively, for example in sentence "The red car is Jim's". Feelings are someone's emotional reactions to the decisions or actions taken by others. For example, the negative response by someone's in communication process, especially a negative change such as downsizing, can spread throughout the organization and hinder functioning of communication itself.

1. **Types of Communication**

Generally communication can be divided into some types, verbal, non-verbal, visual and electronic communication. Verbal communication is communication that using words such as texts and sound louder when speaker talk. Non-verbal communication is communication which does not using words. An example of non-verbal communication is body language, facial expression, gesture etc. (Ryhänen, 2008). While visual communication using image or video(s) as the way to sharing information, last but not least, electronic communication, type of this communication using electronically tool(s) to transfer the data, for example telephone call, E-mail, TV, etc.

Table 2.1 Type of Communications:

No	Type of Communication	Tool(s)
1.	Verbal	Using word(s)
2.	Non-Verbal	• Body Language • Facial Expression • Gesture
3.	Visual	• Image (Picture, painting, or photograph) • Video(s) or Movie
4.	Electronic	• Telephone call(s) • Electronic mail (E-mail) • Cable Television or Satellite Broadcasts

There are two kinds of main communication namely formal communication and informal communication (NIOS, 2012:2-3). Formal communication is a communication that happens in official communication and based on chain of commands. It is flow in form of channels and related with some working situation. Both speakers have to speak formally, also for member of enterprise. Additionally, informal communication that uses by people when communicate each other. This communication will be through informal channels and may not be used in official situation. Most of people use informal communication when they know each other deeply.

C. English as Foreign Language

Nowadays, English is one of the most important subject materials in many schools around the world and many countries have introduced English classes to their

students. Alptekin (2002) stated that English has become the language of international communication. Therefore, he suggested the students to prepare English language simultaneously with linguistic and cultural behavior that would make them ease to communicate using English in international community.

As non-native speaker of English, learning foreign language disposed to cause anxiety for someone. Almost all of students of foreign languages have their own anxiety experience in learning languages, because some researchers argued that anxiety being a problem that mostly faced by students during learning foreign language. Those students who fell anxious during their foreign language study would fell not interested with the material and it could give negative impact for students' performance. In fact, the successful of learning foreign language is students' active involvement during the class (Marwan, 2016).

1. **Foreign Language Anxiety Impact to Student**

Some teachers/lecturers agreed that foreign language anxiety have negative impact for students. Anxiety existence could affect the fluency of students during speaking and learning process. According to Kondo and Ling (2004) argued that foreign language anxiety could give negative impact to students' performance, since the students felt anxious, they will less of focus and the could not improve their ability. The students would face many problem cause of anxiety, such as reduced word production and have a struggle in understanding the spoken instruction (Chen & Chang, 2004).

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

According to Polit et al (2001:167) define a research design as plan of overall for answering the research question or problem. This research used qualitative approach through investigating of asymmetry. Qualitative research is characterised by its purposes, which relate to understanding some aspect of social life, and its methods which in general using words rather than numbers, as data for analysis (Bricki, 2007). The researcher chose it because researcher want to know experience of English language learning process for English students, and also researcher want to discover is the asymmetry happened in their conversation or not.

The type of this research was case study, according to Yin (1984, p. 23) the case study research method is an empirical research that investigates in real life phenomenon and case study is a unique way to investigate any phenomenon that exists in a set of data. In this method, researcher should do some test such as observation and interview to find out what the researcher needs in this research.

B. Research Participant

The target of population in this research were senior English Students, because based on Buskirk (2015) target population provided the overall context and represented the schools, university, etc. As a result, in this research, researcher would take population from English students of UIN Ar-Raniry. Since there are 7 units of fifth semester students of Department of English Language Education, the researcher only chose 1 unit of them. The researcher chose Cross Culture Understanding (CCU) class as sample to do observation, since they already took Public Speaking last semester, it would be easy for them to build active discussion class with full English.

In this research, researcher chose purposive sampling as a technique. This research looks for sample that already took Public Speaking Class but did not talk or build good communication during teaching and learning process. Purposive sampling or also known as judgment sampling is nonrandom technique. Researcher decides the point to be known and choose people who can give information by their experience or knowledge and this technique is on purpose to choose sample based their qualities assesses (Etikan et al 2016, p. 3).

C. Research Instrument

In this research, researcher used classroom observation and interview as the instrument. Classroom observation is a part of education reform. It mean that we had an opportunity to access the actual instruction experience that is the point of teaching and learning (Van Tassel: 2004). Classroom observation is a procedure to keep a

record of classroom (Allwright 2014). The researcher did an observation in class room during teaching and learning process and the observation took two times.

Based on McNamara (1999) Interview is instrument that we use to get the story behind participant's experiences and the interviewer can course in depth information around the topic. (as cited in Valenzuela, & Shrivastava, 2002). Interview as a method for qualitative research, and then the interview used semi-structure interview. Base on Bloom and Crabtree (2006) semi-structured interviews are usually planed on time and the specific spot. The questions are generally organized as open-ended questions, with other questions also will appear from the dialogue between interviewer and interviewee(s).

D. Data Collection

The data was collected by the results of observation and interview that already done by researcher.

1. Observation

In this case, the researcher used the unstructured observation to get the real condition in teaching learning process. During the observation, the researcher make the observation noted about situation in the class, covers students' performance in speaking skills (such as; pronunciation, fluency, and vocabulary in speaking). Researcher also recorded teaching and learning process as a proof.

2. Interview

After observed and chose some students as sample, the researcher did interview as personal with selected student and assessed their speaking ability based on rubric that already prepared. Researcher also did the interview with the lecturer about his/her perception about students' activeness in the class and what kind of strategy of lecture used to deal with class problem.

E. Data Analysis

The researcher identified the data by reading the data that researcher got from observation and interview. According to Miles and Huberman (1994) there are three steps to analyze the data:

1. Data reduction, its purpose to reduce the data from interview and observation without significant loss of information. The data edited, summarized, coded, and found its theme.

2. Data Display, in this step the research findings showed simply in a form of chart, graph, and narrative by the researcher.

3. Drawing and verifying conclusion, the data that have been analyzing would be discussed based on research problem. The researcher could conclude the research finding and compare it using other references. (as cited in Creswell, 2014)

In this research, researcher used the method above in analyzing the data. The data were collected from observations during teaching and learning process, field notes, and interview, then write the possibly answer that have same meaning with both of observation and interviewed is written. In order to ensure the reliability, the researcher took students' speaking performance scores, and analyzed the data based on field notes and transcribed the interview to get the same result. Last, the researcher made conclusion answer based on data interview and observation.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter deals with research finding obtained through the instrument used during the research which come from observation and interview result. After that, research finding will be explained and showed in the discussion to find out the research question.

A. Research Finding

The research was conducted on 8th up to 22nd November in 2018. The data were gained from both observation and interview. Firstly, the researcher took five students as samples. Then, the researcher conducted interview for gaining data. All the data were analyzed according to Miles and Huberman (1994, as cited in Creswell, 2014). Furthermore, the researcher reduced the original data by coding the information and found out the themes. The data described and discussed based on research question.

The researcher interviewed five selected students in fifth semester of Department of English Language Education in Cross Culture Understanding (CCU) class. Those five students that were selected as the interviewees were anonymous: their names were substituted with P1, P2, P3, P4, and P5. There were ten questions

related to research questions were given to participants (see appendix 1). During the interview process, the participants were allowed to answer the questions both in English and Bahasa in order to make participants easier when answering the question. The finding data would be explained as:

3. The aspects cause of asymmetry

a. Anxiety

Anxiety is a common mood condition that can happen without any certain indicate stimulus as trigger. Thus, anxiety is different from fear which is an emotional response to threats. Furthermore, fear is related to the specific to protect our self from what we are fear of, while anxiety is related to situation in which we cannot control, avoid or feel unconfident for something.

There were three factors which cause anxiety; personal factor, academic factor and environmental factor. Almost all of the factors were found in this research, but for academic factor the researcher only found one of two sub-aspect as the cause of anxiety, as follow:

1) Personal Factor

Based on the interviewed, the researcher found most of participants have problems with their self-confident in speaking English. It mean that they still have

anxiety in speaking English even though they have already been in fifth semester. They used words to cover their lack of confidence. In this case P1 said:

> *I don't really interest to expose my speaking because **we are from several unit in this class, so there will be some of students that join the unit will feel lack of confident**, because if we join with other units, sometimes **there will be some students that are over in the class**, so, we just let them be*. (P1, 11.00 WIB. November 19th, 2018).

