

# Communication Pattern Of The Communication Leadership To Staff And Lecturers At Private Higher Education, Banyuwangi District: Study Of Communication Ethnography

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## **Abstract.**

*This study analyzes the communication patterns made by the chancellor to his lecturers and staff in one of the Universities in Banyuwangi district. The purpose of this research is to identify the rector's speech acts in this case the use of speech codes, the choice of language used for code switching and code mixing, and speech events that cover formal and informal situations. The method used in this study is a qualitative method with an ethnographic communication approach. Sources of data in this study are the chancellor, lecturers, and staff. The data in this study were the utterances of the chancellor, lecturers, and staff which were obtained through observation, interview, recording, listening, and recording methods, and were analyzed using an ethnographic study of communication. The results of this study indicate that there are differences in the use of the type of language used by the chancellor to staff, and the chancellor to lecturers. Thus, the findings in this study are the use of different languages and code mixing are influenced by three factors, including cultural factors, speech competence factors, and communicative competence factors. The use of language and code mixing is used to achieve communication goals.*

**Keywords:** *Communication Pattern, Academic Communication, Code Mixing and Code Switching.*

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## **I. INTRODUCTION**

An organization certainly has a goal to be achieved, where this goal can be used as a direction in which the organization can move forward. To be able to move in the direction you want to aim for, an organization must be able to create a good working relationship between leaders and their subordinates, a leader is needed who can motivate his subordinates to work so that they can maintain harmonious conditions, and further optimize the performance of their subordinates, and can exert a great influence on the organization. Encouraging and determining the success of the organization's internal communication is one of the leadership roles. As with personal communication, communication within the scope of the organization also has an important role for a leadership communication. Good communication within an organization can expedite the course of the organization to achieve its goals. And vice versa, communication that is not well established will hinder an organization in achieving its goals. A good leader should always pay attention to his communication patterns as long as he establishes communication with anyone, especially with the subordinates he leads. Good communication is of course followed by the use of good language as well, as the role of language as a tool in communication. Language which is also a social and cultural product, is even an inseparable part of a culture, so language becomes a forum for social aspirations, activities, and the behavior of its speakers (Hidayat, 2014: 192). The main problem in communicating in an organization is the use of the language used by a leader when communicating with his subordinates. Giving meaning to a message is strongly influenced by the cultural background of the sender and recipient of the message. Fatal mistakes in understanding meaning can lead to wrong perceptions of the intent and purpose of using language.

Cultural differences between the sender and receiver of the message are factors that influence the error. A private tertiary institution in Banyuwangi district, is an organization that is quite large and has many members in it. There are several leaders at each level of the division, but a tertiary institution runs under the leadership of a rector, who then has three deputies under him, whose job is to help ease the rector's work. As well as several rectorate staff. Still under the leadership of the rector, there is the position of dean who is in charge of leading a faculty. A dean is assisted by a deputy dean and several heads of study programs (head of study program), as well as several faculty staff. The speech act behavior of the rector at the tertiary

institution is quite unique, because it has its own characteristics as the identity of the communication pattern used and the cultural background from which it originates. The communication patterns used by the rector are inseparable from the categories and functions of language which are reflected in the speech components, the choice of language used, shifts of speech, speech levels, and symbols displayed through body language and intonation. As an aspect of supporting the understanding of speech acts in verbal language. The author is interested in conducting more in-depth research on the communication patterns used by the chancellor when communicating with members of the organization he leads at the college. This study is directed at discussing how the sub-activities use speech codes, the choice of language used by the chancellor as code switching and code mixing, as well as speech events which include formal and informal situations based on the communication patterns built by the chancellor to his staff.