P4 also said:

> *Problems? I think I just less of speak in class. Because that class is learning about culture, so everyone have same right to speak up their opinion. They can share about their own culture. So, in the first meeting, our lecture asked us about what kind of culture that we have already known, actually I also want to share a little bit about mine, **but when I see the others,** not all just some of them being over, so I just choose to be silent, how we say it? **It such as too lazy to speaks up in front of them.** *(P4, 10.00 WIB, November 21st, 2018).

Based on participant's responses above, it showed that they were not really enjoy and uncomfortable when they joined the class with other students which come from other units. They had to extra prepared themselves when the class atmosphere does not suit for them.

2) Academic Factor

   a) Increase of class workload and hours of Study

In this case, the researcher discovered some participants who also had other activities out of college. They had to manage their time for study and other activities outside college, and sometimes they had to choose one of them. It means

that they could not focus in the classroom if they spend so much time out of college. Here, P5 said that:

> *Oh yes. I have two times to study here. **Because I have other activities outside of this course and collage. I have to follow another community like FGA and I have more activity in out of campus also**. So, "how about that?" that make me confused. Sometimes it make me not focus in the class and afraid to speak up, how to say.. I think it is because we all human, we have much activity outside this we make just..enjoy.. just silent in class not very serious look at the lecture and say "Yes..yes..yes" just say yes. But actually I'm not really understand at all, I just say yes to make it clear.* (P5, 12.00 WIB, November 21st, 2018).

P3 also mentioned:

> *A.. sometimes I think just 10% I ever do it, because like I said before when I am not focus in the class because **I have class since the morning and it makes me tired so I think another things to make me me ready in the class but I don't listen to the teacher or the lecture**. And it's make me just 10% just ask question in this class. Another point, I just keep silent in the class. But when I don't focus in the class I never make a noise but I try to understand what he says even I play phone behind but I try to focus hear what he said. Just get point so it's ok fix."* (P3, November 20th, 2018).

Regarding to the response of participants above, they agreed that the increasing of class workload could make them lose their concentration and choose to be passive in the class. From the statement above, P5 showed how she tried to focus and be active in the class although she has another job outside of college, but she could not. Almost similar with P5, P3 informed that having a lot of class in a day makes them getting tired easily. They could not respond for all of subjects which they learn in that day. In brief, forcing ourselves to handle all of things that we want in same time is not a good idea.

3) Environmental Factor

Based on the interview, the researcher also found one of anxiety factors related to participants' environment. Some students had turned in adapt to new environment while the others also felt uncomfortable being in a new environment. Like P2 stated:

> *It's like attitude, you know? That's very important, you know? When my friend delivers their presentation maybe **some of us play on mobile phone or maybe we talking to our friends. We have other activities in this class we don't pay attention to our friends presentation**. But, when Q and A section most of our student will ask the questions. Sometimes, the question is not related with the material or maybe the question that they give, they already know the answer but they just want ask in that class.* (P2, 11.00, November 20th, 2018).

P2 also added:

> *Sometimes **the lecture also speaks in Bahasa when they are teaching, so it makes us cannot improve our speaking skill**. Not only in this class, in another classes, too. Then, sometimes if A student already speak up before, they will feel like "Impossible for me to speak again" "why always me?" or they afraid they friend will judge them "show off".* (P2, 11.19 WIB, November 20th, 2018).

From the statement above, we knew that a good class atmosphere or good class environment will make students ease and enjoy the process of learning. Moreover, they felt their class atmosphere which did not support them to be active in the class, then this aspect makes students became passive in the class.

b. **Noise**

1) Noise Exposure in Classroom

Based on the interview, some of participants agreed that they have ever felt how the effect of noise can bother them during the teaching and learning process. P3 stated that:

> ***There is no stop kontak, either infocus, so when we have to do presentation, it makes us need to find another empty class and it waste our time.*** *Our lecture always bring the laptop and infocus to the class, so when the infocus projector is unavailable, we can used our lectures'. That is it, only class tool problem.* (P3, 13.15 WIB, November 20th, 2018).

From statement above, it could be concluded that media problem was very influential in their teaching learning process, because they should use projector and power outlet as an additional tools for supporting their teaching learning process. In addition, the time was ruined because of finding out a proper class for them to learning process. Therefore, the students were not interesting with the topic anymore.

c. **Communication Style**

Communication style is one of the most important ways to share information. Based on interview data, participants agreed that they had faced some troubles when they could not get information in the classroom because of communication style. P3 stated that:

*Lecture mostly speaks English, but when he speaks something that we do not know, he will explain it in bahasa. I think that will influence our ability, but when sometimes lecture speak full English**, we know the meaning only little bit of it, so sometimes we do not know how to response.** But, mostly, he will explain that hard vocabularies for us.* (P3, 13.20 WIB, November 20th, 2018).

P4 also said:

*For example, this class is still new for us, we do not really know this class too much, so, if our friends explain a topic about this class, we do not really understand about what their said. The way their presentation is good, **but they still lack information about the topic and it makes us also hard to understand it.** May be, if I pay more attention for them, it will be easy for me to understand.* (P4, 10.20 WIB, November 19th, 2018).

Regarding to participants statement above, communication style of presenters and lecturer interrupt their communication during teaching and learning process. Communication problems gave a negative impact to the student itself because they paid less attention toward whom they speak to, so they did not get a feedback from the class.

4. **The way of students cope asymmetry in communication**

   a. **Asking for help**

According to interview data, the researcher found out all participants agreed that they would ask for help if they did not get materials. They also mentioned, when they did not understand about the topic, they would search some

information from other sources, such as lecturer, friends, and *google* to make sure

that they understood the materials on that day. P2 said that:

> *"**I will search on google.** If I still don't get about it I think I would ask the lecture so "Mister, I don't understand about this, could you explain this to me and my friends, please?" that's it."* (P2, 11.35 WIB November 20th, 2018).

P1 also mentioned:

> *"**Of course asking to lecture,** if it strange for me and I cannot understand it, usually I search about the materials. **Sometimes, I ask to my friend also**".* (P1, 11.25 WIB November 19th, 2018).

Based on the interview result, it showed that the students could not understand

the material in teaching and learning process but they tried to search the materials out

of the class by asking their friends, *google,* and lecturer for more information. Those

were the students' effort to get the information.

The researcher also did an interview with the lecturer to know lecturer

perception about student active speaking in the class. Based on interview, it could be

concluded that the lecturer did not focus on student ability in speaking or student

communication in the class. However, the lecturer tried to make student active in the

class during learning process. The lecture also agreed there were several students did

not active during teaching and learning process. The lecturer also used certain

techniques to know student ability, such as give the student passage before starting

the class, then asked student opinion about the passage and made discussion in the class, but only several students joined. Here the lecturer stated:

> *If we talk about student activeness, in this class **there are some students that not really active**, but that is our challenge. Since I'm not really focus on their speaking, so I'm not really force them to be active in speaking or discussion section, but I focus on their ability how they can understand the topic that I give. For example, **I give them passage, then when we start the class, I will ask them about the passage or I will give them quiz based on the passage.** Based on the result, we know which student who copied the text and who can develop the topic to their answer sheet.* (Lecturer, 11.25 WIB November 20th, 2018).

According to statement above, researcher found out that in this case the lecturer did not pushed the students to be active in the class since the lecturer more focused on students' ability in another skill. But, even though the lecture tried to make class active discussion only one or three students would respond it well.

B. Discussion

1. The aspects cause of asymmetry

The aims of this research are to identify the aspects that trigger asymmetry in communication and to find out the way students handle asymmetry in classroom communication. To answer the first question "What are the aspects that influence the existence of asymmetry in classroom communication?" the researcher prepared several questions related to research question. During the interview held on November 19th to November 22nd, 2018, the researcher found out and identified the

aspects of asymmetry in communication. There were several aspects that trigger asymmetry in communication. The first one is students anxiety, second is noise and the third one is communication style that lecturer and presenters used in the class. Here are the following explanations:

a. Anxiety

The first aspect is students' anxiety. In this case, there were so many factors leaded students anxiety in class during teaching and learning process. Anxiety is a common mood condition that can happen without any certain indicate stimulus as trigger. There were three factors which cause anxiety; personal factor, academic factor, and environmental factor as follow:

1) Personal Factor

The first factor came from their personality. Personal factor is the main factor someone could be stressed up. In Essel and Owusu's research (2017) there were many factors that have various results for each person, attitude, and behavior. Personal factor could make student being unconfident of themselves and it makes their ability will not developing. In this research, based on interviewed result, researcher found out there were several students decided to be passive because they could not express their feeling well due to over thinking of something, such as feeling someone is better than them in speaking or in discussion section. Most of participants agreed that they had practiced their speaking skills at home, in front of mirror, and

even joined speaking club, but when in the class, they feel too hard for expressing their opinion.