## **II. LITERATURE REVIEW**

### **Ethnography of Communication**

Ethnography of communication was originally referred to as ethnography of speech or ethnography of speaking. If ethnography is seen as a study that describes the life and culture of a society or ethnicity, then ethnography of communication is more focused on the language used by a society or community group (Sumarsono, 2002:309). Dell Hymes (1972) is an American anthropologist and linguist who first coined the term Ethnography of speaking, which is a combination of ethnology and linguistics, a study that concerns situations, uses, patterns and functions of speaking as a separate activity. Hymes (1974) argues that the context of the situation must be considered and considered in studying the use of language in society, so that language does not stand alone such as the study of grammar (as done by a linguist), about psychology (like psychology), about social class (like sociology). ), about religion (such as ethnology), and so on. According to Hymes (1972) to study the ethnography of communication, it is necessary to understand several important related concepts, namely: (1) speech procedures, (2) speech communities, (3) and situations, namely events and speech acts. Koentjaraningrat (1985) (in Kuswarno, 2008: 11) explains that ethnography of communication is the study of language in social community communication, namely how language is used in societies and ethnicities that have multiple cultures. This presentation indicates that there are two things that form the basis of the ethnographic study of communication. It is said so, because the study of the role of language in community communication is used in different ways.

### **Patterns of Communication**

Haryono (2015: 18) defines that as an interaction model using language codes, communication patterns are based on distinctive and recurring relationships between speech components that are influenced by linguistic aspects, social interactions, and culture. The use of speech levels, choice of language and variety of languages as a form of code-switching and code-mixing, intonation and symbols that are displayed through body movements, as well as speech shifts, as well as language functions that are reflected in speech, are manifestations of communication patterns. The communication pattern of a leader can be known when he communicates with his subordinates, this can be observed through the choice and variety of language used when speaking, how code mixing and code switching occurs when the leader speaks, and how the intonation is produced by the leader when speaking , as well as other symbols that appear in the leader's body movements when communicating. At the level of expression and interpretation of personality, patterned communication can be identified that occurs in individuals. For example, someone's expression when conveying feelings or emotions, such as anger, disappointment, sadness, and so on. Individual perceptions as 'fluent or nervous' are also in the terminology of cultural norms, and even expressions of pain and distress are usually also culturally patterned (Saville-Troike, 2003 in Haryono, 2015: 19). Patterned communication in individuals can be observed when a leader is communicating with one of his subordinates. How does the leader's expression when he is discussing with his subordinates, then how does he give orders, questions, advice, and reprimands to his subordinates individually. As well as how the communication patterns of leaders in giving attention and enthusiasm to their subordinates.

### **Communicative Competence**

Communicative competence does not only involve knowledge of language codes, but also of what to say to whom, and how to say it correctly in certain situations. Communicative competence relates to the social and cultural knowledge that speakers have to help them use and interpret linguistic forms. Communicative competence includes knowledge and expectations about who can or cannot speak in certain settings. When to say it and when to remain silent, who to talk to, how one speaks to people of different role statuses, what non-verbal behaviors are appropriate in various contexts, what routines occur for shifting turns in conversation, how to ask for and give information, how enforce discipline and so on (Saville-Troike, 2003 in Haryono, 2015: 24). It is not only the use of language and language codes that are considered when the chancellor communicates or speaks, the social and cultural knowledge of the chancellor as a speaker is also important to observe as part of the speaker's communicative competence in this case the leader. What is the attitude of the rector when speaking with his subordinates, what kind of subordinate (whom) does the rector communicate with, and what are the situations when the rector speaks (communicates) with his subordinates.

### **Language and Culture**

According to Kramsch (2009) (in Haryono, 2015: 26), there are three reasons why language and culture cannot be separated: first, language expresses cultural reality; second, language as an embodiment of cultural reality; third, language as a symbol of cultural reality. Language as an expression of the cultural reality of its speakers, is the language spoken by someone referring to the experiences they have gone through. Because what is stated is a fact, idea, or event that can be conveyed. A number of elements that look distinctive can reflect the culture of the speaking community, because each language is a unique and distinctive medium of collective expression. The fact of a culture is symbolized by language, this shows that language is a sign system in which there are cultural values. Language is used by speakers to identify themselves and others, they see that the language they use is a symbol of their social identity. The use of language used by the rector when communicating with his subordinates can be used to observe the cultural background of the society or social group to which he belongs. Because it can affect the patterning of communication behavior. In general, at the level of speech, the use of pronominal forms or pronouns is used to show differences in the speaker's respect for the speech partner. These symbols are widely used in speaking to show respect. In addition, the use of ordinary vocabulary is used to show familiarity between speech participants.