2) Academic Factor

In Essel and Owusu's research (2017), there were some factors that happen in the academic curriculum that cause so much stress to students, but in this research, the researcher only found out only one factor namely the increase of class workload and hours of study. Based on interview result, the students tend to be silent in the class when they not in good condition because of their activity outside of campus or too many hours of study and sometimes it triggered students stress up. They come to the class just to fulfill their obligation as a student.

3) Environment Factor

Since the students are not in their base units/classes, many students could not enjoy and feel comfortable in the class because they had adapted with something new again. Further, the used of *bahasa* also be one of their reasons why they could not feel the authenticity of being English students in teaching and learning process, and feeling of careless, when they saw other students did not really care about the class, the others will follow it (Essel and Owusu, 2017).

b. Noise

According to data interview noise also have a role to build asymmetry in this class. Noise is anything that destroys the process of sending message (Lunenburg, 2010). The student explained that the class tools could not be used, for example projector or power outlet. It hampered teaching and learning process when they need to do presentation with power point or need to explain their materials using electronic tools.

c. Communication Style

Based on the result of interview, many students agreed the communication style of lecturer or presenters influence their understanding about the topic. Sometimes, the presenters used some words which lead misunderstanding when they did presentation. It obviously causes the students did not understand the materials and even did not give some responses to the presenter. Besides, the students were still lack of vocabularies. Sometimes, the lecturers explained the materials with words that students never used before, and it makes them not really interested with the material if they could not understand the topic. However, it causes asymmetry in their communication. Communication style is the interaction pattern verbal and non-verbal which is relative stable and can be understood for both speaker and listener with a specific individual and influenced by part of cultural expectation Norton (1978, as cited in Waldherr and Muck, 2011).

2. The way of students cope asymmetry in communication

To answer the second research question "How do students cope with asymmetry in classroom communication?" the researcher already did an observation on Thursday, at Cross Culture Understanding (CCU) class on November 8th to November 15th, 2018 at 16.25-18.05 WIB.

The observation mainly focused on students' active communication in classroom while teaching and learning process. The researcher successfully observed in X class at Tarbiyah UIN Ar-raniry, Banda Aceh. The researcher absolutely observed them in the classroom twice and the observation was done on November 8th to November 15th, 2018. Based on observation, researcher found the result that there were so many students being passive in classroom communication neither asking question nor discussing.

Thus, researcher did another observation for five students that have been chosen as samples based on Etikan et al (2016) purposive sampling is sample that could give information by their experience or knowledge and this technique is on purpose to choose sample based their qualities assesses, and those five students that were selected as the interviewees were anonymous: their names were substituted with P1, P2, P3, P4, and P5.

The observation was focused more on their speaking ability, and the result of observation was systematically ranged into three components. The observation

method was adopted from San Jose (2015), San Jose Unified School District, California. However, the researcher did not take the whole components from the rubrics, the researcher took only three components of rubrics due to necessity of researcher for those components in collecting data of this research (see appendix 2). Then, level for points (13-15) that indicate as excellent (EX), points (10-12) indicate as very good (VG), points (7-9) indicate as good (G), points (4-6) indicate as fair (F), and points (1-3) indicate as poor (P). The brief description results of observation showed in the following table:

Table 4.1 The observation result of five English Department Student in speaking.

No	Student Initials	Pronunciation	Fluency	Vocabulary	Total Point	Level
1.	P1	3	3	2	8	G
2.	P2	4	5	4	13	EX
3.	P3	2	2	3	7	G
4.	P4	2	2	2	6	F
5.	P5	3	3	4	10	VG

Based on the result of five English Department students ability in speaking above, the data showed that among five students there were only one students that could be categorized excellent (EX) that got score 13 from 15 maximum score, one student got score 10 that can be categorized as very good (VG), two among them got 8 and 7 as good (G), and one of them also got 6 as fair (F).

After analyzing the result of class observation, the researcher found that those five students were not really active in the class especially in discussion section. First day of observation was on November 8th, 2018, researcher found that not all of students paid attention to the presenters that was doing presentation in front of class and most of them were playing their mobile phone. Also, the class used *"bahasa"* in discussion section even though lecturer already told them to use English or both English and *"bahasa",* but the students were more active discussing when used *"bahasa"*. Students also had time limitation on discussion section, so it confined them to express their opinion extensively.

Second observation was held on November 15th, 2018, researcher found class atmosphere was same as last week, most of student were not really focus to the presentation in front of the classroom, even though one and four of students talked with their friends. Here also researcher found that the presenter explained the materials almost full in *"bahasa"* although two of four presenters used English, but they used *"bahasa"* for deep explanation of the materials. But, for the second observation, active class discussion increased more than last week, student were active in asking question section, but did not discuss the answer of question deeply, and those students who asked question mostly were the same students as last week.

There were some similarities between the first and the second day of observation, here are the following explanations:

a. Student focused when the presenter showing them a video related to topic and almost most of them more understand when they watched the video.

b. Lecturer gave more explanations at the end of class. Not only for deep understanding of material, but also lecturer gave some comments and suggestions to the presenter; what have been missed while presentation, what the next presenter had to do and created next presentation better than before, also what point that they had to increase.

c. Time limitation. Because of this reason, most of student wasted their time with something that were not relate with the course. They even preferred not to talk at all.

The result of observation showed that there were no methods from the students to cope with asymmetry in communication. Based on result of observation, some of active students increase their activeness in their own way and the passive ones just let the others be more active than them. On first day of observation, researcher found out half of students busy with their business and playing with their phone, also some students came late. Two of four students as presenter explained the material more in Bahasa, they have tried to explain in full of English, but it makes students confused with their explanation. At the beginning of class lecturer already said they could use both languages Bahasa or English, but the lecturer suggested the students to use English more, and half of them did it. Discussion section did not go well because they created a question not for discussing but only for asking question.

Second day of observation, researcher found out almost same problem as first day, but in the second day the student more paid less attention to the presenter, but the discussion section were more active than before. Researcher also found out the students who active in discussion were same person.

In addition, for further information, researcher did interview with five participants and lecturer. The researcher discovered the way the students coping asymmetry in communication. All of participants said that they were used to ask the information they could not get in class during teaching and learning process to their friends, lectures, even searched in *google*. Sometimes, explanation from their friend or *google* makes them more understand than the presenter told them. In other hand, the lecturer had certain technique to cope asymmetry in class. The lecturer stated that he gave some passages before the class started and asked students opinion about the passage.

In brief, participants agreed asymmetry still happened in their communication, even though had already finished their Public Speaking last semester. Based on the data, there were so many aspects that led them to be passive in the class, namely anxiety, noise, and communication style. Additionally, they also mentioned that there were some methods that they often used to improve their ability in English. For example, they often practice their speaking in English every time, and sometimes just listen to the music or watch English movie without *Bahasa* subtitle. Afterwards, in order to solve the incomprehension problems in classroom, the participants had their

own ways to manage themselves to understand the materials when they did not get it

in the class, for example asked the information to their friend, searched on *google,* or

asked to the lecturer for more information.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with significant information on the research conclusion and suggestion. Both conclusion and suggestion are described below and it is based on the findings of data analysis and discussion result. In addition, some suggestions are presented in aim to the improvement of related study with this research.

A. Conclusion

The aims of this research are to identify the aspects that trigger asymmetry in communication and to find out the way students handle asymmetry communication in the classroom strategy. It was conducted in UIN Ar-Raniry on fifth semester of English student.

This research was investigated asymmetry in communication, from the data analysis on research finding and discussion the researcher concluded that asymmetry still happened in their communication due to the fact that only few students were active in the class. From the data, the researcher identified three aspects that caused asymmetrical communication, namely: anxiety, noise, and communication style. It makes their communication in classroom did not run well and the topic that they provided also could not be acceptable for some students. But, students have their own

strategy to cope with asymmetry in classroom, they would ask for help to their lecturer and friend to re-explain about the materials that they did not understand or looking for the material on *google*.

In brief, asymmetry in communication would disturb learning and teaching process in CCU class of fifth semester students of Department of English Language Education. Sometimes the aspects came from their personal factors, academic factor, and environmental factor, and those factors were part of anxiety, noise, and communication style aspects.

B. Suggestion

Asymmetry in communication is imbalance communication that should be avoided by every communicator, especially during teaching and learning process to make classroom communication more enjoyable. Therefore, the researcher would like to give some suggestions as follow:

First, for the student, they should be brave to express themselves in classroom or public to declare their opinion and anything about knowledge during learning process. They have to believe that every step that they take in learning process will educate them to find their identity in the future. Be confident for everything you face and belief you can pass it well.

Second, for the lecturers, it will be great if the lecturer know the class atmosphere before choosing the suitable method to students to get the class active discussion. For example make debate in this week then presentation in the next week or chose the right game to make student more active in the classroom. Also, the lecturer has to give same rights to the students during teaching and learning process. It will be better for lecturer to give student some motivation before closing or starting the class to increase students' confidence each day.

Last but not least, for the next researchers, due to limitation in this research, the researcher suggests to find more aspects that can influence asymmetry in communication especially in teaching and learning process. In this research, the researcher only focuses on students' ability in speaking why they do not want to speak up and only in one class. Consequently, it would be enormous if the next researchers can compare students' ability in two classes with different subjects and do it deeper than this research.

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Appendix 1 : Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 9097/UN.08/FTK/KP.07.6/09/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 15 Januari 2018

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-1058/UN.08/FTK/KP.07.6/01/2018 tanggal 22 Januari 2018

Menunjuk Saudara:
1. Safrul Muluk, S.Ag.,MA.,M.Ed.,Ph.D   Sebagai Pembimbing Pertama
2. Dr.phil. Saiful Akmal, S.Pd.I., M.A   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :

Nama	:	**Fatma Stialanri Ellisyah**
NIM	:	**140203123**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Investigating Asymmetry in Communication (A Study at Department of English Language Education UIN Ar-Raniry)**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
KEEMPAT	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 14 September 2018
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Appendix 2 : Recommendation Letter of Conducting Research from Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Nomor : B- 11602 /Un.08/TU-FTK/ TL.00/11 /2018   05 November 2018
Lamp : -
Hal   : Mohon Izin Untuk Mengumpul Data
       Menyusun Skripsi

Kepada Yth.

Di -
   Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Fatma Stialanri Ellisyah
N I M	: 140 203 123
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Batoh, Penjeurat, Banda Aceh

Untuk mengumpulkan data pada:

Fifth Semester of English Department Student

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Investigating Asymmetry in Communication (A Study at Department of English Language Education UIN Ar-Raniry)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

Kode 8669

Appendix 3 : Confirmation Letter of Conducted Data from English Department

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id Website http://ar-raniry.ac.id

Surat Keterangan
Nomor: B-459/Un.08/KJ.PBI/TL.00/11/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-11602/Un.08/ TU. FTK/TL.00/11/2018 tanggal 05 November 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama	: Fatma Stialanri Ellisyah
NIM	: 140203123
Prodi	: Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data Mahasiwa pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

Investigating Asymmetry in Communication (A Study at Department of English Language Education UIN Ar-Raniry)

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 21 November 2018
Ketua Prodi Pendidikan Bahasa Inggris,

Dr. Zulfikar

Appendix 4: Interview Questions

Project: Investigating Asymmetry in Communication

Time of Interview   : 11.00 am (each interview 30 minutes)

Date   : -

Place   : UIN Ar-Raniry

Interviewer   : Fatma Stialanri Ellisyah

Interviewee   : -

This research study is about investigating asymmetry in communication especially in classroom (teaching learning process). The aims of this research are to know the effects of asymmetry on both speaker and listeners and to know what are the aspect that trigger asymmetry in Communication. The data will be collected by the result of interview which will be recorded and only used for the research aims to protect the interviewee's identity. During the interview, interviewer will be asked several questions about communication in classroom.

Questions for Students:

1. What do you think about the class? Why?

2. Does lecture/presenter communication or teaching style ability influence class activity? How?

3. Do you get all of the information lecture/ presenter say? If not, why?

4. What will you do if you do not understand the course?

5. During the class, are you thinking about things that have nothing to do with the course?

6. What are the obstacles frequently faced in your class?

7. What kind of activities do you do to reduce your speaking nervousness?

8. Do you use specific strategy to minimize your speaking nervousness?

9. Is there any distinctive way or your lecturers helping you?

10. In your opinion, what kind of class active discussion it should be?

Question for Lecture

1. What is your opinion about this class?

2. In your opinion, what aspect that makes students passive/silent/ do not give enough response for this class?

3. Is there any strategy that be used to deal with class problems?

Thank You

Appendix 5: Observation Rubric

No.	Components	Criteria of Analysis	Score	Checklist ✓
1.	Pronunciations	Pronunciation and intonation approximate that of a native speaker.	5	
		Easy to understand, although the listener is realized of a definite accent and sometimes inappropriate intonation patterns.	4	
		Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	3	
		Very hard to understand because of pronunciation problems. Frequently repeat in order to make them understood.	2	
		So many pronunciations problem as to make speech virtually hard to understand.	1	
2.	Fluency	Speech in everyday conversations and classroom discussions fluent and effortless; approximating that of a native speaker.	5	
		Speech in everyday conversations and classroom discussions almost fluent and sometimes lose the words while the students searches for the correct manner of expression.	4	
		Speech in everyday conversations and classroom discussion frequently disrupted by the students' search for the correct manner of expression	3	

		Usually hesitant: often forced into silence by language limitations.	2	
		Speech nervously and fragmentary as to make conversation virtually impossible.	1	
3.	Vocabulary	Use of vocabulary and idioms approximate that of a native speaker.	5	
		Students sometimes used inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	4	
		Students frequently used wrong words: conversation somewhat limited because of inadequate vocabulary.	3	
		Misuse of words and very limited: comprehension quite difficult.	2	
		Vocabulary limitations so extreme as to make conversation virtually impossible.	1	

Source: San Jose. (2015). San Jose Unified School District. California.

Appendix 6: Interview Transript

Assalamu'alaikum warahmatullahi wabarakatuh, I'm Fatma Stialanri Ellisyah, student of English Department UIN Ar-Raniry. Today I would like to ask you some question related to my research. This research study is about investigating asymmetry in communication especially in classroom (teaching learning process). The aims of this research are to know the effects of asymmetry on both speaker and listeners and to know what are the aspects that trigger asymmetry in communication, and here the questions:

P1:

1. **What do you think about the class? Why?**

   Answer: I think the class is very interesting because a.. the lecturer a.. could give us a.. the correct material, I mean complete material they can eh.. she.. he can explain to us about what is cross culture understanding basicly and also a.. we sometimes a.. he gave me some mini quiz to test our understanding about a.. the other country like American culture, Chinese culture, so I'm very curious with her exercise about that a.. we already know we a.. finally already know what the main point of cross culture understanding topic is.

2. **Does lecture/presenter communication or teaching style ability influence class activity? How?**
   Answer: Yes, very influence. Because a.. maybe because a.. our lecturer is come from the a..abroad education so I think he usually to speak a.. English in the communication a.. so that's not the problem for him to speak a.. with a..any problem about vocabulary. I got no problem with the pronunciation because his pronunciation is very clear and he not speak very fast. So, I think all of the student easily understand.

3. **Do you get all of the information lecture/ presenter say? If not, why?**

Answer: Yes. But sometimes I don't give response to them. Sometimes I al.. I already understand I don't need to get some example of it even though I'm not really know what what example of it and sometimes I don't really interest to expose my speaking because kami gak satu unit sebenarnya dan ada sebagian mahasiswa yang kalau udah gabung ke kelas lain tu udah measa kurang semangat gitu, karna unit yg lain itu aktif dan aktif mereka itu a.. udah over kadang-kadang. Jadi menutup yang lain, jadi mereka kayak booking kelas gitu, kayak satu barisan itu mereka semua, jadi kalau udah mereka we just like just let them gitulah. Gak cuma P1 aja yg ngerasain kayak gitu, tapi temen-temen yg speaking mereka biasanya bagus dan aktif di kelas juga gitu. Sebenarnya mereka bermodalkan kepercayaan diri dan itu tinggi. Padahal kalau kita liat kemampuan rata-rata hampir samalah semua kan? Gak ada bedalah unit 1, unit 2, Unit 3 dan seterusnya, tapi karena mereka merasa mereka special jadi itu membuat mereka tinggi. Tapi kalau masalah kerja kelompok, kami berbaur juga, Cuma bedanya di kepercayaan diri mereka di speaking aja. So, a.. I expect there will be some.. there will be another question from our friends eum.. the other friends because a.. karna kalau kita udah tanya terus di jelasin, kadang-kadang beberapa orang itu yang over-over itu kadang-kadang nyambung lagi. Pas nyambung lagi kadang-kadang terlalu di belit-belitkan walaupun ujung-ujungnya sama juga. Gak nyaman di kelasnya kadang-kadang karna gak free aja.