### **Code Switching and Code Mixing**

Code switching is the alternate use of two or more languages, versions of the same language or even language styles in one speech situation by a speaker or speech participant (Saville-Troike, 2003). : 48). Code switching is an aspect of language dependence in a bilingual society. This means that in a bilingual society it is almost impossible for a speaker to use one language absolutely without switching the code to another. Not only language transitions, the concept of code switching also includes the event of switching between various languages or dialects. Chaer and Agustina (1995: 141) state that code switching is a symptom of changing language use due to changing situations.

### **Code Mixing**

Code mixing is a variety of languages that are communicated from one language to another. The use of words, clauses, idioms, and greetings is included in code mixing. Code mixing occurs when a speaker inserts an utterance with other language elements while using a language dominantly. Code mixing can occur because it is caused by factors such as habit, familiarity, casual situations and or the absence of an appropriate equivalent to reveal a phenomenon, without something in a language situation that demands language mixing (Haryono, 2015: 41).

### **Context**

(Duranti, 1988 in Haryono, 2015: 43) says about the need to interpret speaking skills in the context of situation, a phrase that was first emphasized by Malinowski (1923), which on the other hand indicates that the context conception must be expanded and on the other hand the situation, where the words spoken can never go beyond something that is not relevant to the linguistic expression. When there are difficulties or doubts regarding the interpretation or acceptability of certain linguistic disclosures in a formal linguistic

analysis, a context analysis is required. The meaning of words, the meaning of utterances, the meaning of sentences can be determined by context by looking at the pragmatic context and the topic of a discourse.

### **Speech Procedures**

Speech procedures refer to the relationship between speech events, speech acts and speech styles. The manner of speaking between one culture and another is clearly different, even in fundamental aspects. For example, in Javanese society, manners are very important and are highly prioritized in daily interactions.

### **Speech Communities**

Gumperz and Hymes (1972) define speech communities as a group of people who use the same rules in interpreting and using at least one language. Lyons (1970), argues that the speech *community* is defined as all people who use a particular language or dialect. As for Hockett (1958) states that each language determines the speech community, and the speech community itself is defined as all people who communicate with each other, either directly or indirectly through language. The similarity of the form of language used by the community does not simply indicate the relationship between members in the speech community, but this is also determined by their views or perceptions of the form of language used, both by members and other communities.

### **Situations, Events and Speech Actions**

Ibrahim (2004:267) explains that in order to study communicative behavior in speech communities, it is necessary to relate them to interaction units, namely speech situations, speech events and speech act. The speech situation is also interpreted as the context in which communication takes place. Sumarsono, (2002: 320) explains that the rules for using speech can determine or regulate the occurrence of speech events, and are always communicative. Speech events occur in speech situations and consist of one or more speech acts. An example that can explain the presence of speech situations, speech events and speech acts is the situation at a meeting. In an ongoing meeting (as a speech situation) a conversation occurs, a conversation can occur with anyone, on any topic, perhaps there is also a joke in it (speech event).

### **Components of Communication**

It is not sufficient for researchers to simply understand situations, events and speech acts, but also to understand the components that make up speech, in an effort to analyze the ethnography of communication. The speech component by Hymes (1972) (in Sumarsono, 2002:325) further simplifies the division into eight aspects. This is to make it easier to remember and compiled into an acronym SPEAKING in English, which includes: act situation which includes background and atmosphere, participants include speakers, senders, and recipients, end (goal) includes intentions and results, Act sequence includes the form of the message and the content of the message. Keys, instrumentalities (tools) include channels and speech forms, norms include interaction norms and interpretation norms, Genre. The speaker component includes the sender, listener, and receiver, namely people who are involved in a speech activity which is then referred to as a participant. Not only referring to who is speaking and who is the speech partner, the characteristics of these participants also include gender, social status, and role relations in the family and other social institutions. In communicating will be governed by the rules of speech. This speech rule is based on the customs that apply in a speech community, for example the habit of interrupting speech which is considered impolite in Javanese speech communities, especially children to their parents.

### **Leadership Communication**

In carrying out its duties and functions, an organization is never separated from the communication made by the leadership in fostering, educating, and directing their subordinates to achieve organizational goals. According to Faules (2010: 185), there are five types of information that leaders usually communicate to their subordinates, namely: Information on how to do work, information about the rationale for doing work, information about organizational policies and practices, information about employee performance, information for develop a sense of duty. Muhammad (2007:67) argues that leaders in carrying out these types of information can use two types of communication, namely formal communication and informal communication.

### III. METHODS

The data that has been obtained by the methods and techniques of data collection mentioned above, are then sorted according to the research questions. Because the data is in the form of conversation (speech), the data is transcribed first. After that the data were analyzed descriptively using ethnographic methods of communication, conversation analysis and pragmatic concepts. The ethnographic method of communication is used by conducting an analysis of the speech components, as for the speech components in the communication theory put forward by Hymes. Conversational analysis method is used to analyze the conversations conducted by the chancellor when communicating with his subordinates. In conducting data analysis, the researcher also carried out data reduction and data presentation activities.

### IV. RESULTS AND DISCUSSION.

#### 1. Rector's (Leader's) Communication Patterns with Young Subordinates

Poedjosoedarmo argues (in Haryono, 2015: 74) that there are two things that affect the use of speech levels: first, the level of formality of one's relationship, and the second is the social status possessed by the person second. The bond between leaders and subordinates is included in the category of formal relations. Leaders' communication patterns with their subordinates are also influenced by age differences.

#### Data 1: Conversations between Leaders and Subordinates Who are Still Young, Namely A 26 Year Old Man.

- |      |        |   |
|------|--------|---|
| (1)  | Staff  | : Assalamualaikum   |
| (2)  | Rcktor | : <i>Opo Pras?</i><br>'What's up, Pras?'  |
| (3)  | Staff  | : <i>Niku nompo surat</i><br>'I got the letter'   |
| (4)  | Rcktor | : <i>Jam piro iki?</i><br>'what time is it?'  |
| (5)  | Staff  | : Four o'clock  |
| (6)  | Rcktor | : <i>Nang ndi iki?</i><br>'Where is this?'  |
| (7)  | Staff  | : Oh, I didn't read it, sir   |
| (8)  | Rcktor | : <i>Iki pak imam to?</i><br>'Is it from Mr. Imam, Right?'  |
| (9)  | Staff  | : <i>Kirangan</i><br>I don't know for sure  |
| (10) | Rcktor | : <i>iki seloso lo yo?</i><br>'Is it Tuesday?'  |
| (11) | Rcktor | : <i>Undangan sopo iki sing ngongkon?</i><br>'whose invitation is this?'  |
| (12) | Staff  | : <i>Kirangan nggeh, niku wau kulo namung tandatangan mawon</i><br>'I don't know, I just given the signature the the invitation'  |
| (13) | Rcktor | : <i>Sing ngongkon awakmu sopo?</i><br>Who ask you to give the signature to the invitation?   |
| (14) | Staff  | : Mr. Lukman Hidayat  |
| (15) | Rcktor | : <i>Saiki ngene, Pras. Awakmu takokno iki koyo'e tak delok pak imam iki, pak imam LPM iki. Iki konsumsine yo'opo lek diundang? Aku lo sing tandatangan.</i><br>'Right now like this, Pras. You should ask this event. I think I see Mr. Imam of this Quality Assurance Institute (QAI). How about the consumption if invited? I'm the one who signed it' |

The chancellor's speech "*Opo, Pras?*" in line (2), in which he, while looking at the door, without answering the greeting of the staff who entered his room and looked back at the cellphone he was holding, is a form of greeting to a familiar interlocutor, as well as a question that implicitly asks the purpose the staff

entered the room. The term *Pras* in speech (2) above is the name of a person's call sign, which in Javanese usually uses the initial or final syllable in someone's name to call him, such as *Prasetyo - pras*, *Khoir - ir*, *Mukhlis - klis*, etc. Then the story "*Jam piro iki?*" in speech (4) which was spoken by the chancellor while observing the contents of the letter that had been opened, it was a form of question that implicitly asked the staff who delivered the letter to explain what letter it was.