4. **What will you do if you do not understand the course?**

Answer: Asking lecture itu sudah pasti, terus a.. also to strange about my understanding a.. usually I search.. I searching about the materials. Sometimes I asking to my friend also, but a.. usually they also not really understand because they don't have previous material about CCU, so not like speaking or writing that have we learn from the basic. While CCU is learn about other country culture so is not a.. easy to understand. Jadi kita memang perlu ataupun cari sumber yang khusus tentang itu gitu. Jadi, kalau gak tanya dosen emang kita gak akan tau.

5. **During the class, are you thinking about things that have nothing to do with the course?**
Answer: Yes I have. I think that usually occurs when I get bored. So, sometimes say.. I open my phone, open *Instagram* or something else to get reach of the bored. I.. I usually do that when presentation time because I feel that only when the presentation em.. when the presentation waktu

penjelasannya kita sudah tau, sudah di jelasin example nya gimana, jadi kita udah boring. Jadi, yaudah.. tapi nani pas sudah balik lagi ke topic, focus lagi. Gak main hp untuk seterusnya gak, cuma nge*chat* aja. I play my phone just because to make me comfort and avoid boring and the other bad mood.

6. **What are the obstacles frequently faced in your class?**

Answer: Em.. my experience about the obstacles that..that.. that is for me it's very bad. Em.. and almost..gak almost sih, some of us experience it also. There is when we do a.. mini quiz when the lecture give us some.. not some.. only two questions or three.. we misunderstanding about the question. So that's the obstacle. The question is not really familiar with us because we don't really understand about CCU or a.. we not really familiar a.. with the words that used in that question. Maybe lecture make a strategy of this to be the key word of the question.

7. **What kind of activities do you do to reduce your speaking nervousness?**

Answer: Activity? Activity.. em.. just focus on lecturer presentation and then I making some gesture to make to pretend.. to present like "I am already understand about the topic" yaa using body language a.. to show to our my lecturer that a.. in order to he to know about my understanding. So, if I get a.. believes from him so I can build my confident. Kalau misalnya matanya udah ke kita tu jadi kita udah semakin menikmati proses belajarnya, jadi PD itu terbangun sendiri jadi baru berani untuk lebih. Jadi, fokus aja ke satu titik, gak usah lari-lari.

8. **Do you use specific strategy to minimize your speaking nervousness?**

Answer: Yes. Tapi kan kadang-kadang lagi semangatnya ya, PD itu datang sendiri nervousness itu memang gak ada. Trus pas misalnya nervous itu datang, yaa try to be confident again. But I often practice, try to speak with myself and make a topic by myself trus I also often practice while in motorcycle, because no one see me while I'm riding, trus also when nobody at home gak juga harus di depan banyak orang. Sometimes I looking at *Youtube* then find the topic and then I practice like presenter talk. Mencoba untuk membaguskan vocabulary. Actually, when we still at first grade, we use to speak English because if we not talking English we will don't know the

experience. Out of our class we will not speak English, so we make.. we get the inisiative to make small conversation a.. bentar aja gitu, usually I do it for my friend, biasaain di kelas speak English such as "Hey! Borrow your pen?" sometimes when we want to talk about our maerials we speak English, nanti mix kalau gak bisa. Cuma sekarang, sejak semester lima sudah jarang, hamper gak ada. Karena udah gak ada lagi kelas speaking. Kita emang udah fokus ke e.. MK kurikulum, proposal, jadi udah hilang. Practice-practicenya gak ada lagi. Cuma Alhamdulillah kesempatan speak English tu gak hilang, karena P1 ada gabung sama komunitas speaking gitu. Jadi, minimal seminggu sekali kita ada practice nya.

9. **Is there any distinctive way or your lecturers helping you?**

Answer: a.. most of the time our lecture just a.. just ask.. ask us a.. just ask the class to response to a.. answer the question who all already know about the answer. For example "Who knows the answer for this question bla..bla..bla.." jadi, langsung hand up. P1 jarang tampil, kecuali memang gak ada satupun. Walaupun yg jawab orang yg sama itu-itu aja, yaudah berarti itu-itu aja. Kadang-kadang ada bapak sesekali nunjuk "Siapa ini? Gimana menurut kamu?" tapi kalau misalnya memang gak ada yg tunjuk tangan, bapak memang kasih jawaban terus. Tapi mata bapak tu ke kita semua, tapi tidak memaksa untuk menjawab. Pokoknya manajemen bapak tu di kelas bagus.

10. **In your opinion, what kind of class active discussion it should be?**

Answer: A.. usually a.., this is base on my previous experience in speaking class. I like that method the class that my lecturer used. Making a group discussion a.. but not really a lot of people only about three of four, gitu. Jadi, a.. everyone have chance to speak to express their think (lampau) so I think it will a.. more.. more effective to get more active discussion. So, if we just to.. just.. jadi kita kalau hanya menaruh harapan di kelas ya gak akan semua. Itu kalau kita udah membagi mereka dalam kelopok, mau gak mau mereka harus speak karena emang udah keharusan dan jangan buat banyak (dalam satu kelompok) karena kalau banyak pasti perwakilan-perwakilan aja yg ngomong. So, small group is better than the biggest one.

P2:

1. **What do you think about the class? Why?**

   Answer: Cross culture understanding class is class that we learn about others culture and also we also learn about others culture, our culture something that related about that. That's all I know about CCU. I'm not really interesting with this class, I don't know why. I just don't like that class.

2. **Does lecture/presenter communication or teaching style ability influence class activity? How?**
   Answer: Yes. The way how the lecture a do the presentation or maybe deliberate the material is very good. It's really influence the student.. influence the student activity in class because the way how he told us in class a.. encourage student to ask question and a.. yah.. to a.. to make student critical thinking improve. But, I also find some trouble like a.. I.. like you know? There are several word that I don't know the meaning, so I just skip it.

3. **Do you get all of the information lecture/ presenter say? If not, why?**

   Answer: Not really, I'm only get about.. from 1 to 10 maybe it will be 7. Because sometimes I don't really enjoy the class. If I don't get the information, then I will ask to my friend. That's all.

4. **What will you do if you do not understand the course?**

   Answer: If I don't understand about the course I just a.. like merenung. Yah merenung.. I think it again what is they say, what is teacher means, and if I still don't understand about that I will a search on *google*. If I still don't get about it I think I would ask the lecture so "Mister, I don't understand about this, could you explain this to me and my friends, please?"

5. **During the class, are you thinking about things that have nothing to do with the course?**
   Answer: Of course! That's why I do in the class. If I feel the class just a bit bored I think about another things that has a.. not that.. a.. doesn't related to.. with the class like after this I should go, like what kind of thing that I have to do when get home. Like that. It's happened when they did a.. presentation

section, but in asking question section I will focus on my friends question that they give to presenter.

6. What are the obstacles frequently faced in your class?

Answer: It's like attitude, you know? That's very important, you know? A.. when my friend deliver their presentation maybe some of us play on mobile phone or maybe we talking to our friends. We have other activities in this class, we don't pay attention to our friends presentation. But, when Q and A section most of our student.. most of the student will ask the questions. Maybe that.. sometimes, the question is not related with the material or maybe a.. the question that they give, they only..they already know the answer but they just want.. just want ask in that class. Also almost of us even we are student of English department, not every of us can speak English, it's still hard to speak English for us because of anxious or we don't know how to express it well because the lecture or the other student very good when they speak. We often think that "The lecture is very expert on it, how if I'm wrong?". It such as minder duluan and it will be good if we learn it more. Trus kadang-kadang the lecture also speak in Bahasa when they are teaching, so it make us cannot improve our speaking skill. Not only in this class, in another class also. Then, sometimes if A student already speak up, they will feel like "Impossible for me to speak again" "why always me?" or they afraid they friend will judge them "show off".

7. What kind of activities do you do to reduce your speaking nervousness?

Answer: Actually I extremely nervous, you know? Like what you do right now, I'm very nervous cause my English is not really good that's why my fluency not really good. But when I want to ask question to my friends or my lecturer, the first thing that will I do is I will write that's question on the book or in a piece of paper and then I try to arrange the word correctly with the correct grammar and then, so em.. when the time is coming I would ask it to lecturer.

8. Do you use specific strategy to minimize your speaking nervousness?

Answer: Yes. I have some strategy to reduce my nervous when I am speaking. The first one is I have to be confident, to be confident like I state to

myself "P2 you can do it! Just speak it. It's not your language you still learn this language, so it's fine if you make a mistake." Just a.. improve my confident to reduce my nervous. I'm not practice to much, I'm just practice when I have free time and I have.. when like.. what? A.. I don't really practice my English at my home, but a.. I only practice it when when I like to. If I don't want to practice it I just skip it.