The answer "Four o'clock" in speech (5), is a response from the chancellor asking about the time, which the staff thinks is that the chancellor asked what time it was. Speeches (6), (8) and (10) are the chancellor's statements asking for clarification about who the letters he received were for. And speeches (7) and (9) were the staff's answers that convinced the chancellor that he really did not know about the contents of the letter. Then speech (11) is another question from the chancellor who asks where the letter came from, and speech (12) is the staff's answer explaining that he was only ordered or carried out orders. In speech (13) then the chancellor asked the obvious thing that who ordered the staff to deliver the letter to the chancellor's room, and the staff answered in speech (14). After a few moments of observing the letter, the chancellor gave an order that the staff could understand that he was asked to find the right person to respond to the letter.

**Table 1.** Analysis of Conversational Speech Components between the Chancellor and Staff

| Speech Component Analysis |   |
|---------------------------|---|
| Situation                 |   |
| a). Time                  | Afternoon   |
| b). Location              | The Room of Rector's Building (2nd floor)   |
| c) Atmosphere of Speech   | Relaxed and serious   |
| Participants Speech by    | The Chancellor and Staff  |
| Purpose of Speech         | Get clarification regarding the letter delivered by the staff to the chancellor   |
| Form of Message           | In the form of a casual conversation in a serious situation.  |
| Sequence of Action        | (1) The staff enters the chancellor's room, by greeting.<br>(2) The Chancellor and all participants simultaneously answered greetings and looked towards the door.<br>(3) The staff went straight to the chancellor and conveyed the purpose of their arrival, namely giving a letter.<br>(4) The Chancellor received the letter and observed it while asking several questions about the letter.<br>(5) The vice-chancellor and students suddenly became silent giving the chance to the chancellor to talk with the staff.                                    |
| Types of Speech           | Relaxed and serious spoken speech.  |
| Norm                      |   |
| a). Interaction           | (a) The use of Javanese <i>Ngoko</i> by the chancellor to the staff.<br>(b) The use of Indonesian and Javanese <i>Kromo</i> by staff towards the chancellor.  |
| b). Interpretation        | a) The use of speech in Javanese <i>Ngoko</i> by the chancellor to his young staff, because the chancellor already knows him intimately.<br>(b) The use of Indonesian language speech by the staff is to respect and value the chancellor as a leader even in relaxed or informal situations,<br>(c) Switching the staff speech code from Indonesian to Javanese <i>Kromo</i> to convince the chancellor that the speech he conveys wants to be understood, because by using the Javanese language the staff felt they could get closer to the rector (leader). |

For his subordinates who are young, the chancellor always uses Javanese as everyday language, to get closer to his subordinates, the chancellor positions himself as a parent. It is not uncommon for the chancellor to pay attention and support to his subordinates, in addition to giving assignments and work orders.

## 2. Communication Patterns of the Chancellor (Leader) with Young Lecturers

Apart from communicating with the staff, the Chancellor also communicates with the lecturers as his subordinates as well.

Data 2: Conversations between the chancellor and the young lecturer.

- (1) Chancellor : Ms. Eka, are you ready to lead the next graduation committee?
- (2) Lecturer : You aksed me, Sir? What do you mean by leading?
- (3) Chancellor : Ms. Eka chaired the graduation committee
- (4) Lecturer : Why do you asked me, Sir? Please don't asked me sir
- (5) Rector : Everyone will get their turn, now it's your turn
- (6) Lecturer : But sir, don't I tell you first? I've never had one before, sir
- (7) Chancellor : Precisely, you've never had that, so you'll learn to lead tomorrow, everyone should learn so you have experience
- (8) Lecturer : But it's a big event, sir, I'm afraid...
- (9) Chancellor : What are you afraid? There will be many people who will help you, it will be done together, you will only lead them to work
- (10) Chancellor : I will make a decree as soon as possible and we will hold a meeting soon.