9. **Is there any distinctive way or your lecturers helping you?**

   Answer: Yes. There are several lecturer that help me to improve my speaking ability but not in CCU class. Like in.. what? In.. other class. CCU also help me to improve my speaking ability but not really much a.. like you know? Em.. we still may use Bahasa in the class a.. but in a.. in other class we should speak English and it's like full English but if we don't know the way how to express the sentence we will look for the simple word to.. for the simple vocabulary to express what we want to say. So, we have to look another way but we still in English. Actually in this class doing the presentation is the only way how he help us in this class. I don't think that asking our opinion will help us to improve our ability to speak up, but lecture almost do that, but I think asking question or sharing will help me to improve my speaking.

10. **In your opinion, what kind of class active discussion it should be?**

    Answer: Em.. a.. having active class discussion like "Today we have discuss about environment" the first that, we have to divide it into several group and then you know? Like debate pro and contra. So, it will have group with pro with the topic and the other group will contra about the topic. So, that's very good to improve student activity in class especially in speaking skill. CCU class don't separated us into debate group, but the lecturer open like a.. Q and A like question and answer. That's the way how student improve speaking skill. That's

P3:

1. **What do you think about the class? Why?**

   Answer: A.. the class is I think a.. run well, fun a.. but sometimes a.. the lecture a.. aa.. if I'm not mistaken three times doesn't come a.. oh four times because a.. the first he sick, so the second a.. he have accreditation in a.. his school a.. so the third a.. same with the second reason. So a.. in the class a..

we study aa.. the first time we study about aa.. lecture give us some a.. text that a..we have to a.. read and understand about text that he give us from the email so that he give us two quiz from that text in the next meeting. So I think a.. that a.. the good trick aa.. to make us study and read the text, because if she or he doesn't make a quiz or another just ask just ask to read a.. not all will read that. In this class also we can a.. understand about culture, understand about people. I think this class is really interesting but a.. the mister I think the mister is a..when we a.. do the presentation, mister not give us aa.. more or deep aa.. explanation about the topic.

2. **Does lecture/presenter communication or teaching style ability influence class activity? How?**
   Answer: yes. Because teacher always speak a.. not always English not mix. She a.. he aa.. berusaha to speak english full.. but sometimes he aa.. explain the hard thing that has to the a.. student understand so he makes in Indonesia. So that aaa.. that communication.. that communication style influence us to a.. improve our speaking english because when we try about what e speak we can understand the material in the room in the classroom so to improve our communication style. Sometimes when lecture speak with difficult vocab he will explain the meaning of hard vocab.

3. **Do you get all of the information lecture/ presenter say? If not, why?**

   Answer: Sometimes yes but sometimes no. a.. is sometimes a.. the course is a.. in the aa.. after ashar. I in Thursday my class from a.. 7.45 so in after ashar in 19.20 I think I have tired to get the topic what presenter said. But a.. sometimes the class a.. run interesting a.. so aa.. we not play game but we aa.. mister not so serious in the class, because he understand "Oh the class have so large with seriously class" but sometimes I didn't focus because I tired to thinking from morning.

4. **What will you do if you do not understand the course?**

   Answer: Sometimes I just keep silent a.. if I don't understand the topic. But, a.. in aa.. if the topic interesting but I.. don't understand, I search on my a.. in *google*. Misalnya I try aa.. for example the lecture say about other culture. So, the teachers speak with english and hard vocab a.. that I look for in the dictionary "Oh..this country a.." but that just 5% I have ever a.. I am not a.. understand about the topic, what he speak not to hard to understand. For all a.. the all aa.. information I no, but for main information I got.

5. **During the class, are you thinking about things that have nothing to do with the course?**
Answer: A.. sometimes I think just aa.. 10% I ever do it a.. because a.. like I said before when I not focus in the class because I have tired since the morning class so I think another things to make me aa.. ready in the class but I don't a.. listen to the teacher or the lecture. And it's make me just 10% just ask question in aa.. this class. Another point, I just keep silent in the class. But when I don't focus in the class I never make a noise but I try to understand what he say even I play phone behind aa.. but I try to focus not focus I hear what he said. Just get point so it's ok fix.

6. **What are the obstacles frequently faced in your class?**

Answer: I don't think so about problem in my class a.. but sometimes aa.. the obstacle in aa.. my class just with lecture not explain us more about the topic after we presentation, so, when we make a mistake, we don't know that mistake, so just that. Also just problem about aaa.. in the class not the people but the nature of class. There no *stop kontak*, also no *infocus*, so when we have to a.. presentation, when we have to aa.. the lecture always bring the laptop to the class so when to stop contact recharge the stop contact. Just that the reason of the class. Just with tool problem.

7. **What kind of activities do you do to reduce your speaking nervousness?**

Answer: A.. to reduce my speaking nervous a.. no. I think aa.. not totally nervous when I speak in front of class aa.. the other people because a.. have study not study I have try in another place speak up in front of people. So, for now not nervous just if the class. Because I have practice out of the class but sometimes when I nervous I just run away a.. like aa.. in front of step step not I stay only in there aa.. always in the place but I walk to place. That to reduce my nervous.

8. **Do you use specific strategy to minimize your speaking nervousness?**

Answer: Nothing specific, like I said before just walk around class to a.. reduce it. Outside of campus I have a.. join organizations the aa.. so I have terbiasa to speak aa.. although I don't scare but kami sangat di wajibkan untuk berbicara everyone. So in the forom when we discuss about something aa.. the aa.. our coordinator in organization said that "You what the point?" we talk just one sentence. We have. We do it not everyday just sometimes when we aa

need evaluation, event, or meeting for our event next meeting, when dubes. So, I practice a lo with my organizations.

9. **Is there any distinctive way or your lecturers helping you?**

   Answer: Lecture sometimes call our name base on aa.. attendant list. Just once when.. aa.. but not all student in the class. Just he ask "who know the story about.." or who knows more about.." then asking about your opinion about the point. Not for all, because we have limited time.

10. **In your opinion, what kind of class active discussion it should be?**

    Answer: I think that a kind of presentation like when the lecture just ask 10 points to discuss, he send us in email so that we have to choose our friend that we have to choose our topic by our self. So from that topic aa.. that we do interest in topic. So, that we choose. Like aa.. my group, we presentation about stereotype because we.. I think and my friend think that aa.. the stereotype topic is interesting for discuss. So that we have to learn more about the topic that we have to look for journal aa.. or we have to googling the topic to can presentation in the in front of the class, because the lecture doesn't give us the point of topic. He just give us theme for the topic. So we have to look to aaa.. our presentation with our knowledge. After the presentation like I said before aa.. that others group they give some teka-teki that we have aa.. to.. to solve it. From that we discuss that what we hear from other group teka-teki. So after that aa.. we have to answer, I think that some of discussion but aa.. secara tersirat diskusinya. Aa.. and when the questions and answer in the group when aa.. the the our friend doesn't understand about our topic or have a little bit confused with the topic that they have to ask..ask about the what he not understand. So from that we have to answer aa.. we have to discuss each other. That's what I think about aa..class active discussion is.

P4:

1. **What do you think about the class? Why?**

   Answer: I think that class is aa.. is good but aa.. and yaa interesting but I.. honestly I don't really like this class because my friend all of my friends aa.. … not take this class also. Because there is many people that show aa.. active

and.. aa.. because there is no my friend so just so so that just feel like lonely. Sebenarnya berbaur dan P4 kenal sama mereka Cuma gak sedekat sama kelas yang pertama. Jadi kalau kelas pertama itu udah..udah lama gitu barengnya, jadi kalau misalnya kalau yg di kelas ini, P4 juga kenal semua sih, missal kalau duduk dekat pasti ngomong ajak gitu cuma yaa.. kayak gitu, gak seperti kelas yang biasanya. Jadi kalau ngomong, ngomong kayak biasa, gak ada yg buat-buat bercanda gitu.

2. **Does lecture/presenter communication or teaching style ability influence class activity? How?**
Answer: Yes. Eum.. in the first meeting aa.. bapak aa.. aaa.. explain about the culture aa.. clearly and aa.. I understand it but because in kan jadi kan makin kedepan ni makin ada presentasi kelompok gitu kak kan? Jadi bukan bapak lagi yang jelasin. Kita dengerinnya tu teman-teman. Jadikan kalau misalnya teman-teman yang jelasin itukan mereka juga belum banyak yg tahu, masih belajar juga. Jadi ya kek gitu. Cara presentasi mereka itu bagus, mungkin aa.. mungkin missal ada satu judul ni, mereka tahu tentang judul itu sebenarnya tapi ada orang kan susah untuk ngejelasin, sebenarnya P4 tahu, tapi mereka kayak susah untuk jelasin gitu. Tapi nanti mungkin kalau P4 mencoba untuk dengarin mereka itu lebih nyimak lagi mungkin P4 paham.

3. **Do you get all of the information lecture/ presenter say? If not, why?**

Answer: Yes. But aa.. from my friends I not get all. Maybe because of their aa.. ability to aa.. do presentation. Gimana ya cara bilangnya? Mungkin mereka gak aa.. aa.. itulah jadikan mungkin ini baru pertama kami ini kami presentasi, lagian judul-judul kemaren itukan tentang stereotype, tentang pokoknya yang mungkin sebelumnya mereka belum pernah dengar. Mungkin mereaka ngebahas itu berdasarkan cari dulu, kek gitu. Jadi ada waktu untuk belajar, gak..gak yang sudah tahu dari "Oh..aku udah tahu ini.." gitu. Jadi kalau misalnya yang udah tahukan bisa kek gitu dengan gampangnya menjelaskan dan gampang juga untuk mereka kasih contohnya, kek gitu. Jadi, karena mereka terpaku kali mungkin ya jadi agak ini sikit gitu. Gimana ya? Kurang-kurang dapatlah sikit. Feel nya itu kuranglah.

4. **What will you do if you do not understand the course?**

Answer: Asking. But aa.. tapi.. kebanyakna kek gini, misal P4 mau tanya ni ceritanya nanti pasti.. kebanyakan orang-orang di kelas itu memang P4 baru tahu kalau mereka itu tu kalau mau bertanya tu kayak.. gimana ya? You

know? Hunting the score maybe from the lecture? Jadi, P4 lihat aja dan pasti nanti pertanyaan P4 udah ada yang terwakilkan dari mereka pasti mereka bakalan mempertanyakan pertanyaan yang sama kayak P4. Kayak nya gitu kan? Jadi, yaudahlah biar orang tu aja, just let them be.

5. **During the class, are you thinking about things that have nothing to do with the course?**
   Answer: Yes. Because yang pertama kelas itu sore, yamg kedua P4 di hari itu memang gak ada kelas dari pertama dari pagi tu gak ada. Sebenernya emang libur, jadi kelas CCU ini memang adanya di sore hari, jadikan terpaksa harus ambil daripada sayang SKS kan? Ambil, jadi gak ada tidur siang mungkin atau mungkin bangun dari tidur siang tapi gak nyenyak gitu jadi kayak bangun-bangun harus masuk kelas terus dalam keadaan gitu, dengan masalah situasi anak kelas juga seperti itu, jadi yaudahlah sekedar masuk ajalah dulu. Setidaknya dapatlah informasi apa hari ini walaupun sedikit. Yang penting adalah.

6. **What are the obstacles frequently faced in your class?**

   Answer: Problems? For me? I think I just kurang ngomong aja disitu. Because aa.. that class is cross culture understanding, jadikan kalau culture itu emang lebih semua orang berhak menyalurkan. Karna culture itukan luas jadi gak mesti terpaku ke satu aja kayak gitu. Mereka bisa bilang masalah budaya kamu budaya kamu. Jadi, kayak yang hari pertama tu bapak ada menanyakan tentang budaya-budaya gitu, jadi P4 lebih ke yaudah diam aja, kayak gitu. Padahal ada yang P4 mau salurkan, misalkan P4 tahu tentang ini sedikit. Kayak giaman ya? Kayak udah mager untuk ngomong aja rasanya, terlebih lihat kawan yang sudah segitunya buat pertanyaan dan ngomongnya, jadi udahlah diam aja. Mungkin di speaking nya aja. Ngomongnya aja.

7. **What kind of activities do you do to reduce your speaking nervousness?**

   Answer: Oh yes. I also feel nervous. But, just be confident ya.. jadi emang kayak gimanapun memang harus speak in front of class, yaudah speak aja sih kekgitu. jadikan kayak kelas-kelas speaking ni dari speaking yang pertama sampai public speaking kemaren sama dosen yang sama terus, kebetulan sama satu dosen itu terus. Jadi, kalau di kelas bapak ini kan dia memang harus speak.. speak selalu. Depan kelas..depan kelas selalu. Jadi bapak tu emang selalu bilang "Confident aja jangan peduliin grammar kamu salah, mungkin aa.. teman-teman kamu bakal ngejekin pronunciation kamu yang penting

kamu speak aja dulu" tapi, untuk sampe hilangin nervous tu aa.. anggap aja semua orang di kelas itu yaa.. gak ada apa-apa, ngomong aja gitu. Tapi sebenarmya gini kalau nervous itu. Pertama ngomongnya aja pertama maju nya aja nervous kalo udah ngomong tu udah iniin ekspresif tu, itu udah mulai gak ada lagi udah hilang, jadi emang di awal aja. Trus kita mikirnya ginikan, teman pasti ngirain "Bakalan di iniin lah karena pronunciation kamu jelek, trus grammar kamu yang kamu gunain tu salah" tapi gak. Pas kita ngomong reaksi mereka itu biasa aja kek gitu. Jadi kayak kitanya yang terlalu ini.. berpikir berlebihan, padahal sih enggak.

8. **Do you use specific strategy to minimize your speaking nervousness?**

Answer: Apa ya? Practice. In front of the mirror, iyakan? Dari pertama mamng pasti gitu kan caranya? Ada yang bilang "Sering-sering ngomong sama kawanlah" gitu. Tapi kawan juga gitu nanti "Alah..in front of mirror aja ngomongnya" kek gitu-kekgitulah. Tapi ngomong sama kawan kalau lagi di pancing gitu, yaudah ngomong. Kalau gak, ya gak. Yaudah diam aja, kayak "Udahlah Indonesia aja.." lain apa ya? Ee.. sering-sering nonton film tanpa subtitle, listen music juga. Kalau music tu emang lebih gampang lagi kan? Karna apalagi music yang kita suka jadi kayak dengan sendirinya terhafal terus tahu arti itu. Dan kalau dilirik-lirik lagu itukan banyak kata-kata yang aneh, terus kan pronunciation nya yang dulu kita tahunya gini sebenarnya ini, gitu. Jadi yaudah, lebih tahu, nambah vocab juga.

9. **Is there any distinctive way or your lecturers helping you?**

Answer: Em.. Gak ada sih ya. Apa ya? Oh! Give a topic. Yes. But in this class bapak sering nunjuk sih.main nunjuk sih "Kamu coba. Kamu..kamu. mungkin kamu?" jadi kayak terkejut batin juga gitu kan ya. Terus tapi kadang kalau udah kebanyakan yang teman-teman yang udah jawab-jawab kek gitu, gakkan di gunain lagi cara itu gitu. Mukin udah di tengok "Oh banayk ni di kelas ini yang bisa ngomong" Yaudah, jadi yang..yang kayak orang mau ngomong, yaudah ngomong, karena kan udah nampak di permukaannya tu emang orang ini bisa ngomong, gitu. Bapak ini gak pernah mincing buat semuanya harus ngomong, kalau udah dari 1 atau 5 orang yaudah, gitu. Terus kalau presentasikan memang di wajibkan kalau bapak tu lebih lebih baik nya itu untuk gunakan bahasa inggris, tapi kalau misalkan mix boleh, tapiyang jangan lebih ke full indonesianya. Bapak tu ada bilang gitu. Mungkin itu juga salah satu biar kami biasa gitukan pas presentasi, karena kebanyakna mahasiswa tu kalau misalkan di presentasi kawan yang jelasin pake bahasa inggris pengertian nya tu gini-gini aja. Tapi pas udah di jelasin pakek bahasa

Indonesia baru tahu "Oh intinya gini ternyata" Baru ada yang mau ini.. kek gitu. Kalau bahasa inggris ya.. kayak gak menantang gitu, karna kita emang bahasa indonesianya. Jadi kalau bahasa inggris, udah biasa aja, gitu aja. Gitu-gitu doang.

10. In your opinion, what kind of class active discussion it should be?

Answer: Sebenarnya kalau presentasi mungkin. Seperti yang bapak lakuin tu kan, presentasi ke depan. Trus bapak tu aa.. harus aa.. kan satu kelompok itu lima orang jadi perlima-lima orang itu harus ngomong bagiannya masing-masing. Jadi, itu salah satu cara untuk apa tu? Mahasiswa ini kan active ngomong perorang gak misalnya Cuma dia aja yang pandai ngomong jadi diaa aja yang ngomong dari pembukaan sampai closing dia selalu gituloh. Jadi kalau misal semua nya ngomong, semuanya active kek gitu. Bapak gak bilang juga sih kalo semua harus ngomong, lebih ke inisiative kelompok aja, karena kan penilaiannya juga disitu kan.