Data 2 is a conversation between the leader and a female lecturer who is still young, in fact, in the conversation between the chancellor and the lecturer, there is no difference between the female lecturer and the male lecturer. In this conversation, the Chancellor often uses Indonesian, which seems more formal, even in relaxed situations. This is because the rector pays attention to who the interlocutor is, in data 2 the rector's speech opponent is a lecturer even though he is still young, but the rector still respects by using formal language when communicating. Both are subordinates of the rector, but the staff and lecturers have different status and educational background. Code mixing can be seen in the conversation above, namely the mixing of Indonesian and Javanese which is occasionally inserted by speakers. The Javanese vocabulary is inserted between the Indonesian code vocabulary, as seen in speech (1) "Ms. Eka, are you ready *to* lead the next graduation committee?" the word *nggeh* is a Javanese vocabulary inserted between the Indonesian vocabulary in the utterance. The word *nggeh* in Javanese means 'yes / yes' which is used as an answer to signify agreement or an acceptance, but in this speech the *nggeh* used by the rector as a form of emphasis or convincing the interlocutor (lecturer) for what he is saying, that the rector in the speech (1) say if he appoints the lecturer as a candidate for chairman of the graduation committee for the next period. Not only that, the mention of the word 'Ma'am' is an abbreviation of the word 'mother' which is usually used to respectfully address an adult or old woman, in the above speech the chancellor uses the word 'ma' followed by the lecturer's nickname which is to be "Ms. Eka" is a form of respect for the Chancellor as the leader of the lecturers as his subordinates.

In speech (5), the rector still uses Javanese vocabulary as a form of code mixing, namely the word *Sampean* which in Javanese is used to refer to the second person pronoun, 'you'.said *you* in Javanese *Ngoko madya* is felt to be more refined than the *wordawakmu*, and is used for a higher level of speech. Although using formal language, the chancellor chose a rather low speech level because apart from the gap in positions, the age gap also affects this. the lecturer in this data is the rector's interlocutor even though he is a lecturer but may still be the same age as the rector's son. Code mixing was also carried out by the lecturer in his speech with the rector as seen in speech (6), who both inserted the word *nggeh* between the use of Indonesian in their speech. It is also intended to emphasize or convince the other person to say what he is saying. Based on this data, the lecturer convinced the chancellor that he had asked gently so that he would not be appointed as chairman of the graduation committee.use of the *word* As a second person pronoun, the chancellor always uses it when speaking with lecturers because the word *kamuyan* is considered more subtle than the word 'you' in Indonesian. Even though the Chancellor spoke emphatically or emphasized, he still

used the word *Sampean* to the lecturer. Example of speech (9) the chancellor's speech is convincing that the lecturer is able to carry out the task as chairman of the graduation committee. Speech (10), the chancellor closes the context of speech by emphasizing the lecturer that he will immediately make an SK for his decision, which indicates that what the chancellor said is something that is certain.

**Table 2.** Analysis of Conversational Speech Components between the Rector and Lecturers

| Speech Component Analysis |  |
|---------------------------|--|
| Situation                 |  |
| a). Time                  | 10.00 (WIB)  |
| b). Place                 | in front of the lecturer's room  |
| c). Speech Atmosphere     | Relaxed and serious  |
| Participants              | Rector's and Lecturers   |
| Speech Purpose The        | Chancellor's Speech provides information as well as instructions to lecturers to become candidates for chairman of the graduation committee.   |
| The form of the message   | Casual and informal talking.   |
| Sequence of Actions       | (1) The Chancellor approaches and greets the lecturer who is sitting on a long chair.<br>(2) The Chancellor informs that he has chosen a lecturer as a candidate for chairman of the graduation committee.<br>(3) The lecturer responded by trying to convince the chancellor that it was not him who the chancellor had chosen.<br>(4) The Chancellor convinced the lecturer that he could carry out this task.<br>(5) The Chancellor emphasized the lecturer that his decision could not be changed by immediately making a decision letter. |
| Types of Speech           | Oral speech with the use of Indonesian that is not formal, but serious.  |
| Norm                      |  |
| a). Interaction           | In the use of Indonesian and various code mixing.  |
| b). Interpretation        | To soften the speech using Indonesian.   |

## DISCUSSION

### The Choice of Language Used by the Rector When Communicating with Subordinates

As a social and cultural product, language becomes a forum for social aspirations, activities and people's behavior. Of course as a result of culture, language contains the values of its speakers (Haryono 2015). The use of language is to carry out many communication functions, but the most important function of the language itself is to convey information. Every language is basically a symbol of the identity of its speakers (Oktavianus, 2013:69), but a leader will not necessarily use language in every act of speech. Apart from being a self-identity, language selection is also very important for a leader to communicate fluently with his subordinates in the institution he leads. In this communication pattern, the chancellor as the leader chooses to use Javanese *Ngoko* when communicating with his young subordinates. Javanese *Ngoko* was chosen because it is the everyday language used in the academic environment so it is felt to be more simple and efficient to use when communicating with subordinates in giving orders, motivation, or when just having casual conversations. Javanese *Ngoko* sounds more familiar because it is not a formal language in its pronunciation, so the chancellor can get closer to his subordinates. The low speech level of the chancellor is selective in communicating with his young subordinates because apart from being a leader, he also positions himself as a parent who cares for and is responsible for his children. A low tone but tends to rise when communicating shows concern for his subordinates and a firmness as a leader when he gives assignments or orders.



### **Factors Influencing Leadership Communication**

Patterns The chancellor's communication pattern at a tertiary institution in Banyuwangi occurs due to several influencing factors, these factors are cultural factors, speech component factors, and communicative competency factors. These factors are interrelated and influence each other, and all three are inseparable from the social and cultural aspects of a person or society so that they affect their communication patterns.

#### **Cultural Factors**

A person's traditions or habits greatly influence the formation of the uniqueness of the language used in communication (Arianto, 2012: 302). This shows that language cannot be separated from culture. Language reflects a culture of its speakers (Purwoko, 2010: 73), as well as the language used by the chancellor in communicating with his subordinates, where the background of the chancellor is the son of a kiai and has a fairly large Islamic boarding school, so it is certain that it was very influential on the pattern of communication that he applied in the college he led. The use of Javanese *Ngoko* when communicating with his subordinates, especially younger subordinates, is a reflection of the chancellor's daily habits when communicating with his students. As the owner of the Islamic boarding school, the chancellor often communicates with his students as a form of concern and concern. He uses Javanese *Ngoko* as he communicates with his children, and this is carried over by the chancellor to the academic environment and when communicating with his subordinates.

#### **Speech Component Factors**

It has been described above that several speech components greatly influence the chancellor's communication patterns as a leader. These speech components are related to one another. From the context, when giving orders, the chancellor often speaks in an informal setting. The Chancellor often talks privately with his subordinates who are given assignments. This was done because it was felt that the orders he gave would be more understandable to his subordinates and would be given more attention to be carried out immediately. The place (*setting*) where the speech activity takes place is where the chancellor can meet/meet with the subordinates he needs. Therefore, speech events between the chancellor and his subordinates often occur in unintentional or spontaneous situations. Thus, it can be said that the occurrence of a speech situation still depends on other speech components, such as speech participants, speech topics, speech types, and speech objectives (Arvianti, 2011:69-71). In addition to the context, the position and role of the speech participant is very important to know as a speech participant in communication with the rector (leader). This is related to several components of the speech participants that influence the communication pattern used by the chancellor as leader. These components include the following: (1) social status; (2) psychological; (3) the background of the speech partner. Differences in social status based on position or position affect how the chancellor speaks and how his subordinates respond to the chancellor's speech. The level of formality of the relationship and the level of closeness of the relationship also greatly affect the communication patterns used by the chancellor when communicating with his subordinates. Such as the choice of language used, the choice of mixing and code switching when speaking, and the intonation or tone of speech when speaking. Differences in age and gender also affect the chancellor's communication pattern.