P5:

1. What do you think about the class? Why?

Answer: CCU is Cross Culture Understanding class is a.. interesting class because we are not only studies about our culture but we also aa.. studied about another culture in aa.. especially in Aceh. Before that, I don't know about culture in Gayo. Do you know Gayo? Gayo have different culture with us because they are when aa.. had a party like married, they have three just three days to make it party, but how.. different with our aa.. like in Aceh different kabupaten in South Aceh they have a different culture in married that they have to different party like they are for example like aa.. when the.. society in that aa.. kabupaten go from another kabupaten to aa.. *antat linto* we have a one week party. So *antat linto* make our culture difference with another culture in south aceh. But one thing aa.. em.. we also study about another culture like from Chinese, Australians, American, and so on yeah in another country.

2. Does lecture/presenter communication or teaching style ability influence class activity? How?
Answer: Communication I think yes. Because when we study Cross Culture Understanding the teacher need to aa.. more be active in communication because aa.. the teacher ask us one by one to us "what is your culture?" so we have o em.. aa.. know about they are culture so. And I got some problem

when they speak because of you know like in class em.. nobody.. nobody people in the class that in my class nobody people a.. how to say.. no! see! They are more be active, more be active in speaking but when I get another class they have to like not self confident aa.. not in my class CCU right now. But I have different communication style in another class. Because in this class is very active in communication style. So, it is like because I meet someone new so my self confident getting low than them.

3. **Do you get all of the information lecture/ presenter say? If not, why?**

   Answer: If I say.. I'm not get all but aa.. I get the point. Aa.. the point what lecture say but em.. so I can imagine "oh they are say bla..bla..blaa.." so I can to go ahead what are they talking about lecture give information to me, so, sometimes I can't got even something. Because aa.. maybe the lecture influency and speak quick so that i.. get the point. So I got the point, someties I got the point and I can imagine all the lecture say "bla..bla..bla.." about that. So, we can say I got new vocabulary that I have not heard before.

4. **What will you do if you do not understand the course?**

   Answer: Yes. Sometimes I don't really understand that aa.. the course but I make sure that aa.. I ask to my friends "What are lecture said?" after we discuss about something about that subject, I ask to lecture "Please, sir. I don't understand about you say. So..so can you repeat once again?" or something like I give.. I say.. i..i ask some questions that aa.. about the course.. about the course so, maybe lecture can more explain again. It's happened when the first explanation he explain that full english, but when I ask to replay again I can get what teacher said in bahasa, so, I can more understand. Because I maybe not familiar with the words, so that is why maybe.

5. **During the class, are you thinking about things that have nothing to do with the course?**
   Answer: Oh yes. I have two times to study here. Because I have another so much activities outside this course ouside of this collage. I have to follow another communi..communitas like FGA aa.. and I have to more activity in out of campus. So, "how about that?" that make me confuse. Sometimes it make me not focus in the class and afraid to speak up, how to say.. I think it is because we all human, we have much activity outside this we make just..enjoy.. just silent in class not very serious look at the lecture and say

"Yes..yes..yes" just say yes. But actually I'm not understand at all, I just say yes to make it clear.

6. **What are the obstacles frequently faced in your class?**

Answer: Really happen? Oh sometimes the problem..the biggest problem in the class when the teacher when..when the lecture give us that a.. assignment it is not balance with our you know like they give more homework to us but they not give us instruction first so they just "You all do that, do this, do this.." so the lecture before they give the aa.. homework they didn't give the instruction first like aa "You make it like this, give the example" actually give the example, so I think when the lecture give aa.. good instruction, give the example I think that very helpful for us, so make it more good. You know like we make it for easy for something so not from the group in *Whatsapp* "Hey make it like lecture say" "We don't understand it" "How we make it?" "Hey..how the lecture say?" so it can be feedback but not all of friends will give us more detail information in *Whatsapp*. You know like maybe we have activity outside of this so they have to give more, give best information in *Whatsapp* so I need the lecture will be understand about us.

7. **What kind of activities do you do to reduce your speaking nervousness?**

Answer: Nervous is humanly, yes I very nervous but I take a breath when I got nervous I take a breath so I just relax myself and see "That's all my friends here" so I just make sure that they all my friend, I also nervous but aa.. I more when I speak in front of class just "Oh this is my friend". And to reduce my nervous i.. I just. How to say ya.. like I smart here I smart I self confident I tell the people that I just beginner I can do it, I can do it. I'm smart, people have to see smart people here so I aa.. do my best and I have to proof it.

8. **Do you use specific strategy to minimize your speaking nervousness?**

Answer: Here.. I usually.. aa.. what is.. aaa.. bubble gum. Yes bubble gum, bubble gum, bubble gum. The strategy is bubble gum. Before I aa.. for example to aa.. I explain in front of bring more bubble gum. I don't know.. I don't know how it aa.. help me, but when I aa.. do something like eat in the class before I present before I start the presentation that really a.. emm.. our nervous I think that our own my own. I actually from senior high school that

boarding school so that we have to always a.. do presentation because a.. that senior high school we can the categorize that high level of senior high school. So, we have to always presentation when our when we need to discuss something. So, that the strategy that my teacher give to me give me that "When you are nervous you drink first, drink water or you eat something" so I tried it and it's help me.

9. **Is there any distinctive way or your lecturers helping you?**

   Answer: A.. maybe aa..distinctive way aa.. that lecture give us like aa.. "You can go ahead, you can speak" motivate us indirectly but sometimes the lecture just ask us "What's you say?" but some lecture give us speak free, just speak don't afraid with something that aaa.. can a.. disturb you. So what you have to speak, just speak up. Because our lecture more understand what we are. I think right now, so dispensasi give to our dispensasi when like give our presentation, she give us like "next week for more good presentation you need to study" like that. You did communication with your friend to ask something like aa.. do you know? That make our speaking in CCU active also feel more enjoy.

10. **In your opinion, what kind of class active discussion it should be?**

    Answer: Maybe.. aa..aaa.. play the game. But we play the game that subject that we learning. For example, aa.. no. I think that when we are play the game in the to active discussion so we have to make it some rules to student in class to speak up at all. Nah.. so, one of student, let's talk to give information about they are. So, after the discussion lecture ask one by one with our.. with so, we student about not..not they aa.. agency, culture agency but another. So, we have to aa.. see and listen to the other. Aa.. student ok the friends, so we have more active when the lecture ask the student. Some like "Do you know….?" So make it interesting class, so when we just.. just focus on study yes, focus is yes we have to do. But, some student not really good when come to the class. Maybe they have too problems so they need to ref.. refreshing body or brain. So I think the teacher need to be understand it. Because we are human yes because that class start in the afternoon, so we feel how o board all day long, we have to study all day long, so need to refresh our self first.

Interview with lecturer:

1. **What is your opinion about student in this class (CCU class)?**

Answer: If we talk about student activeness, in this class there are some students that not really active, but that is our challenge. Since I'm not really focus on their speaking, so I'm not really force them to be active in speaking or discussion section, but I focus on their ability how they can understand the topic that I give. For example, I give them passage, then when we start the class, I will ask them about the passage or I will give them quiz based on the passage. Based on the result, we know which student who copied the text and who can develop the topic to their answer sheet.

2. **In your opinion, what aspect that makes Students passive/silent/ do not give enough response for this class?**

   Answer: In first meeting, I always ask my student "who have part time job in this class?" just to make sure they can handle their time correctly. But, sometimes some students that have job, they will be more active than other. Maybe, student being passive because of the way the presenter presentation theirs is not really interesting, but that's not really bad. And it could be because of our class is started at noon.

3. **Is there any strategy that be used to deal with class problems?**

   Answer: I don't have specific strategy to make student active in class. However, active class discussion is more interesting then passive one. But, speaking is not my priority in this class. If there only same student that active, then I will ask others. Such as call their name and ask their opinion about the topic, or give them passage, then ask them about the passage.

Appendix 7: Documentations

D1 Observation class

D2 Observation class

Interview with P1

Interview with P2

Interview with P3

Interview with P4

Interview with P5

Interview with lecturer of CCU Class

AUTOBIOGRAPHY

1. Name : Fatma Stialanri Ellisyah
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Banda Aceh, January 9th, 2019

Fatma Stialanri Ellisyah