This influences the choice of speech level used by the chancellor, and the body language chancellor when communicating with his subordinates. The psychological components that affect communication patterns are: the feeling of good and bad which can also be accompanied by feelings of fear for subordinates as speech partners when communicating with the rector. This affects the chancellor's communication pattern regarding the softness or firmness of the tone of voice, facial expressions when communicating, and the tone of voice used when speaking. The background of the interlocutors also greatly influences the rector's (leader) communication pattern, which influences the choice of language, the use of speech levels, and the switching and code mixing that the rector uses when communicating. In contrast, when communicating with subordinates who are regular staff, the Chancellor often uses Javanese *Ngoko*, whereas when communicating with subordinates who are older or with subordinates with a high social status, the Chancellor often uses Javanese *Kromo Inggil* or Indonesian. Judging from the purpose of speech, the chancellor's speech is always different in every speech event. The purpose of the rector's speech is different for each speech partner, namely asking questions, giving orders or assignments, providing attention and support, and providing

information to his subordinates. In conveying the purpose of the speech, in addition to the purpose of the speech itself, the rector as a speaker also pays attention to other components such as who the participants are saying, the tone of speech to be used, the shift in speech to be said, and the type of speech to be used.

The purpose of the speech is closely related to the tone of speech. In communicating with his subordinates, the tone of speech that the chancellor uses is of course different, the difference in age and the high social status of his subordinates greatly influences the pattern of communication that the chancellor uses. When talking with older subordinates, the chancellor uses a low and flat tone of speech, as well as when communicating with subordinates who have a high social status, the chancellor uses a low tone even though his speech is firm (pressing). Of the several components of the speech above, the norms of interaction and norms of interpretation are things that really must be considered and must be done. Violation of speech norms will become a scorn as someone who does not know manners. In this case, it is necessary to have the principle of politeness (Room, 2013: 223-224). Attention to these speech norms is based on other speech components such as the speech participant, social status, age difference, and background of the interlocutor. The norms of interaction and interpretation will take different forms when the subordinates respond to the rector's speech. Subordinates who already know the rector intimately will certainly be different from subordinates who are not very close to the rector. The norms of interaction and interpretation cannot be separated from the system of beliefs, values and customs prevailing in a speech community.

### **Factors of Communicative Competence**

In this study, several varieties of language were used by the chancellor as a pattern of daily communication with his subordinates. As the leader of an institution, it is very important for the chancellor to pay attention to communication patterns to interact and communicate with his subordinates in advancing the institution he leads. The variety of languages that the chancellor uses include: (1) When communicating with his subordinates who are still young, the chancellor often uses the Javanese *Ngoko*. The Chancellor positions himself as normally a parent who speaks to his children using Javanese *Ngoko*, besides that he feels he can get closer to his young subordinates. (2) When communicating with subordinates with high social status, the variety of languages used by the chancellor is the variety of Javanese *kramo inggil* mixed and code switching to Indonesian. Even though the age of his subordinate was still younger than him.

It was done because the Chancellor appreciated and respected his subordinates. Linguistic knowledge reflected in verbal and nonverbal elements can help provide the correct interpretation and essence of pragmatics for speech participants (Megawati, 2016: 159) half measures, and speaking while focusing on other objects, makes the speech participants confused and difficult to grasp the meaning from his speech. This is related to the formation of the rector's communication pattern as a leader, which often creates wrong inferences for speech participants. Speech participants have difficulty digesting the implicatures contained in the speech.

## **V. CONCLUSION**

The results of the research and analysis carried out resulted in a conclusion that the communication situation and the speech participants play a role in determining the language variants used in communication. This can be seen from the language code used by the chancellor when communicating with his subordinates who are placed according to the role of each speech participant. Placement of the code in accordance with its role has placed the norms of interaction and interpretation as a strategy to achieve speech objectives and for the implementation of positive and mutual patterns of communication and interaction.

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